**THE EFFECT OF TRAINING AND DEVELOPMENT ON EMPLOYEE COMMITMENT**

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**ABSTRACT**

The study examined the training and development on employee commitment in Zenith Bank Plc, Nigeria. The study employed the survey design and the purposive sampling technique to select 450 staff across management, senior and junior level. A well-constructed questionnaire, which was adjudged valid and reliable, was used for collection of data from the respondents. The data obtained through the administration of the questionnaires was analyzed using the Pearson correlation analysis.

The results showed that there is a positive and significant relationship between Mentoring has significant effect on employee commitment (r=0.772; p<0.05)., Also, a positive and significant relationship exists between Job Delegation and employee commitment (r=.896; p<0.05)., Furthermore, a positive and significant relationship exists between Job Empowerment and employee commitment (r=.896; p<0.05). Lastly, a positive and significant relationship exists between Job rotation and employee commitment (r=0.772; p<0.05). This implies that training and development are crucial factors and strong predictors of employee performance.The results were found to be consistent with empirical findings of past studies in literature.

It is therefore concluded that training and development as significant effect on employee performance in Zenith Bank Plc. The study suggested that; Training and development should be employed by the management of every bank, to ensure that employ are safeguarded in area of adequacy; Training and development should be established in every bank, which should be headed by a qualified accountant; Bank employees should be adequately remunerated through attractive compensation packages after training in order to avoid temptation by the employees to defraud the banks; Standard personnel and recruitment policies should be formulated and maintained.

**CHAPTER ONE**

**INTRODUCTION**

**1.1. Background to the Study**

Globally, several attempts have been made to define employee commitment. Perhaps the most comprehensive of those definitions is that of Meyer, Stanley and Parfyonova (2012) who define commitment using a multidimensional approach and consider it to have affective, continuance and normative perspectives. The affective dimension of commitment refers to an emotional attachment to and involvement with an organization; continuance commitment denotes the perceived costs of leaving an organization; and normative commitment refers to the felt responsibility to support and remain a member of an organization. Thus it can be discerned from definitions such as the one above, that employee commitment is a bond between the employee and the organization such that he/she (the employee) wants to continue serving the organization and to help it achieve its objectives.The concept employee commitment has grown in popularity in literatures (Cohen, 2010). Early studies on employee commitment viewed the concept as a single dimension, based on an attitudinal perspective, embracing identification, involvement and loyalty (Porter, Steers, Mowday & Boulian, 1974). According to Porter et al (1974) an attitudinal perspective refers to the psychological attachment or affective commitment formed by an employee in relation to his identification and involvement with the respective organization. Porter et al (1974) further describes employee commitment as “an attachment to the organization, characterized by an intention to remain in it; an identification with the values and goals of the organization; and a willingness to exert extra effort on its behalf”. Individuals consider the extent to which their own values and goals relate to that of the organization as part of organizational commitment; therefore it is considered to be the linkage between the individual employee and the organization.Yilmaz and Çokluk-Bökeoğlu (2008) expound that employees with high organizational commitment feelings affect organizational performance in positive ways because they lessen the frequency of performing negative behaviour and improve quality of service. A committed employee is a more compatible and productive individual who has higher levels of satisfaction, loyalty and responsibility. They continue to observe that organizational commitment not only increases the success in a certain role, but also encourages the individual to achieve many voluntary actions necessary for organizational life and high standard system success.Park, Christie and Sype (2014) advance that committed employees may be more likely to engage in organizational citizenship behaviours (OCBs), that is, extra-role behaviours, such as creativity or innovation which are often what keep organizations competitive. Creativity according to Bosiok and Sad (2013) is the ability to think in ways and forms that are new, different and not seen in other individuals. Other authors (e.g. Lambert & Hogan, 2009) propose that employee commitment reduces employee turnover. Lambert and Hogan define employee turnover as the situation by which employees either voluntarily quit or are involuntarily terminated from their jobs. Allen, Bryant and Vardaman (2010) explain that with voluntary turnover, the employee initiates the quitting of the job; for example, quitting and taking another job while involuntary turnover is initiated by the organization; for instance, when a company dismisses an employee due to poor performance or when there is organizational restructuring. Lambert and Hogan (2009) state that committed employees are loyal to the organization, share its values, and identify with the goals of the organization. Thus, they have little reason to want to leave. In Nigeria, for every business activity, there is the foot-soldier that pilots its affairs within and outside the organization. This personality is the employee. Organization can hardly survive without the employee commitment. Huezynsky and Buchanan (2001) elucidated that employee commitment is directly associated with organizational growth, expansion and sustainability. Robbins (2003) contended that as a result of commitment of firm’s workforce organization is able to withstand environmental turbulences. Another scholar Snell and Bohlander (2007) argued that workers’ commitment brings about increase in productivity and firm’s profitability. When employee is dedicated to his/her duty; employee-employer relationship is enhanced in the workplace (Truss, 2008). However, apart from workplace benefits from employee commitment, employee on his/her part receives satisfaction from the job itself. Supporting this submission, Nkpoyen (2003) contended that when employees’ are giving a sense of belonging in the organization, their commitment to the workplace increases without being coerced. From the foregoing analysis, employee commitment can be further enhanced if the organization will develop their career by instituting programmes that will help improve their skills. In the words of Çiğdem and Belgin (2014), career development programs enable all the workers to make progress in the organization from the beginning. They also contended that career development also helps to determine career paths and remove all the obstacles against the progress of the workers. Werther and Davis (1992) posited that career development will enhance organizational loyalty among employees, result in higher levels of job satisfaction, lower employee turnover, and fewer employee complaints. Osibanjo, Oyewunmi and Ojo (2014) enunciated that career development enables organizations to have adequate, required, and formidable human resources for their growth and relevance in the industry. Byars and Rue (2004) in Osibanjo, Oyewunmi and Ojo (2014), put the following three major objectives of career development: (i) to meet the immediate and future human resource needs of the organization on a timely basis; (ii) to better inform the organization and the individual about potential career paths within the organization; and (iii) to utilize existing human resource programs to the fullest by integrating the activities that select, assign, develop, and manage individual careers with the organizations’ plans.In summary, the various scholars above are unanimous to the effect that employee commitment is important in so far as enhancing employee job performance is concerned. This is because it lessens the frequency of employees performing negative behaviour; promotes employee’s OCB, reduces employee turnover; makes the employees more ready to accept organizational change; and enhances knowledge sharing among the employees. Training and development in organizations is as long as the entire history of any business organizations (Miller, 2006). This is simply because the knowledge base or skills of the normal employees in the labour market is not sufficient for the specialized tasks within the organizations. However, the academic study of various forms of training did not start until about a century ago, when researchers started a branch of research under the name of “vocational training” (Salas & Cannon Bowers, 2001).Global competition has caused organizations to focus on each aspect of their operations, questioning how each function and process can contribute to strategic goals. Training departments are also under pressure to demonstrate their organizational value in the same terms Steed, (2000) this is due to the fact that organizations spend a considerable time, effort and money in training their employees, and however the benefits from these efforts are not clearly visible in organizations in terms of improved performance. In order to make training and development very useful, it should be well planned and systematically implemented. The capacity of staff in an organization influences the ability to achieve the desired targets particularly in performance driven enterprises. Human resource is recognized as a critical resource for success in every organization. In order to sustain performance of the organization, it is important to optimize the contribution of employees towards achievement of the aims and goals of an organization (Armstrong, 2003).At present, we are witnessing an overwhelming number of research studies from both descriptive and prescriptive traditions, focusing on several characteristics of training and development programs as well as their costs and benefits for businesses and organizations (Becker & Gerhart, 2007). At the same time, organizations have come to better understand the importance of training and development for their survival in knowledge-intensive and volatile markets of this era, and therefore have increasingly acknowledged the profitability of developing their human resources through various forms of training (Berge, 2001; Salas & Cannon-Bowers, 2001). Human resource capital of any organization plays an important role, thus training and retraining helps in fortifying employees (Khan, Khan & Khan, 2011).Armstrong, (2009) defines training as the formal and systematic modification of behavior through learning, which occurs as a result of education, instructions and development and planned experience. Training is the process of equipping the personnel with the needed knowledge, skills and right attitude to tackle the job responsibilities. Staff development on the other hand is improvement of the employees’ competences for future environmental demands and adaptability. Beardwell and Holden (2002) consider training and development as a planned process to modify attitude, knowledge or skill behavior through learning experiences to achieve effective performance in an activity or range of activities. Corporations are offering a variety of training programs to meet their organizational needs. These include content on IT and systems, processes, procedures and business practices, industry-specific trainings, managerial or supervisory training, interpersonal skills, compliance, sales, executive development, basic skills, new employee orientation, customer service and quality. As Reynolds (2004) points out, training has a complementary role to play in accelerating learning. It should be reserved for situations that justify amore directed expected approach rather than viewing it as a comprehensive and all-pervasive people development solution. He also commented that the conventional training model has a tendency to emphasize subject –specific knowledge rather than trying to build core learning abilities. Development is a long term education process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose. According to Campbell (2006) development implies an individual growth and self-realization in a brand base. Cole (2002) suggests a broader view of knowledge and skills acquisition training. He suggests that he is more concerned with employee potential than immediate skills and views employees as adaptable resource aiming at personal growth and realization of potential of an employee. Armstrong (2001) indicates individual development is the progression by individuals in their career with guidance encouragement and help from the manager.Training and Development improves the workforce competence in order to create a competitive advantage and contribute to organizational success. Training and development is also a means for employers to address the employees’ needs. By offering the training and development opportunities employers help employees develop their own competitive advantage and ensure long term employability, Jackson (2008). Development implies it is an ongoing process and that progress is made over time and this fits also with the emphasis on long life learning. Despite the obvious significance of training, the enormous expansion in the content of training and development programs over time has largely been taken for granted. Some Human Resources Departments often question the necessity and appropriateness of training a particular employee at a particular time. Often times, there’re ulterior motives why employees are sent on training. Najeeb, (2013) found out that some of those organizations that neglect employee training do so simply because of the enormous cost of training and the fear of losing those employees to other organizations after training them.In summary, the commitment of employee seems to be a crucial factor in achieving organizational success. Individuals with low levels of commitment will do only enough to work by. They do not put their hearts into the work and mission of the organization. They seem to be more concerned with personal success than with the success of the organization as a whole. People who are less committed are also more likely to look at themselves as outsiders and not as long-term members of the organization. An attractive job offer elsewhere is very likely to result in their departure. By contrast, employees with high commitment to an organization see themselves as an integral part of the organization. Anything that threatens the organization is an imminent danger to them as well. Such employees become creatively involved in the organization’s mission and values, and constantly think about ways to do their jobs better. In essence, committed employees work for the organization as if the organization belongs to them.The relationship between training and development and employee commitment has been studied under various disguise. Khan, (2011) investigated the impact of training and development on employee commitment from a sample of 153 public and private and public sector employees of oil and gas sector in Pakistan. The results revealed a positive relationship between training and development and employee commitment. Therefore, job performance emerged as a determinant of employee commitment. Thus, Khan, (2011) advised managers to pay special attention to antecedents of employee commitment and all the factors which foster employee commitment so as to increased employee performance and subsequently increase organizational productivity.Gellatly, Hunter, Currie and Irving (2009) indicate that HRM practices aimed at building employee capabilities (e.g., skill training) increase feelings of internal control (autonomy) and competence, which, in turn, increase one’s identification, involvement, and emotional connection with the work and the organization as an individual and the organization as a whole. Recent empirical studies positively relating training and development and employee commitment include Mohyin, Dainty and Carrillo (2012); Savaneviciene and Stankeviciute (2011) and Truitt (2011). All the above studies however, were carried out in the context of the Western World, namely the UK (Mohyin et al., 2012), the USA (Truitt, 2011) and Lithuania (Savaneviciene & Stankeviciute, 2011). This contextual gap leaves the question of whether training and development influences employee commitment in other contexts such as Babcock University, Ilisan Remo, Ogun State.

**1.2. Statement of the Problem**

Staff training and development is recognized as crucial element in the attainment of organizational goals and objectives. In order to sustain economic and effective performance, it‘s important to optimize the contribution of employees to the aims and goals of an organization Armstrong (2003). Training and development activities have implications for attempts to motivate and involve the workforce with an aim of improving performance. One of the primary objectives of human resource management is the creation of conditions whereby the latent potential of the employees will be realized and their commitment to the success of the organization secured. Chang (2005) points out that the scope of evaluating the training effort should explain how training contributes to the ‘big picture’ as it is implemented to bring about improvement in job performance. The ultimate purpose of training is to help organizations achieve their performance results. Training activities have effect on relative competitiveness and economic performance, at both the aggregate level of the national economy or industrial sector, and at the level of individual enterprises.

The recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. Of recent, banking sector faces problems which in turn might lead to employee retrenchment, these challenges portray the sector’s dire need of highly skilled bank employees that are up to the present challenges, hence the employees need training for effective functioning bringing us to the main objective of this study which is to investigate the effects of training and development on employees’ job performance.

Mentoring: In recent years there has been an increasing need trend for organizations to implement mentoring programs to improve employee morale and productivity by reducing absenteeism and turnover (Torrington 2005). However, very little effort was implemented by the banking sector to improve job retention and improving job satisfaction through mentoring programs.

Job Delegation: There are many problems associated with delegating of authority with regards to making good decisions for the organization. Especially as there are many individual differences. Employers know the importance of employees’ participation and satisfaction and their effects in the achievement of organizational objectives. To be able to achieve better results with minimum supervision and attention, the manager should ensure that he or she delegates his authorities to a capable hand and at the same time, authority should be delegated with the same time and should be delegated equal responsibility Noe, (2006).

Job Empowerment: Employee empowerment is a philosophy associated with real benefits for an organization. The entire benefits enable an organization achieve a competitive advantage and improve its performance. There has been a growing interest in the concept of empowerment and related management practices among both management researchers and practitioners (Gilaninia, 2012). This interest is due to the fact that the practice of empowering subordinates is a principal component of managerial and organizational effectiveness and empowerment techniques play a crucial role in group development and maintenance. This study will seek to investigate the practice of employee empowerment in First Bank Plc, Lagos state.

Job Rotation: Making employees perform the same transactional duties everyday usually makes them tired, bored and unsatisfied with the jobs they are performing. Thus, the importance of job rotation is introduced to reduce the physical and mental stress endured by employees when working in the same job position, year after year. This study will also look into the effectiveness of job rotation in First Bank and ways to create awareness of job rotation (McCourt & Eldridge 2003).

This study seeks to determine the effects of training and development on employees’ job performance by determining the relationship between training methods such as mentoring, job rotation, job empowerment and delegation and employees’ job performance in first bank plc.

**1.3. Objectives of the Study**

The main objective of the study is to establish the effect of training and development on employee commitment among the employees of Zenith Bank Plc, Lagos State. However, to achieve this main objective, the following sub-objectives will be considered;

1. To determine the effect of mentoring on employee commitment
2. To investigate how job delegation can affect employee commitment
3. To examine the effect of job empowerment on employee commitment
4. To find out the effect of job rotation on employee commitment

**1.4 Research Questions**

The questions of interest in the study are:

1. To what extent is the effect of mentoring on employee commitment?
2. What is the role of job delegation on employee commitment?
3. To what effect does job empowerment have on employee commitment?
4. What effect does job rotation have on employee commitment?

**1.5 Research Hypotheses**

Based on the objectives, the following hypotheses were developed in order to make valid conclusions on the subject matter. The hypotheses are expressed in their null form:

**H01**: Mentoring has no significant effect on employee commitment

**H02**: Job Delegation has no significant impact on employee commitment

**H03**: Job Empowerment has no significant effect on employee commitment

**H04**: Job Rotation has no significant effect on employee commitment

**1.6. Rationale for the Hypotheses**

The rationale for the research is a set of reasons offered by the researcher for conducting a research into the effect of training and development on employee performance, using a descriptive survey design. Hypothesis testing is an essential procedure in statistics. A hypothesis test evaluates two mutually exclusive statements about a population to determine which statement is best supported by the sample data. It refers to the comparison of the assumption and the same results. The rationale is to identify the null hypothesis, alternative hypothesis, test statistics, P-value, conclusion about the null hypothesis, and final conclusion that address the original claim of the study.

**1.6. Operationalization of the Variables**

The dependent variable is employee’s job performance, represented by employee commitment (EC). On the other hand, training and development, being the independent variable, is proxied by Mentoring (M), Job Delegation (JD), Job Empowerment (JE), and Job Rotation (JR).

Where Y= Dependent variable

 X= Independent variable

Y= f(X)

X= Training and Development

X = f(x1, x2, x3, x4)

x1= Mentoring

x2= Job Delegation

x3= Job Empowerment

x4= Job Rotation

Y= Employee’s Job performance

 Y= f(y1)

y1 = Employee Commitment

The four specific objectives are operationally expressed as:

To determine the effect of Mentoring on Employee Commitment

y1= f (x1)

y1= b0 + b1x1 + u

To investigate how Job Delegation can affect Employee Commitment

y2= f (x2)

y2= b0 + b1x2 + u

To examine the effect of Job Empowerment on Employee Commitment

y3= f (x3)

y3= b0 + b1x3 + u

To find out the effect of job rotation on employee commitment

Y4= f (x4)

Y4= b0 + b1x4 + u

**1.8. Scope of the Study**

The study is streamlined to training and development variables such as mentoring, job delegation, job empowerment, job rotation, and employee performance variable namely employee commitment. The study is carried out in Zenith Bank Plc, Lagos State. The unit of analysis of the study is the employees of Zenith Bank Plc at Junior, middle level, senior and management level positions.

**1.9. Significance of the Study**

The findings from this study will help to highlight those areas where there are problems among employees and thus will be of great benefit to the management of organizations, employees, human resource department, stakeholders, scholars and the researcher. The results of this study would hopefully be significant in the sense that it would enable the bank management to better understand how the training and development programs could be harnessed to inspire staff to increase and sustain organizational performance.

**1.9.1. Management**

The study will help the top management in taking strategic decision that affect training and development for the overall growth of the industry. It will able be of use to management by encouraging them to embrace training and development to increase competitiveness, it will also help to establish how training has impacted on performance of its employees and what improvements can be done to help equip the agents further as well motivated them to work better for better performance

**1.9.2. Employees**

Members of Staff of the Bank will have adequate knowledge as to the importance of training and why it is necessary that they are trained from time to time

**1.9.3. Human Resource Departmen**t

The study will help the Human Resource Department in proper planning and execution of training and development programmes

**1.9.4. Stakeholders**

The study will also be useful to stakeholders who will be able to identify with a growing organization as a result of good performance. This will ensure that they invest in an organization whose performance is promising as a result of effective training and development of its staff

**1.9.5. Scholars**

Scholars will find it important as it will increase the body of knowledge in this area

**1.9.6. Researcher**

The study will also add value to the researcher in the area of training and development, and could also assist the researchers in doing further studies of the same. Also this study will be useful to the researcher as it will help him in actualizing his dream and lead him to the completion of B.Sc. program in Business Administration.

**1.10. Definition of Terms**

**Human Resource Management**: is the way organizations manage their employees and help them to develop in order to be able to execute organizations’ missions and goals successfully.

**Training**: is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively.

**Development**: is a broad ongoing multi-faceted set of activities (training activities among them) aimed at bringing someone or an organization up to another threshold of performance, often to perform some job or a new role in the future.

**Employee Performance**: is defined as the outcome or contribution of employees to make them attain goals while performance may be used to define what an organization has accomplished with respect to the process, results, relevance and success.

**Mentoring**: this involves having the more experienced employees coach the less experienced employees

**Job Rotation:** is a way of developing employee skills within organization involves movements of employees from one official responsibility to another for example taking on higher rank position within the organization, and one branch of the organization to another.

**Job Empowerment:** collection of required capacity in staff for enable them to creating added value in organization and role playing and responsibilities are responsible in the organization, with efficiency and effectiveness

**Job Delegation**: involves training and development techniques that attempt to capture and bring forth decision making situations to the employee being trained

**Employee Commitment**: is a psychological state that characterizes the employees’ relationship with the organization and has implication for the decision to continue membership in the organization.

**CHAPTER TWO**

**REVIEW OF LITERATURE**

**INTRODUCTION**

Our focus in this chapter is to critically examine relevant literatures that would assist in explaining the research problem and furthermore recognize the efforts of scholars who had previously contributed immensely to similar research. The chapter intends to deepen the understanding of the study and close the perceived gaps.

Precisely, the chapter will be considered in three sub-headings:

* Conceptual Framework
* Theoretical Framework

**2.1 CONCEPTUAL FRAMEWORK**

**Training and Development**

Training and development represents an area within HR practices that can have a significant impact on employee commitment to the organization. The practices employed by organizations helps to enhance employee skills and performance hence increases employee commitment Sacks (2001). Training and development is one of the modern management approaches in HRM. Emerging literatures have shown that the investment in human capital such as training is positively related to organizational performance. That is, training is expected to reduce turnover, and increase employee‟s commitment, which will result in longer employment duration. Keep *et al.*, (2002) argue that investing in training constitutes a powerful signaling device to reassure employees that they are valued by their employers, which in turn enhances their commitments to the organization. Training has been a subject of debate with various functions and definitions given to it. To some training is the ability of an organization to develop skills and knowledge to do present and future job (Guest 1997) and to others it is an important employee motivator (Barret & O‟Connell 2001). Different literatures have suggested that the development of a firm‟s human capital can provide a sustainable source of competitive advantage for the firm (Olson and Schwab, 2004). Investment by the organization in employee training is intended to send a commitment message to its employees that individual development is a valued goal of the organization (McElroy, 2001). Training is used to enhance specific skills and correct performance issues to empower employees with the skills needed for the current and future job requirement (Gold, 2001). The levels of training and development activities among the employees influence employee commitment (Ivancevich 2010), in the sense that the employees are provided with skills and knowledge on performance of their jobs. In a study done by Buck and Watson (2002) on commitment of HR practices like decentralization, compensation, participation, training and development, employment security, social interaction, management styles, communication and performance appraisal among the Higher Education staff in Pakistan and the results revealed that training and development increases employee commitment. This finding is similar to the findings by Imran (2012) who did a study on Human resource management practices on organization support, communication, training /development, compensation, organizational climate, work life policies, career development opportunities and empowerment on employee commitment among the service sector employees in Pakistan. The findings indicated that training and development were significantly related to employee commitment. According to Kamoche *et al*. (2004b), training in organizations in Kenya is mainly treated as a cost and with the volatile economic situation in Kenya, managers are finding it difficult to view training as an investment because of its uncertain value. Where training exists, it is usually limited to equipping the employees with narrowly-defined, firm-specific skills that facilitate the attainment of short-term objectives. Tessema and Soeters (2006) also state that public sector employees in most developing countries who have received training paid for by their governments have been unable to utilize their expertise due to unattractive compensation and therefore opt to move to the private sector or overseas. Therefore, in order for organizations to develop and raise the level of productivity, there is a need to transform the way they develop people by nurturing cultures that value contribution from their employees, undertake cost

effective training activities that are geared to enhancing labour productivity and product quality. Training according to (Brum 2010) and (Owen 2006) explains that training makes employees exert more effort, become more productive and have a greater sense of debt to the organization. Brum further argues that the training is a gift from employers and has the potential to make employees feel as insiders into the organization and is more likely to be more committed and devoted to the organization. In another study carried by Guthrie (2001) among 164 New Zealand business firms on effect of HR practices like pay and training and development and his findings revealed that both were found to increase commitment of employees.

**Employee Commitment**

Previous studies have confirmed and supported both positive and significant association between training opportunities and practices and employee commitment (Karia & Assari, 2006; Boon & Arumugam, 2006 and Bartlett, 2001). In the same vein, Paull & Anantharaman (2004) discovered that all-inclusive training depicts a significant and positive linkage with organizational commitment and job satisfaction. The empirical analysis of the study indicated that the effect of training practices on organizational commitment was significantly correlated to the employee commitment. On the other hand, Ahmed and Bakar (2003) discovered that training plays a vital role in improving organizational commitment. Besides the above, Benson (2006) revealed that on the job training is the way through which employee skills are developed and abilities honed and consequently contributes in the commitment and acts as an influencing factor at work. In a nutshell, it is axiomatic that numerous studies reviewed support the positive impact training has on cementing and promoting employee commitment. **Employee retention**

In terms of the effect of training on employee retention, Srinivas (2008) reveals that there is a strong association between training opportunities in organizations and sustainable employee retention. Ramlall (2003) discovered a significant relationship between all the dimensions of retention besides the intention to leave. On the other hand, (Owens, 2006) found a significant connection between employee retention and training practices. In the same vein, studies by (Boon & Arumugam, 2006 and Bashir and Ramay (2008) corroborate with the previous proposition. These studies reveal the existence of positive and significant relationship between training practices and employee retention rate. Ramlall (2003) demonstrated that insufficient training opportunities forced workers to quit from their current employment. Following the studies analysed, it can be concluded that the basic trend in literature is that training and development results in high employee retention rates.

**Types of Commitment**

We might think of commitment simply in terms of feelings of obligation or emotional attachment. However, in the last 15 years, a growing consensus has emerged that commitment should be viewed as a multidimensional construct. Allen & Meyer (1990) developed an early model that has received considerable attention. The three-component model they advocated was based on their observation that existing definitions of commitment at that time reflected at least three distinct themes: an affective emotional attachment towards an organisation (Affective Commitment); the recognition of costs associated with leaving an organisation (Continuance Commitment); and a moral obligation to remain with an organisation (Normative Commitment). One important point is that not all forms of employee commitment are positively associated with superior performance (Meyer & Allen, 1997). For example, an employee who has low affective and normative commitment, but who has high continuance commitment is unlikely to yield performance benefits. The main reason such an employee remains with an organisation is for the negative reason that the costs associated with leaving are too great. In more recent years, this typology has been further explored and refined to consider the extent to which the social environment created by the organisation makes employees feel incorporated, and gives them a sense of identity. O’Malley (2000) contends that a review of the commitment literature produces five general factors which relate to the development of employee commitment: z

**Affiliative Commitment:**

An organisation’s interests and values are compatible with those of the employee, and the employee feels accepted by the social environment of the organisation. z

**Associative Commitment:**

Organisational membership increases employees’ self-esteem and status. The employee feels privileged to be associated with the organisation.

**Moral Commitment:**

Employees perceive the organisation to be on their side and the organisation evokes a sense of mutual obligation in which both the organisation and the employee feel a sense of responsibility to each other. This type of commitment is also frequently referred to in the literature as Normative Commitment.

**Affective commitment**:

Employees derive satisfaction from their work and their colleagues, and their work environment is supportive of that satisfaction. Some researchers (eg Allen & Meyer, 1991) suggest that this is the most important form of commitment as it has the most potential benefits for organisations. Employees who have high affective commitment are those who will go beyond the call of duty for the good of the organisation. In recent literature this form of commitment has also been referred to as ‘engagement’ and is the form of commitment that is most usually measured by organisations.

**Structural commitment**:

Employees believe they are involved in a fair economic exchange in which they benefit from the relationship in material ways. There are enticements to enter and remain in the organisation and there are barriers to leaving. This type of commitment is also frequently referred to in the literature as Continuance Commitment. With reference to the above typology, when an organisation is considering assessing the commitment of its workforce, not only should it ask how much commitment exists, but also what types of commitment exist.

**Antecedents of Commitment**

**Demographics**

A range of demographic variables have been found to be related to employee commitment (Mathieu & Zajac, 1990). For a variety of reasons, age has been found to be a positive predictor of employee commitment. As Mathieu & Zajac (1990) suggest, the older employees become, the less alternative employment options are available. As a result, older employees may view their current employment more favourably. In addition, Dunham et al. (1994) suggest older employees may be more committed because they have a stronger investment and greater history with their organisation. With regard to gender, a number of studies (eg Mathieu & Zajac, 1990) have reported women as being more committed than men. This is typically explained by women having to overcome more barriers than men to get to their position in the organisation. Marital status has also been shown to relate to commitment, with married employees usually showing more commitment (Mathieu & Zajac, 1990). However, it is suggested that the reason for this is because married employees will typically have greater financial and family responsibilities, which increases their need to remain with the organisation. Note, however, that this refers to structural commitment (or continuance commitment) in that the cost associated with leaving the organisation increases commitment to the organisation. As mentioned previously, structural commitment does not necessarily relate to increased performance.

**Recruitment Procedures**

O’Malley (2000) suggests that organisations need to pay more attention to addressing employees’ social need to affiliate and belong. He argues that employees want to be in environments that make them feel comfortable. Organisations have goals and values, and people recruited by the organisation should share these. The argument here is that in order to create commitment, the organisation must have the right sort of employees in the first instance Employees’ feelings of belonging start to develop long before employees join the organisation. As Parks & Floyd (1996) point out, there are several things organisations can do to make employees feel welcomed and valued as the recruitment and selection process develops: z share details about the organisation z provide employees with help and support throughout the recruitment and selection process z convey the interests and values that the organisation shares with employees. Organisations need to be attractive to the right sort of people; thus the initial contact between the organisation and the prospective candidate is very important. As Troy (1998) points out, increasingly organisations are attempting to communicate with prospective employees in a coherent manner by developing an employer brand. The brand should condense the basic nature of the organisation, what its values are and what it would be like to work there. The principal purpose of the brand is to efficiently bring employers and employees together in order to establish a relationship. Thus, a good brand should convey both the unique benefits of the organisational environment and the type of person who is likely to do well in that setting. The organisation must then ensure that it delivers these promises to its employees, or its efforts will have been wasted. In relation to this, much of the dialogue between employers and employees who are evaluating one another stays ‘safe’. Discussions focus on work and related areas and do not provide an opportunity to explore personal dynamics. Work is done in a social context, and where and with whom it is done is equally important as the nature of the work itself. Employers should, therefore, devote a portion of the selection process to assessing cultural fit.

**Induction and Training**

Several studies have demonstrated a link between early job experiences and commitment (eg Mignerey et al., 1995). The induction programme should be the final step of the recruitment and selection process. A good induction programme will make new employees more familiar with and more at ease within the organisation. Employees enter the organisation with an assumption of compatibility and should be welcomed. This will make new recruits more likely to be receptive to feedback and other interventions that encourage social integration. Training is also an important part of the induction process. Although commitment is not necessarily the intended, or at least most obvious, objective of training, it can nevertheless be influenced in the process. Gaertner & Nollen (1989) found that commitment was related to employees’ perceptions of organisational efforts to provide them with training, but not to their actual training experiences. IES research with numerous organisations also supports the relationship between the provision of training and development opportunities for staff and increased levels of commitment and job satisfaction.

**Relationships with Managers**

This refers to how the quality of the relationship between managers and their employees relates to the development of commitment. Several studies have found significant positive relationships between the two variables, that is, employees who have good relationships with their immediate managers have greater commitment (Green et al., 1996; Nystrom, 1990; Settoon et al., 1996). Similarly, a recent study by the CIPD (2001) concluded that good relationships between managers and employees is one of the most important factors affecting motivation at work. Employees’ commitment reflects their day to day contacts with their line managers about their job, and the way in which objective targets are set. Effective communication on job-related issues is a key ingredient in securing individual performance. To a great extent, individual line managers are responsible for ensuring that these maintenance behaviours occur. Indeed, managers are key to creating commitment in an organisation, as was demonstrated in Barber et al. (1999). With poor management, the most well developed organisational programme can break down at the point of transmission

**Relationships with Colleagues**

Although emotional attachment to colleagues in the workplace is an important element of commitment, it is not enough on its own. This important aspect, however, must not be neglected but maintained through frequent, pleasurable contact with peers (Baumeister & Leary, 1995). Unless there is occasion for frequent and rewarding interaction, stronger feelings of belonging that can bind employees to the organisation are unlikely to emerge. Organisations that want to build high levels of commitment should look for ways to build this through group activities both in and out of work.

**Employee performance**

Bashir and Ramay (2008) investigated the effect both raining and workplace education programs can have on various organizations. The study encompassed an examination of several outcome factors that may be accomplished through training. The study realised that training and development does not only positively effect on productivity, motivation; satisfaction, absenteeism but employee performance as well. Palo and Padhi (2003) describe training practices as the exercise of bestowing workers with skills and strengthening their capabilities in their performance. However, (Karia, 1999) have faith in that availability of suitable training build-up time, enhance productivity and consequently employee efficiency which is important for improving employee performance. Owens (2006) studied the association between training and organizational results and discovered that to be true. The study by Owens theorised that employee’s in training initiatives will account higher levels of commitment and will be less likely to consider turnover. The research confirmed the theory that training positively impacts on turnover and commitment which in turn boosts employee performance. Many other scholars and practitioners in addition to Owens have had similar research findings. Imperative to highlight is that practitioners and researchers corroborate that although training can positively impact commitment, simply providing training to employees is inadequate.

2.2 **THEORETICAL FRAMEWORK**

Maslow’s Hierarchy of Needs

According to Smith & Cronje (1992), the way Maslow’s theory is explained relies on the fact that people want to increase what they want to achieve in life and their needs are prioritized according to their importance. Deriving from the hierarchy of needs by Maslow, content theories of job satisfaction revolve around employees’ needs and the factors that bring them a reasonable degree of satisfaction (Saif et al., 2012). Based on the basic physical, biological, social and psychological needs of human beings, Maslow came up with a five-stage theory that places the needs of the individual in different categories and prioritizes their attainment. These categories, in order of decreasing priority, are:
• physiological needs (food, shelter, clothing);
• safety and security needs (physical protection);
• social needs (association with others);
• esteem needs (receiving acknowledgement from others); and
• self-actualisation needs (the desire for accomplishment or to leave behind a legacy).
Maslow’s hierarchy of needs forms the basis of theories that try to explain job satisfaction. Teachers, like all people, have needs that have to be satisfied. Besides the basic needs for food, shelter and clothing, safety from physical, harm, and social interaction, they also need the recognition and appreciation of students, colleagues, and parents.theories of motivation

Herzberg’s Two-Factor Theory/Motivator-Hygiene

Herzberg’s Two-factor theory, also known as Motivator-Hygiene, emanated from a study conducted among accounts and engineers to determine what makes an individual feel good or bad about their job (Saif et al., 2012). Regarding ‘satisfiers’, Herzberg noted that there were five features of work that bring about satisfaction, namely achievement, recognition, the job itself, responsibility and advancement. At the other end of the spectrum, Herzberg identified institutional politics, the management approach, supervision, pay, relationships at work and working conditions as factors that may demoralize employees. Golshan, Kaswuri, Agashahi and Ismail (2011:12) assert that organizations are increasingly applying Herzberg’s theory to create opportunities for “personal growth, enrichment and recognition” among their employees. Employees should be promoted after completing certain stages of their career and should receive recognition for special achievements – for example, when they produce exceptional results in their subject areas; on a more basic level, they should also be given responsibility to determine how to handle tasks that relate to their jobs. The Two-factor theory has however drawn its share of criticism. Golshan et al. (2011) point out that it fails to distinguish between physical and psychological aspects and to precisely explain what motivators are and how they differ from hygiene factors; it also fails to express the degrees of satisfaction and dissatisfaction as a measure instead of using numbers. Another criticism leveled against it is that it makes assumptions that every individual will react in the same way in the similar situation.

 McGregor’s X and Y Theories

McGregor’s (1960) Theory X and Y models categorize employees as belonging to one of two groups based on two sets of assumptions. Theory X assumptions take a negative perspective of people: People can have “an inherent dislike for work and avoid it if possible; because of this, they must be coerced, controlled, directed and threatened with punishment to make them work. They prefer to be directed, avoid responsibility, have little ambition, and want security” (Saif et al. 2012, p.138). Theory Y assumptions take the opposite view: the mental and physical inputs expended at the workplace are equated and par with those rest or play. External factors or any threats from outside may not be the sole influence for exerting effort. Workers or people can exercise caution and discipline to have objectives achieved, but the hunger in their desire to commit to objectives is dependent on how big are the rewards as assigned to that kind of achievement. Under normal circumstances, people can adapt to seek responsibility and not only accept it (Saif et al., 2012, p.1357). Applying these assumptions to a school environment, one could argue that two of the main causes of dissatisfaction among teachers are having to deal with problem students and a strict and inconsiderate management, for example a principal who is coercive and does not appreciate the efforts of teachers, or an overly directive principal who never delegates or allows teachers to make independent decisions. Conversely, a supportive principal may be a source of job satisfaction to teachers (Alavi & Askaripur, 2003, p.312).

 McClelland’s Need Achievement Theory

McClelland’s need achievement theory postulates that some people are driven to success through seeking “personal achievement rather than rewards themselves” (Saif et al., 2012, p.1387). This theory is readily applicable to academic environments and explains why some teachers are high achievers, despite the difficulties they face: they set themselves high goals and achieving these goals is what drives them. Alderfer’s ERG theory is related to Maslow’s hierarchy of needs but reduces Maslow’s five categories of a need to three; namely, relatedness being (esteem/social needs), then growth being (self-actualization) and existence which is (security/physiological needs).

 The Equity Theory

Process theories explain ‘how’ satisfaction comes about, as opposed to ‘what’ causes motivation. The equity theory postulates that employees will weigh their input into a job against the output they receive from it – the more the rewards, the greater their satisfaction. This resonates with Naveed et al. (2011, p.302) definition of job satisfaction as the difference between employee input and job output. Regarding this theory, employees who perceive that they receive more output from their jobs than what they put into them will experience job satisfaction. Certain aspects of the job itself also shape how an employee perceives it. Tasks that are clarified bring a better job satisfaction since a clear role breeds a work force that is happy, committed and shows much involvement in work that is done. Authors identified five major job characteristics that impact on the psychological state of an employee and influence their motivation and job satisfaction, as well as their levels of absenteeism, namely the variety of skills involved in a task, the identity and significance of the task, autonomy, and feedback. Employees compare their input-outcome ratio with that of other employees and if they perceive it to be fair, employees will experience satisfaction (Robbins, 2007). If employees perceive an inequity in their input-outcome ratio compared to other employees, they become dissatisfied and less motivated. theories of motivation

Value – Percept Theory

Individual’s values determine their satisfaction on their job because employees in organizations hold different value systems, therefore based on this theory, their satisfaction levels will also differ. Having a look at Value – Percept theory, the assumption is that the difference between expectations and what is received can bring dissatisfaction depending on how important the job is to the individual (Anderson, Ones, Sinangil & Viswesvaran, 2001, p.32). The potential problem with this theory is that there is a possibility of a relationship between what people desire and what they consider important. These concepts can be separable theoretically but practically hard to differentiate.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**3.1 AREA OF STUDY**

Lagos, Nigeria’s largest city, sprawls inland from the Gulf of Guinea across Lagos Lagoon. Victoria Island, the financial center of the metropolis, is known for its beach resorts, boutiques and nightlife. To the north, Lagos Island is home to the National Museum Lagos, displaying cultural artifacts and craftworks. Nearby is Freedom Park, once a colonial-era prison and now a major venue for concerts and public events

Zenith Bank Plc is a large financial service provider in Nigeria and Anglophone West Africa. It is licensed as a commercial bank by the Central Bank of Nigeria, the national banking regulator. As of 31 December 2019, it holds $16.1bn in total assets, with shareholders' equity of $854 million

**3.2 RESEARCH DESIGN**

Research designs are perceived to be an overall strategy adopted by the researcher whereby different components of the study are integrated in a logical manner to effectively address a research problem. In this study, the researcher employed the survey research design. This is due to the nature of the study whereby the opinion and views of people are sampled.

**3.3 POPULATION OF THE STUDY**

According to Udoyen (2019), a study population is a group of elements or individuals as the case may be, who share similar characteristics. These similar features can include location, gender, age, sex or specific interest. The emphasis on study population is that it constitute of individuals or elements that are homogeneous in description.

This study was carried out to examine effect of training and development on employee commitment Zenith bank Ikeja Lagos state. Selected mid level,senior and management level in zenith bank, lagos State form the population of the study.

### The population size is the entire staff in zenith bank Ikeja local government area, Lagos State

**3.4 SAMPLE SIZE DETERMINATION**

A study sample is simply a systematic selected part of a population that infers its result on the population. In essence, it is that part of a whole that represents the whole and its members share characteristics in like similitude (Udoyen, 2019). In this study, the researcher adopted the convenient sampling method to determine the sample size.

**3.5 SAMPLE SIZE SELECTION TECHNIQUE AND PROCEDURE**

According to Nwana (2005), sampling techniques are procedures adopted to systematically select the chosen sample in a specified away under controls. This research work adopted the convenience sampling technique in selecting the respondents from the total population.

In this study, the researcher adopted the convenient sampling method to determine the sample size. Out of all the entire population of zenith bank staff in Ikeja local government area, the researcher conveniently selected 450out of the overall population as the sample size which comprise of 150mid level, 150 senior level and 80 bakery businesses, and 150 management level making a total of 450staffs as the sample size for this study. According to Torty (2021), a sample of convenience is the terminology used to describe a sample in which elements have been selected from the target population on the basis of their accessibility or convenience to the researcher.

**3.6 RESEARCH INSTRUMENT AND ADMINISTRATION**

The research instrument used in this study is the questionnaire. A survey containing series of questions were administered to the enrolled participants. The questionnaire was divided into two sections, the first section enquired about the responses demographic or personal data while the second sections were in line with the study objectives, aimed at providing answers to the research questions which was raised against a four Likert scale of Strongly Agree(SA), Agree(A), Strongly Disagree(SD) and Disagree(D). Participants were required to respond by placing a tick at the appropriate column. The questionnaire was personally administered by the researcher.

**3.7 METHOD OF DATA COLLECTION**

Two methods of data collection which are primary source and secondary source were used to collect data. The primary sources was the use of questionnaires, while the secondary sources include textbooks, internet, journals, published and unpublished articles and government publications.

**3.8 METHOD OF DATA ANALYSIS**

The responses were analysed using the frequency tables, which provided answers to the research questions. The hypothesis test was conducted using the pearson- correlation statistical tool, SPSS v.23

**3.9 VALIDITY OF THE STUDY**

Validity referred here is the degree or extent to which an instrument actually measures what is intended to measure. An instrument is valid to the extent that is tailored to achieve the research objectives. The researcher constructed the questionnaire for the study and submitted to the project supervisor who used his intellectual knowledge to critically, analytically and logically examine the instruments relevance of the contents and statements and then made the instrument valid for the study.

**3.10 RELIABILITY OF THE STUDY**

The reliability of the research instrument was determined. The Pearson Correlation Coefficient was used to determine the reliability of the instrument. A co-efficient value of 0.68 indicated that the research instrument was relatively reliable. According to (Taber, 2017) the range of a reasonable reliability is between 0.67 and 0.87.

**3.11 ETHICAL CONSIDERATION**

he study was approved by the Project Committee of the Department. Informed consent was obtained from all study participants before they were enrolled in the study. Permission was sought from the relevant authorities to carry out the study. Date to visit the place of study for questionnaire distribution was put in place in advance.

**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS**

**INTRODUCTION**

This chapter presents the analysis of data derived through the questionnaire and key informant interview administered on the respondents in the study area. The analysis and interpretation were derived from the findings of the study. The data analysis depicts the simple frequency and percentage of the respondents as well as interpretation of the information gathered. A total of four hundred and fifty (450) questionnaires were administered to respondents. For this study a total of 450 was validated for the analysis.

**4.1 DATA PRESENTATION**

**Table 4.1: Demographic data of respondents**

|  |  |  |
| --- | --- | --- |
| **Demographic information** | **Frequency** | **percent** |
| GenderMale |  |  |
| 225 | 50% |
| Female | 225 | 50% |
| Age |  |  |
| 20-25 | 90 | 20% |
| 25-30 | 100 | 25% |
| 25-30 | 100 | 25% |
| 30-40 | 100 | 20% |
| 40+ | 60 | 10% |
| Qualification  |  |  |
| WAEC | 40 | 20% |
| HND|BSC | 300 | 40% |
| MSC | 100 | 30% |
| PHD | 10 | 10% |
| Marital status |  |  |
| Married  | 300 | 50% |
| single | 80 | 25% |
| divorce | 50 | 15% |
| separated | 20 | 10% |

**Source: Field Survey, 2021**

**4.2 ANSWERING RESEARCH QUESTIONS**

**Question 1:**To what extent is the effect of mentoring on employee commitment?

**Table 4.2:** Respondent on question 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Options** | **Yes** | **No** | **Total %** |
| Very high extent | 450(100%) | 00 | 450(100%) |
| High extent | 450(100%) | 00 | 450(100%) |
| Very low extent. | 00(100%) | 00 | 00(100%) |
| Low extent | 00(100%) | 00 | 00(100%) |

**Field Survey, 2021**

From the responses obtained as expressed in the table above, the respondents constituting 100% said very high extent in the options provided. There was no record of very low extent and low extent.

**Question 2:** What is the role of job delegation on employee commitment?

**Table 4.3:** Respondent on question 2

|  |  |  |  |
| --- | --- | --- | --- |
| **Options** | **Yes** | **No** | **Total %** |
| Helps in reducing work load | 450(100%) | 00 | 450(100%) |
| It helps in showing how responsible one is. | 450(100%) | 00 | 450(100%) |
| It plays the role of accountability. | 450(100%) | 00 | 450(100%) |

**Field Survey, 2021**

From the responses obtained as expressed in the table above, all the respondents constituting 100% said yes in all the options provided. There was no record of no.

**Question 3:**  what effect does job empowerment have on employee commitment?

**Table 4.4:** Respondent on question 3

|  |  |  |  |
| --- | --- | --- | --- |
| **Options** | **Yes** | **No** | **Total %** |
| It has effect on their decision making ability | 450(100%) | 00 | 450(100%) |
| Heightened productivity | 450(100%) | 00 | 450(100%) |
| Better quality of employee and work life. | 450(100%) | 00 | 450(100%) |

**Field Survey, 2021**

From the responses obtained as expressed in the table above, all the respondents constituting 100% said yes in all the options provided. There was no record of no.

**Question 4:** What effect does job rotation have on employee commitment?

**Table 4.5:** Respondent on question 4

|  |  |  |  |
| --- | --- | --- | --- |
| **Options** | **Yes** | **No** | **Total %** |
| Increases organizational commitment | 450(100%) | 00 | 450(100%) |
| Heightened productivity | 450(100%) | 00 | 450(100%) |
| It increases job security. | 450(100%) | 00 | 450(100%) |

**Field Survey, 2021**

From the responses obtained as expressed in the table above, all the respondents constituting 100% said yes in all the options provided. There was no record of no.

**4.3 TEST OF HYPOTHESES**

**H01**: Mentoring has no significant effect on employee commitment

**H02**: Job Delegation has no significant impact on employee commitment

**H03**: Job Empowerment has no significant effect on employee commitment

**H04**: Job Rotation has no significant effect on employee commitment

**Table 4.6: Pearson Correlation Table showing the relationship between motivation (M) and employee commitment (EC)**

|  |  |  |
| --- | --- | --- |
|  | M | EC |
| M | Pearson Correlation | 1 | .772\*\* |
|  | Sig. (2-tailed) |  | .000 |
|  | N | 450 | 450 |
| EC | Pearson Correlation | .772\*\* | 1 |
|  | Sig. (2-tailed) | .000 |  |
|  | N  | 450 | 450 |

Source: Survey data, 2021

\*\*. Correlation is significant at the 0.05 level (2-tailed)

The Pearson Correlation result in Table 4.6 contains the degree of association between ULR and AP. From the result, the Pearson correlation coefficient, r, value of 0.772 was positive and statistically significant at (p< 0.000). This indicates that motivation (M) will result in employee commitment (EC).

Thus, M and EC are correlated positively.

**Table 4.7: Pearson Correlation Table showing the relationship between job delegation (JD) employee commitment (EC)**

|  |  |  |
| --- | --- | --- |
|  | JD | EC |
| JD | Pearson Correlation | 1 | .896\*\* |
|  | Sig. (2-tailed) |  | .000 |
|  | N | 450 | 450 |
| EC | Pearson Correlation | .896\*\* | 1 |
|  | Sig. (2-tailed) | .000 |  |
|  | N  | 450 | 450 |

Source: Survey data, 2021

\*\*. Correlation is significant at the 0.05 level (2-tailed)

The Pearson Correlation result in Table 4.7 contains the degree of association between ULR and AP. From the result, the Pearson correlation coefficient, r, value of 0.896 was positive and statistically significant at (p< 0.000). This indicates that job delegation (JD) will result in employee commitment (EC).

Thus, JD and EC are correlated positively.

**Table 4.8: Pearson Correlation Table showing the relationship between job empowerment (JE) and employee commitment (EC)**

|  |  |  |
| --- | --- | --- |
|  | JE | EC |
| JE | Pearson Correlation | 1 | .896\*\* |
|  | Sig. (2-tailed) |  | .000 |
|  | N | 450 | 450 |
| EC | Pearson Correlation | .896\*\* | 1 |
|  | Sig. (2-tailed) | .000 |  |
|  | N  | 450 | 450 |

Source: Survey data, 2021

\*\*. Correlation is significant at the 0.05 level (2-tailed)

The Pearson Correlation result in Table 4.8 contains the degree of association between ULR and AP. From the result, the Pearson correlation coefficient, r, value of 0.896 was positive and statistically significant at (p< 0.000). This indicates that job empowerment (JE) will result in employee commitment (EC).

Thus, JE and EC are correlated positively.

**Table 4.9: Pearson Correlation Table showing the relationship between job rotation (JR) and employee commitment(EC)**

|  |  |  |
| --- | --- | --- |
|  | JR | EC |
| JR | Pearson Correlation | 1 | .772\*\* |
|  | Sig. (2-tailed) |  | .000 |
|  | N | 450 | 450 |
| EC | Pearson Correlation | .772\*\* | 1 |
|  | Sig. (2-tailed) | .000 |  |
|  | N  | 450 | 450 |

Source: Survey data, 2021

\*\*. Correlation is significant at the 0.05 level (2-tailed)

The Pearson Correlation result in Table 4.9 contains the degree of association between JR and EC. From the result, the Pearson correlation coefficient, r, value of 0.921 was positive and statistically significant at (p< 0.000). This indicates that job rotation (JR) will result in employee commitment (EC).

Thus, JR and EC are correlated positively.

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATION**

**5.1 SUMMARY**

In this study, our focus was to examine the the effect of training and development on employee commitment using zenith bank Ikeja as a case study**.** The study specifically was aimed at highlighting the determine the effect of mentoring on employee commitment. how job delegation can affect employee commitment. the effect of job empowerment on employee commitment. the effect of job rotation on employee commitment.

The study adopted the survey research design and randomly enrolled participants in the study. A total of 450 responses were validated from the enrolled participants where all respondent are drawn from mid level, senior level and management level

**5.2 CONCLUSION**

Based on the finding of this study, the following conclusions were made:

1. Mentoring has significant effect on employee commitment
2. Job Delegation has significant impact on employee commitment
3. Job Empowerment has significant effect on employee commitment
4. Job Rotation has significant effect on employee commitment
5. Job empowerment It has effect on their decision making ability
6. Job empowerment Heightened productivity
7. Job empowerment creates Better quality of employee and work life.

**5.3 RECOMMENDATION**

Based on the responses obtained, the researcher proffers the following recommendations:

1. that appropriate training methods should be applied timely.
2. that practical issues related to training execution and application of the learned skills and knowledge in progression of the employee’s performance, retention, increase employee loyalty and commitment to the organization be considered.
3. that organizations through its Human Resource Department should upskill its employees on a continuous basis. The training should also be focused on satisfying employee skills needs

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**QUESTIONNAIRE**

**PLEASE TICK [√] YOUR MOST PREFERRED CHOICE AND AVOID TICKING TWICE ON A QUESTION**

**SECTION A**

**PERSONAL INFORMATION**

Gender

Male ( )

Female ( )

Age

20-25 ( )

25-30( )

25-30( )

30-40( )

40+( )

Qualification

WAEC( )

HND|BSC( )

MSC( )

PHD( )

Marital status

Married ( )

single( )

divorce( )

separated( )

**Question 1:**To what extent is the effect of mentoring on employee commitment?

|  |  |  |
| --- | --- | --- |
| **Options** | **Yes** | **No** |
| Very high extent |  |  |
| High extent |  |  |
| Very low extent. |  |  |
| Low extent |  |  |

**Question 2:** What is the role of job delegation on employee commitment?

|  |  |  |
| --- | --- | --- |
| **Options** | **Yes** | **No** |
| Helps in reducing work load |  |  |
| It helps in showing how responsible one is. |  |  |
| It plays the role of accountability. |  |  |

**Question 3:**  what effect does job empowerment have on employee commitment?

|  |  |  |
| --- | --- | --- |
| **Options** | **Yes** | **No** |
| It has effect on their decision making ability |  |  |
| Heightened productivity |  |  |
| Better quality of employee and work life. |  |  |

**Question 4:** What effect does job rotation have on employee commitment?

|  |  |  |
| --- | --- | --- |
| **Options** | **Yes** | **No** |
| Increases organizational commitment |  |  |
| Heightened productivity |  |  |
| It increases job security. |  |  |