



INFLUENCE OF ATTITUDE TOWARDS TRAINING ON CAREER SUCCESS AMONG NIGERIA BANK EMPLOYEES.

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Abstract

The study focuses on the influence of attitude towards training on career success among bank employees in Nigeria. The study used a cross-sectional survey design and collected data from five banks in Lagos State. The sample size was 413 senior bank officers who had a minimum of three years of experience. The results of the study showed a significant main effect of perceived attitude towards training on career success, job success, financial success, interpersonal success, salary, and promotion. However, there was no significant main effect of attitude towards training on life success. It is clear that the study found a positive relationship between attitude towards training and various dimensions of career success among bank employees in Nigeria. This suggests that employees who have a positive attitude towards training are more likely to experience success in their careers. In conclusion, the study highlights the importance of attitude towards training in achieving career success in the banking industry in Nigeria. The findings suggest that organizations should invest in training programs and create a positive training environment to enhance employees' attitudes towards training and ultimately improve their career success.

Keywords: *Attitude towards Training, Career Success, Bank Employees in Nigeria*

Introduction

A dual operationalization of career success as extrinsic and intrinsic is necessary, because extrinsic and intrinsic career evaluations do not always overlap (Bozionelos, 2004). The balance needed here is between seeing career success from a completely external point of view, as, for example, climbing up the organizational ladder (with the associated power and remuneration), or wholly internally, as, for example, the personal feeling of worthiness and achievement (Baruch and Budhwar, 2006). MacDermid, Lee, Buck & Williams (2001) reported very important differences in the definition of career success among employees according to their level of benefits within an organization. Members of the low net benefit group seemed to rely on a traditional model of career success, i.e., one that focuses on promotion and job titles, while members of the high net benefit group seemed to focus more on the content and the process of their jobs. The subjective-objective duality has been a traditional concern of those who have studied the trade-offs between work and family, or work and leisure activities. Only through conceiving both sides could the researcher grasp the social processes that lie behind careers and behind career success (Arthur et al., 2005, p. 180). People experience objective reality, understand what constitutes career success differently, and then individually act on their different notions of career success.

This study pays attention to the two dimensions of career success: objective and subjective. Career success is very important to employees, especially in the banking industry, because it helps the employees find meaning and direction in their career and life in general. For individuals spending about a third of their time at work, career success is a logical expectation. On the other hand, to organizations, employees' attainment of career success implies that employees have achieved organizational goals and thus may be leveraged for sustained competitive advantage. To achieve career success, both the individual and the organization invest time, effort and resources on career development activities. Ideally, career success is a joint responsibility of the individual and the organization. Defining career success for employees in the private and public sector has been more complicated in spite of all its various determinants, because some factors have not been given prominence. This therefore informs the study of influence of attitude towards training on career success (i.e., number of promotions, total

compensation, perceived career success) among Nigeria bank employees in a sample of male, female, managerial and, professional employees within the banking Industry.

Statement of Problem

The Nigerian banking sector has somewhat suffered a roller-coaster ride especially when one considers the shrinkage in the number of banks from 107 (in 1990) to 25 banks in 2010 (Alford, 2010). An unsteady sector can throw those who work in it into all manners of psychological conditions such as feelings of job insecurity, occupational stress, burnout and loss of self-efficacy. It is believed that there is a significant relation-ship between an employee's performance and his attitude to work and the workplace. Many employees invest huge resources, time and energy to attain favourable career success, but still end up with negative outcomes (Moorhead and Griffin, 1989). This might be due to role ambiguity, lack of goal specificity and goal difficulty. Career success has become a major challenge for employees in modern organizations due to the trend of the global economic climates which tends to reduce opportunities for hierarchical promotion among surviving employees (Heslin, 2005) and creates uncertainties that have heightened the need to focus empirical attention on career growth and development (Whiston and Blustein, 2013).

Theoretical Framework

Theory of Career Advancement

The evolution of career theory has thus posed a similar effect on the definitions of career advancement. When the construct of career advancement was introduced in the year 1937 by Hughes and the Chicago School of Sociology during the 1930s, early psychological career development theories focused on the more active role of organizations in determining an individual's career advancement. Career advancement was defined rather objectively by focusing on the more visible aspects of an individual's career circumstances, such as profession, work role, salary, type of work, career progression, and status or prestige associated with a position or level in a hierarchy (Van Maanen, 1977), most especially in any of the licensed commercial banks in Nigeria. It is being measured in terms of the society's evaluation of achievement with reference to extrinsic measures such as salary, managerial level and number of promotions

(Whitely, Dougherty and Dreher, 1994, Melamed, 1996), compared with what operates in different banks in the Nigeria. Later, along with the development of career theories, especially from the beginning of the 1970s, the definition of career advancement began to incorporate the aspect of subjectivity.

Subjective career advancement describes a personal interpretation of one's career and no longer includes the reflection of social norms towards one's career (Heslin, 2005). According to Judge et al. (1995), Seibert et al. (2001), Heslin (2003) and Ng et al. (2005), career advancement is described as the positive psychological or work-related outcomes or personal and professional achievements one has gathered from their working experience. Similarly, career advancement was defined by Arthur et al. (2005) as "an outcome of a person's career experiences... the accomplishment of desirable work-related outcomes at any point in a person's work experiences over time." Subjective career advancement can be measured in terms of an individual's feelings of success with reference to intrinsic indices such as perceptions of career accomplishments and future prospects (Aryee et al., 1994). It is now believed that an individual who is objectively successful by getting a very high pay, got promoted or empowered with supervision authority, may still be unhappy. This is due to the fact that an individual's perspective on success is actually affected by life situations such as family commitments, dual income and health (Gunz and Heslin, 2005).

Review of Related Studies

The influence of trainee's attitudes on training effectiveness has been a relatively neglected research area (Noe 1986). One of the objectives of the present study is to explore the relationship between perceived bank employees' attitudes towards training, training opportunities, perceived job performance proficiencies and their career success. The empirical data from previous literature, suggest a perceived gap by the employees between training attitude, job proficiencies and their career success. This gap could then result in conflict between the employee and employer relationship. The present study elaborates and extends previous research by exploring participant attitudes towards training and career success in some banking organizations in Nigeria.

Training denotes planned activities to improve the current employee situation of work skills and behaviour (Shen 2005). Armstrong (2009) sees development as the ability and potential to grow either through learning experiences or through self-directed learning. To Banfield and Kay (2008) development has to do with a wide range of learning experiences; its method includes mentoring and coaching. Others have maintained that training is concerned with a tactical approach that deals on predefined acquisition of knowledge, skills, rules, concepts, or attitude that will result to improved performance (SadlerSmith, 2006). Effectiveness in training and development is an essential ingredient for the success of every organisation. It concerns increasing, improving, enhancing and modifying employees' skills, abilities, capabilities and knowledge (Bagul, 2011).

Research Design

The study adopted a cross sectional survey design. The independent variable of the study was perceived relational skills, while career success was the dependent variable. This study took place in five banks with different branches located in different parts of Lagos state, Nigeria.

Sampling Procedure

The multistage sampling techniques was utilized in the selection of participants for the study. The simple random sampling technique was used to select the banks utilized in the study out of the 25 commercial banks that were licensed by the Central Bank of Nigeria. This involves listing out all the 25 banks, divide them into five groups, write the names of each bank on a piece of paper, wrap them up, then handpick a bank from each of the five groups to represent all the 25 commercial banks. The banks selected after the simple random sampling are: First Bank Nigeria Plc, Guaranty Trust Bank, Plc, United Bank of Africa Plc, Union Bank of Nigeria Plc, Stanbic Bank, Nigeria Plc.

There was 39,045 bank staff in the five banks. The sample size was calculated using the sample size formular by Krejcie and Morgan (1970). A total of 413 senior bank officers were sampled, of which 82 each were selected from First Bank, Union Bank, Guaranty Trust Bank, and Stanbic Bank. A total of 85 senior bank officers participated from United Bank for Africa. Eligibility criteria were all senior bank staff with minimum of three years on the job. Reason for

this is because any staff that must have spent three years on the job would have understood the culture, undergone relevant trainings and must have acquired the relevant relational skills required to attain high success on the job. Whereas, exclusion criteria involves bank employees who are not in the above categories.

Instrument

Perceived Career Success Scale: Career success was measured with a career success scale (CSS) which is a 40 item-scale modified from the scale developed by Heredia (2007). The items measured the extent to which individuals perceive success in their career. The items were rated on 5-point Likert Scale with all them positively worded. The Cronbach Alpha for the scale is 0.91. The author also reported the Cronbach alpha coefficient of each of the career success dimensions as 0.93, JS (Job Success), 0.81, LS (Life Success) 0.89, FS, (Financial Success), 0.69 IS,(Interpersonal Success). Since the original scale was in Spanish, it was necessary to translate them to English. Warwick and Sternson (1973) suggested that the problems of attaining linguistic equivalence through translation was wrongly focused on finding the exact “meaning” of words; the primary aim of translation, they argue, must be conceptual equivalence rather than strict lexical comparability. To achieve this proper lexical meaning, proper context, and proper response style, the translation process was developed following the procedures of Lesser (1067) as quoted in Warwick and Oarsperson (1973).The original and translated version was compared by two independent translators from the faculty of Arts of the University of Ibadan and discrepancies eliminated and corrected .The primary emphasis in translation was conceptual equivalence-comparability of ideas. For the present study, the scale yielded a coefficient Alpha and a standardized item Alpha of. .908.

Perceived Attitude toward training: The scale consists of 20 items developed by Truitt (2011). The items were adapted from the training scale designed to measure the effect of training development on employee attitude as it relates to training and work proficiency. Five relevant items were used from the scale. The items were rated on a 5-point Likert scale type ranging from 1= fully disagree to 4 = fully agree and all the items were positively worded. The Cronbach’s alpha score of the scale is .915 surpassing the minimum of .70 recommended by Nunnaly (1978).The scale has a Guttman Split-Half Reliability Coefficient value of .815, suggesting a

strong reliability of the instrument. Fourteen items were chosen for the final scale from the original 20 items. For the present study, the scale yielded a standardized item alpha of .886.

Results and Discussion

This section presents the results obtained from the data analyses carried out. The analyses were undertaken with the aid of the statistical package for social sciences (SPSS).

Table1. Summary of 2x2x2 multiple analysis of variance (MANOVA) showing the main and interaction effect of attitude towards training on career success

Source	Dependent Variable	Sum of Squares	Df	M S	F	Sig.
Perceived attitude towards training	Career success	17107.733	1	17107.733	34.597	.000
	Job success	4051.517	1	4051.517	31.021	.000
	Life success	5.045	1	5.045	.188	.664
	Financial success	1110.665	1	1110.665	25.734	.000
	Interpersonal success	542.460	1	542.460	51.576	.000
	Salary	3.560	1	3.560	4.908	.027
	Promotion	4.498	1	4.498	5.031	.025

The results revealed that there was a significant main effect of perceived attitude towards training on career success $F(1,405) = 34.60, p < 0.05$, job success $F(1,405) = 31.02, p < 0.05$, financial success, $F(1,405) = 25.73, p < 0.05$, interpersonal success $F(1,405) = 51.78, p < 0.05$, Salary $F(1,405) = 4.91, p < 0.05$, and promotion $F(1,405) = 7.22, p < 0.05$ while there was no significant main effect of attitude towards training on life success $F(1,405) = 0.19, p > 0.05$. In line with this findings is the work of Olalere, Titilope Olusegun (2013) on human capital development programmes of First Bank of Nigeria Plc where it was confirmed that human capital development programmes of First Bank of Nigeria Plc have improved the skills, attitude and performance of staff of the bank which invariably has led to the achievement of organizational goals and objectives. The findings also discovered the need for the bank to put in place motivational policies that will be attractive to the staff in order to retain them after the training and development exercise. The above findings also supports the findings of Adesola (2013) where he revealed that staff training has positive significant relationship with job satisfaction and also revealed that the combined influence of age, working experience, and qualification have a strong association with job satisfaction of Nigerian banks' employees. Subsequently, recommendations were made that managements should increase budget for staff training and also staff training must be in line with organizational objectives.

Recommendations and Limitations

The study area of focus is in a grossly neglected area in the field of industrial and organizational psychology. Considering individuals employees performance at work and organizational performance, peoples career expectation and final outcome still remain one of the most critical factors. To most bank employees in Nigeria, attaining position of desired or favorable career success seems to be problematic which is confirmed by the movement of employees from one bank to another for a desired career success. The outcome of this study, enriched our knowledge in the area of Influence of attitude towards training on career success of bank employees in Nigeria banking organizations. This study provides empirical results in new dimension that prior research does not treat; attitude towards training and career success in Nigeria. One major limitation is the fact that, data for the study are subject to the usual limitations of a survey research, as they were obtained from self-report instruments. This call for caution as under or over reporting cannot be totally ruled out despite the use of psycho metrically sound measures.

Suggestions for Further Studies

The study area of focus is in a grossly neglected area in the field of industrial organisational psychology. Considering individuals employees performance at work and organisational performance, peoples career expectation and final outcome still remain one of the most critical factors. To most bank employees in Nigeria, attaining position of desired or favorable career success seems to be problematic which is confirmed by the movement of employees from one bank to another for a desired career success. The outcome of this study, enriched our knowledge in the area of Influence of attitude towards training on career success of bank employees in Nigeria banking organisations. This study provides empirical results in new dimension that prior research does not treat; relational skills, attitude towards training, job frustrations and career success in Nigeria.

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