Motives for Training and Management Development in the Nigerian Banking Industry

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Abstract

This study focused on the motives for training and management development using the Nigerian Banking Industry as a case study .The study relied on both qualitative and quantitative analysis of data. The entire staff of the 25 commercial banks as at 2007 in Nigeria is the population of the study and the difficulty in studying the whole population makes sampling inevitable. In the selection of the banks for this study, stratified sampling technique was adopted. All the 25 banks as at 2007 were stratified into two, old and new Generation Banks. Consequently 4 banks were selected from each stratum. A total of 320 questionnaires were administered. 281 out of the 320 questionnaires were however returned and found suitable for analysis. The data obtained through questionnaire were analyzed using descriptive statistics and inferential statistics such as frequency distribution and Analysis of Variance (ANOVA), respectively. **The results of the analysis showed that** banks see training and management development as important factors, as well having motives for investing in Training and management development. These motives include- new technology; productivity; responding to skills deficiencies; moral duty; new hire request; and staff request. **Some of the recommendations based on the findings include-** *training* should be seen as one of the most important strategies for organizations to help employees gain proper knowledge and skills needed to meet the environmental challenges; it must also be noted that, training and development, though primarily concerned with people, is also concerned with technology, the precise way an organization does business.

Keywords: Training, Management development, Motives, Banking

1. INTRODUCTION

Training is one of the most important strategies for organizations to help employees gain proper knowledge and skills needed to meet the environmental challenges (Goldstein and Gilliam, 1990; Rosow and Zager 1988). Employee training represents a significant expenditure for most organizations. Training too often is viewed tactically rather than strategically. Organizational leaders are often not clear about what they want from training and therefore fail to connect training with the overall organizational goals and strategy. To Daniels (2003) training should not be regarded as a luxury to be undertaken when time and budgets allow. Nor is it wise to think of training as remedial, as a matter of shoring up weak employees or fixing problems. In a successful program, the training unit acts not like a group of physicians who minister to organizational ills, but rather as an agent of change. Senior management should recognize that the training function has valuable intelligence about employees' core skills. The training unit, in a successful program, understands the organizations strategic direction and can design and implement a creative way of moving people in that direction.

Many organizations have already shifted their thinking about the training function. They have seen for themselves that training is where skills are developed, attitudes are changed, ideas evolve and the organization is reinvented. In the course of learning the skills that will increase sales, build effective teams, improve quality, standards or meet a wide range of other objectives, employees create a new organizational culture.

Also the need to look at business beyond the national boundaries and thinking strategically have forced many organizations to accord training and development due attention. For instance, the continued dominance of free market worldwide had forced many organizations to seriously examine international opportunities and face competitions in areas where they had no solid technological base. As a result, organizations have to continue to deal with two urgent challenges. The first is to improve their competitive position by reducing costs and the second is to learn how to manage the impact of technological development. This reality according to Goldstein and Gillian (1990); and Zager (1988), has magnified the importance of successful training and development programs with measurable results. Consequently training and development has become one of the most critical aspects of human resource management effectiveness.

No matter the way one looks at training and development, they help employees to learn how to use the resources in an approved fashion that allows the organization to reach its desired output. Able people may grow to a point where they are ready for responsibilities beyond their initial assignment. When this happens, training and development become imperative. Training and development has grown concerned not only with helping individuals to adequately fill their positions, but also with helping whole organizations and sub departments grow and develop. Training and development, though primarily concerned with people, is also concerned with technology, the precise way an organization does business. That technology might be the way a flight attendant greets a passenger on an airliner, or the way an egg is fried, it might be the recipe that makes one soft drink, distinctly different from all other soft drinks. It might be the design that makes one automobile more attractive or more efficient than its competitors. It might include the procedures for mixing and bottling the drink, or for assembling the automobile. Training is concerned with the meeting between two inputs to organizational effectiveness, that is, people and technology. Since an organization can rarely secure people who are at the time of employment, total masters of their unique requirements, organizations need a good training and development programme. Training changes uninformed employees to informed employee; training changes unskilled or semiskilled workers in to employees who can do their assigned tasks in the way the organization wants them done into workers who do things the right way.

There may be many reasons why banks invest in training and management development for their employees; this study therefore attempt to find out the major reasons for banks' investment in training and management development in Nigeria.

2. RESEARCH OBJECTIVES

It is rational for any action taken that there must be a motive. There may be many reasons why organizations embark on training and management development. However, the main focus of this study is therefore aimed at identifying the principal reasons behind organizations' investment in training and management in the Nigerian Banking Industry.

To accomplish this, the research examines the following objective with particular reference to eight commercial banks:

To determine the major reasons behind banks' investment in training and management development

3. LITERATURE REVIEW

3.1 Introduction

Training is an organized programme designed to aid the employees' performance through the imposition of job skills and knowledge. Failure of most organizations was attributed to lack of employee training and development, as the job activities remain boring to untrained personnel or employees. Development refers to teaching managers and professionals, the skills needed for both present and future jobs. Training and management development are therefore a mixture of activities aimed at improving the performance of personnel in organizations' for the attainment of continuous improvement in productivity.

This section on literature review is presented under the following sub headings:

i. Concept of Training

ii. Concept of Management Development

3.2 Concept of Training

One of the potent factors militating against the good performance of employees is inadequate training. It is the systematic training and development of personnel on continuous basis that can harness the totality of human resources towards high productivity in the organization. The more organizations seek excellence, the more employees' training and development becomes imminent. Training is usually aimed at solving significant problems as we are suppose to use it as a key requirement for ensuring that any training which takes place is based on proper analysis of its contribution to the effectiveness and efficiency of an organization.

Nwachukwu (1988) sees training as organization effort aimed at helping an employee to acquire basic skills required for the efficient execution of the functions for which he was hired.

In his contribution Cascio (1989) sees training as consisting of planned programs designed to improve performance at the individual, group and/or organizational levels. To Cascio, improved performance in turn, implies that there have been measurable changes in knowledge, skills attitudes and/or social behaviour.

In a related work, Aina (1992) sees training as the acquisition of the technology which permits employee to perform according to standard. He then see training as an experience, a discipline or a systematic action which causes people to acquire new skills and knowledge and predetermined behaviour.

To Banjoko (1996), training is an organized procedure by which people learn knowledge and or skills for a definite purpose. That is it is a process for equipping the employees particularly the non-managerial employees with specific skills.

Training in view of Decenzo and Robbins (1996) is a learning experience in that it seeks a relatively permanent change in an individual that will improve the ability to perform on the job. Decenzo and Robbins typically say training can involve the changing of skills, knowledge, attitudes, or behaviour. To them, it may mean changing what employees know, how they work, their attitudes toward their work, or their interaction with their coworkers or supervisor.

Decenzo and Robbins see training as more present-day oriented, its focus is on individuals' current jobs, enhancing those specific skills and abilities to immediately perform their jobs.

To Dessler et al (1999), training is the process of teaching employees the knowledge or skills they need to better perform their current jobs. That is training aims to help employees meet the goals of the company as well as their own goals.

To Nankervis, et al (1999), training is "any procedure initiated by an organization to foster learning among organizational members".

Dessler (2000), indicates that training refers to the methods used to give new or present employees the skill they need to perform their jobs.

Mathis and Jackson (2000), see training as "a process whereby people acquire capabilities to aid in the achievement of organizational goals".

In view of Stone (2002), training "typically emphasizes immediate improvement in job performance via the procurement of specific skills".

A look at all the definitions above shows a great deal of similarity. That is, training tends to be focused on the skills required in employee's current jobs, to be viewed in a short-term frame and to have as its major purpose, the improvement of individual and thereby organizational performance.

3.3 Concept of Management Development

Management development is self-development. Management development is concerned with developing the skills of the manager over his or her career with the firm. No person can actually develop another all an organization can do is to create the atmosphere and opportunity for people to develop themselves. Management development is a dynamic process, and ideas and practices are constantly being challenged. It is only continually rethinking and re-examining management development provision, that standards can be maintained.

Banjoko (1996) sees the word 'development' in relation to the process of helping managerial employees who perform non routine jobs to improve their management, administrative and decision-making abilities and competence.

To Armstrong (1999), management development contributes to business success by helping the organization to grow the managers it requires to meet its present and future needs. It improves managers' performance, gives them development opportunities and provides for management succession.

However Aina (1992) simply takes development as concerned with preparing the employees so that they can move with the organization as it develops changes and grows.

In a similar work, Nwachukwu (1988) sees management development as a process that gets an employee ready for a rise in the organizational hierarchy. What Nwachukwu terms a rise is simply promotion. Here it should be noted that promotion gives a sense of self-fulfillment and its denial especially when one thinks one merits it, deflects one's ego. Every organization should identify and encourage employees who have the potential to contribute their quota in the organization and the society as a whole. The implication of Nwachukwu's assertion is that no organization can continue to survive and grow in our dynamic environment that forgets to develop its managerial cadre.

In the view of Daft (1988), development refers to teaching managers and professionals the skills needed for both present and future jobs.

Employee development according to Decenzo and Robbins (1996) by design, is future-oriented and more concerned with education than employee training. By education we mean that employee development activities attempt to instill sound reasoning processes, to enhance one's ability to understand and interpret knowledge, rather than imparting a body of facts or teaching a specific set of motor skills. Decenzo and Robbins therefore see development as focusing more on the employees' personal growth.

Successful employees prepared for positions of greater responsibility must have analytical, human, conceptual, and specialized skills .They should be able to think and understand. Training, per se, cannot overcome an individual's inability to understand cause-and-effect relationships, or to think logically. As a result, Decenzo and Robbins suggest that employee development be predominantly an education process rather than a training process.

Management development is divided into two parts- on-the-job and off-the-job. On-the-job is the development of a manager's abilities that take place on-the-job. Common approaches, for on-the-job development are coaching; mentoring; job rotation; and job instruction technique (JIT). Off-the-job takes place outside the normal working post. Common off-the-job approaches include sensitivity training; transactional analysis; lectures; and simulation exercises.

One critical component of employee development considered by Decenzo and Robbins is that, all employees, at no matter what level, can be developed. To them, historically, development was reserved for potential management personnel. Although it is critical for individuals to be trained in specific skills related to managing, like planning, organizing, leading, controlling, and decision making, time has taught us that these skills are also needed by non-management personnel. The use of work teams, reductions in supervisory roles allowing workers to participate in the goals of their jobs, and a greater emphasis on quality and customers, have changed the way developing employees is viewed. Accordingly, organizations now require new employee skills, knowledge and abilities.

A critical review of the all meanings given for management development shows that the essence of it is that organizations want to avoid being caught badly without candidates for new jobs or without replacements for key people who died, retired or left for other jobs Managers that can contribute to long-term objectives are being groomed. That is management development is also intended to resolve or pre-empt performance difficulties as well as geared to individual career aspirations. Development involves learning that goes beyond today's job; it has a more long-term focus. Management development is best described as the process from which managers learn and improve their skills not only to benefit themselves but also their employing organizations

4. RESEARCH METHODOLOGY

The general procedure for carrying out the study is presented here. Data was obtained from two major sources- primary data and secondary data. Primary data was obtained through the administration of questionnaire to respondents from the employees of the selected banks. Secondary data were sourced from published materials, such as related journals and books

Respondents for this study were selected using simple random sampling technique. In the study a research instrument was developed, pretested and validated. It was used to identify the main factors that motivate organizations particularly in the banking industry to embark on staff training and development. Six principal factors were identified and built into the questionnaire. A total of 320 copies of the questionnaire were administered on the employees of the selected organizations. 281 copies of the questionnaire were however, completed, returned and found suitable for analysis.

Data are presented in the form of tables showing frequencies and percentages. Following each table is the descriptive analysis of the findings. Data gathered from the questionnaire were analyzed using descriptive and inferential statistics. Descriptive statistics used is frequency distribution. Inferential statistics used is Analysis of Variance (ANOVA).

The statements of hypotheses formulated for the study are as follows:

Ho1: Banks do not see training and management development as important factors.

Hi1: Banks see training and management development as important factors.

Ho2: Banks do not invest in Training and management development for specific reasons.

Hi2: Banks invest in Training and management development for specific reasons.

5. RESULTS AND DISCUSSION

5.1 Descriptive Statistics

This section presents the frequencies as were applicable to the various sections of the data obtained through the questionnaire.

5.2 Respondents Background

The tables I to VII showed the distribution of respondents' background information by the generation of bank, name of bank, department, position (rank) and length of service.

Out of the two hundred and eighty-one respondents, 168(59.8%) are from old generation banks while 113 (40.2%) are from new generation banks.

Table II shows the distribution of the respondents by banks. The old generation banks have **59.8** percent of total respondents.

Table III shows the distribution of respondents by departments in the banks. The relevant information here is that virtually all the departments have respondents.

Table IV shows that of the 281 respondents 162 (57.7%) are males while 119 (42.3%) are females. Meaning we have more male respondents than females respondents.

Table V indicates that out of the 281 respondents 188 (66.9%) are within the range of 20-30 yrs; 79 (28.1%) are within the range of 31-40 yrs while the remaining 14 (5%) are within the range of 41-50 yrs.

What could be deduced here is that 95% of the respondents are within the age bracket of 20-40 yrs.

Table VI shows the position of the respondents 147 (52.3%) of the respondents are middle level management staff. This is followed by supervisory staff who are 84 (29.9%) of the respondents.

Table VII shows the educational qualification of the respondents. One interesting thing here is that out of the 281 respondents, 226 (80.42%) have at least first degree or HND.

Table VIII shows the years spent in the bank by the respondents. One thing to note here is that despite the high mobility of staff in the banking industry we still have substantial number of respondents who have spent more than one year. The experience of this category of staff is very much relevant in this type of research. 112 (39.9%) out of the respondents have spent between 1 year to 5 years with the banks. 24 (8.5%) have also spent between 5 years and above.

Hypothesis 1

Hypothesis one says training and management development are not important factors in the banking industry?

On this, we have enough evidence from table IX and documentary evidence from the selected banks, that training and management development are important factors in the banking industry.

The F-value calculated 7.313 is greater than the table value of 2.10, at (0.05 level of freedom).

The ANOVA test reveals that training and management development are important factors in the banking industry.

What appears to attest to this is the documentary evidence obtained from published materials of the eight selected banks. This is extracted and presented as follows:

Afribank

The bank according to Wali (2006) provides local and offshore training for its employees as and when necessary. Afribank also reported that staff productivity has increased net productivity from N85, 000.00 to N831, 000.00 per staff (Annual Report and Accounts 2006).

First Bank of Nigeria Plc

First Bank of Nigeria devotes appreciable resources to staff training and development through both local and foreign facilitation. The bank as reported in the Abridge prospectus dated May 7, 2007 expended a total of N2, 614,137.00 on training and development in the last three years.

At the heart of the policy of the bank as reported in the First Bank of Nigeria Plc Annual Report and Accounts 2007, is the concern to better their staff as drivers, both of higher levels of productivity, and of inclusiveness at every local level, where we maintain a business presence. In furtherance of these objectives, during the review period, the Bank's training and development function continued to be structured around the three components of job specific training, knowledge based training, and self development. A total of 5,291 personnel according to Ajekigbe (2007) participated in the various training modules, including both local and off-shore training, during the year ended March 2007, representing an increase of 31.9% over the figure for the corresponding period in 2006.

Union Bank Plc

Management, professional and technical expertise according to Odikanekwu (2007), is the group's major assets and investment in their further development continues. A range of training provided to its employees, whose opportunities for career development within the bank have thus been enhanced, has extended the groups expanding skills base. Training according to Odikanekwu (2007) is carried out at various levels through in-house and external courses.

UBA Plc

Training in UBA Plc according to Odu-Thomas (2007) is carried out at various levels through both in-house and external courses. 5152 employees according to Odu-Thomas benefited from such courses in the period under review. The Bank according to Odu-Thomas, the Bank has in place a Staff Shares Investment Trust Scheme designed to encourage the involvement of employees in the Bank's performance.

Diamond Bank Plc

Diamond Bank according to Nwosu (2007), has in-house training facilities complemented with additional facilities from educational institutions(local and offshore) for the training of its employees. Dozie (2005), said during the year, the bank adhered to its staff training policy, which requires that every staff must attend a minimum of 40 man-hours of training each year. The commitment to this policy according to Dozie (2005) is reflected in the heavy investments in two training facilities in Lagos and on on-going development of a third facility. Internal programmes are further enriched by an expansive external training scheme, both local and foreign. In 2004, the Bank received the Industrial Training Fund (ITF) Award of the Best Trainer of Year 2003 in recognition of their commitment to staff and development.

First Inland Bank Plc

Ezeako (2007) said the Bank places a high premium on the development of its manpower. Consequently, the Bank sponsored its employees to various training courses and seminars during the year.

Intercontinental Bank Plc

In accordance with the Bank's policy of continuous development, according to Ologbenla (2007), training facilities are provided in the Bank's well-equipped training school. The Bank has almost completed its training school at Lekki in order to expand its training capacity. In addition, employees of the bank attend both locally organized and offshore courses on a regular basis. These are complemented by regular on-the-job training.

Oceanic Bank Plc

Okwu (2007), reported that in accordance with the bank's policy of continues development, training facilities are provided in the bank's well-equipped Training School located at Allen Avenue, Ikeja. In addition, employees of the bank are nominated to attend both locally and internationally organized courses. These are complemented by on-the-job training. Altogether, according to Alile (2007), 1500 of the staff got enriched through 185 in-house, external and foreign purpose-specific programmes.

Hypothesis 2

Hypothesis two says training and management development are not undertaken for specific objectives in the banking industry. The descriptive statistics in table X, established that training and management development are undertaken for the following- productivity, new technology, staff requests, new hire request, moral duty, and responding to skills deficiencies.

Table X shows that more that 90% of the respondents supported all the identified reasons as the reasons why banks invest in training and management development.

6. CONCLUSION AND RECOMMENDATION

Training and management development help employees to learn how to use the resources in an approved fashion that allows organization to reach its desired output. Training and management could then be seen as a mixture of activities aimed at improving the performance of personnel in organizations for the attainment of continuous improvement in productivity. It is found from the study that banks see training and management development as important factors, as well as having motives for investing in Training and management development. These motives include- new technology; productivity; responding to skills deficiencies; moral duty; new hire request; and staff request. Arising from the above, training and management development should therefore be accorded more attention and seen from different perspectives. In specific terms the following are recommended:

1. Training and management development should be seen as critical aspects of Human Resources Management effectiveness;
2. Training should be seen as one of the most important strategies for organizations to help employees gain proper knowledge and skills needed to meet the environmental challenges;
3. Since an organization can rarely secure people who are at the time of employment, total masters of their unique requirements, organizations need a good training and development programme;
4. It must also be noted that, training and development, though primarily concerned with people, is also concerned with technology, the precise way an organization does business;
5. Training should be seen as where skills are developed, attitudes are changed, ideas evolve and the organization is reinvented; and
6. Training and management development should be seen as vital issues to both employees and employers. Not only that, also as dynamic processes, as ideas and practices are constantly being challenged. It is only continually rethinking and re-examining training and management development provision that standards can be maintained.

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Table 1. Distribution of Respondents by Generation of Bank

Generation	Frequency	Percent (%)	Valid percent	Commutative percent
Old generation	168	59.8	59.8	59.8
New generation	113	40.2	40.2	100.0
Total	281	100.00	100.00	

Source: Research Survey, 2007

Table 2. Response Rate Distribution by Bank

Bank	Frequency	Percent (%)	Valid percent	Commutative percent
Afribank	40	14.2	14.2	14.2
First Bank	46	16.4	16.4	30.6
Union Bank	38	13.5	13.5	44.1
UBA	44	15.7	15.7	**59.8**
Diamond Bank	26	9.3	9.3	69.1
First Inland Bank	18	10.0	10.0	79.1
Intercontinental Bank	29	10.3	10.3	89.4
Oceanic Bank	30	10.7	10.7	100
Total	281	100.0	100.0	

Source: Research Survey, 2007

Table 3. Distribution of Respondents by Departments in the Banks

Departments	Frequency	Percent (%)	Valid percent	Commutative percent
Cash	71	25.3	25.3	25.3
Customer Service	36	12.8	12.8	38.1
Infotech	6	2.1	2.1	40.2
Operation	88	31.3	31.3	71.5
Chequing	3	1.1	1.1	72.6
Teller	5	1.8	1.8	74.4
Transaction service unit	8	2.8	2.8	77.2
Clearing	18	6.4	6.4	83.6
Technical Services	9	3.2	3.2	86.8
Retailing Marketing	35	12.5	12.5	99.3
Audit and Compliant	2	0.7	0.7	100
Total	281	100	100	

Source: Research Survey, 2007

Table 4. Gender of the Respondents

Gender	Frequency	Percent (%)	Valid percent	Commutative percent
Male	162	57.7	57.7	57.7
Female	119	42.3	42.3	100
Total	281	100	100	

Source: Research Survey, 2007

Table 5. Ages of the Respondents

Age	Frequency	Percent (%)	Valid percent	Commutative percent
20-30 yrs	188	66.9	66.9	66.9
31-40 yrs	79	28.1	28.1	95.0
41-50 yrs	14	5.0	5.0	100
Total	281	100	100	

Source: Research Survey, 2007

Table 6. Position (Rank) of the Respondents

Position (Rank)	Frequency	Percent (%)	Valid percent	Commutative percent
Top level management	5	1.8	1.8	1.8
Middle level management	147	52.3	53.3	54.1
Supervisory	84	29.9	29.9	84.0
Others	45	16.0	16.0	100
Total	281	100	100	

Source: Research Survey, 2007

Table 7. Educational Qualification of the Respondents

Qualification	Frequency	Percent (%)	Valid percent	Commutative percent
OND	54	19.2	19.2	19.2
B.Sc/BA/HND	185	65.8	65.8	85.1
M.Sc/M.A/MPA	39	13.9	13.9	98.9
Ph.D	2	0.7	0.7	99.6
Others	1	0.4	0.4	100
Total	281	100	100	

Source: Research Survey, 2007

Table 8. Years Spent With the Bank by Respondents

Years in the Bank	Frequency	Percent (%)	Valid percent	Commutative percent
Less than 1 year	145	51.6	51.6	51.6
1-5 years	112	39.9	39.9	91.5
5 yrs or more	24	8.5	8.5	100
Total	281	100	100	

Source: Research Survey, 2007

Table 9. ANOVA Table on Training and management development as important factors

	Sum of squares	Df	Mean square	F	Sig
Between Groups	56.163	7	8.023	7.313	0.000
Within groups	222.719	203	1.097		
Total	278.882	210			

Source: Research Survey SPSS Output 2007

Significant at P<0.05

Degree of freedom is calculated as follows:

Total (211-1) = 210, Between Groups (8-1) =7, Within Group (210-7) =203.

The F-value is calculated by dividing the Between Groups Mean Square (8.023) by the Within Groups Mean Square (1.097) → 8.023/1.097 = 7.313

When inspecting a table of F-distribution, we look up degrees in the numerator (here is 7), and denominator (here is 203), then find the value ∞ 2.01 ← table value

Table 10. What is driving your banks investment in training/ management development? Productivity, New Technology, Staff Requests, New Hire Request, Moral duty, and Responding to skills deficiency.

	Productivity		New Technology		Staff Request		New Hire Request		Moral Duty		Responding to skills deficiencies	
	F	P	F	P	F	P	F	P	F	P	F	P
No	7	2.5	5	1.8	22	7.8	11	3.9	8	2.8	7	2.5
Yes	274	97.5	276	98.2	259	92.2	270	96.1	273	97.2	274	97.5
Total	281	100	281	100	281	100	281	100	281	100	281	100

Key: F = Frequency P = Percent (%)

Source: Research Survey, 2007

The above are ranked as follows:

I. 1st New Technology- 98.2%

II. 2nd Productivity - 97.5%

III. 3rd Responding to Skills Deficiencies- 97.5%

IV. 4th Moral Duty- 97.2%

V. 5th New Hire Request- 96.1%

VI 6th Staff Request- 92.2%