

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In today's world, large and small businesses in Nigeria compete for customers. Every company, regardless of size or market, aspires to gain a competitive advantage, to outperform competitors in terms of effectiveness and efficiency, and to increase productivity, profitability, and efficiency. Employee training at Jordan Housing Bank.US bridges the gap between current employee performance and the bank's desired performance (De Cenzo and Robbins 1996). Participation, mentoring, and peer participation and cooperation are all part of training. This aims to improve personal and organizational performance by fostering teamwork and a sense of belonging. Self-efficiency leads to better job performance. Training is a systematic intervention that improves individual employees' performance on the job. It focuses on the skills that are required to meet the bank's objectives and goals. Banks with satisfied employees perform better as an organization (Gomez 2007). This improves the bank's ability to retain the majority of its talented employees. Employees who are dissatisfied are demoralized and unable to perform effectively. This means they'll be able to easily switch banks. The bank's management recognizes the value of employee training and development, resulting in a positive working environment that motivates and improves employee performance (Krietner 1995). In the banking industry, training is critical for a company that wants to revamp or maintain profits against its competitors (Evans and Lindsay 1999). Both the employee and the bank benefit from a good training and development program because it helps them grow and succeed. Human resource management practices and organizational performance are inextricably linked (McGhee 1996). Employees' quality improves as a result of the training.

According to an article published in the most recent issue of Training Magazine. Organizations with fifty or more employees in the United States spent \$32 billion on formal employee training and development programs. This will assist training and development organizations in becoming more effective in their training and development of employee performance, as well as providing employees with affective performance in the United States. Employee training and development

in Africa allows the African banking industry to be recognized across the continent, which has an impact on the African banking industry as a whole. In the banking industry in Africa, an effective system of employee training and development would improve the quality of employee performance. With employee performance training in Africa, the banking industry can be seen as effective in many ways in terms of employee training and development.

Competitions are held all over Africa. Organizations in the banking industry have paved the way for African businesses to focus on employee training and development in various operations, allowing employees to participate at various levels.

In Nigeria, training and development can be traced back to the late 1960s, when it was discovered that most of the top government and business positions were held by professionals (Olalere and Adesoji, 2013). After the whites left after independence, there was a large gap in capable indigenous human capital. As a result, the Federal Government of Nigeria was able to establish a Manpower Board in 1962, in response to the Ashby Commission's recommendation (Olalere and Adesoji, 2013). As a result, the Federal Government of Nigeria created complementary institutions such as the Centre for Management Development (CMD), the Administrative Staff College of Nigeria, the Industrial Training Fund (ITF), and the Federal Training Centre to train and retrain employees as well as provide orientation and device to fresh graduates of formal academic institutions (Olalere and Adesoji, 2013).

1.2 Statement of research Problem

A review of some banks and other financial institutions revealed that many have shown little or no concern for the role of training and development in achieving the banking industry's stated goals and objectives. This research problem also includes issues with employee performance mentoring, workshops, and job rotation in the banking industry.

When organizations try to implement a mentoring program, one of the most common issues we see is that they begin without a plan. This is usually caused by a great deal of pressure to launch in an unrealistically short amount of time. This issue isn't unique to workplace mentoring, and the solution is universal as well: make a plan. It has been proven that making a plan before starting a business increases your chances of success by 2.5 times. Mentoring is a result of this success. If your program is properly planned, it will be much more likely to launch successfully and continue

to be successful. As a result, take the time to create a comprehensive plan before beginning your mentoring program. You must define the whys and hows of your mentoring program in your plan. You should also outline any possible challenges and think of solutions ahead of time for a smooth implementation. Another common problem in mentoring programs is funding. Your program could lose funding at any point if you don't prove its worth to your stakeholders. Budget cuts are not friendly to programs with no quantifiable qualities. However, like planning, there is a simple solution here. You must measure the success of your mentoring program in order to prove that it is worth the investment. This will also necessitate some planning, but the steady proof of ROI will be well worth it. First and foremost, make certain that your plan includes business objectives. These will serve as the benchmarks against which you will evaluate your program. These goals should also be measurable and reportable. Then you'll have to figure out how to get the data you need from your program. This information can be gleaned from reports generated by mentoring software or from participant surveys. Collecting data on success factors will provide you with something to show decision makers in order to secure funding for the program's success and long-term sustainability.

A common problem we see in workshops which leads to employees not being creative in the organization as a whole. Workshop is a place with the materials an employee need to be creative through training and development in an organization, with workshop lacking whose materials it would lead to employers not being able to train and develop employees creativity in the work place. Another issue we see in the workshop is the incompetence of the teaching staff in terms of training and developing the organization's employees' performance. As a result, the teaching staff is not qualified in the workshop area. Another issue is that employees are unable to put the training they received in the workshop into practice, resulting in their inability to be creative in the organization as a whole.

Job rotation is a common issue that can result in slow service delivery in an organization. When an employer transfers an employee from one department to another that is unrelated to his field of work, the organization and the department may experience delays in service delivery. The problem of moving employees from one field to another can result in training and development of individuals in that field, resulting in money and time that could be invested in the work by using or employing personnel from the department, resulting in faster service delivery.

Employees appear to lack the necessary training in regards to their activities, which has resulted in poor performance on their part.

1.3 Objectives of the Study

The general objective of the study is to assess the effect of training and development on employee performance in the banking industry. However, the following specific objectives are pursued.

- i. To identify the effect of mentoring on the work quality on employees in the banking industry.
- ii. To evaluate how workshops improves the employee's creativity in the banking industry.
- iii. To ascertain the effect of job rotation on service delivery of employee's in the banking industry.

1.4 Research Question

- How does mentoring affect work quality of the banking industry?
- What effect does workshop have on employee creativity in the banking industry?
- What is the effect of job rotation on service delivery in the banking industry?

1.5 Research Hypotheses

Hypotheses are very important for a research process since they guide the types of data to be collected in order to answer the research questions.

The hypotheses are tested as follows:

Hypotheses One

H₀: Mentoring has improved the work quality of employee performance.

Hypotheses Two

H₀: Workshops have a significant effect on employee creativity.

Hypotheses Three

H₀: Job rotation have a significant impact on service delivery.

1.6 Significance of the study

Employees will benefit from this research. Trainees learn new techniques and lessons using the Social Learning Theory by interacting with other members of the staff. Training can be done more easily and with more interaction using this method. This method aids in the acquisition of skills through encouragement and observation of others' presentations. Employee development and training programs are critical to the success of businesses all over the world. Employee development and training programs are essential for improving employee performance. Indeed, according to a 2019 report published in the international business and management research, 90 percent of employees surveyed agreed that training and development programs helped them perform better at work. Identifying and addressing flaws The majority of employees will have some weaknesses in the workplace. Employers can use a training program to bolster the skills that each employee needs to improve. A development program raises the level of all employees, ensuring that they all have the same skills and knowledge. This helps to eliminate any weak points in the organization that rely on others to complete basic work tasks. By providing the necessary training, employees will be able to take over for one another as needed, work in teams, or work independently without the need for constant assistance and supervision. What, on the other hand, does training and development of employee performance mean to employers? Training is a great way to broaden the knowledge base of all employees, but in today's economy, many employers find development opportunities to be prohibitively expensive. Employees who attend training sessions miss out on work time, which can cause projects to be delayed. However despite these potential drawbacks, training and development provides both the individual and organization as a whole with benefits that make the cost and time a worthwhile investment. The return on investment from training and development of employees is really a no brainer. Enhances organization reputation and profile, Having a strong and successful training strategy helps to develop your employer brand and make your organization a prime consideration for graduates and mid-career changes. Training also makes an organization more attractive to potential new recruits who seek to improve their skills and the opportunities associated with those new skills.

Training can be of any type that is relevant to the individual's work or responsibilities, and it can be delivered in any way that is appropriate. Mentoring, workshops, job rotation, and other activities are examples.

The study is significant to the government because it allows it to use the impact of training and development on employee performance to develop policies that guide the banking industry. Furthermore, excellent performance of organizations in any economy as a result of employee training in the banking sector would boost the overall performance of the economy, attracting more investors, and more tax would mean more funds available to the government for economic growth.

In terms of researchers, learning more about the impact of training on employee performance in the banking industry would allow them to gain a better understanding of the subject and conduct more research, adding to the body of knowledge. This would also serve as a guide for new or upcoming researchers.

1.7 Scope of the Study

The study of the geographical area in which the bank is located is the scope. Employee performance training and development can be applied to any organization in Nigeria, but for the purposes of this study, it will be limited to bank employees at Zenith Bank Plc.'s headquarters in Victoria Island, Lagos State, Nigeria. The three levels of management in this organization work together to ensure that employees are properly trained and developed. The top management issues necessary instructions for training new recruits or current employees, the middle/executive management ensures that the instructions are followed, and the low level management is involved in the operation and supervision of their employee training. They are also responsible for assigning jobs and tasks to various employees, as well as participating in the hiring process. The study's goal was to investigate the impact of employee training on organization performance. Training and development programs, employee training design and delivery style, and post-training performance evaluation of training on organizational performance were the focus of the study.

1.8 Limitation of the Study

The purpose of this research is to see how training and development affect bank employee performance, using Zenith Bank PLC as a case study. The pandemic was one of the study's major limitations in terms of the impact of training and development on employee performance in the banking industry.

Due to difficulties encountered during the pandemic, a mentoring program that enables employees to perform was limited due to difficulties encountered during the pandemic, as the entire world was on lockdown, preventing activities from taking place. The pandemic had an impact on a study that looked at the importance of mentoring relationships in the field of organizational behavior. Employee skills were also dormant as a result of the pandemic, which harmed the quality of their work in the banking industry.

The time available for the employee to perform and gain experience for specialization is insufficient to enable efficient service delivery, which is an effect or limitation of job rotation on service delivery. Also, if the employee is being transferred to a department with a higher discipline (e.g., from customer service to accounting), a lot more training would be required, which would cost more.

After receiving training and development in a workshop, an employee's creativity may be harmed because more pressure will be placed on him to deliver better results and contribute more to the organization's growth. This can also instil fear in the employee's mind because he does not want to fail.

1.9 Definition of Terms

Training: - According to Ramadhani (2017), training is a learning experience in which a person's capacity to perform at work is improved through a general continuous change. This implies that training should be designed in such a way that it includes either changing or upgrading aptitudes, information, mindset, and social behavior.

Development: - Development Individuals are prepared for future organizational needs through learning and education. Its main focus is on personal development and learning. Employees at lower levels were traditionally trained, while those at higher levels were developed (Khoreva & Wechtler, 2018).

System: - It is made up of a series of interdependent and interrelated elements that work together to form a whole, and it has three stages: input teaching, conversion assimilating the teaching, and output carrying out the thought. A system is defined as a collection of interconnected or interacting components that work together to form a unified whole (Backlund, 2000). This is the process of determining how things, viewed as systems, interact with one another within a larger context (Rubenstein-Montano et al., 2001)

Mentoring: - Mentoring has a strong link to employee engagement. Employee engagement has been shown to improve when a supervisor and his or her employees have a shared perception of a development relationship (Spell et al, 2014).

Job rotation: - According to (McCourt & Eldridge, 2013) is a method of developing employee skills within an organization that entails employees moving from one official responsibility to another, such as taking on a higher rank position within the organization or moving from one branch to another.

Workshops: - A workshop is a room or building that provides employees with the space and tools they need to train and develop their creativity. It's defined as a gathering of ten to twenty-five people with a common interest or problem. They get together to study, research, practice, and discuss a subject in order to improve their individual skill. Teaching is a continuous process that includes conditioning, indoctrination, and training (V.K. Maheshwari 2012).

1.10 An Overview of Zenith Bank Nigeria Plc.

Zenith Bank Plc. was founded in May 1990 and began commercial banking operations in July of that year. The Bank became a public limited company on June 17, 2004, after a highly successful Initial Public Offering, and was listed on the Nigerian Stock Exchange (NSE) on October 21, 2004. (IPO). Zenith Bank Plc. is Nigeria's largest bank by tier-1 capital, with approximately one million shareholders. In 2013, the Bank listed \$850 million in stock on the London Stock Exchange at a price of \$6.80 per share (LSE). Zenith Bank Plc. based in Lagos, Nigeria, has over 500 branches and business offices in the country's most prominent commercial centers, including the Federal Capital Territory (FCT). The Financial Services Authority (FSA) of the United Kingdom granted Zenith Bank a license in March 2007 to establish Zenith Bank (UK) Limited as Zenith Bank Plc's UK subsidiary. Zenith Bank also has subsidiaries in Ghana, Sierra Leone, and Gambia, under the

names Zenith Bank (Ghana) Limited, Zenith Bank (Sierra Leone) Limited, and Zenith Bank (Gambia) Limited. In addition, the bank maintains a presence in the People's Republic of China. The Zenith brand will be expanded to other African countries, as well as European and Asian markets, by the Bank. Zenith Bank Plc. pioneered digital banking in Nigeria, achieving several firsts in the deployment of ICT infrastructure to develop innovative products that meet the needs of its thronging customers. Zenith Bank Plc. was founded in May 1990 and began operations as a commercial bank in July of that year. Following a highly successful Initial Public Offering, the Bank became a public limited company on June 17, 2004 and was listed on the Nigerian Stock Exchange (NSE) on October 21, 2004. (IPO). Zenith Bank Plc. has approximately one million shareholders and is Nigeria's largest bank by tier-one capital. The Bank listed \$850 million worth of its shares on the London Stock Exchange in 2013, at a price of \$6.80 per share (LSE). Zenith Bank Plc. headquartered in Lagos, Nigeria, has over 500 branches and business offices in prime commercial centers across the country, including the Federal Capital Territory (FCT).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter discusses literature from other researchers that is relevant to the study, the chapter is made up of three main sections. The literature has been organized into sections covering the conceptual review, theoretical review that anchors the study and empirical review as per the study objectives.

2.1 Conceptual Clarification

Conceptual clarification is based on a set of broad ideas and theories that assist a researcher in identifying the problem they are attempting to solve. However, Bordens and Abbot (2011) discovered that most academic studies begin with a conceptual framework because it aids the researcher in clarifying his research question and goal.

2.1.1 Training and Development

Training and development is an organizational activity that focuses on improving the performance of individuals and groups within organizations (Hoover, In Press). Legge (2004), Montana and Charnov (2002) define training and development as "training, education, and development." Development, on the other hand, is concerned with future activities that the organization that employs the individual, or that the individual is a part of, may engage in. It's nearly impossible to assess this. In general, training ensures that the identified competency requirements are built through a systematic and focused approach (Elwood & James, 2003), while development ensures that individuals are given opportunities to develop their competencies that allow them to achieve professional and personal career goals within the organization's goals (Kelly, 2001).

There will be no basis for training and development if employees are not evaluated against their current jobs, those that they are likely to hold in the future, or the organization's activities. According to Burley (2018), when a company trains its employees, it transforms them into a valuable asset. Organizations should strive to incorporate training programs into their human resource practices in order to reap significant benefits. Training, according to Abeba, Misele, and

Lemessa (2015), is the process of imparting a specific skill to perform a specific job. Training is an educational activity aimed at acquiring specific skills and knowledge for the purpose of completing a task (Atieno, 2015). Employee training is also defined by Elnaga and Imra (2013) as programs that provide employees with information, new skills, or opportunities for professional development.

According to Mohamud (2014), training is critical in an organization to ensure that an adequate supply of competent and capable staff is available to help the organization achieve its vision, mission, and objectives. Effective training benefits the organization because it reduces the amount of time spent solving problems and redoing a task, resulting in the organization's much-needed resources being saved. Organizations that want to stay competitive must equip their employees with the necessary skills, according to Al-Nuseirat and Biygautan (2014). This will encourage them to be creative and innovative, allowing them to contribute to the organization's overall success and service delivery excellence.

According to Noe (2001), organizations that embrace training and development practices are better able to retain their customers, suppliers, employees, shareholders, and other stakeholders over time because they are seen as more trustworthy and better custodians of the various stakeholders' interests. As a result, the company's financial performance improves. According to Myles (2002), a company that seeks to properly train and develop its employees, as well as reward them for their efforts, will have motivated employees who are more likely to engage in their work, thereby improving their performance and commitment to the organization. These same employees that interact with consumers will deliver better service, resulting in more return business and recommendations from happy customers. Increased sales from recurring customers and recommendations will result in higher earnings for the company, which will improve shareholder returns.

Training and development is viewed as an intrinsic motivator that strengthens and supports employees' growth and development plans at work by promoting their autonomy and competence (Broeck, 2008). Bakker (2010) claims that training and development is an extrinsic motivator that helps employees gain the knowledge, tools, resources, skills, and competencies they need to do their jobs well while also increasing their opportunities for advancement. Support from coworkers,

feedback from peers and supervisors, appreciation, advice, and informative comments on how specific tasks have been completed can all help to improve work performance Bakker (2008) Organizations use a variety of strategies to attract, retain, and motivate their workforce. For example, training and development are important factors in determining how effective employees are at work. According to Shepherd (2010), organizations should plan frequent training and development activities for their employees. Devi (2012) demonstrates this by revealing that many large organizations spend a significant portion of their annual budget on staff training and development. Devi goes on to say that in order for businesses to attract new customers, meet and exceed their expectations, and retain existing customers, they must provide high-quality services and competitive products, which can only be accomplished through effective training and development.

Training and development, according to Beardwell and Holden (2001), is a planned process for changing attitudes, knowledge, skills, and behavior through the learning experience in order to achieve effective performance in a specific activity or range of activities. Its goal in the workplace is to help people develop their abilities while also meeting the organization's current and future needs. Training and development is defined by Shaheen, Naqvi, and Khan (2013) as the systematic development of skills, knowledge, and behavior that can help employees perform specific job tasks effectively. While Amin et al. (2013) defines training and development as the learning opportunities offered to staff to help them improve their performance. According to Abeba, Misele and Lemessa (2015), training and development is conveying a precise skill to perform a particular job. Training is an educational activity aimed towards the attainment of specific skills and knowledge for the intention of a task (Atieno, 2015). Elnaga and Imra (2013) also define training and development as programs that equips employees with information, new skills, or professional development opportunities.

Employees and the organization both benefit from training and development, according to Amadi (2014). Job inconsistencies are eliminated through training. Organizations must be responsive and quick to the changing environment in order to be successful. They must react quickly to changing consumer demands for quality, variety, customization, convenience, and timeliness. There is a need to ensure that things are done in organizations in a synchronized and standardized manner. Human resource management has emerged as a set of prescriptions for managing people at work,

according to Beardwell and Holden (1997). The central claim is that organizations can improve their performance by matching the size and skills of their workforce to the organization's productive requirements, as well as improving the quality of individual employee contributions to production. The main goal of training and development is to eliminate performance gaps, whether they are present or future.

Employee motivation rises as a result of training and development. Seligman is a psychologist who specializes in positive psychology (2008). Pay, promotion, praise, and training can all be used by management to motivate employees. According to Gale (2004), motivating others entails persuading them to move in the direction you want them to go in order to achieve a goal. People who are motivated are those who have clearly defined goals and take actions that they believe will help them achieve those goals. Training and development also help an organization's competitive advantage. Competitive strategy boils down to this. It includes the capabilities, resources, relationships, and decisions that enable a company to seize market opportunities while avoiding threats to its desired position: Gellatily is a term that refers to a (2006). According to Armstrong (2005), many companies have realized that training and development is a strategic priority rather than a tactical response. One reason for training and development is to provide a competitive advantage to the company. Increased productivity is ensured through training and development. According to Armstrong (2003), all organizations are concerned about what should be done to achieve a high level of performance through people that can be sustained. The goal is to create motivational processes and a work environment that will enable individuals to deliver results that meet management's expectations. Customer relations are also improved. Muchel'le (2007) suggests the following characteristics that improve customer relations: being good listeners and communicators with customers, being sensitive and tactful, employees being honest with the information they provide, making promises they can keep, and being loyal to customers, associates, and the company.

One of the main goals of training and development is to address current and future performance deficiencies. Organizations with stagnant or declining productivity rates, as well as changing modes of operation, should conduct training to improve performance. Organizations that are incorporating new technologies, which may increase the likelihood of employee obsolescence, must invest in training. Another goal of training and development is to make current employees

more flexible and adaptable, which is especially important in organizations that are introducing new technologies. One of the most important goals of training and development is to address current and future performance deficiencies. Organizations with stagnant or declining productivity, as well as changing modes of operation, should conduct training to improve performance. Organizations that are incorporating new technologies, which may result in employee obsolescence, need to invest in training. Another goal of training and development, which is especially important for organizations introducing new technologies, is to make current employees more adaptable and flexible.

Characteristics of training: Not all training, however, is created equal. Training's ability to influence learning, behavior change, performance, and profitability is largely determined by how it is designed and delivered. The following characteristics have been linked to better employee and organizational outcomes:

Begin by determining your training requirements: This is a method for determining who needs to be trained (i.e., who needs improved KSAs), what they need to be trained on (i.e., what tasks need to be improved), and how the training process will be supported and aligned with strategic goals (Surface, 2012).

Identify and communicate the purpose, objectives, and outcome: These are determined by the training needs assessment results and must be communicated to trainees in a clear and understandable manner. Motivation to learn increases when communication includes a message about how the training will be used and what the expected outcomes are (Noe, 2008).

Content that is relevant: Training must include content that is directly related to trainee job experiences in order to be effective (Noe & Colquitt, 2002). Although this seems obvious, ignoring it can reduce the impact of training on performance to zero. Just think about the training sessions you've attended that have been unrelated to your daily work-life.

Active demonstration: Trainers must actively demonstrate the training's specific skills and processes. Regardless of the topic, conducting these live demonstrations provides trainees with a model of desired behavior, resulting in greater learning and transfer of training (Noe & Colquitt, 2002). If the training is on interpersonal communications, for example, the trainer might role-play

with a willing participant to demonstrate active listening skills. The instructor may bring an engine to an engine-repair class and demonstrate how to bore out the cylinders.

Multiple opportunities for trainees to practice the skills they've learned in class: Effective training programs include multiple opportunities for trainees to practice the skills they've learned in class. By incorporating application exercises into the training workshops themselves, you give trainees a safe environment in which to try out new skills and make mistakes without fear of repercussions (Noe & Colquitt, 2002).

Regular feedback during training: Trainers must also provide feedback to employees while they are practicing their new skills on a regular basis. Both during practice and after the exercises are completed, feedback should be given (Noe & Colquitt, 2002). It should also be directly related to the trainee's performance on the task and should never be about personal characteristics. For example, bad feedback might be something like "You're such a jerk," whereas better feedback might be "I noticed you dropped the lever a few times because your grip is incorrect."

Post-training environment: It's critical that employees are given opportunities to practice the skills they've learned after they've completed training. Research has shown that if the post-training environment does not support this, training will have little to no impact on trainee performance and organizational utility; that is, little or no ROI (Arthur et al., 2003). Advantages of training

Improve the performance: It is critical that employees are given opportunities to practice the skills they have learned following training and development. Research has shown that if the post-training environment does not support this, training will have little to no impact on trainee performance and organizational utility; that is, little or no ROI (Arthur et al., 2003). Helps To Make Company Goodwill: When employees are trained they produce high-quality products that will be customer friendly. If their products are good, so ultimately goodwill of the company will increase automatically.

Improve Team Bonding: When the employees trained they will engage into producing high-quality products, and when will engage they need the support of many departments, they will work together. So it will improve team bonding. Remove Grievances: During the training of employees, they also learn about soft skilled, which taught them how to control anger and be happy. So this kind of training helps the employees to remove grievances. Trainees Became Motivated: When

the employees know what to do and how to do, they become more motivated because that time they know what the distraction is and how to control it. This can happen because of training. So, Trainees became motivated. Improve Self-Confidence: When the employees trained they know about each process of the making products. If they are aware of everything, it will increase their self-confidence. Ultimately it will increase productivity.

Disadvantages of training are Effect on concentration: Employees do not lose concentration of their work when they work consistently on their tasks. They do, however, occasionally collaborate and train together. Which results in a loss of productivity and concentration. Employees are more stressed: Training employees attend hours and hours of training programs in order to keep up with the latest technology and trends, which causes them stress. Long Run Process: In order to make employees updated companies give months of training. When the employees became trained the technology that they learned might be old. Too Much Of Theory: Training of some departments is full of theories than practical's. These kinds of lecture make employees learn tough. Because they are unrealistic and hard to use. Trainees Lose Their Interest: At times of training sessions which lead for long hours, employees are bored and aren't interested in their session.

Characteristics of development are based on continuous improvement: HR creates a personalized career path for each employee by collaborating with them to align their goals with the company's strategic priorities. This plan outlines the skills and competencies that an employee must develop in order to advance within the company, as well as regular checkpoints to evaluate progress. Organizations can ensure that top talent is retained while also strengthening their corporate culture by charting a clear career path and providing the resources to make it happen. Real-time employee feedback is captured: What are your employees' thoughts on your company's career development program? What aspects of their lives would they change if they had the chance, and why? When it comes to their own career paths, millennial employees are more loyal if they believe the company they work for values their input. HR is finding new ways to give and receive feedback from employees when it matters most, as the work environment and employee needs are rapidly evolving. Evaluates all training programs: No one wants to invest money in training that isn't going to pay off. If training programs are not well-planned or delivered, employees may experience a delay in their career progression, which can be frustrating. To avoid this, businesses are now carefully managing their employees' training and evaluating them on a regular basis. Blue, for

example, integrates seamlessly with a company's Human Resource Information System (HRIS), allowing it to launch evaluations automatically based on dates, demographics, or any other trigger criteria. Advanced reporting enables a deeper dive into data to assess strengths, areas for improvement, and blind spots in training programs.

Advantages of development: It prepares organizations and individuals for the future needs of the organization through learning and education. Its primary focus is on learning, personal development, and organizational growth. Lower-level employees were traditionally trained, while higher-level employees were developed (Khoreva & Wechtler, 2018; Ikon, Onwuchekwa & Nwoye, 2018). It causes managers to realize that self-improvement and development is a long-term process with patterns and opportunities appearing at all stages of life (Ikon, Onwuchekwa & Nwoye, 2018).

Disadvantages of development

Employee overdevelopment: when employees reach a certain level of development, they are able to find or seek a better organization than the one that trained them because their skills are more valuable in other organizations. Employee underdevelopment: When employees in an organization are not well developed or trained, the organization's ability to function is limited. It will also restrict the production of the organization's products in various departments or levels.

2.1.2 Mentoring

Mentoring is a two-person relationship with the goal of professional and personal growth. The "mentor" is usually an experienced person who shares his or her knowledge, experience, and advice with someone who is less experienced. A mentoring relationship can exist between two people from the same company, industry, or networking group. Regardless of how the partners meet, the relationship should be built on mutual trust and respect, and it should provide personal and professional benefits to both parties. Mentoring can also pave the way for increased employee engagement. Employee engagement has improved for employees who have formed a personal bond with their mentors (Finney et al., 2012). Employees' performance is improved by mentors (Baranik et al., 2010; Rolfe, 2010). Individuals feel obligated to commit to their organization when they receive support from their agents, according to the social Exchange theory (Baranik et al.,

2010). As a result of this dedication, performance improves. Employees' socialization and relationships have a significant impact on their experience with their company. Employee engagement requires specific causes and critical drivers, such as mentoring roles that provide support for role modeling, friendship, and counseling. The traditional form of one-on-one mentoring can be traced back to Greek mythology, when Odysseus entrusted his son Telemachus to his friend Mentor (Adams, 2016).

Characteristics of mentoring: These qualities apply to both leaders and managers. Effective leaders and managers bring skills to the workplace that help them support others and get things done. Interpersonal abilities can be beneficial (Crabb, 2011; Hansen et al., 2014). Employee engagement occurs in the workplace when leaders encourage and engage their employees. Leaders and managers who are encouraging and engaging create a more productive culture, which leads to positive business outcomes (Crabb, 2011; Hansen et Al., 2014). These leaders and managers also serve as mentors to their followers, influencing them positively. Employee engagement is influenced by many characteristics of leaders and mentors who act as mentors. In a study of construction professionals' perceptions of essential mentor characteristics, (Hoffmeister et al. 2011) discovered that an adequate mentor is an active listener who shares information and knowledge, is comfortable around supervisors, and allows clients to make mistakes. An active mentor, according to the participants in this study, gives negative feedback, has a vision, is a good role model, and is objective (Walumbwa and Hartnell 2011). Effective leaders communicate in a way that encourages followers to form emotional attachments and relational identification, according to the study. A functional aspect of a mentor, according to Short (2014), is one who is trustworthy. When employees are stressed and need to vent their frustrations, they need to know that they can talk to someone. However, having a good leader or manager does not always guarantee a pleasant work environment (Tolar, 2012); however, using the characteristics identified in the literature review, effective mentoring practices would ensure employee engagement. Mentors can improve employees' work experience as well as the overall work environment if they are properly matched. Leaders and managers who can build positive relationships with their employees are more likely to create a positive and engaged workplace. Employee engagement can be influenced by leaders and managers who have excellent interpersonal skills. Hansen et al. (2014) proposed that leaders who exhibit interpersonal skills facilitate employee engagement in a study to understand how leadership relates to employee engagement. These authors developed a

model to show how interpersonal leadership, organizational relationships, and employee engagement are linked. These researchers cited several qualities that determine interpersonal leadership in their structural model, including informational justice, transformational leadership, and interpersonal justice. Informational justice is defined as a leader who is fair to his or her employees by providing explanations and information as needed. The motivating characteristics that leaders use to change their employees' attitudes and beliefs are referred to as transformational leadership. Leaders who practice interpersonal justice treat their employees with respect. According to Hansen et al., transformational leadership alone is insufficient to engage employees. This viewpoint is similar to that of other scholars such as (Rich et al. 2010) and (Rich et al. 2010). (Xu and Thomas 2011). Psychological safety is linked to treating employees with respect (interpersonal justice). Employees can speak freely and openly in respectful relationships. The interpersonal characteristics described in this model are similar to those identified by (Xu and Thomas 2011) as personal qualities of transformational leaders. In their structural model, these authors also claimed that organizational identification would have a positive relationship with organizational commitment and a negative relationship with job tension. Leaders who are good at establishing relationships, according to (Hansen et al. 2014), create cultures with strong identifications with their organizations. Hansen et al. (2014) developed the following hypotheses based on the structural model. The researchers first proposed that employees' perceptions of interpersonal relationships have a positive relationship with their organizational identification. They also claimed that employees' organizational identification has a positive impact on their engagement. Finally, they proposed that organizational identification moderates the relationship between employees' perceptions of interpersonal leadership and engagement. Employee engagement, they went on to say, mediates the relationship between organizational identification and commitment (Hansen et al., 2014). They also claimed that employee engagement is negatively related to job tension (Hansen et al., 2014). Finally, they proposed that employee engagement mediates the relationship between organizational identity and job tension (Hansen et al., 2014).

Advantages of mentoring. Acclimatized atmosphere to work: A new environment always brings new challenges. As a result, some people despise the changes, particularly the new ones. However, when an employee begins working in a new environment, mentoring can assist him or her by acting as a factor in assisting the employee in settling into the new environment more quickly. It is easier to become familiar with the company's policies, work system, work process, staff and employees,

and company culture when you have a mentor to guide you or answer your questions. Because of the mentor's guidance, the mentee becomes more familiar with the company in less time.

Instant feedback with a sense of accomplishment: Any new employee's first goal is to do something useful and gain some recognition. Appreciation can undoubtedly serve as a motivator to strive for greater success. When a newly hired employee is paired with a mentor, he or she anticipates successfully completing the assigned task and receiving praise. This, in turn, keeps the employee motivated to improve in the long run. As a result, the employee becomes a valuable and productive asset to the company. As a result, both the employer and the employee benefit indirectly.

Job satisfaction and enhanced confidence (for the mentor): A position in which you are respected by those in authority and of which you are proud (yourself). Similarly, a mentor's responsibilities may include training an employee who is unfamiliar with his or her responsibilities. Mentoring, on the other hand, provides him with the mentor's guidance, which is beneficial to him. In a similar vein, the mentor gains not only respect but also satisfaction from the employee he or she is training. This sense of fulfillment could stem from the assistance he or she provides to the new hire, or from the self-satisfaction of being able to mentor someone. Furthermore, it improves the relationship between coworkers. Indirectly, this is also an opportunity for mentors to improve their supervisory skills. On the plus side, the employee will remember the mentor's professional reputation and grace long after he or she has retired.

Self-development with stronger problem-solving skills: Any business necessitates a high level of strategic thinking, problem-solving abilities, and effective communication. An employee would be inefficient to work in the company if they lacked these skills. These abilities, on the other hand, are not innate. Individuals must work hard to improve these abilities. Mentoring in the workplace is a clever way to improve these abilities. This not only improves the employee's productivity, but it also improves the business's quality. Employees who have been mentored have a higher level of development in these areas. These abilities can help an employee not only improve on a personal level, but also help a business thrive while also allowing the employee to achieve personal success.

Improved satisfaction, loyalty, and positive working environment: Mentoring is a type of training that improves the abilities of newly hired employees. This reduces or eliminates the number of silly mistakes made at work in an indirect manner. As a result, the amount of losses suffered by the employer is reduced. The lower the number of losses, the more profit the employer can make

in the business. This program was extremely beneficial to the employer. Furthermore, the mentor-mentee relationship strengthens the learner's ability, making the newly hired feel more confident about their work. This boosts their self-esteem and contributes to the creation of a positive work environment. The positive working environment is an efficient way of boosting the loyalty of the workers towards the company and the employer.

Necessary guidance and contacts (for newly hired): A mentor, on the other hand, is someone who has already achieved success in the company. He or she not only has a wealth of experience from both the hard times and the present, but also a wealth of strategies and contacts. Making contacts in any industry is the first step toward a successful career. However, the procedure is not as simple as you may believe. Years of hard work and networking are required to connect with people in various positions. A mentor has already gone through years of struggle and can provide you with a wealth of contacts. Your mentor's contacts may be of greater assistance to you than you realize. Let's look at the disadvantages of job mentoring now that you've learned about the benefits. To make an informed decision about whether or not to enroll in the mentoring program, one must consider both factors (Chitra Reddy 2016).

Disadvantages of mentoring: Job mentoring is indeed a helpful way, through which the employee, employer, and mentor develop. However, the cons of mentoring may not be ignored totally.

Generation gap hampers the process: The mentor is in charge of training a newly hired employee. The employee (mentor), on the other hand, has no choice but to train the newcomer. As a result, they have a forced relationship, which may stifle the newly hired employee's growth. Furthermore, the generational divide between senior and junior employees may result in opposing viewpoints. This can lead to a less-than-ideal relationship. This forced and unwelcome relationship can harm the mentee's productivity and make him feel unwelcome in the workplace. This will also wreak havoc on the working environment.

Slow friction may lead to frustration: Which aspects of your life irritate you? Have you ever made a list of them? If you've ever tried to make a list of them, you've probably noticed that "waiting for something" is a common source of frustration. Mentoring, too, is a patient process in which both members must work patiently with one another. When a mentee, on the other hand, is unable to improve his or her performance at a specific time, the mentor's frustration level rises. The mentee's motivation and guidance suffer as a result of this frustration. Furthermore, when the mentee is not

properly guided, he or she becomes frustrated. This frustration can have a negative impact on the mentee's career. As a result, in such a situation, the mentee advised switching mentors.

Mentoring is subjective based on the mentor's mentality: In a mentor-mentee relationship, the mentor has a very important role. The mentor is responsible to provide the necessary skills and training to the assigned employee. However, the work of the mentor is subjective and based upon his mentality. This makes it harder for the mentee to learn things out of the box. The mentor may only teach what he or she thinks is important. Thus, the scope of development is very limited. (Chitra Reddy 2016)

2.1.3 Job rotation

Job rotation (McCourt & Eldridge, 2013) is a method of developing employee skills within an organization that entails employees moving from one official responsibility to another, such as taking on a higher rank position within the organization or moving from one branch to another. The knowledge acquired by the chosen employees for this method is beneficial to the organization because it may improve the organization's competitive advantage (Ortega, 2015). This is usually done to give trainee managers a sense of the organization by allowing them to work in various departments. Trainees must be encouraged to believe that the training is not a waste of time, and people in the various departments where they are working temporarily must feel a sense of commitment and involvement in the training if it is to be successful. Trainees, unfortunately, are not always welcomed. Job rotation is another type of training that became popular in the 1970s to help shop floor workers avoid boredom and thus increase productivity. It's a management technique for moving employees from one job to the next, from one department to the next, or from one plant to the next in different geographic areas (Cheraskin & Stevens, 2014). Employees are shifted between jobs with similar levels of responsibility, work complexity, and decision-making latitude through job rotation. Job rotation became popular in the 1920s as a way to counteract the negative consequences of job simplification. While this technique first gained popularity as a way to combat boredom caused by repetition, recent research has revealed additional benefits. Job rotation, for example, has been linked to higher employee satisfaction and health, as well as organizational outcomes like improved product quality, firm learning, and growth (Eriksson & Ortega, 2006). Job rotation is now widely used in the United States, with 55.5

percent of for-profit businesses employing it, with manufacturing accounting for the largest share (Osterman, 2000). Job rotation can be used as a strategy for career development as well as for orienting and placing new employees. Job rotation, or moving laterally within and between functional groups, is linked to promotion, salary growth, work satisfaction, organizational integration, involvement, commitment, networking, technical, administrative, and business knowledge development, and personal development, according to empirical evidence (Campion et al., 1994). However, the same study discovered that job rotation was linked to increased employee workloads, higher organizational learning costs, and perceptions of lower productivity, which could be explained by disruptions in workflow and processes. Non-rotated employees also reported lower job satisfaction and motivation, possibly as a result of resentment or animosity for not being included in the Rotations.

Job rotation can also be used to address ergonomic concerns. Employees' overall physical workload, muscle fatigue, and exposure to hazardous working conditions such as noise levels can all be reduced by rotating jobs (Tharmmaphornphilas, Green, Carnahan, & Norman, 2003). Job rotation can reduce diastolic blood pressure and muscle activity in service industry workers who do highly repetitive work, which the authors explained in terms of increased overall job satisfaction and greater variation in required postures and movements, despite the fact that stress levels remained constant (Rissén, Melin, Sandsjö, Dohns, & Lundberg, 2002). Indeed, it appears that “a change is as good as a rest” according to research (Winston S. Churchill). In light of changing worker demographics, the positive effects of job rotation on employee physical well-being are critical. Issues related to workplace strain and injury, particularly in physically demanding roles, are becoming more prevalent as the average age of the workforce rises. When faced with the challenges of an aging workforce, BMW's Dingolfing Manufacturing plant implemented job rotation to reduce musculoskeletal strain (Loch, Sting, Bauer, & Mauermann, 2010). When it comes to addressing organizational knowledge loss, job rotation could be a useful tool. When Baby Boomers retire, they leave behind a wealth of organizational knowledge that, if not properly managed, could be lost. As a result, job rotation could be used to capture and pass on knowledge to the next generation of workers. Employees' training and development may benefit from job rotation.

Characteristics of job rotation: Job rotation can also be used to address ergonomic concerns. Employees' overall physical workload, muscle fatigue, and exposure to hazardous working conditions such as noise levels can all be reduced by rotating jobs (Tharmmaphornphilas, Green, Carnahan, & Norman, 2003). It is the process of moving a person from one job to another in order to improve an employee's capability and value to a company (Edward 2005). Staff are rotated between jobs over a period of time in job rotation, and this movement is planned to achieve various goals (Bennett 2003).

Advantages of job rotation Deepens Skills: Job rotation allows the employer to have more depth in various positions throughout the company. The company ensures that more workers develop skills in each functional area by moving them around. If an employee needs to take a leave of absence, go on vacation, or take a day off, it's a good idea to have several capable replacements ready to fill in. Employees can move around and avoid getting stuck in a rut in one position because job rotation is in place. Employees gain more skills in a wider range of positions over time. This ensures job security and prepares them for better opportunities for advancement. All of these advantages, and better overall development, makes employees more valuable to their employers (Neil Kokemuller 2019).

Disadvantages of job rotation: Employees could fight back. Employees can be resistant to job rotation in some circumstances. Employees who are accustomed to their current positions are often hesitant to rotate into new positions because it forces them to leave their comfort zones. Employees who rely on teamwork in their daily work struggle to let go of their friendship groups, while those with specialized skill sets struggle to relinquish their "guru" status to others rotating in.

Training Requirements: A job rotation strategy has a price tag attached to it. When you move employees into multiple roles, you must invest time and money in training them for all of them. This includes not only the costs of the rotating employees, but also the time spent by managers and others who must train the employees in each area. A related concern is that, regardless of how effective the training program is, some employees aren't good fits for certain positions within the company.

Productivity Problems: In two different roles, a company can experience a loss of productivity as a worker learns the ropes of a new position. A seasoned, productive employee will leave one job for another that requires a different skill set and new daily responsibilities. Productivity and work

product suffer during the acclimation period. The impact is amplified if the employee's previous role is simultaneously reassigned to a less-experienced worker (Neil Kokemuller 2019).

2.1.4 Workshop:

Workshop is a face-to-face meeting place (but Skype, video conferencing and other simultaneous electronic forms of communication are also possible). A group of people gathers information, engages in intense discussion, exchanges ideas, and participates in practical activities on a specific topic during the meeting. Workshops can be one-time events lasting an hour or longer, lasting a day or even a weekend, or they can be part of a series that builds on a topic or topics over time. They can be run on staff time, with a budget, or without either.

It's the gathering of ten to twenty-five people who have a common interest or problem. They get together to study, research, practice, and discuss a subject in order to improve their individual skill. Teaching is a continuous process that includes conditioning, indoctrination, and training. New educational innovations and practices are introduced by holding workshops in which participants are taught how to incorporate new practices into their teaching and learning processes. The workshops are designed to improve the learner's psychomotor aspects as they relate to new educational innovations. Participants should expect to do some hands-on work in order to create instructional teaching and testing materials. The term "workshop" comes from the field of engineering... In these workshops, people are required to perform a task with their hands in order to produce something. Bank of Questions In education, workshops are held to prepare questions on the subject. The designers are given information and instruction on how to prepare questions for the workshop (V.K. Maheshwari 2012).

Characteristic of workshop: A workshop is a great way to get key people in a room quickly and effectively to discuss strategy and innovation ideas, progress, and next steps. We frequently encourage large-company teams to attend workshop sessions on a regular basis in order to foster collaboration, dynamic ways of thinking, and team alignment for a specific goal. It's important to remember that this isn't about you. As a facilitator, your primary responsibility is to ensure that everyone in the room participates; that everyone collaborates; and that the planned exercises are carried out as intended. You have to make sure the session is going well, and avoid getting in the way of the activities that are taking place. It's not about you, it's about the people in the room.

Ask a lot of questions: You will be responsible for bringing out what people are thinking as a facilitator. To get people interested, you'll need to ask a lot of questions. To get your attendees' creative juices flowing, the best way to ask good questions is to be curious: be genuinely interested in what they have to say.

Be a brilliant listener: A great facilitator will have a lot of patience and be a great listener. Throughout the workshop, participants will share a variety of ideas, comments, and opinions. You'll have to repeat a lot of that activity to ensure that everything is understood and recorded correctly on the tools or devices being used during the session.

Help to bring ideas together: This tip is related to being a great listener. You'll be there to help participants see connections, identify relationships, and identify themes among the ideas they might not have noticed or considered before.

Be external to the process: We'll wrap up this list in the same vein: get out of the way of what's going on in the room. Keep things moving throughout the day; keep people engaged; and make sure that each part of the session is connected to the next to ensure proper flow and structure (Kavi Gupta 2016).

Advantages of Workshop: It can help you achieve higher cognitive and psychomotor goals. The workshop method allows students to explore and master relatively abstract ideas by first encountering them in concrete, physical embodiments, then as pictorial representations, and finally as symbolic (letter, number, sentence) form...

It can be used to effectively develop understanding and proficiency in educational approaches and practices. It is used to enhance and develop professional efficiency. It can help you improve your teaching abilities.

The workshop method enables instructors to function as the “guide on the side,” rather than as a “sage on the stage.” Those using the workshop method do not focus on telling employees information. Instead, they essentially create learning experiences that guide, direct, and facilitate the acquisition of new knowledge by the learner.

It fosters feelings of cooperation and group or teamwork. The workshop method aids the instructor in creating an environment where the learner is more engaged and motivated. Workshops

emphasize active, hands-on learning, small-group activity and problem solving, pair and small-group discussions, and so on. As a result, because the experience is "active" rather than "passive," a greater number of people are motivated to participate and learn. It provides a setting in which to investigate vocational issues (V.K. Maheshwari 2012).

Disadvantages of workshop: In education, workshops are usually a combination of a seminar and a workshop on a specific topic. Teachers are uninterested in learning about and implementing new practices in their classrooms. The workshop cannot be organized for a large group in order to train a large number of people. Practical work or doing something productive do not pique the participants' interest. In most cases, follow-up is not organized in the workshop technique. It takes a lot of time from both the participants and the staff. To handle participation, a large number of staff members are required. It necessitates the use of specialized equipment or materials (V.K. Maheshwari 2012).

2.1.5 Work quality

Work quality refers to services that are delivered quickly and with little supervision. Professionalism, a strong work ethic, self-motivation, a positive attitude, and confidence are all beneficial characteristics of employees who do quality work. Employees who are dependable, responsible, honest, and have integrity make jobs run smoothly. Many elements are implemented to maintain a quality business, such as improving the quality of new employees, recognizing and retaining higher-ranked employees, and expanding employee growth. Job placement accuracy has an impact on work quality. When employees are placed in the wrong position or a task is not clearly communicated, they underperform. When all other options have been exhausted and the employee is not producing high-quality work, the company may have no choice but to fire them. Because employee commitment to the company they work for is shaped by the quality of their work, it is critical for every company to understand and use it. Organizational commitment is a source of information about how committed employees are to their employers.

Characteristic of work quality: Communication Ability - the employee's ability to effectively communicate accurate information both verbally and in writing. Relationships with Others - how well the employee builds positive relationships with coworkers (for example, being a good team worker, being tactful and courteous with coworkers). Ability to Work without Supervision - the extent to which an employee can work independently, with little supervision, and is self-sufficient

in carrying out the job's responsibilities. Work Accuracy - the extent to which an employee makes mistakes or errors that need to be corrected. Cleanliness, grooming, neatness, and appropriateness of dress for the job are all aspects of an employee's appearance at work. Cooperation - the degree to which an employee works cooperatively with supervisors, coworkers, and those for whom work is done. Dependability refers to an employee's ability to adhere to work schedules and meet job responsibilities and commitments.

Advantages of Work quality: In an increasingly competitive labor market, the ability to attract high-quality, innovative, and productive employees. Improved employee morale, job satisfaction, organizational commitment, dedication, and loyalty, resulting in the retention of current employees with valuable skills, knowledge, and talents. A better public perception of the organization as one that values flexibility in the workplace to help employees manage their work-life balance. Better able to manage multiple responsibilities without feeling guilty about prioritizing work or personal priorities. A good human resource policy would motivate employees to be more productive while also having fun at work. As a result, work quality has emerged as a critical human resource issue in all organizations. Organizational work quality measures include: Possibility of putting human capabilities to use and developing them: Work quality is improved, contrary to popular belief, to the extent that the worker has more control over his or her work and to the extent that the job encompasses an entire meaningful task rather than just a part of it.

Disadvantages of Work quality: If an employee performs well and then feels unfairly evaluated, there is little incentive for him or her to stay with the company. Even if an employee does not leave the company, he or she may withdraw and become disengaged. Employees who believe they were evaluated unfairly are more likely to lose self-esteem, which can lead to resentment of management and the company as a whole, ultimately lowering employee morale.

2.1.6 Service delivery

Service delivery refers to the actual delivery of a service and products to the customer or clients (Lovelock & Wright, 2002). It is therefore concerned with the where, when, and how a service product is delivered to the customer and whether this is fair or unfair in nature. The service concept defines the “how” and the “what” of service design, and helps mediate between customer needs and an organization’s strategic intent (Goldstein, Johnston, Duffy & Rao, 2002). Service delivery is also described as an overall process of developing new service offerings in the organization

(Johnston & Clark, 2001). Service components in the public sector are frequently not physical entities, but rather a combination of processes, people skills, and materials that must be properly integrated to produce the 'planned' or 'designed' service. Service delivery refers to the method by which employees provide services to customers in order to meet their needs. For an organization to succeed, service delivery is crucial. Service organizations create new service offerings from the perspective of either the customer or the organization's delivery (Goldstein et al, 2002). Service delivery is a business term that refers to the interaction between providers and clients in which the provider provides a service, such as information or a task, and the client gains or loses value as a result. Clients' value rises as a result of good service delivery.

Characteristics of service delivery: The service delivery concept is concerned with the features of the service provided to the target market. "The bundle of goods and services sold to the customer, and the relative importance of each component to the consumer," Sasser et al. (1978) first defined the service concept (p.14). The prevalent viewpoint in the literature is that the service delivery concept can be viewed as a package consisting of both tangible and intangible elements (Karwan and Markland, 2006). In other words, it is defined in terms of its constituent parts (Goldstein et al., 2002), and the most common classification of the service concept is based on the degree of customization of these elements (Zomerdijk and de Vries, 2007). In addition, the service delivery concept communicates the benefits and value that customers receive (Collier, 1994). It can be viewed as the company's value proposition from this perspective (Brohman et al. 2009; Edvardsson and Olsson, 1996; Heskett, 1987). As a result, different service concepts, representing different degrees of customization, necessitate different service delivery system configurations (Roth and Menor, 2003). Because the relationships that occur between people, service processes, and physical elements define a service system, these dimensions must be considered together when planning and conceiving the service delivery system (Tax and Stuart, 1997). Roth and Menor (2003) provide a compelling account of service delivery system design choices.

Advantages of Service delivery

Self-service capabilities meet employees (in particular Millennials and Gen Z) expectations for consumer-grade technology experiences. Employees become more engaged in the process of service delivery due to greater transparency of their cases, and a more effective communication platform (see our Employee Portal page). The monitoring and tracking of employee interactions

means HR is guided by metrics and never loses track of employee cases. Reporting and analytics features provide total visibility of HR work, which enables HR to continually improve employee service management. HR becomes more cost-effective as the technology enables the optimization of HR Service Delivery.

Disadvantages of Service delivery: Employees may lack the ability to provide adequate service delivery, resulting in the organization's poor service delivery. Customers will be unable to receive services from an organization with employees who lack service delivery skills. If the company lacks the ability to train employees in the area of service delivery, it will be a disadvantage to the company and its employees. Employees are at a disadvantage when it comes to providing services to the organization and the general public due to a lack of a service delivery strategy. According to a study by Silvestro and Silvestro (2003), not achieving alignment has a negative impact on service delivery performance. They discover that having a misaligned delivery system has serious consequences for the organization's ability to deliver the expected service concept and meet its operational goals.

2.1.7 Employee creativity

Employee creativity can be defined as the generation of new ideas; a creative employee is one who can generate new suggestions/ideas for the services to be built, the flood of communication and the employee's ability to understand it in the same way, all of which have an impact on the employee's work during his working hours (Amabile, 1988). Some define creativity as an individual's ability to develop useful solutions to meet challenges and overcome problems in a step-by-step process (Amabile, 1988; Young, 1994). Employee creativity is most commonly defined as an individual who has new ideas for his work and working style; he must be flexible in order to work in a team rather than individually completing a project; a creative employee is one who has better understanding and adaptability skills so that if new technology is introduced in the firm, he should be able to use it in no time; and all of these characteristics are present in a creative employee (Runco, 2004). Individuals adapt their creativity in order to produce new ideas. Although an employee has great potential, he or she may want to be in contact at the highest or lowest level, depending on the employee or situation. Employees are free to use all of their abilities and skill knowledge in order to produce innovative results (Drazin et al., 1999). Employee

creativity is encouraged within organizations in order to gain a competitive advantage and an innovative edge. Due to the emphasis on teams in many organizations, team interaction has become an important factor in contextualizing the creative process. Understanding how a team affects individuals is critical to ensuring that employees' creativity is maximized. Individuals' levels of creativity may be influenced by the team's context through social influences, though it is also recognized that dispositions toward creativity play a role.

Characteristics of Employee Creativity

Employees' ability to come up with new and useful ideas for products, procedures, and processes at work is referred to as creativity. It's worth noting that goal orientation is used to assess creativity. These orientations can be the result of internal factors, such as an individual's personal desire to perform in a certain way. Individual beliefs drive these desires, which are not influenced by external rewards. Individuals, on the other hand, may be influenced by external factors such as competing with others, receiving recognition, or avoiding criticism. Extrinsic factors can be divided into active and passive approaches, with active approaches aiming to obtain favorable judgments and passive approaches aiming to avoid unfavorable judgments. Individual employee creativity is adapted to do production with new ideas. Although an employee has great potential, he or she may want to be in contact at the highest or lowest level, depending on the employee or situation. Employees are free to use all of their abilities and skill knowledge in order to produce innovative results (Drazin et al., 1999).

Advantages of Employees Creativity

Employee creativity allows employees to realize their full potential in a unique way, which helps them perform better in the workplace. Organizational performance in a competitive external environment is aided by creativity. Encourage employees to contribute ideas by making it simple for them to do so through a variety of channels and technologies. Encourage leadership to recognize and celebrate the value of ideas, even if they aren't implemented. If you have a good idea, you should pursue it. Employee creativity motivates employees of all levels and departments to participate in innovative projects. Individual employee creativity is adapted to do production with new ideas. Employees are free to use all of their abilities and skill knowledge in order to produce innovative results (Drazin et al., 1999).

Disadvantages of Employees Creativity

Human nature makes us feel uneasy when confronted with potential change agents, so resistance to new ideas and processes is natural. Management and leadership often resist creativity because it often entails embracing uncertainty, which can make calculating returns on investment difficult. Old habits, beliefs, and assumptions obstruct the openness to new ideas and stifle creative and innovative efforts. Nothing changes and the status quo is maintained. Fear of a new idea is frequently expressed as criticism and, on rare occasions, harsh judgment. What people don't understand is mocked and ridiculed. Employees with good ideas are hesitant to share them for fear that no one will like them. They're afraid of ridicule or the consequences of failure. Employees have ideas that they would like to share, but all they see is a dusty suggestion box. Members are unaware of any other avenues for submitting ideas.

2.2 THEORETICAL REVIEW

The theoretical framework looks at the significant theories that are applicable to the variables and concepts in order come up with a relationship between the variables.

2.2.1 Theories

The study outlined the theories used for this study. This study was anchored on four theories, the human capital theory as developed by Shultz (1961); the social learning theory was formulated by Albert Bandura (1977), goal setting theory that was developed by Edwin Locke (1960) and resource based view theory initiated by Wernerfelt (1984).

2.2.1.1 Social Learning Theory

Albert Bandura developed social learning theory by combining two theories: cognitive learning theory, in which learning is influenced by psychological factors, and behavioral learning theory, in which learning is influenced by responses to environmental stimuli. The primary focus of

attention is on social learning theories (including imitation and environmental modeling processes). People learn by observing other people (models) who they believe are credible and knowledgeable, according to the social learning theory. This theory also recognizes that reinforced or rewarded behavior is more likely to be repeated. Bandura stresses the importance of observing and modeling other people's behaviors, attitudes, and emotional responses (Bandura, 1977). Most human behavior is learned through modeling and from observing others, gives one an idea of how new behaviors are performed.

The social learning theory (Bandura, 1977) suggests that an individual's behavior is a result of an interaction among situations, persons, and consequence components of the environment. Social learning theory suggests that an employee enters an organization with individual traits and characteristics that may change or adapt depending on the work environment. The motivations, behaviors, and environment of the employee all have an impact on how they act. Individual employees develop attitudes about the performance appraisal process based on their own motivations as well as their work environment, especially when it comes to performance appraisal.

The assumption emphasizes the importance of observing others' actions, attitudes, and emotional reactions. It implies that people learn by watching others (Braton, 2007). People can learn from other people's behavior by watching them. They can get a sense of what might happen if they act in a certain way (Alkelabi, Jehanzaeb & Ahamad, 2012). The self-efficacy of a person has an impact on social learning theory. Self-efficacy is defined as a person's ability to find information and skills for a specific job. It's critical to assess one's own self-efficacy, especially during the needs assessment stage of the exercise process.

A trainee with high self-efficacy will put in extra effort to learn in an exercise program, whereas those with low effectiveness will be concerned about mastering the exercise program's content and will be expected to withdraw psychologically or physically. This group believes that no matter how hard they try, they will never be able to learn (Mineka & Zinbarg, 2006). According to Chowdhury (2006), social learning theory has four main processes: consideration, preservation, motor copy, and motivational procedure. People can't be taught by watching if they don't understand the key elements of the desired performance. The model's characteristics influence

learners' attention, and learners must be aware of the skills and behaviors they should observe and learn.

Learners who are able to retain or absorb what they have learned are said to be able to retain or absorb what they have learned. Motor reproduction is the process of replicating observed behavior to see if it has the same effect as the model. The ability to repeat the same behavior and skills is determined by the beginner's ability to recall the skills or behavior. Learners are more likely to adopt modeled actions if they result in positive outcomes, according to the motivational process. The social learning theory provides useful information that is directly related to organizational training practices. It encourages training practices to employ training methods that enable trainees or employees to apply the knowledge and skills learned during training to their daily work tasks (Newman, Baum & Wienman, 1995). This theory is relevant to the study because it entails secretaries learning specific skills while performing their duties. As a result, it is critical for the organization to encourage employee team building in order to improve information exchange and allow employees to acquire necessary skills.

2.2.1.2 Goal Setting Theory

Edwin Locke proposed the theory in the 1960s (Obasan and Sotunde, 2011). The theory highlighted the importance of a link between goals and performance. The goal-setting theory is based on the idea that setting performance goals for employees motivates them to work hard to achieve those goals. A predetermined goal influences employees' perceptions of their ability to complete the task at hand in this way. Employees will be motivated to put in more effort or change their strategy if they realize their current performance isn't meeting their objectives (O'Neil and Drillings, 1994; Schultz, 2006). The theory stated that the main sources of motivation at work were the intentions to work toward the organization's goals and objectives. The theory stated that the main sources of motivation at work were the intentions to work toward the organization's goals and objectives.

Goals are important because they inform employees about their expectations at work. Goal setting theory supports the principles of goals because a detailed goal improves productivity in an

organization (Robbins et al., 2010). Employees who accept difficult and challenging goals are more productive in the workplace than those who accept easy goals. Furthermore, when employees receive feedback in the workplace, they perform better than when there is no communication at all. Goals should be very specific, moderately difficult, and employees should be committed to achieving them, according to Pride, Hughes, and Kapoor (2010). In order to improve workplace performance, rewards should be linked to the objectives. Goals that are specific in nature, as opposed to goals that are general in nature, produce high levels of output. This is because specific goals act as an internal stimulus for organizational processes. Leaving other factors such as goal acceptance aside, it can be concluded that the more difficult the goals, the higher the level of performance at work. Companies that want to advance their mission do so by establishing realistic objectives. Setting goals makes it easier to formalize organizational statements, missions, and vision statements. Goals are important motivators at work because they provide employees with realistic and attainable targets (Kopaneva & Sias, 2015).

2.3 Literature on the Subject Matter

This section looks at various past empirical studies related to training and development measures (mentoring, workshop and job rotation) on employee performance.

Zamzam (2017) used a case study of Zenith Bank to investigate the impact of training and development on employee performance. A sample of 100 employees was used in this study, which used a descriptive research design. Training and development had a significant impact on Zenith bank employee performance, according to the study's findings. The bank should conduct a training and development needs analysis, according to the study, so that it can effectively plan how to support employees in improving their performance.

Amadi (2014) used a descriptive research design and a sample of 249 employees to investigate the relationship between training and development and individual performance among Safaricom call center employees. Quality training and development has a positive impact on employee performance, according to the findings. The study suggested that, in addition to focusing on the

organization's core objectives and goals, continuous training and development should take into account employee needs, competition, market dynamics, and customer satisfaction.

Mohamud (2014) used a descriptive research design to investigate the impact of training on the performance of NHIF employees in Machakos County. Training has a significant impact on employee performance, according to the findings. The study also found that training is beneficial to both individuals and organizations. According to the findings, NHIF should provide opportunities for employees to receive training and development in order to improve their performance.

A study on the impact of training and development on employee performance and productivity was conducted by Maimuna and Fard (2013). The study concluded that developing and implementing employee training programs is critical for organizations to achieve optimal returns. According to Kate et al. (2009), training and development helps employees perform their jobs more effectively by improving their interpersonal and technical abilities, teamwork, job confidence, and motivation.

According to Mehmood (2012), "training influences an organization's performance and retention toward employee performance." The information was gathered from 100 service sector employees in Rawalpindi, Islamabad. In this study, regression methodology was used. The regression analysis revealed that employee satisfaction and the mode of career advancement have a direct and beneficial impact on organizational performance and increase employee work efficiency. According to the findings, training has a strong link between employee retention and performance, as well as organizational performance.

"Customer's staffs training is very important to compete the pressure of challenges that the bank industry faces on a daily basis," according to Ghorbani and Fard (2015). The study was conducted in Tehran, Iran, using a random sampling method. Customers training, they suggested, is beneficial to both managers and employees because it affects employee performance and is also beneficial in performing non-bank financial activities.

"Training improves knowledge, skills, attributes, and competencies, and ultimately worker performance and productivity in organizations," according to Appiah (2010). The information was

gathered from 30 HFC Bank Ghana employees. The findings were supported by a cross-functional study. The study found that training improves an employee's skills, knowledge, abilities, competencies, behavior, and confidence.

In her study in Bangladesh, Sultana (2013) found that “effective training increases employee productivity.” 1414 employees were polled for information. The research was carried out in Dhaka. The study employed correlation methodology. She concludes that employees are a valuable resource for any organization, and their performance and productivity determine their success or failure, and this study demonstrates that training improves employee productivity.

Sung and Choi (2014) argue that investing in employee development through financial support for education outside of the organization has a negative impact. They also believe that investing in internal training leads to increased interpersonal and organizational learning, which in turn leads to improved innovative performance. According to Mohamud (2014), one of the challenges of training in the organization was a lack of financial resources to support training, a lack of a compensation policy, and top management resistance. According to Yusuph (2015), investing in human capital leads to sustainable outcomes and increases customer trust which in turn led to improved service delivery.

Mentoring can also pave the way for increased employee engagement. Employee engagement has improved for employees who have formed a personal bond with their mentors (Finney et al., 2012). Employees' performance is improved by mentors (Baranik et al., 2010; Rolfe, 2010). Individuals feel obligated to commit to their organization when they receive support from their agents, according to the social Exchange theory (Baranik et al., 2010). As a result of this performance, there is a higher level of commitment. Employees' socialization and relationships have a significant impact on their experience with their company. Employee engagement requires specific causes and critical drivers, such as mentoring roles that provide support for role modeling, friendship, and counseling. The traditional model of one-on-one mentoring has its origins in Greek mythology. Odysseus entrusted the care of his son Telemachus to Mentor, a friend of his (Adams, 2016). In light of limited personnel and financial resources, Mattare and Lyons (2010) discovered that on-the-job training methods such as observation, mentoring, and job rotation 16 schemes address the training needs of SMEs, as these approaches are inexpensive, flexible, and can be used on-site. In

their structural model, these authors also claimed that organizational identification would have a positive relationship with organizational commitment and a negative relationship with job tension. Leaders who are good at establishing relationships, according to (Hansen et al. 2014), create cultures with strong identifications with their organizations. Hansen et al. (2014) developed the following hypotheses based on the structural model. The researchers first proposed that employees' perceptions of interpersonal relationships have a positive relationship with their organizational identification. They also claimed that employees' organizational identification has a positive impact on their engagement.

A workshop is a gathering of ten to twenty-five people who are interested in or have a problem in common. They get together to study, research, practice, and discuss a subject in order to improve their individual skill. Teaching is a continuous process that includes conditioning, indoctrination, and training. A workshop is a great way to get key people in a room quickly and effectively to discuss strategy and innovation ideas, progress, and next steps. V.K. Maheshwari (V.K. Maheshwari, 2012). It fosters a sense of cooperation and group or teamwork. The workshop method aids the instructor in creating an environment where the learner is more engaged and motivated. Workshops emphasize active, hands-on learning, small-group activity and problem solving, pair and small-group discussions, and so on. As a result, because the experience is "active" rather than "passive," a greater number of people are motivated to participate and learn. It provides a setting in which to investigate vocational issues (V.K. Maheshwari 2012).

Job rotation allows employees to gain a better understanding of the organization's goals and vision, produce more liberal facts from different fields, and build a strong organizational and social network, all of which contribute to the employees' success (Lindbeck and Snower, 2000). Job rotation is a process that can improve employee performance, motivation, and allow for more in-depth observations. It has been examined in terms of practical methods, such as job enhancement and growth (Khan. Et al., 2014b). Job creation and expansion (Khan. Et al., 2014b). As a result, job rotations have been defined as a method of rationally expanding and improving an individual's capabilities (Delpasand et al., 2011). Similarly, job rotation is considered one of the essential components for different employees in each profession, including medical staff. Furthermore, it improves not only individual and organizational productivity, but also individual abilities and understanding while on the job. It raises employee awareness of how to work as part of a team and

how to support team members (Faegri et al., 2010). As a result, the researchers discovered that job rotation is one of the most powerful predictors of both performance and burnout, as it reduces boredom while also increasing performance and productivity (Adomi, 2006; Khan. Et al., 2016). Similarly, performance is seen as an important factor in improving individual and organizational performance. In today's specialized world, less attention is paid to studying the relationships between direct and indirect effects, but there is still a dearth of literature among medical professionals, particularly in Pakistan. Pakistan is also one of the countries that is under-researched. As a result, job rotation is recognized as an excellent method for identifying and influencing an employee's performance and productivity, as well as the need to reduce burnout and boredom on the job.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter explains the design adopted to accomplish the study population, sample size and data collection method. This research examined the impact of training and development on employee performance in Zenith bank Plc. The data is gathered from primary and secondary data. The questionnaire administered was tested in SPSS.

3.1 Research Design

A descriptive survey research design is a logical strategy for investigation in which data is collected and broken down with the goal of depicting the ebb and flow of conditions, terms, or connections related to an issue, Mugenda, and Mugenda (2003). This research design is important because the researcher has no control over the variables and can report on what has occurred and what is currently occurring, as well as use investigative instruments such as surveys. It's also beneficial to include drawings in the investigation setup because it reduces bias and saves time. Furthermore, by requiring respondents to use uniform definitions, a descriptive survey improves the precision of standardized measurement (Borg, 2006). As a result, the design was suitable for determining the impact of training and development on employee performance at Zenith Bank Plc.

3.2 Population of the study

The population used for this study stands at seven hundred and three (703). The target population consists of top-level management staff, middle-level management staff, and lower-level management staff of Zenith Bank Headquarters, Victoria Island, and Lagos State, Nigeria.

3.3 Sampling Size and Sampling Procedure

For the purpose of this study the researcher choose to determine the sample size using Taro Yamane formula:

$$n = N / (1 + N e^2)$$

Where n = Number of samples, N = Total population = 703, and e = (Error tolerance level)

At 95% confidence level (alpha level = 0.05)

$$n = N / (1 + N e^2)$$

$$703 / (1 + 703 * 0.05^2)$$

$$n = 249$$

n = 249, Therefore, is the sample size. Since the sample size in the survey was 249, as derived from the above formula, it means that the number of questionnaires administered was 249.

3.4 Sampling Techniques

The sample was drawn from the study's working population using a multi-stage method sampling technique. This sampling method allows the researcher to select samples in stages until the required sample is received, using the most appropriate estimation methods at each stage. In the first stage, stratified sampling techniques were used to select and categorize bank employees. The proportional distribution of the sample of selected bank employees was the second stage. The final respondents were chosen using a random sampling method in the third stage.

3.5 Source of Data Collection

The data for this study was mostly gathered from primary and secondary sources. For this study, both primary and secondary data were used. The primary data was gathered from respondents via questionnaires, while secondary data was gathered from published journals, books, articles, newspapers, reports, and other electronic media. The quantitative section of the instrument used an ordinal scale format, and the study used closed-ended questions.

3.6 Research Instrument

A questionnaire was given to 249 employees for this study. This questionnaire was created after discussions with the training manager. Following that, the items were edited and carefully selected, keeping the research questions in mind. Data on motivational measures and organizational productivity were collected using the questionnaire instrument. The Likert scale type was used to elicit responses from every question in the questionnaire and these covered; Strongly Agree [SA]=5; Agree [A] =4; Partially Agree AP]= 3; Disagree[; [D]=2; Strongly Disagree [SD]=1.

3.7 Reliability and Validity of Instrument

According to Saunders, Lewis, and Thornhill, the research instrument was subjected to expert opinion validity testing (2014). The research instrument was subjected to face and content validity by the researcher's supervisor and other professionals in the field to ensure that it was valid.

3.8 Method of Data Analysis

The study's data analysis was completed in two stages: The first stage (descriptive analysis) uses tools like frequencies and percentage distribution tables, means and standard deviations to describe the properties of the data and show the variations in responses of the study's participants.

The analysis of the responses to the quantitative data is the second stage (inferential analysis). To test the effect of the independent variables on the dependent variable, SPSS (Statistical Package for Social Sciences) software version 26.0 will be used. Tables and charts were also used to make the analysis more understandable.

3.9 Limitations of the Study

According to Baron (2009), limitations are factors that may affect the study's results or how the results are interpreted. These factors are usually beyond the researcher's control. All studies, no matter how well-planned or conducted, have some limitations. This restriction can apply to issues such as the studies theoretical or methodological choices, as well as problems encountered during the data collection process. The covid-19 pandemic, however, was a stumbling block for this study. Most of the proposed respondents were working through shifts, it was difficult to get hold of them all together in the office.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter is dedicated primarily to the analysis and presentation of data obtained from the field using various statistical techniques discussed earlier in the methodology. All data collected were presented, analyzed and discussed. 249 copies of questionnaire were carefully administered to respondents while 237 copies were correctly filled and returned at the stipulated time. This means response and retrieval rate is 95.2%. Thus, 237 copies of questionnaire received from respondents were presented and analyzed using Software Package for Social Science (SPSS).

4.1: Preliminary Survey Details

Table 4.1: Response Rate to Questionnaire Administered

S/No	Questionnaires	Frequency	Percentage
1.	Number of questionnaires administered	249	100
2.	Questionnaires retrieved and used for the final analysis	237	95.2
3	Number of questionnaires not retrieved and discarded due to errors.	12	4.8

Source: Field Survey 2021

Table 4.1 above provides the response rate to questionnaires administered. A total of 249 copies of questionnaire were administered to Zenith bank employees according to our sample size

determination. The total number of questionnaires retrieved after administration was 237, the number of questionnaires not retrieved and discard due to errors were 12. This means 95.2% response rate was achieved.

4.2: DEMOGRAPHIC INFORMATION OF THE RESPONDENTS

This section presents the analysis of demographics of the sample respondents based on their Gender, Age Range, Educational level, how long they have worked for the organization (Years of experience) and current position in the organization (Current position).

Table 4.2.1: Demographic information of respondents

Variables	Frequency	Percentage (%)
Gender		
Male	137	57.8
Female	100	42.2
Age Range		
18- 21 years	56	23.6
22-30 years	92	38.8
31-40 years	43	18.1
41-50 years	10	4.2
51 years and Above	36	15.2
Educational qualification		
Certificate	18	7.6
Diploma	28	11.8
Bachelors' degree	113	47.7
Master's degree	48	20.3
Work experience	30	12.7
Below 5 years	76	32.1
6 – 10 years	101	42.6
11 – 15 years	10	4.2
16 – 20 years	18	7.6
21 years and above	32	13.5
Current Position		
Senior management	51	21.5
Middle management	44	18.6
Supervisory	33	13.9

General Staff	87	36.7
Contract Staff	19	8.0
Others	3	1.3
TOTAL	237	100

Source: Field Survey 2021

Table 4.2.1 presented the demographic information of the respondents. The results of this analysis are summarized thus:

It can be seen that 137 respondents representing 57.8% are male while 100 respondents representing 42.2% are female. Majority of the employees that participated in this survey were male. The age range of the respondents was also analyzed, result showed that 56(23.6%) respondents were between 18-21 years, 92(38.8%) were between 22-30 years, 43(18.1%) were between the age range 31-40 years, 10(4.2%) were between the age range 41-50 years while 36(15.2%) of the respondents are 51 years and above. This implies that majority of the employees that participated in this study were between 22-30 years.

Information was also collected on the educational qualification of respondents, 18(7.6%) of the respondents have only school leaving certificate, 28(11.8%) have Diploma, 113 respondents representing 47.7% have Bachelor’s degree while 48 respondents representing 20.3% have Master’s degree. Results indicated that a majority of the employees’ have earned Bachelor’s degree.

In addition, the table showed the work experience of the employees in Zenith Bank. Based on the result, 76 respondents representing 32.1% have below 5 years work experience in the organization, 101 respondents representing 42.6% have up to 6-10 years’ experience working in the organization, 10 (4.2%) respondents have between 11-15 years of experience working in the organization. Also, 18 respondents representing 7.6% have 16-20 years’ experience working in the organization while 32 respondents representing 13.5% have spent 21 years and above’ in the company.

Finally, the distribution of the respondents based on their current position in the organization are also shown, 51(21.5%) respondents are senior managers, 44 respondents representing 18.6% of the respondents are middle managers, 33(13.9%) are supervisors, 87(36.7%) are general staffs, 19(8.0%) are contract staffs while 1.3% of the respondents hold other positions. Hence, majority

of the respondents that participated in this survey are the general staffs which form the large percentage of employees in the organization.

4.3 ANALYSES OF RESEARCH QUESTIONS

This section presents the answer provided by the respondents to research question one that seeks to evaluate the effect of mentoring on the work quality of employees in banking industry

Table 4.3.1. How does mentoring affect work quality of the banking industry?

	Mentoring	SA (%)	A (%)	PA (%)	PD (%)	D (%)	SD (%)
1	Presence of senior/experienced employees	90 (38.0)	128 (54.0)	19 (8.0)	0 (0.0)	0 (0.0)	0 (0.0)
2	Experienced employees encourage less experienced employees	93 (39.2)	95 (40.1)	49 (20.7)	0 (0.0)	0 (0.0)	0 (0.0)
3	Senior employees typically contribute specialized skills in the organization	116 (48.9)	96 (40.5)	25 (10.5)	0 (0.0)	0 (0.0)	0 (0.0)
4	Strong bond between less experienced employees (mentees) and more experience employees (mentors)	117 (49.4)	83 (35.0)	33 (13.9)	4 (1.7)	0 (0.0)	0 (0.0)
5	Mentoring is part of Zenith bank training and development strategy	150 (63.3)	71 (30.0)	16 (6.8)	0 (0.0)	0 (0.0)	0 (0.0)
	Work quality	VH (%)	H (%)	MH (%)	ML (%)	L (%)	VL (%)
6	Good feedbacks from managements	84 (35.4)	116 (48.9)	35 (14.8)	2 (0.8)	0 (0.0)	0 (0.0)
7	Quality Results	131 (55.3)	81 (34.2)	25 (10.5)	0 (0.0)	0 (0.0)	0 (0.0)
8	On-time delivery	115 (48.5)	84 (35.4)	36 (15.2)	2 (0.8)	0 (0.0)	0 (0.0)

9	Positive feedbacks from customers	90 (38.0)	106 (44.7)	34 (14.3)	7 (3.0)	0 (0.0)	0 (0.0)
10	Low Error	54 (22.8)	59 (24.9)	92 (38.8)	24 (10.1)	8 (3.4)	0 (0.0)

Source: Field Survey 2021

Table 4.3.1 above presents the responses of employees based on research question one. The result revealed that majority of the respondents 128 (54.0%) agreed while 90 (38.0%) respondents strongly agreed to the presence of senior and experienced employees in the organization. The table shows that majority of the respondents 95(40.1%) agreed that experienced employees encourage less experienced employees, followed by 93(39.2%) respondents who also strongly agreed that experienced employees encourage less experienced employees. Furthermore, 116 respondents representing 48.9% of the respondents strongly agreed that senior employees typically contribute specialized skills in the organization, meanwhile, 150 respondents (63.3%) of the respondents strongly agreed that mentoring is part of Zenith bank training and development strategy.

Furthermore, the table showed respondents' feedback on how mentoring affect work quality. It can be seen from the table that majority of the respondents 116(48.9%) attested that good feedbacks from managements is High. Also, majority of respondents affirmed that quality results is very high, in addition, employees' on-time delivery is very high according to majority of the respondents 115(48.5%). Most especially, positive feedbacks from customers is high 106(44.7%) and low error is also observed among employees.

Table 4.3.2: What effect does workshop have on employee creativity in the banking industry?

	Workshops	SA (%)	A (%)	PA (%)	PD (%)	D (%)	SD (%)
1	Attended workshops during employment period	76 (32.1)	131 (55.3)	30 (12.7)	0 (0.0)	0 (0.0)	0 (0.0)
2	Collaboration among departments in the organisation	87 (36.7)	94 (39.7)	56 (23.6)	0 (0.0)	0 (0.0)	0 (0.0)
3	Team alignment	146 (61.6)	75 (31.6)	16 (6.8)	0 (0.0)	0 (0.0)	0 (0.0)

4	Workshops aids in developing solutions to problems	146 (61.6)	83 (35.0)	8 (3.4)	0 (0.0)	0 (0.0)	0 (0.0)
5	Innovation and new technology development	165 (69.6)	53 (22.4)	19 (8.0)	0 (0.0)	0 (0.0)	0 (0.0)
	Employees Creativity	VH (%)	H (%)	MH (%)	ML (%)	L (%)	VL (%)
6	Problem solving	96 (40.5)	108 (45.6)	31 (13.1)	2 (0.8)	0 (0.0)	0 (0.0)
7	Value creation	123 (51.9)	79 (33.3)	35 (14.8)	0 (0.0)	0 (0.0)	0 (0.0)
8	Flexibility	74 (31.2)	106 (44.7)	45 (19.0)	12 (5.1)	0 (0.0)	0 (0.0)
9	Good Ideas and Diverse talents	113 (47.7)	94 (39.7)	26 (11.0)	4 (1.7)	0 (0.0)	0 (0.0)
10	Originality of Ideas	128 (54.0)	84 (35.4)	23 (9.7)	2 (0.8)	0 (0.0)	0 (0.0)

Source: Field Survey 2021

Table 4.3.2 above presents the responses of employees based on research question two. The result revealed that majority of the respondents 131 (55.3%) agreed while 76 (32.1%) respondents strongly agreed that they attend workshops in their organization. The table shows that majority of the respondents 94 (39.7%) agreed that collaboration exist among departments in the organization, followed by 87 (36.7%) respondents who also strongly agreed to same. Furthermore, 146 respondents representing 61.6% of the respondents strongly agreed the team aligned to deliver on task, besides, workshop aids in developing solutions to problems in the organization as strongly agreed by 146 (61.6%) respondents. According to 165 (69.6%) respondents, workshops strongly drive innovation and new technology development.

The table also presented results on effect of workshop on employee creativity. It can be seen from the table that majority of the respondents 108(45.6%) affirmed that the use of workshop has resulted in high problem-solving skills. Also, majority of respondents 123(51.9%) confirmed that value creation is very high because of collaboration facilitated by workshop, in addition,

employees' flexibility is High as stated by 106(44.7%) respondents. As a result of workshops in organisation, good ideas and diverse talents is very high as stated by majority of the respondents 113(47.7%). In addition, originality of the ideas generated is also very high 128(54.0%)

Table 4.3.3: What is the effect of Job rotation on service delivery in the banking industry?

	Job Rotation	SA (%)	A (%)	PA (%)	PD (%)	D (%)	SD (%)
1	Jobs responsibilities are often rotated among employees	81 (34.2)	125 (52.7)	23 (9.7)	5 (2.1)	3 (1.3)	0 (0.0)
2	Task rotation exist in the organisation	83 (35.0)	82 (34.6)	69 (29.1)	3 (1.3)	0 (0.0)	0 (0.0)
3	Employees have ability to function in more than one role	125 (52.7)	83 (35.0)	26 (11.0)	0 (0.0)	0 (0.0)	3 (1.3)
4	Enhanced work experience among employees	143 (60.3)	74 (31.2)	20 (8.4)	0 (0.0)	0 (0.0)	0 (0.0)
5	Cross training of employees	65 (27.4)	139 (58.6)	28 (11.8)	5 (2.1)	0 (0.0)	0 (0.0)
	Employees' Service Delivery	VH (%)	H (%)	MH (%)	ML (%)	L (%)	VL (%)
6	Customers satisfaction	113 (47.7)	101 (42.6)	23 (9.7)	0 (0.0)	0 (0.0)	0 (0.0)
7	Ability to function in any position	86 (36.3)	67 (28.3)	76 (32.1)	8 (3.4)	0 (0.0)	0 (0.0)
8	High-quality services to customers	113 (47.7)	113 (47.7)	11 (4.6)	0 (0.0)	0 (0.0)	0 (0.0)
9	Effective and timely service delivery	133 (56.1)	85 (35.9)	19 (8.0)	0 (0.0)	0 (0.0)	0 (0.0)
10	Responsiveness	84 (35.4)	100 (42.2)	46 (19.4)	7 (3.0)	0 (0.0)	0 (0.0)

Source: Field Survey 2021

Table 4.3.3 above presents the responses of employees based on research question three. The result showed that majority of the respondents 125 (52.7%) agreed while 81 (34.2%) respondents strongly agreed that Jobs responsibilities are often rotated among employees. The table shows that majority of the respondents 83(35.0%) strongly agreed that task rotation exist in the organization, and 82(34.6%) respondents agreed to same. similarly, 125 respondents representing 52.7% which forms the majority of the respondents strongly agreed employees have ability to function in more than one role in the organization, besides, job rotation enhance work experience among employees as strongly agreed by 143(60.3%) respondents. According to 139 (58.6%) respondents, cross training of employees exists.

The table also presented results on effect of job rotation on employees' service delivery. It can be seen from the table that majority of the respondents 113(47.7%) affirmed that rotating job responsibilities among employees result in very high customers satisfaction. Also, majority of respondents 86(36.3%) opined that task rotation results in ability of employees to function in any position assigned in the organization. According to 113 (47.7%) respondents, job rotation leads to very high-quality service delivery to clients. Also, 133 respondents representing 56.1% which forms the majority of the respondents confirmed that cross training of employees results in effective and timely service delivery while 100(42.2%) respondents which forms majority claimed that responsiveness is high among employees.

4.4 HYPOTHESES TESTING

Hypothesis One:

H₀: Mentoring has improved the work quality of employee performance

H₁: Mentoring has not improved the work quality of employee performance

Regression

Table 4.4.1.: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.706 ^a	.256	.253	.485

Source: SPSS output

a. Predictors: (Constant), Mentoring

Table 4.3.1.1 presents the model summary. It shows that the correlation coefficient R between mentoring and work quality is 0.706 (i.e. $R = 0.706$) which indicates that there exists a strong positive relationship between work quality (dependent variable i.e. the variable being predicted) and mentoring (which are predictors or independent variables). It can be seen from the table that the R^2 which is the coefficient of determination is 25.6%. This implies that 25.6% increase in work quality can be attributed to the effect of mentorship and guidance of experienced managers and employees in Zenith bank.

Table 4.4.2: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	19.003	1	19.003	80.825	.000 ^b
	Residual	55.251	235	.235		
	Total	74.253	236			

Source: SPSS output

- a. Predictors: (Constant), Mentoring
- b. Dependent Variable: Work quality

The analysis of variance (ANOVA) as presented in Table 4.4.2b indicated that, the F- statistics is 80.825 with p-value of .000 which is less than 0.05. This implies that the model is fit. Hence, Mentoring have significant effect on work quality.

Hypothesis Two

H₀: Workshops have a significant effect on employee creativity.

H₁: Workshops have no significant effect on employee creativity.

Regression

Table 4.4.3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.762 ^a	.226	.222	.476

Source: SPSS output

a. Predictors: (Constant), Workshop

Table 4.4.3 presents the model summary. It shows that the correlation coefficient R is 0.762 (i.e. $R = 0.762$) which indicates that there exists a strong positive relationship between employee creativity (dependent variable i.e. the variable being predicted) and Workshop (which are predictors or independent variables). Results also showed that the R^2 which is the coefficient of determination is 22.6%. This implies that 22.6% increase in employee creativity is as a result of workshop attended.

Table 4.4.4: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.436	1	12.436	61.335	.010 ^b
	Residual	53.256	235	.227		
	Total	54.692	236			

Source: SPSS output

a. Predictors: (Constant), Workshop

b. Dependent Variable: Employee creativity

The analysis of variance (ANOVA) as presented in Table 4.4.4 indicated that, the F- statistics is 61.335 with p-value of .010 which is less than 0.05. This implies that workshop have significant effect on employee creativity.

Hypothesis three:

H₀: Job rotation have a significant impact on service delivery

H₁: Job rotation have no significant impact on service delivery

Regression

Table 4.4.5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.660 ^a	.168	.264	.526

Source: SPSS output

a. Predictors: (Constant), Job rotation

Table 4.4.5 presents the model summary. It shows that the correlation coefficient R is 0.660 (i.e. $R = 0.660$) which indicates that there exists a strong positive relationship between employees' service delivery (dependent variable i.e. the variable being predicted) and Job rotation (which are predictors or independent variables). The results also show that the R^2 (coefficient of determination) is 16.8%. This implies that only 16.8% of employees service delivery can be explained or is influenced by job rotation while the remaining 83.2% is influenced by other factors that is not included in the model.

Table 4.4.6: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.735	1	4.735	37.093	.000 ^b
	Residual	65.096	235	.277		
	Total	69.831	236			

Source: SPSS output

a. Predictors: (Constant), Job rotation

b. Dependent Variable: Service delivery

The analysis of variance (ANOVA) as presented in Table 4.4.6b indicated that, the F- statistics is 37.092 with p-value of .000 which is less than 0.05. Hence, Job rotation has significant effect on service delivery.

DISCUSSION OF THE FINDINGS

In this section, the findings from the analysis of “effects of training and development on employee's performance in the banking industry in Zenith Bank Nigeria Plc.” would be discussed.

The general objective of this research is to assess the effect of training and development on employee performance in the banking industry. The specific objectives include, identifying the effect of mentoring on work quality, evaluate effects of workshop on employees’ creativity and ascertain the effect of job rotation on service delivery. The research makes use of a survey research design in order to get information from selected respondents through structured questionnaire. The resulting data collected were then analyzed using descriptive and inferential statistics led us to these findings. The findings from the study are presented as follows.

The research first of all, identify the effect of mentoring on the work quality of employees in banking industry. The findings showed that mentoring have significant effect on the work quality of employees. This implies that presence of experience employees to encourage and guide less experienced ones usually have positive impact on the quality of work delivered. The findings from this study corroborates the findings of Baranik et al., (2010) who stated that Mentors always enhance the work performance of their mentees or employees. In addition, Carbb (2011) supports this study finding since he stated that Leaders and managers that are encouraging and engaging make the work culture more productive, which, in turn, drives positive business results.

Researcher also evaluated how workshops improves employees’ creativity. Findings showed that there is a significant positive impact of workshops on employee’ creativity, this is evident from the increased problem solving skills, flexibility and value creation observed by employees after attending workshops. Workshops also enhance high generation of good ideas and ensure originality of the ideas generated. According to Maheshwari (2012), Workshops provides the situation to study the vocational problems and hence result in creation of practical solutions

Finally, the research analyzed the effect of job rotation on service delivery of employees' in banking industry. A strong positive relationship was observed with correlation coefficient "R" being 0.660. Also, the significant value was 0.000 which indicated that job rotation has significant positive impact on service delivery. On that note, the null hypothesis which state that "job rotation has no significant impact on service delivery" was rejected. This corroborates other authors' findings as it can be seen in previous research that job rotation increase experience which in turn better service delivery (Ortega, 2015; Neil 2019).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 INTRODUCTION

This chapter consists of the summary of the findings, conclusions as well as recommendations for the study. The general objective of this study was to assess the effect of training and development on employee performance in the Zenith Bank Nigeria Plc.

5.1 SUMMARY OF THE FINDINGS

This research is focused on effect of training and development on employee performance in the Zenith Bank Nigeria Plc. The researcher examined the effect of mentoring on the work quality of employees, evaluated how and the impacts of workshops on employees' creativity and lastly confirmed the effect of job rotation on service delivery in banking sector.

In the demographic section of the analysis, it was observed that majority of employees that participated in the survey were male, most of the employees were between the age range 22-30 years, many have earned Bachelor's degree and majority have worked in the organization between 6-10 year which indicated they information that will be provided by them will be useful for this study. Also, highest number of the respondents were general staff, followed by senior management which is second to the highest. This is important to the research as most senior managers serves as mentor to less experienced employees.

According to the result of the poll among the respondents, most of the respondents agreed that mentorship exists in the workplace and it often results in good feedbacks, quality results and on-time delivery from employees. Similarly, the analysis showed that mentoring has significant impact on work quality among employees. Mentoring is also part of Zenith bank strategy to train and development new employees since they directly learn under the guidance of experienced employees or managers.

With respect to the effect of workshop on employee creativity. The result shows that workshop have significant positive impact on employees' creativity. This is evident from the fact that employees who attended workshops have improved in aspect of problem solving, value creation and flexibility at work. Also, workshop helps employees to generate new ideas that improve employees' creativity.

With respect to the effect of job rotation on service delivery. The findings found that job rotation have significant impact on service delivery in the banking industry. The result shows rotating job responsibilities, task rotation and cross training have significant impact and results in high customer satisfaction, high quality services to customer, effective and timely service delivery and high responsiveness. Hence, rotation of task and roles in the organization can be used to facilitate effective service delivery in banking sector.

5.2 CONCLUSION

The study concludes based on the findings from the analysis. The study hereby prove that mentorship have significant positive effect on work quality, in addition, workshop have significant positive relationship and effect on employees' creativity and job rotation also have substantial effect on service delivery. Conclusively, this study has shown that training and development strategies (mentoring, workshops and job rotation) employed in banking sector have significant effect employee performance.

5.3 RECOMMENDATIONS

Based on the results, the following recommendations have been made.

1. Banking industry should always set aside budget for the purpose of training and development of employees.
2. Commercial banks need to devise new methods to improve employee performance apart from those discussed in this study
3. Banking industry should develop new training policies, plan and strategies with a view to enhance employee's performance.

5.4 CONTRIBUTION TO KNOWLEDGE

The knowledge of training and development enables the employees to know how training and development improves their working abilities in an organization. Training and development improves the performance of employees in the organization, careers and personal life. Training and development knowledge contributes in the area of mentoring, workshop and job rotation of employees which leads to work quality, employees creativity and service delivery.

The knowledge contribution of training and development in the area of employers enables them to know the types of training that should be given to employees which will aid development to them through the knowledge of training and development.

The knowledge of training and development enables researchers with the knowledge to know the role of training and development plays on employee's performance and also on employers through research. The knowledge contribution of training and development to researchers is what gives them the insight about training and development in an organization as a whole.

5.5 Areas for Further Research

1. Future research need approach in effects of training and development and benefit for employees in different sectors.
2. Future research must approach in relation with Mentoring, workshops, job rotation, and other variables.

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APPENDIX

DEPARTMENT OF BUSINESS
ADMINISTRATION,
MOUNTAIN TOP UNIVERSITY.
QUESTIONNAIRE

Dear Respondent,

I'm Nwachukwu Kingsley-- a 400-level student of Mountain Top University. I'm conducting a research on the above-named topic in partial fulfilment of the requirements for the award of Bachelor of Science degree in Business Administration. I will appreciate it if the questionnaire is completed to the best of your knowledge with utmost sincerity so as to achieve credible results.

The information provided will only be used for academic purpose and will be treated with utmost confidentiality.

Please answer the questions by ticking the one you consider most appropriate among the alternatives. Thanks.

Kindly answer the following questions by ticking (✓) the option that best describes your agreement or filling the spaces provided.

SECTION A: DEMOGRAPHIC DATA

- 1) Gender; a. Male () b. Female ()
- 2) Age Range; a. a. 18-21 years () b. 22-30years () c. 31-40years () d. 41-50years () e. 51 years & above ()
- 3) Educational level; a. Certificate () b. Diploma () c. Bachelors' degree () d. Master's degree () e. Doctorate degree () f. Others (Please specify)
- 4) How long have you worked in Zenith Bank? a. Below 5 years () b. 6 - 10 years () c. 11 - 15 years () d. 16 - 20 years () e. 21 years and above ()

- 5) What is your current position in Zenith bank? a. Senior management () b. Middle management () c. Supervisory () d. General Staff () e. Contract Staff () f. Others

(Please specify) _____

Section B

Using the scale below, please answer the statement below by ticking the options that best satisfies your response to the following statements

Strongly Agree [SA]= 6; Agree [A]=5; Partially Agree [PA]=4; Strongly Disagree [SD]=3; Disagree [D]= 2; Strongly Disagree [SD]=1

Please rate the following statements on gender diversity by ticking in the appropriate box to indicate how much you agree or disagree with each statement							
	Mentoring	SA	A	PA	PD	D	SD
1.	Presence of senior/experienced employees						
2.	Experienced employees encourage less experienced employees						
3.	Senior employees typically contribute specialized skills in the organization						
4.	Strong bond between less experienced employees (mentees) and more experience employees (mentors)						
5.	Mentoring is part of Zenith bank training and development strategy						
	Workshops	SA	A	PA	PD	D	SD
6.	Attended workshops during employment period						
7.	Collaboration among departments in the organization						
8.	Team alignment						
9.	Workshops aids in developing solutions to problems						
10.	Innovation and new technology development						
	Job Rotation	SA	A	PA	PD	D	SD
11.	Jobs responsibilities are often rotated among employees						
12.	Task rotation exist in the organization						
13.	Employees have ability to function in more than one role						
14.	Enhanced work experience among employees						

15.	Cross training of employees						
	Please rate the following statements on employee performance by ticking in the appropriate box to indicate the degree at which the variables are high or low Very High(VH) – 6, High(H) – 5, Moderately High(MH) – 4, Moderately Low(ML) – 3, Low(L) – 2, Very Low(L) - 1						
	Work Quality	VH	H	MH	ML	L	VL
16.	Good feedbacks from managements						
17.	Quality Results						
18.	On-time delivery						
19.	Positive feedbacks from customers						
20.	Low Error						
	Employees Creativity	VH	H	MH	ML	L	VL
21.	Problem solving						
22.	Value creation						
23.	Flexibility						
24.	Good Ideas and Diverse talents						
25.	Originality of Ideas						
	Employees' Service Delivery	VH	H	MH	ML	L	VL
26.	Customers satisfaction						
27.	Ability to function in any position						
28.	High-quality services to customers						
29.	Effective and timely service delivery						
30.	Responsiveness						