



DETERMINANTS OF PROFESSIONAL GROWTH OF EMPLOYEES IN NIGERIAN BANKING INSTITUTIONS

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Abstract

The research examined the determinant of professional growth of employees in Nigerian banking institution. The population of the study consisted of 432 staff of the selected banks in Uyo metropolis. Stratified sampling techniques were used to select 148 respondents out of the population. The instrument used for data collection was questionnaire. The instrument was validated by two experts in evaluation and Test. Data from 148 completed questionnaire forms were subjected to PMC analysis. The findings showed that training and membership with professional body has a remarkable relationship with professional growth of employees in Nigerian banking institution. The study however, recommended that, employees qualified for training should be encouraged by providing study leave with pay, and where scholarship is given a proper contract should be undertaken whereby employees would serve for a certain number of years after his/her course. Emphasis should be placed on in-service training where employees already in the field impart knowledge on the newly employed employees and more effort to be geared towards developing a positive professional attitude among bank staff. Such attitude includes having high regards for the profession, upholding the code of conduct, desisting from any action that can tarnish the image of the profession.

Keywords: professional growth, employees, Nigerian banking, training and professional body

INTRODUCTION

Professional growth in a broad sense refers to the development of a person in his or her professional role. More specifically, "employee development is the professional growth a employee achieves as a result of gaining increased experience and examining his or her job systematically" (Glatthom, 1995). Professional development includes formal experience (such as attending workshops and

professional meetings, mentoring, etc.) and informal experiences (such as reading professional publications, watching television documentaries related to academic discipline, etc.) Ganser (2000).

Professional growth has two main segments which is the initial preparation and continuing professional development. Initial employee training most often takes the form of full-time residential pre-service programmes in colleges or universities. Initial training may also be available to serving unqualified employees through distance education, 'out-of-school' programmes during vacations or on release from schools for extended periods of time. The professional components of initial employee training programmes can be either consecutive or concurrent with academic subject.

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Financial institution professionalism is often categorized as the overall values that guide the banking services-values like faithfulness, impartiality, transparency, meticulousness, effectiveness and efficiency, impartiality, accountability to mention but few, which are specific to organizational policies of some financial institution and other related regulatory charter overseeing the activities of banks in Nigeria” (Ibe, 2005). From the above definition, we can understand that financial institution professionalism is about applying merit principle in career system-merit based recruitment, selection and promotion; enhancing bank staff’ competence and excellence through mechanisms like training; insuring system of accountability in the financial institution.

Employees retraining programmes has been found to be contributing factor to employee’s professional growth according to (Garcia, 2005) is the acquisition of skills, knowledge and abilities to enable one function effectively in the performance of one’s job. Training of workers is very important to the development and growth of any organization, most especially the financial organizations. Training is meant for increasing the usefulness of the workers at the work place.

Training is the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Gordon, 1992). Pheesey (1971) opines that is a systematic process of altering the behavior and or attitudes of Employee in a direction to increase the achievement of organizational goals. This means for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity.

Workshops combine training, development, team-building, communications, motivation and planning (Debrah & Ofori, 2006). Participation and involvement of Employees increases the sense of ownership and

empowerment, and facilitates the development of organizations and individuals. Workshops are effective in managing change and achieving improvement, and particularly the creation of initiatives, plans, process and actions to achieve particular business and organizational aims. Workshops are also great for breaking down barriers, improving communications inside and outside of departments, and integrating Employees after acquisition or merger. Workshops are particularly effective for (CRM) Customer Relationship Management development. Edmond & Noon, (2001) maintain that the best and most constructive motivational team-building format is a workshop, or better still series of workshops, focusing on the people's key priorities and personal responsibilities/interest areas, which hopefully will strongly overlap with business and departmental aims too. Workshops can be integrated within regular monthly team meetings - an amazing amount of motivation progress and productivity can be accomplished with just a 90 minutes workshop per month. Workshop facilitation by a team leader or manager develops leadership, and workshops achieve strong focus on business aims among team members. Workshops are very effective for training too - workshops encourage buy-in and involvement more than conventional training courses because they are necessarily participative, and the content and output are created by the delegates.

Kempton (1995), off-the-job training offers an opportunity to impart knowledge and skills that can be learnt or practiced in a safe environment. He further states that if training is conducted in an organized and systematic way it should be able to develop new attitudes and experiences that contribute to the success of the organization, improve Employees morale which would lead to better performance and greater productivity and create a psychological climate which orients the activities of each Employees towards achieving the goals of the organization.

Professional membership according to Pierce et al. (2003) is also known as

professional body, professional organization, or professional society) is usually a nonprofit organization seeking to further a particular profession, the interests of individuals engaged in that profession and the public interest. Hanberger (2009) the roles of these professional associations have been variously defined: "A group of people in a learned occupation who are entrusted with maintaining control or oversight of the legitimate practice of the occupation;" also a body acting "to safeguard the public interest;" organizations which "represent the interest of the professional practitioners," and so "act to maintain their own privileged and powerful position as a controlling body." Suleman (2001) many professional bodies are involved in the development and monitoring of professional educational programs, and the updating of skills, and thus perform professional certification to indicate that a person possesses qualifications in the subject area.

Sometimes membership of a professional body is synonymous with certification, though not always. Membership of a professional body, as a legal requirement, can in some professions form the primary formal basis for gaining entry to and setting up practice within the profession (Aydin & Ceylan, 2009).

Many professional bodies also act as learned societies for the academic disciplines underlying their professions. Inter-professional associations have been defined as private organizations, recognized by the State, that group together participants from all stages of the same chain, with the objectives of elaborating policies, guaranteeing equity among the members, facilitating the improvement of the performance of the chain and defending the interests of the members. Danish, & Usman, (2010) There are around sixty such associations in France and several in Francophone countries of Africa. A particular feature of inter-professional associations is that the membership is made up of associations that represent the individual chain professions. This is in contrast, for example, to commodity associations in the United States where membership is largely of individuals and

companies. Many developing countries have few or no associations that cover an entire commodity chain and there would appear scope for the development of such organizations to promote improved liaison with governments (Ahmad & Shahzad, 2010).

Professional growth of employee's has been a challenging in Nigerian banking system in recent years. The bank staff are often described as exhibiting a care free work attitude characterized by the low productive, poor dedication, laziness, absenteeism, lateness, negligence and outright inefficiency (Babura, 2003). This non-challant attitude that leads to poor performance is observed in every in some banks and it is no longer a story.

It has become a concern in the minds of many scholars why the aforementioned problems are prevalent among bank staff. Partly, the poor attitude among other factors has been identified to be caused by lack of training and retraining for the bank staff (Ostroff & Bowen, 2000). It is factual that there exists remarkable relationship between training and retraining and membership with professional bodies on employee's professional growth and development by different researchers in different part of Nigeria and the world over.

MATERIALS AND METHODS

The research adopted ex-post facto research design. The population comprised of 432 bank staff from Firstbank, Accessbank; Unionbank, Wema bank; Skyebank, Keystone bank, Ecobank, and First City Monument bank in Uyo metropolis. Out of this population, the researcher arbitrarily chooses a sample of 148 bank staff through stratified random sampling techniques. An instrument called "Determinates Professional Growth of Employee Questionnaire (DPGEQ)" was used to obtain data on the independent and dependent variables presented in both sections A and B of the questionnaire. Section A measured the demographic data of the respondents such as name, gender, age, educational qualifications and marital status while section B measured the independent

variables. The content validity of the instrument was determined by experts in test and measurement who marched the items of the instruments with the research questions in order to determine whether or not the instruments measured what they were supposed to measure. The reliability was determined through experts in test and measurement and statistics were given the instrument for rating in respect of the consistency with the research objectives. Items in which at least two experts agreed upon were regarded as suitable, the reliability coefficients was 0.85 and was considered substantially high enough to justify the use of the instrument. The exercise lasted for two weeks. The data collected were analyzed using Pearson Moment correlational analysis while the hypotheses were testes at 0,05 alpha levels.

Research Objectives and Hypothesis

The objectives of the research are to: 1) determine relationship between training and retraining and professional growth of employees in Nigerian banking institution; and 2) determine relationship between membership with professional body and professional growth of employees in Nigerian banking institution.

Therefore, research hypothesis are formulated as: 1) there is no significant relationship between training and retraining and professional growth of employees in Nigerian banking institution; and 2) there is no significant relationship between membership with professional body and professional growth of employees in Nigerian banking institution.

RESULTS AND DISCUSSIONS

H₀₁: There is no significant relationship between training and retraining and professional growth of employees in Nigerian banking institution.

Table 1 shows that the calculated r-ratio is 0,96, showing a very high positive relationship between retraining and retraining and professional growth of employees in Nigerian banking institution. At 146 degree of freedom and 0,05 level of significance, the tabulated r-value is 0,113. Since the rcal is greater than the rcrit, the null hypothesis is rejected and the alternate is accepted. Thus, there is a significant relationship between training and retraining and professional growth of employees in Nigerian banking institution.

Table 1. *PPMC Test of Significant Relationship between training and retraining and professional growth of employees in Nigerian banking institution*

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r-cal	df	rcrit	Decision
Training and retraining	32815	2193	65803				
Professional growth	4399	132049		0,96	146	0,113	*

n = 148, * = significant at p < 0,05

H₀₂: There is no significant relationship between membership with professional body and professional growth of employees in Nigerian banking institution.

Table 2 shows that the calculated r-ratio is 0,84, indicating a high positive relationship between membership with professional body and professional growth of employees in

Nigerian banking institution. At 146 degree of freedom and 0,05 level of significance, the tabulated r-value is 0,113. Since the rcal is greater than the rcrit, the null hypothesis is rejected and the alternate is accepted. Thus, there is a significant relationship between membership with professional body and

professional growth of employees in Nigerian banking institution.

Table 2. PPMC Test of Significant Relationship between membership with professional body and professional growth of employees in Nigerian banking institution

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r-cal	Df	rcrit	Decision
Membership with professional body	2301	36051					
Professional growth	4399	132049	68886	0,84	146	0,113	*

n= 148, * = significant at p < 0,05

The result of the data analysis in Table 1 was significant due to the fact that the obtained r-value (0,96) was greater than the critical r-value (0,113) at 0,005 level with 146 degree of freedom. This implies that there is significant relationship between training and retraining and professional growth of employees in Nigerian banking institution. The present result agrees with the work of Pheesey (1971) which assert that training is a systematic process of altering the behavior and or attitudes of employee in a direction to increase the achievement of organizational goals. This means for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. The significance of the result caused the null hypothesis to be rejected while the alternative one was accepted.

The result of the data analysis in table II was significant due to the fact that the obtained r-value (0,84) was greater than the critical r-value (0,113) at 0,005 level with 146 degree of freedom. This implies that there is significant relationship between membership with professional body and professional growth of employees in Nigerian banking institution. The result agrees with the opinion of Suleman (2001) saying that many professional bodies are involved in the development and monitoring of professional educational programs, and the updating of skills, and thus perform professional certification to indicate that a person possesses

qualifications in the subject area. The significance of the result caused the null hypothesis to be rejected while the alternative one was accepted.

CONCLUSIONS

Based on the findings of the data analysis of the study, the researcher concludes that training and membership with professional body has a remarkable relationship with professional growth of employees in Nigerian banking institution. The study however, recommended that, employees qualified for training should be encouraged by providing tudy leave with pay, and where scholarship is given a proper contract should be undertaken whereby employees would serve for a certain number of years after his/her course. Emphasis should be placed on in-service training where employees already in the field impact knowledge on the newly employed employees.

More effort to be geared towards developing a positive professional attitude among bank staff. Such attitude includes having high regards for the profession, upholding the code of conduct, desisting from any action that can tarnish the image of the profession.

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