



THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE'S PERFORMANCE IN COMMERCIAL BANKS OF SIERRA LEONE CASE STUDY: UNITED BANK OF AFRICA (SL) LTD

Nendaywa Thoronkaⁱ,

Hannah Princillia Combey

Sierra Leone Broadcasting Corporation (SLBC),

Sierra Leone

Abstract:

The goal of the study was to examine how employee performance in Sierra Leone's commercial banks is affected by training and development, with a particular focus on United Bank of Africa Sierra Leone Limited as a case study. The research was expected to accomplish the following goals: ascertain the effect of job delegation on employee performance, evaluate the effect of job rotation on employee performance in UBA, and ascertain the influence of mentoring on employee performance in UBA. The entire philosophy of training and development was covered in a fair and balanced manner in the literature review. In order to better understand the effect that training and development have on the performance of their employees, a review of the theoretical and empirical literature was conducted by commercial banks. During the investigation, a descriptive research design was employed. Additionally, the study used a qualitative research approach since, as opposed to conducting a broad statistical survey, it explains a specific circumstance or problem. To ensure that only respondents were chosen in order to fulfill the study's objectives, purposive sampling was employed. There are only eighty (80) respondents in the sample study, and 45 of the questionnaires were returned fully. A combination of primary and secondary sources was used to gather data. Following the data collection process, the researchers arranged a well-completed questionnaire, revised the data, and arranged it for the following step. Tabular data with frequencies and percentages were used to present the data. According to the study's conclusions, mentoring significantly improves employee performance at UBA by offering a reward for personal growth at a time when the company's tactics are always changing. According to the study, staff performance and authority delegation are positively connected; employees are more likely to be dedicated when given authority and vice versa. According to the study, managers at UBA should ensure that workers are allowed to work autonomously, as this will lead to a number of advantageous outcomes, including

ⁱ Correspondence: email nyandaywat@gmail.com

increased job satisfaction, organizational commitment, creative behavior, and productivity.

Keywords: employees, performance, United Bank of Africa, training, development, impacts

1. Introduction

Enterprises now confront more competition as a result of globalization, technology, political and economic shifts. As a result, these enterprises must equip their staff with the skills they need to adapt and maximize productivity. It is imperative to acknowledge the widespread evidence of understanding of the corporate world during the past ten years. This growth resulted from greater organizational efforts to establish human resources in addition to technology advancements and a confluence of production elements. Consequently, all firms have an obligation to raise the caliber of worker productivity (Afshan *et al.* 2012). Without question, businesses in the same industry strive to outperform one another and remain competitive. Workers are thought to be the main power controlling the capital of the company. Additionally, it has been noted that businesses frequently put technology and systems ahead of people, failing to acknowledge that workers are ultimately in charge of an organization's technology and systems (Belomor and Sammy, 2017). Over the past century, organizational commitment has become a major global issue, particularly with the increase in employment opportunities brought about by globalization both domestically and internationally. Companies are competing not only to retain qualified workers but also to attract competent workers from other firms. The adherence of employees to the ideas and values of the organization is crucial for the success of any organization in Africa and many other developing countries. Employee productivity soars, and they function as a cohesive unit within the company when they feel a "sense of unity" there. The situation has made it easier for employees to grow while making the organization's challenge more difficult. Other elements influencing employee commitment, according to Bhavn and Swati (2012), are the systemic character of the business, its capacity to uphold employee standards and its leadership style. Why human resources are crucial in various situations is the question. Employees show that they are a good source of competitive advantages since they are ready to enhance the organization's intellectual property through skill development for staff members, as human resources contribute to the company's intellectual property. Organizations need to effectively recruit and employ human resources (Bhavn and Swati, 2012).

Without appropriate training and development, both new and experienced personnel fail to acquire the relevant skill set for doing tasks to the best of their abilities. Employees who receive proper training and development tend to stay on the job longer than those who do not. In the workplace, training and growth are unavoidable. Workers

who don't receive the right instruction and growth don't have a solid understanding of their roles.

Shaw (2011) defines training and development as a process that gives staff members knowledge, abilities, and a better understanding of the company and its objectives. Employees who receive training and development are better equipped to perform well at work and contribute in ways that are vital to the success of the company. In order to achieve organizational goals while taking employees' and the organization's interests into consideration, training is crucial (Stone, 2002).

Training encompasses several forms of instruction, such as software training and management training, while development largely concentrates on actions that enhance employees' abilities for future undertakings. Because of the speed at which technology and global development are developing, businesses must now adapt to new developments. Due to technological changes, certain talents and capacities are now required in order to do a task. All organizations need to implement more advanced and effective training and development programs to handle these problems. Good training and development initiatives assist in creating a work atmosphere that is very favorable for employees and educate them on how to handle impending obstacles more quickly and with greater ease (Tai, 2006).

The claim that training and development initiatives have a favorable effect on both individual and team performance is sufficiently supported by the available data. Fortunately, the period of trial and error was overshadowed by management days. These days, the emphasis is on the importance of employee development through efficient training, keeping pace with the country's social and economic advancement (Akujuru and Enyioko, 2015). Employee development is essential in light of Sierra Leone's technological innovation movement in order to maximize efficiency in the banking sector. For instance, the shift to employing electronic computers and telecommunications has forced almost every industry to modify its operations, necessitating employee instruction and growth that gives them the ability to adapt to changing conditions.

Amadi (2009) concurs, pointing out that society as a whole is still actively involved in training and development initiatives meant to promote employment and utilize the skills of its residents. It is becoming more difficult for enterprises and organizations to find professional and well-trained workers in today's dynamic market climate (Ahiauzu, 2011). Therefore, in order to achieve the growth of human capital, a thorough and well-articulated understanding of how training and development affect employees' performance in commercial banks is necessary. As the British and French Bank Limited (BFB), the United Bank of Africa began operations in Africa in 1949. Under the Compliance Ordinance (Cap 37) 1922, UBA was incorporated as a limited liability company on February 23, 1961. Based in Lagos, Nigeria, UBA is a pan-African financial services organization. Its offices are located in London, Paris, and New York, and it has subsidiaries in twenty African nations. It concluded one of the largest mergers in Nigeria's capital markets history in 2005 when it combined with Standard Trust Bank (STB) Plc. From that point on, it spread to countries like Ghana, Senegal, Congo DR,

Congo Brazzaville, Burkina Faso, Guinea, Chad, Cameroon, Kenya, Gabon, Tanzania, Zambia, Uganda, Liberia, Sierra Leone, Mozambique, Senegal, and Congo DR. On Tuesday, July 22, 2008, United Bank of Africa (Sierra Leone) Limited opened for business in Freetown, Sierra Leone. The bank's head office and first branch are located at 15 Charlotte Street, Freetown. This marked the bank's transition from a single office site to a fully functional commercial bank. UBA Sierra Leone's Managing Director and CEO is Mr. Mohamed Alhaji Samoura. As of right now, the Bank operates ten (10) branches as well as more than seven (7) outlets, cash centers, and ATMs spread throughout Sierra Leone. By putting the needs of our customers first, UBA Sierra Leone is dedicated to giving them a smooth and enjoyable banking experience through our digital goods and services. The bank has shown that it is dedicated to going above and beyond to satisfy its clients by launching Saturday Banking at all of its locations nationwide.

Currently, UBA stands as one of the biggest financial services conglomerates in Africa. Over 18 million customers are served by the bank through a variety of channels, including over 1,000 business offices and customer touch points (2,539 ATMs, 24,168 PoS, robust online and mobile banking, social media, etc.). The bank offers corporate, commercial, SME, consumer, and personal (retail) banking services. UBA further provides pension custody and associated services. In particular, we have demonstrated competence and ability in infrastructure finance, agriculture, oil and gas, and commodities/export in important African economies. Because of our presence throughout Africa, we are regarded by important governments and corporations doing business there as their go-to partner for structured solutions. We are knowledgeable about business throughout Africa. The attainment of organizational goals and objectives is deemed contingent upon the training and development of personnel. Ensuring that employees contribute to the success of the company and creating the circumstances for them to achieve their latent potential are two of HRM's main objectives. The contemporary acknowledgement of the significance of training has been significantly impacted by the increase in competition and the relative success of firms that place a significant emphasis on investments in staff development. The banking sector has been having issues lately, which could result in a staff decrease. This indicates that in order to meet demand, highly qualified bank professionals are urgently needed. Recently, businesses have realized how important mentorship programs are for improving employee performance and productivity through lower absenteeism and turnover (Torrington, 2005). However, through mentorship programs, the banking sector has done relatively little to increase employee happiness and retention.

Job rotation: workers are becoming dizzy, worn out, and irritated with the daily grind of performing the same transactional duties. According to McCourt and Eldridge (2003), the benefits of work rotation are contingent upon the ongoing physical and psychological requirements of people holding comparable positions. The general consensus is that management development aims to prepare employees of organizations for future employment or to address a variety of issues pertaining to the development or honing of skills necessary to fulfill the specific roles and tasks associated with their future

positions, whether those positions are actually or will be in the future. It's also crucial to remember that, despite the fact that the economics of training are well understood in rich nations, research on the subject is rarely conducted in less developed nations. The impact of training and development on employee performance was not fully explored in the research, which concentrated on the general management of human resources (HRM). By reducing this gap in the literature, this research will help to recognize the effect that staff performance in Sierra Leone's commercial banks receives from training and development (Eldridge and McCourt, 2003).

2. Related Literature Review

2.1 Conceptual Review

2.1.1 The Concepts of Training and Development

Learning new concepts, skills, methods, and practices is the main focus of training and development. Since training and development can enhance performance at the individual, team, and organizational levels, it is indeed one of the essential components of human resource management. Organizations are currently growing more and more specific with organizational learning and, consequently, collective growth as the process of enhancing an individual's ability to take action (Noe, 2011). The practice of methodically enhancing people's knowledge and skills relevant to their jobs in order to enhance performance is known as training and development (Richard, Swanson Elwood and Holton III, 2008). The development of skills, knowledge, techniques, and procedures is the main goal of training. As one of the most important divisional human resources management strategies, training and development will increase employee, collaborative, and corporate accomplishments.

Organizations are becoming more and more interested in collective development and organizational learning as a means of enhancing employees' capacity to perform their jobs. According to Sims (2002), training and development are beneficial to the organization as a whole as well as to specific personnel. By fostering more optimistic attitudes, profit-driven work habits, expanding employment knowledge and skills at all organizational levels, improving workplace efficiency, and assisting employees in identifying firm objectives, training and development can boost profitability.

Individual employees' decision-making abilities and problem-solving techniques are strengthened through training and development, which fosters trust and self-worth. This aids employees in managing discomfort, anxiety, annoyance, and conflict resolution. This increases interactivity in the workplace, fosters togetherness, and advances people toward personal goals, in addition to improving job happiness (Sims, 2006). From a strategic perspective, organizational learning deals with the acquisition of knowledge, skills, procedures, and practices. It uses training and development as one of the various answers. The individuals who acquire, deduce, and apply these intellectual intangibles toward the accomplishment of organization-wide training and development can convert them into an organizational resource (Armstrong, 2006).

2.1.2 The Concepts of Training

Training is the formal, systematic alteration of behavior through learning that results from instruction, development, and planned experience, according to Armstrong (2001). The process of giving the workforce the knowledge, abilities, and attitude needed to take on job obligations is known as training. On the other hand, staff development focuses on enhancing an employee's capacity for future environmental needs and adaptability. According to Beardwell and Holden (1994), training and development is a deliberate process to alter behavior, knowledge, or attitude through learning experiences in order to perform well in a variety of tasks. Training is the methodical development of a person's desired mindset and skill set to perform a specific task accurately. It improves their abilities, modifies their attitude at work, and fosters a sense of loyalty to the business. The goal of training is to provide employees with the necessary experience and skills to work in the corporate world and to genuinely enhance their abilities there. The trained employee's performance and abilities need to be enhanced in order for them to succeed in their employment. According to Gordon (1992), training is a type of organized, structured activity that raises the degree of knowledge, skills, and competence needed to carry out a task efficiently. These companies use organized, well-coordinated strategies to enhance the abilities and capabilities of both new and current employees. It is well-recognized that training is a methodical way to learn and develop people, groups, and organizations (Khawaja & Nadeem, 2013).

As a result, the series of tasks completed by an organization results in the advancement of knowledge or abilities. As a result, it advances human capital, industry, and the general development and well-being of society. According to Manju and Suresh (2011), training is an activity intended to boost workers' professional skills and competitiveness in order to raise the caliber of the products and services the company offers. Training is described by William Fitzgerald (1992) as a way to represent and learn the actions.

2.1.2.1 Mentoring

Another training strategy that has been supported is mentoring, which has many different benefits for upholding integrity and building relationships (Torrington, 2005). Mentors, who can be direct supervisors or other senior managers for recently hired graduates, frequently use this strategy; this does not imply, however, that older employees do not receive this training strategy; rather, it means that they primarily target the new hires in the organization. The less experienced staff is mentored (Devanna, Fombrun & Tichy, 2004; McCourt & Eldridge, 2003; Torrington, 2005).

Since mentoring may be customized and receive additional support if the coach or mentor is a direct supervisor or superior, it is an inadvertent alternative for the unique needs of employees and training (Khan *et al.*, 2011). Additionally, coaching and mentoring are utilized to "*help self-development and are important skills for workers as their company's strategies are continually changing and developing,*" according to the Nkosi (2015) study. 120 respondents' attitudes were assessed by use of a structured questionnaire in

this study. Employee dedication, they discover, results in mentoring that promotes the long-term viability of the business.

2.1.2.2 Job Delegation

Delegating responsibilities is frequently regarded as being crucial to an employee's success. It calls for training methods that try to identify the skilled worker and offer circumstances for making decisions. Dessler (2006) defined delegation of authority as the transfer of power from upper management to executives and other managers.

According to Lutgans and Hodgetts (2004), the delegation of authority is a method for allocating an entity's responsibilities and powers. According to Kiiza and Picho (2014), delegation is the process by which a leader allows a portion of his authority to a certain task. According to Hashim, Ahmed, and Jaradat (2013), the delegation of Authority fosters a sense of importance among employees as members of the business. Employees should, therefore, endeavor to demonstrate their legitimacy as they carry out their duties and responsibilities and use the company's resources in a positive manner. AL-Matouaa has looked into the impact that employee delegation plays in accomplishing organizational goals (2003). The analysis demonstrated that a major factor in the company's quick success was employment delegation. It makes people of the working class more moral. This aids staff with complementary training and management skills, as well as providing possibilities for employee growth. The results of Olajide, Idowu, and Adeoye (2017) lend credence to the notion that task delegation significantly boosts employees' productivity. Delegating work is the most effective way to enhance employee engagement and job performance, according to a 2010 study by Darwish and Maher.

2.1.2.3 Job Rotation

Moving employees from one formal task to another, such as from one branch to the next, is known as job rotation, and it is a strategy used by organizations to develop employee skills (McCourt & Eldridge, 2003). Job rotation, defined as "*the process of changing an individual from work to work*" by Edward (2005), adds value to an employee's work and to the organization. Rotation could be used to represent the employee's temporary execution of a new task for a predetermined amount of time. Management determines the position-oriented job rotation based on a unique work demand. Job rotation is described as a "*career development strategy in which workers are temporarily moved to a current or "shadow function" on a lateral basis*" by the Human Resource Development Council (HRDC 1997). It is an organized shift of employees from one job to another, according to Malinsky (2002), and it also says that one should not quit in order to find a more fulfilling position. The work at the same employment can be improved, changed, and reformed to achieve this. According to Parker (2002), employee rotation is a type of training in which workers are relieved of their responsibilities, and jobless individuals are placed to work. According to Mohan and Gomathi's (2015) research, staff development has been significantly impacted by rotation. The results of Salih and Alibied (2017) showed a statistically significant relationship between Red Sea University employees' performance

and their job rotation. According to research by Mohsan (2012), the majority of people have worked in the banking industry for a sizable portion of their lives and have occasionally rotated. It has been shown that as workers are more dedicated and involved in many tasks across departments, they become less motivated. Baro (2012) discovered that the job rotation program is a valuable resource for bibliographers seeking to advance their careers by gaining new certifications, increasing worker productivity, and forming new relationships and skill sets through university libraries.

2.1.2.4 Impacts of Training

Organizational performance was thought to be improved by training. It not only increases their workplace capital but also provides a platform for skill development. Thus, training raises employee productivity and makes businesses more competitive. Ekaterini & Constantinos (2019) state that one of the most popular strategies for boosting worker productivity and communicating corporate priorities to staff members is training. The statement is reinforced by the findings of (Mubarak *et al.*, 2019), which indicated that training is a valuable tool for improving employee productivity and augmenting the organization's worth. According to Mubarak *et al.* (2019), organizations must weigh the benefits and drawbacks of training. Furthermore, Rohan & Madhumita (2012) contended that significant expenditures on staff training can have an effect on business expansion and worker performance in terms of collaboration and decision-making.

2.1.2.5 Impacts between Development and Employee Performance

According to Myles (2000), a firm that is dedicated to providing training and performance rewards to its staff is driven primarily by its workers, who are also more likely to take part in their work, enhancing morale and fostering a sense of loyalty towards the organization. These same individuals would serve as the customer's first point of contact, offering superior service that would boost sales and provide positive customer referrals. The company's turnover would rise in response to the growth in sales of references and copies, which would raise shareholder investment. Consequently, the company's investment yields larger returns for its stockholders. Furthermore, the corporation draws in new, financially sound investors (Myles, 2000). The company's reputation and sound financial standing make suppliers happy to work with them. The company will talk to its suppliers about fair terms for purchases. This illustration demonstrates how performance and training interact in a mutually beneficial partnership (Lisk, 1996).

In order to show this reciprocal relationship, Learner (1986) conducted an 11-year analysis and discovered that businesses with cultures that prioritized ethical values and training performed better than those with no significant cultural margin when it came to owners, clients, and management. Noe (2001) asserts that suppliers, owners, and shareholdings will attract long-term clients because they are seen as more reliable and better serve the interests of the different stakeholders. As a result, the company's financial performance improves.

For a corporation, staff motivation is the most challenging procedure. Because an organization's human resources are essential to its success, effective human resources procedures are essential. The body of current research demonstrates how modifying workplace actions and behaviors with "full commitment" management strategies, like staff expansion, affects organizational success (Whitener, 2001). Regardless of how expanded knowledge was used for current or future positions, the overall purpose of Ronald and Christopher's (2003) employee development programs was to offer a methodical way to improve employee skills.

2.1.3 Employee Performance

Employee performance is described by Holton (1995) as a multidimensional construction with varying dimensions based on the number of components involved. By contrast, Armstrong (2000) views success as a combination of results and actions, emphasizing that performance management may make use of both input and output. The acrostic lifestyles of individuals and organizational units lead to the success of the organization. Organizations can employ formal and informal methods to govern or regulate all elements impacting individual and group performance, aside from external effects on human actions and personal traits. Informal communication has greater personal force; this is reflected in Kasturi's concept and approach (2006). Employee performance affects every worker and either directly or indirectly contributes to their job. Conduct and results are necessary for performance. The performer's energy permeates the act, transforming it from a representation. In addition to serving as success indicators, behaviors have impacts that may be quantified outside of the study, such as the results of physical and behavioral exercise (Brumbranch, 1998). High-performance employment systems' (2000) curricula ought to align with and reflect real-world applications. Workers need training in group dynamics and interpersonal connections in addition to programs that help them better grasp how different parts of their organization influence and complement one another. When it comes to employee performance reports and financial outcomes, trainers are essential.

2.1.4 Training and Development on Employee Performance

Employee performance is dependent on a variety of factors, including growth, inspiration, profitability, engagement, and training and development. According to Nwachukwu (2009), a lot of workers have suffered as a result of the management process's failure to recognize and incorporate their training needs. As per Ubeku (1975), firms can enhance their earnings both in the present and future by investing in their personnel through hiring and staffing. Enhancing an organization's ability to portray technological patterns and other socio-cultural settings is similar to training and development. The objective of today's fast-paced corporate environment is productivity and strategies for enhancing an organization's performance and productivity can be found in the formation, growth, and efficiency of its workforce. The training comprises management courses designed to enhance an individual's practical abilities to accomplish

the jobs they deal with. Improvement, on the other hand, deals with the efforts made to get a worker into the workforce to carry out extra duties and significant assurance responsibilities in the organizational hierarchy (Nwachukwu, 2007). Training contributes to the entire growth of organization employees while assisting the organization in achieving its objectives. Employee performance and training and development are positively correlated. By improving employee performance through the development of knowledge, skills, abilities, competencies, and behavior, training benefits both the employee and the company (Sri Divya & Gomathi, 2015).

3. Theoretical Framework

The study's theoretical literature review is summarized in this part. Many theories have been established to explain why training needs are important for organizations and how motivation functions in training and development initiatives. The theories also shed light on the attitudes and unique qualities of the workers who go into learning.

According to the resource-based view, businesses can obtain a competitive advantage by determining and implementing staff training programs that will help them improve and perform at their best (Salas, Tannenbaum, Kraiger & Smith-Jentsch, 2012). The goal orientation theory, which is based on the idea that someone who is focused more on performance will gain less from training than someone who is focused on learning, lends credence to this viewpoint (Hancock, Allen, Bosco, McDaniel, & Pierce, 2013). The social learning hypothesis states that workers pick up new information, comprehension, and abilities from seeing their highly esteemed and more informed colleagues (Jones, Woods, & Guillaume, 2015). Consequently, training guarantees that workers grow by learning from well-known individuals who are frequently viewed as role models and helps to reduce the skills gap (Dean, 2016). According to the notion, a person's capacity for learning new abilities and their level of self-efficacy have an impact on their training and growth.

4. Empirical Literature Review

This part included a discussion of training and development research conducted by different writers from a variety of angles. Bridging the performance gap, according to Swart (2005), is the process of putting into practice a pertinent training intervention with the goal of helping employees improve specific skills and abilities and improving overall performance. He goes on to explain the idea further, saying that training and development help organizations identify when employees are not working at their best and that their knowledge, abilities, and attitudes need to be adjusted to fit the goals of the company. Poor performance among employees can stem from a number of factors, including a lack of motivation to apply competencies, a lack of confidence in one's own talents, or a work-life conflict. When choosing the best training and development intervention, the company must take into account all of the aforementioned factors in

order to help the organization handle all of its problems, increase employee motivation to engage, and demonstrate the performance that the company expects of them. According to Swart (2005), the only reason for this higher performance on the part of the employees is a high-quality training and development program that fosters employee motivation and needs satisfaction.

Effective training and development programs, in the opinion of Wright and Geroy (2000), alter staff competencies. In addition to helping people do their current jobs more successfully, it also helps them develop the knowledge, abilities, and attitudes that will help them in the future, all of which will contribute to higher organizational performance. Through training and development, employees' competencies are enhanced, enabling them to carry out work-related tasks effectively and competitively accomplish company goals.

According to Eisenberger (1986), when employees see organizational commitment to them, they perform better and feel more dedicated to the company. Effective training and development programs are positively correlated with employee productivity, according to Bartel (1994). However, in order to make this correlation possible, managers must identify the factors that undermine the effectiveness of these programs and take the appropriate action to counteract their impact on worker performance, according to Swart (2005). According to Arnoff (1971), training programs help employees become more proactive and creative while also preventing human resource obsolescence, which can be caused by age, attitude, or a failure to adapt to technology advancements. According to Obisi (2001), training and development is a methodical procedure that improves knowledge, skills, and attitude; as a result, it helps employees perform satisfactorily at work. He went on to say that before providing the training and development program to the staff, its goals and needs should be determined. According to Scott, Clothier, and Spriegel (1977), training is essential for improving organizational management since it increases workers' productivity and effectiveness. They went on to explain that training methods are closely related to all other human resource practices because, as stated by Mamoria (1995), they allow workers to grow both internally within the company and externally. Additionally, training helps to mold workers' behavior connected to their jobs and encourages them to contribute to the success of the company. As a result of workers' greater performance, the company eventually receives a larger return.

5. Methodology

The purpose of research design is to provide structure to the study and demonstrate how the samples or group, as a whole, collaborate to answer the research question (Kothari, 2004). The researchers employed a descriptive design because of the nature of the intended investigation. The researchers employed descriptive analysis to determine the connection between employee performance and training and development. According to Saunders *et al.* (2007), descriptive research is any study whose goal is to accurately depict people, events, or situations. The study used a qualitative research approach because, as

opposed to a broad statistical survey, it describes a specific scenario or problem. It's also a technique for condensing a very wide field of study into a topic that can be researched with ease. A unit was described in depth using a qualitative design, with questions about when, how, altitude, feeling, and why imposed when the inquiry has no control over events with the focus being on current phenomena within a real-life setting. Additionally, a qualitative design yields more realistic responses than a survey that is solely statistical, according to Shuttleworth (2008). The purpose of the study was to evaluate how employee performance in Sierra Leone's commercial banks was affected by training and development. Thus, the dependent variable in the study was UBA's training and development methods, whereas the independent variables were their effects on employee performance.

The study was carried out in the UBA headquarters at 15 Charlotte Street, Freetown Street, in the Western Area Region of Freetown. The two main factors that led to the selection of this area were the fact that the head office employs officers and executives who are in charge of training and development and that their long history suggests that they may have developed structures for training and development initiatives.

The entirety of the observations included in the study is referred to as the population (Saunders *et al.*, 2007). The population of this study consists of the 80 employees of UBA, which is the total number of employees in the business. There are nine (9) contract employees, forty-one (41) junior employees, and thirty (30) senior employees.

According to Kothari (2006), a sample is a grouping of certain population segments used to form conclusions. He emphasized that a sample should be both large enough to be a realistic representative of the population that is chosen and small enough to make data collecting convenient. Forty-five (45) respondents were included in the study, representing roughly 56.3% of the overall population. The responders were drawn equally from the ranks of contract, junior, and senior employees. The forty-five (45) responders were all UBA employees who were fairly chosen from different departments inside the company, such is training and development.

Kothari (2006) defined sample procedure as the act of choosing a portion of the aggregate of the totality on the basis of which an assessment or deduction regarding the aggregate or totality is made. It is the process of choosing a population, events, behavior, or other study-relevant elements. The 45 respondents who participated in the study were chosen through the use of the purposive sample approach. To ensure that the researchers had a fair picture of how training and development affect employees' performance, a purposive sample strategy was employed. Employees and representatives of UBA were chosen at random from executive, middle, and operational management tiers. Moreover, the study was limited to staff members who were physically present in the study regions during the data collection process. Participants' individual attributes, including gender or educational attainment, were not predetermined. The researchers were able to

examine how training and development affect employees' performance by taking these factors into account.

According to Van-Zyl's (2005) research, the data-collecting method is defined as the particular strategy utilized to obtain information, with the selection of methods contingent upon the goals and questions to be answered. The study's data set included primary as well as secondary sources. Structured questionnaires were utilized to gather primary data, and published papers, journal articles, and policy reports were the sources of secondary data. Primary data is newly collected information that is unique in nature and was obtained for the first time. Primary data, according to Kothari (2006), are original study findings or unprocessed data that are provided in an official stance or opinion without any interpretation or declarations.

Given the purpose of the study, structured questionnaires were employed as the major data collection method. The information gleaned from a literature review is known as secondary data. These are the ones that have previously been gathered by others for different uses. They are second-hand details, some of which have been published (Sunders *et al.*, 2007). The most significant sources of literature on the subject were pertinent books on training and development, dissertations, both published and unpublished, journal articles, and news items. UBA Annual records and other records pertaining to training and development were also examined for the study.

6. Data Presentation and Analysis

6.1 Results from the Literature Reviewed

It is clear from the literature review that the main focus of training and development is the acquisition of knowledge, skills, methods, and practices. Since training and development can enhance performance at the individual, team, and organizational levels, it is indeed one of the essential components of human resource management. Organizations are currently growing more and more specific with organizational learning and, consequently, collective growth as the process of enhancing an individual's ability to take action (Noe, 2011). According to Sims (2002), training and development are beneficial to the organization as a whole as well as to specific personnel. By fostering more optimistic attitudes, profit-driven work habits, expanding employment knowledge and skills at all organizational levels, improving workplace efficiency, and assisting employees in identifying firm objectives, training and development can boost profitability.

In 2009, Baranik, Roling, and Eby created a model that explains how mentoring positions affect outcomes connected to the workplace. As mentors, they discover that their protected companies are more upbeat and invested in their welfare, giving their protégés greater resources, access, and consideration. People who feel important in their roles report higher levels of job satisfaction and firm loyalty when they are mentored.

According to research by Allen, Eby, Poteet, Lentz, and Lima (2004), mentorship roles have a favorable correlation with salaries, job success, promotions, development

objectives, commitment to work, high job satisfaction, and low turnover rates. Additionally, they think that employee mentoring improves the organization's performance as a whole. According to Hashim, Ahmed, and Jaradat (2013), the delegation of Authority fosters a sense of importance among employees as members of the business. Employees should, therefore, endeavor to demonstrate their legitimacy as they carry out their duties and responsibilities and use the company's resources in a positive manner. AL-Matouaa has looked into the impact that employee delegation plays in accomplishing organizational goals (2003). The analysis demonstrated that a major factor in the company's quick success was employment delegation.

It makes people of the working class more moral. This aids staff with complementary training and management skills, as well as providing possibilities for employee growth. The results of Olajide, Idowu, and Adeoye (2017) lend credence to the notion that task delegation significantly boosts employees' productivity. Delegating work is the most effective way to enhance employee engagement and job performance, according to a 2010 study by Darwish and Maher. According to Parker (2002), employee rotation is a type of training in which workers are relieved of their responsibilities and jobless individuals are placed to work. According to Mohan and Gomathi's (2015) research, staff development has been significantly impacted by rotation. The results of Salih and Alibied (2017) showed a statistically significant relationship between Red Sea University employees' performance and their job rotation. According to research by Mohsan (2012), the majority of people have worked in the banking industry for a sizable portion of their lives and have occasionally rotated.

It has been discovered that as workers are more dedicated and involved in many tasks across departments, they become less motivated. According to Baro (2012), the job rotation program is a valuable resource for bibliographers seeking to further their careers by gaining new certifications, increasing worker productivity, and forming new relationships and skill sets through university libraries. While Brum (2007) acknowledges that businesses have utilized training as a strategic tool, he also points out that professionals and academics disagree greatly on the impact of training on employees and organizational goals. While some argue that employee retention can be facilitated by training, most people concur that staff training is an intricate human resources function that has a direct impact on the performance of the business.

According to him, the first school thinks that training increases employee turnover. Rhernebergen and Wognum (2002) discuss how actively desired processes enable firms to prepare their workforce for upcoming difficulties. The project's goal is to make its staff better. Along with managing the project, a comprehensive plan for human resources development is being established in order to train staff members and enhance their competencies as firms take on more responsibility.

According to Keissler (2002), career development helps firms present their personnel in a way that is both flexible and obvious in terms of their developmental trajectory. Development is a long-term program that offers managers an official framework for learning operational and technology abilities for general use. According

to Campbell (2001), a person's development entails progress and self-fulfillment within the base of the mark.

While job empowerment, job rotation, task delegation, and mentoring have been identified, much more work has to be done to understand the role that these factors play in employee performance and organizational effectiveness. Significant results have been found in recent assessments of employee commitment and key performance and growth elements (job delegation, empowerment, rotation, and mentoring). Research has indicated that this leads to comparable benefits that improve worker and business efficiency by raising staff knowledge, aptitude, competency, and attitude (Appiah, 2010; Harrison, 2000). The performance of the workforce is positively impacted by this.

6.1.1 Response Rate

Table 4.1: Response Rate

Questionnaires Distributed to	Number of Questionnaires Distributed	Number of Questionnaires Returned Completed	Percentage
HR Department	21	16	20
Admin. Department	18	12	15
Business Development	11	5	6.3
Finance Department	16	7	8.7
Others	14	5	6.3
Total	80	45	56.3%

Source: Researchers' computation (2023).

To ensure a comprehensive and sufficient study, the investigators created an identical survey for every group of participants within the organization. The goal of this was to lessen bias. All staff categories received a total of 80 questionnaires. Only forty-five completed questionnaires were received, though. The research participants exhibited a high degree of awareness regarding the impact of training and development on staff performance in Sierra Leone's commercial banks, as seen by the 56.3% response rate. The number of questionnaires submitted and received is displayed in Table 4.1 above. Sixteen of the twenty-one surveys that were sent to the human resources department from the above table were returned completed. This indicates a response rate of 20%. Twelve of the eighteen questionnaires that were submitted to the administrative department were returned filled out, or a 15% response rate. 11, 16, and 14 questionnaires were submitted to the bank's business development, finance, and other departments, which account for 6.3%, 8.7%, and 6.3% of the total, respectively.

6.1.2 Age of Respondents

Table 4.2: Age Distribution of Respondents

Age (in years)	Frequencies	Percentage (%)
21-30	10	22
31-40	23	51
41-50	12	27
Above 50	-	-
Total	45	100

Source: Researchers' computation (2023).

The importance of age in this research was to help assess the needs of staff and managers of the Company. The age distribution of respondents shows that there are younger staff and managers at United Bank for Africa. The age distribution of respondents is shown in Table 4.2. According to table 4.2 above, 22% of the respondents were between the ages of 21-30, 51% were between the ages of 31-40, 27% were between the ages of 41-50, and none of the respondents were above the age of 50. Findings indicate that the majority were in the age group of 31-40 years. This implies that respondents of this age group mainly contribute towards meeting the set performance target of UBA.

6.1.3 Gender of Respondents

The sample of respondents consisting of both sexes is presented in Table 4.3.

Table 4.3: Gender of Respondents

Gender	Frequencies	Percentage (%)
Male	30	67
Female	15	33
Total	45	100

Source: Researchers' computation (2023).

The data presented above clearly reveals that UBA has more males than females. As 67% of respondents are males and 33% are females. This result clearly reflects the industrial world where males are highly recruited as a result of the nature of work they normally undertake. The 33% females recorded are worthy to be noted as they may be upcoming females who have been trained for middle manpower development at vocational levels and normally fill the positions of clerks and secretaries in these industrial operations.

6.1.4 Level of Education of Respondents

The sample of respondents in terms of educational level is presented in Table 4.4.

Table 4.4: Level of Education

Educational Background	Frequency	Percentage (%)
Postgraduate	8	18
University Degree	13	29
Diploma Level	10	22
Secondary Level	5	11
Professional	4	9
Others	5	11
Total	45	100

Source: Researchers' computation (2023).

From Table 4.4, respondents hold a range of educational qualifications from postgraduate level to secondary Level. Most of the respondents constituting the majority of the sample population, have a university degree as 29%. 22% out of the 45 respondents are diploma holders, and 11% of the respondents are secondary level. Other educational background consists of 11% as well and 9% out of the 45 respondents are Professionals. This suggests that the respondents at the United Bank of Africa have different educational qualifications.

6.1.5 Length of Service at United Bank of Africa

The sample of respondents in terms of length of service is presented in Table 4.5.

Table 4.5: Length of Service

Length of Service (in years)	Frequencies	Percentage (%)
Less than 1 year	3	6
1-3	12	27
4-6	21	47
Above 6 years	9	20
Total	45	100

Source: Researchers' computation (2023).

Findings in Table 4.5 above show that 6% of the respondents served for less than 1 year, 27% 1-3 years, 47% 4-6 years and 20% above 6 years. The majority served for 4-6 years, indicating that the United Bank of Africa is managed by experienced staff.

6.2 Data Presentation and Analysis of Research Objective One

Research objective one seeks to determine the impact of mentoring on employee performance in UBA. To achieve the objective, below are the data presentation and analysis of the research questions.

6.2.1 Responses on the Impact of Mentoring on Employee Performance

The study aimed to discover the impact of mentoring on employee performance in UBA. Table 4.6 shows the summary of the results. Key: SA - strongly agree, A - agree, SD - strongly disagree, D - disagree, N - neutral.

Table 4.6: Respondents response on the impact of mentoring on employee performance

Mentoring	No. of Respondents (Percentage %)					
	SA	A	N	D	SD	Total
My company services, help me do what is right.	20 (44%)	16 (36%)	5 (12%)	3 (6%)	1 (2%)	45 (100%)
My mentor helps guide my Successful behavior.	18 (40%)	14 (32%)	5 (10%)	5 (11%)	3 (7%)	45 (100%)
I have strong confidence and trust in my mentor.	22 (48%)	16 (36%)	2 (5%)	3 (7%)	2 (4%)	45 (100%)
My employer recognizes that work has been done well on time.	19 (42%)	21 (46%)	3 (6%)	1 (3%)	1 (3%)	45 (100%)
My organization generally provides valuable feedback, insights, and support.	23 (50%)	18 (40%)	1 (2%)	3 (8%)	-	45 (100%)

Source: Researchers' computation (2023).

Mentoring is an unintentional option for the individual needs of employees and the training, since it can be personalized and if the coach or mentor is immediate supervisor or superior, it can gain further support. (Khan, Khan, & Khan, 2011). The outcome in Table 4.6 shows that mentoring has a significant impact on employee performance at the United Bank of Africa. This suggests that the impact of mentoring on employee performance in UBA is that it typically offers valuable feedback, guidance, and encouragement. This is evidence with 50% of the respondents strongly agreeing. This is in line with Nkosi's (2015) statement that "coaching and mentoring" encourages self-development and is essential for people who actively strengthen their business plans and grow them. This is confirmed by Akpan, Owhor & Nsikan (2017) results, which suggest that mentorship of employees has a significant effect on employees' performance to efficient services. This study indicates that employee managers in all work of life should give more importance/interest to group/team, one-protégé-one mentor, and informal mentorship, as they have been shown to play a significant role in the overall commitment of employees. Therefore, the mentoring approach is called upon to be discussed by scholars and practitioners, as mentoring in workplaces has a significant impact on employee performance. It is quite to note respondents who were neutral on whether mentoring has an impact on employee performance due to a lack of adequate knowledge on the topic matter.

6.3 Data Presentation and Analysis of Research Objective Two

Research objective two seeks to assess the impact of job delegation on employee performance in UBA. In achieving the objective, below are data presentation and analysis of the research questions.

6.3.1 Responses on the Impact of Job Delegation on Employee Performance

The study aimed to discover the impact of job delegation on employee performance in UBA. Table 4.7 shows the summary of the results. Key: SA - strongly agree, A - agree, SD - strongly disagree, D - disagree, N - neutral.

Table 4.7: Respondents response on the impact of job delegation on employee performance

Job Delegation	No. of Respondents (Percentage %)					
	SA	A	N	D	SD	Total
I am allowed to decide on assigned tasks.	24 (53%)	17 (37%)	2 (4%)	1 (3%)	1 (3%)	45 (100%)
My organization believes completely in my abilities.	23 (50%)	18 (40%)	1 (2%)	3 (8%)	-	45 (100%)
Right people are always responsible for the tasks assigned to them.	22 (48%)	16 (36%)	2 (5%)	3 (7%)	2 (4%)	45 (100%)
My organization provides the necessary resources and support for the work.	19 (42%)	21 (46%)	3 (6%)	1 (3%)	1 (3%)	45 (100%)
I have plenty of time to do my job.	23 (51%)	18 (39%)	1 (2%)	3 (8%)	-	45 (100%)

Source: Researchers' computation (2023).

The delegation of duties is often seen as very important to the employee's performance. It requires training techniques which attempt to capture the trained worker and provide decision-making conditions. As a transfer of authority to executives and other managers, from high management is what Dessler (2006) saw delegation of authority as. It was found that employees are allowed to decide on assigned tasks as 53% of the respondents strongly agreed, 37% agreed, 4% were neutral, 4% disagreed, and 2% disagreed. 50% of the respondents strongly agreed that UBA believes completely in employees' abilities, 40% agreed, 2% were neutral and 8% disagreed. Cumulatively, 84%% of the respondents agreed that the right people are always responsible for the tasks assigned to them 11% disagreed and 5% neutral. It was also evident that UBA provides the necessary resources and support for the work as 88% agreed and 6% disagreed. 90%of the respondents noted that employees have plenty of time for their job, 8% disagreed and 2% were neutral. It is quite to note respondents who were neutral on whether job delegation has an impact on employee performance due to a lack of adequate knowledge on the topic matter. The above analysis means that employee commitment in UBA is influenced by job delegation because workers are permitted to make choices on assigned jobs. It is proven with a majority of 53% comprising of 24 strongly agreed respondents. The Delegation of Authority has submitted that, in accordance with the results of Hashim, Ahmed and Jaradat (2013) an employee feels worthy of being part of the organization and that they want to be successful in implementing their authority. This also agrees with the findings of Kiiza and Odubuker (2015) that staff performance is positively correlated with Delegation of Authority; whenever employees are delegated authority, they are likely to be more committed and vice versa. This is also reflected in Olajide's, Okunbanjo and

Adeoye (2016) finding that authority delegations have a significant impact on employee productivity. Suyeta (2015) acknowledged that authority delegation increases the morale of workers in each organization and makes employees happy and conscious of their own participation in the organization's leadership. Therefore, a call is hereby made for this job delegation to be given thought by academics and industry practitioners as it is so important for managers to delegate some of their authority to their subordinates. This will not only free managers from focusing on managerial tasks such as planning and control but will also go a long way in benefiting from the development of subordinates' skills.

6.4 Data Presentation and Analysis of Research Objective Three

Research objective three seeks to examine the impact of job rotation on employee performance in UBA. In achieving the objective, below are data presentation and analysis.

6.4.1 Responses on the Impact of Job Rotation on Employee Performance in UBA

The study aimed at discovering the impact of job rotation on employee performance in UBA. Table 4.8 shows the summary of the results.

Table 4.8: Respondents response on the impact of job rotation on employee performance

Job Rotation	No. of Respondents/ Percentage (%)					
	SA	A	N	D	SD	TOTAL
Job rotations are boosting job satisfaction.	16 (36%)	16 (36%)	4 (8%)	8 (19%)	1 (2%)	45 (100%)
The rotation of jobs increases the Flexibility and adaptability of organization.	17 (37%)	16 (35%)	5 (10%)	5 (11%)	2 (7%)	45 (100%)
Employees acquire experience and credentials through new responsibilities.	22 (49%)	16 (36%)	2 (5%)	3 (7%)	2 (4%)	45 (100%)
Job rotation offer employees a break from stressful jobs.	19 (42%)	21 (46%)	3 (6%)	1 (3%)	1 (3%)	45 (100%)
Job rotation help determine the most effective way of employees.	23 (50%)	18 (40%)	2 (5%)	1 (3%)	1 (2%)	45 (100%)

Source: Researchers' computation (2023).

Moving employees from one formal task to another, such as from one branch to the next, is known as job rotation, and it is a strategy used by organizations to develop employee skills (McCourt & Eldridge, 2003). Job rotation, defined as "the process of changing an individual from work to work" by Edward (2005), adds value to an employee's work and to the organization. Rotation could be used to represent the employee's temporary execution of a new task for a predetermined amount of time. Table 4.8 above makes clear that employee performance at UBA is significantly impacted by job rotation.

This is due to the fact that 23 respondents, or 50% of the sample, strongly agreed that job rotation is an effective technique to assess personnel. The findings of Mohan and Gomathi's (2015) study lend credence to the beneficial effects of work rotation on employee development. Job rotation was acknowledged by Dessler and Varkkey (2009) and Malinski (2002) as the regular transfer of employees at predetermined periods. It also suggests that a shift in the way occupations are rotated within the banking industry may result in a minor boost in employee engagement and involvement.

This is in opposition to the findings of Faizan, Muhammad, and Sarfraz (2012), who found that while workers are more committed and engaged in their work when they are cycled across different occupations throughout departments, their motivation decreases. Scholars and professionals need to consider this, as HR managers are responsible for integrating the planned rotational activities in this regard into the bankers' overall training program, enabling staff members to realign to the organization's shared objectives.

This dynamic age is not only necessary, but it also opens doors for hiring workers with a range of knowledge and abilities. According to Mohsan's (2012) research, employees become less motivated and more devoted when their occupations are rotated between departments to new roles. This was supported by Baro (2012)'s findings, which provided an efficient work rotation plan that allowed librarians to pick up new skills, boost staff morale, make new contacts in the college library, and gain the knowledge and abilities needed for future career advancement. This is in line with the findings of Mohan and Gomathi (2015), who found that employee performance has been impacted by job rotation.

7. Limitation of the Study

A research project is never simple to complete. This research project is not an exception to the rule that there will occasionally be fundamental and inevitable issues with research. Among these restrictions are:

7.1 Time Constraints

Interviewing every employee, including those in the provinces, as well as other stakeholders like rival businesses, government representatives, and foreign affiliates would be beneficial for this kind of research. However, even though such an endeavor will yield more compelling results, the researchers will not benefit much from it. This is due to the fact that conducting such extensive, thorough research will take longer than the allotted time for the researchers to finish their assignments. Time has therefore shown to be a constraint.

7.2 Conflicts on Biased Views and Personal Issues

Bias in the data selection for this study project occasionally results from people's differences in personal beliefs or cultural backgrounds. All researchers must submit data

results that bolster their primary claims in order to minimize this, and their data must be properly analyzed in order to identify the most prevalent research ideas or data.

7.3 Limited Access to Information

The majority of organizations, including the United Bank of Africa, would view requests for data they have as crimes or witch hunts rather than as rights stipulated by the Public Act of 1965 since it is practically a defective piece of writing. As a result, the researchers will be severely prevented from obtaining relevant data that could have contributed to the investigation's positive outcomes.

8. Summary, Conclusion and Recommendations

8.1 Summary of Findings

It is noteworthy that the study discovered that employee performance at UBA is positively impacted by mentoring, which typically offers insightful criticism, encouragement, and feedback. The majority of the 23 respondents—11 of them strongly agreed with the statement—make this clear. It was also discovered that mentoring needs to assist managers in comprehending the methods of training and development that can be applied to inspire employees to raise productivity levels inside the organization.

According to the survey, participants firmly felt that UBA services assisted staff members in doing better and that mentors assisted in modeling good conduct. Based on the findings of this study, employee managers at all levels of the organization should place greater emphasis on group/team, one-protégé-one mentor, and informal mentorship, as these have been demonstrated to have a major impact on employees' overall performance. Additionally, it was discovered that mentoring significantly affects employee performance at UBA by offering a reward for personal growth in light of the company's ongoing strategy changes.

The study found that because employees are free to choose the jobs they are assigned, 53% of respondents strongly agreed that job delegation affects employee performance at UBA. According to the study, work delegation would have a major effect on UBA employees' performance and assist management in making strategic decisions that will benefit employee performance and overall business success.

The study unequivocally demonstrates that work delegation has a major impact on UBA employee performance since it gives trainees a better understanding of the roles, responsibilities, and expectations of the sector. According to the study, there is a positive correlation between staff performance and delegation of authority; employees who receive authority are more likely to be dedicated, and vice versa.

The results of the study showed that job rotation significantly affects UBA employees' performance. This is due to the fact that 50% of respondents firmly felt that job rotation aids in identifying the most efficient approach for employees. It has been demonstrated that letting employees know about one other's activities and how different

departments within the company operate benefits management. Employee performance will be directly impacted by this work rotation.

According to the study, job rotation significantly affects employee performance since it benefits UBA by encouraging employees to learn about the ins and outs of the many activities within the company. It also suggests that a shift in the way occupations are rotated at UBA could somewhat boost employee commitment and involvement.

9. Conclusion

With the overall goal of determining the relationship between training and development and employee job performance at the United Bank of Africa, the study looked at the effect of these initiatives on employees' performance at UBA. Based on empirical findings, it can be concluded that job empowerment, job delegation, job rotation, and mentoring all significantly affect employee performance in UBA. Every company will eventually see a return on its investment in personnel development and training. Since workers are essentially the company's assets, they ought to be considered human resources. The more money put into them, the more successful results that will provide the business a competitive edge may be anticipated from them. The research has shown that it is through job rotation, job delegation, and mentoring, that UBA and any other business's employee performance may be impacted by training and development. As a result, the study comes to the conclusion that improving employee performance also requires training and development.

9.1 Recommendations

Based on the research findings and reviewed literature, our study recommendations are hereby made:

- that training and development could have an effect on the performance of employees at UBA and any other company. Consequently, the study concludes that training and development are also necessary for enhancing employee performance.
- the management of UBA should guarantee that its staff members are allowed to operate autonomously and reap a number of benefits, including increased job satisfaction, organizational dedication, creative behavior, and productivity. The lack of delegates and the breakdown of communication amongst subordinates are related.
- the study does, however, show that employee empowerment at the United Bank of Africa has a significant impact, and UBA management must try to instil in staff members a sense of purpose and accountability for their job.
- finally, in order to maintain staff commitment, engagement, and activity as well as to remind them of the dynamic business environment that any organization must adapt to thrive and successfully compete in a market-driven economy, UBA

management should continuously implement dependable and well-thought-out job rotation programs.

9.2 Suggested Area for Further Research

This study examined how employee performance at the United Bank of Africa, a bank that served the nation's banking industry, was affected by training and development. To learn more about the effects of training and development on worker performance in Sierra Leone's manufacturing sector, more research in this area is recommended.

Acknowledgments

First and above all, I praise God, the Almighty for providing this opportunity and granting me the capability to proceed successfully. I want to express my sincere thanks to my Head of Department Dr. Mansaray and my Dean of Faculty Mr. Ernest Udeh for their astute leadership in coordinating my academic activities. I would like to express my deepest gratitude to my supervisor Dr. Hassan Elsan Mansaray for his valuable time, suggestion, motivation, patience, trust, insightful discussion, offering valuable advice, and guidance during the writing process. I am forever grateful. I wish to extend my sincere appreciation to all my able lecturers and tutors like Mr. Anthony Massaquoi, Mr. Joshua Wright and the rest of the Institute of Public Administration and Management (IPAM) staff as well as my colleague students throughout these years.

Author Contributions

NT: developed the concept, literature survey, and manuscript review, data analysis; revision.

Consent to Publish Statement

The author agrees to publish the paper in European Journal of Human Resource Management Studies.

Data Availability Statement

The data presented in this study are available upon request from the corresponding author.

Funding Statement

This research received no external funding.

Informed Consent Statement

Not applicable.

Research Content Statement

The research content of the manuscript is original and has not been published elsewhere.

Conflict of Interest Statement

The authors declare no conflict of interest.

About the Author(s)

Nendaywa Thoronka is a journalist and television presenter at the Sierra Leone Broadcasting Corporation TV.

Hannah Princillia Combey is a researcher and business venture personality in Sierra Leone.

References

- Afshan, S., Sobia, L., Kamran, A., & Nasir, M. (2012). Impact of Training on Employee Performance: A Study of Telecommunication Sector in Pakistan. *Interdisciplinary Journal of Contemporary Research in Business*, 4, 646-661.
- Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. *Annual review of psychology*, 60, 451-474. <https://doi.org/10.1146/annurev.psych.60.110707.163505>
- Aidah N. (2013). Effects of training on employee performance. Business Economics and Tourism. Evidence from Uganda. Retrieved from <https://core.ac.uk/download/pdf/38098025.pdf>
- Akujuru, C. A. and Enyiok, C. N. (2015). Impact of Human Resources Development and Employees Performance in Central Bank of Nigeria (2007-2014). *Arabian Journal of Business Management Review* 4(7).
- Al-Matouaa, A. (2003). *The role of delegation of authority in achieving the objectives of the organization*. Naïf Arab University for Security Sciences.
- Arthur, W., Jr, Bennett, W., Jr, Edens, P. S., & Bell, S. T. (2003). Effectiveness of training in organizations: a meta-analysis of design and evaluation features. *The journal of applied psychology*, 88(2), 234-245. <https://doi.org/10.1037/0021-9010.88.2.234>
- Beloor, V., Nanfundeswaraswamy, T. S., Swamy, D. R. (2017). Employee commitment and quality of work life - A literature Review. *International Journal of Indian Psychology* 4(2). Retrieved from <https://ijip.in/articles/employee-commitment-and-quality-of-work-life-a-literature-review/>
- Bose, I. (2018). Employee empowerment and employee performance: an empirical study on selected banks in UAE. *Journal of Applied Management and Investments* 4(1)
- Colombo, E. & Stanca, L. (2008). The Impact of training on productivity: Evidence from a Large Panel of Firms. Retrieved from https://boa.unimib.it/bitstream/10281/23176/1/The_Impact_of_Training_on_Productivity.pdf
- Dessler, G. (2006). *Management principles and practices for tomorrow's leaders*. Florida International University, Prentice Hall.

- Dessler G., Varkkey B. (2009). *Training and development. Human Resource Management*. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Antonacopoulou P. A. (2000). Employee development through self-development in three retail banks. *Journal of Personnel Review*. 29(4)
<http://dx.doi.org/10.1108/00483480010296294>
- Elnaga, A. and Imran, A. (2013). The Effect of Training on Employee Performance. *European Journal of Business and Management*, 5, 137.
- Faizan M., Muhammad, M. N. and Sarfraz K. M. (2012). Impact of job rotation on employee motivation, commitment and job involvement in the banking sector of Pakistan. *African Journal of Business Management* 6(24).
<http://dx.doi.org/10.5897/AJBM11.1195>
- Hanif, F. (2013). Impact of training on employee's development and performance in the hotel industry of Lahore, Pakistan. *Journal of Business Studies* 4(4). Retrieved from <https://www.proquest.com/openview/320b719eba2f33c6f623a92ab53150b6/1?pq-origsite=gscholar&cbl=1056382>
- Kate Hutchings, Cherrie J. Zhu, Brain K, Cooper, Yiming Zhang and Sijun Shao (2009). Perceptions of the effectiveness of training and development of grey collar workers in the People's Republic of China. *Human Resource Development International* 12(3). <http://dx.doi.org/10.1080/13678860902982033>
- Khan, R. A., Khan, F. A., & Khan, M. A. (2011). Impact of training and development on organizational performance. *Global Journal of Management and Business Research* 11(7). Retrieved from https://globaljournals.org/GJMBR_Volume11/8-Impact-of-Training-and-Development-on-Organizational-Performance.pdf
- Khawaja J. & Nadeem A. (2013). Training and development program and its benefits to employee and organization: A conceptual study. *European Journal of Business and Management* 5(2). Retrieved from https://www.researchgate.net/publication/274704136_Training_and_Development_Program_and_Its_Benefits_to_Employee_and_Organization_An_Conceptual_Study
- McCourt, W., & Derek, E. (2003). *Global human resource management: Managing people in developing and transitional countries*. Cheltenham, UK: Edward Elgar.
- Meyer, J. P., & Allen, N. J. (2007). *Commitment in the workplace: Theory, research, and application*. Thousand Oaks, CA: Sage.
- Mubarak Karim, Mustiq Choudbury, Wabib Bin (2019). The impact of training and development on employee performance - An analysis of quantitative data. *The international journal of management and research* 8(5). Retrieved from https://www.researchgate.net/publication/331147751_THE_IMPACT_OF_TRAINING_AND_DEVELOPMENT_ON_EMPLOYEES'_PERFORMANCE_AN_ANALYSIS_OF_QUANTITATIVE_DATA
- Nassazi, A. (2013). Effects of training on employee performance. Evidence from Uganda. Retrieved from <https://www.semanticscholar.org/paper/EFFECTS-OF->

[TRAINING-ON-EMPLOYEE-PERFORMANCE.-%3A-from-Nassazi/1a07b9726d55a50a6bf112e2494abddf52bee6e4](#)

- Nkosi, M. S. (2015). Effects of training on employee commitment, retention, and performance: A case study of a Local Municipality in South Africa. *European Journal of Business and Management* 7(15), Retrieved from <https://www.iiste.org/Journals/index.php/EJBM/article/view/22503>
- Rohan, S. & Madhumita, M. (2012). Impact of training practices on employee productivity: A Comparative Study. *Inter-science Management Review* 4(2). Retrieved from <http://dx.doi.org/10.47893/IMR.2010.1051>
- Sims, R. (2002). *Organizational Success through Effective Human Resources Management*. Westport.
- Sultana, A., Irum, S., Ahmed, K., & Mehmood, N. (2012). Impact of training on employee performance: a study of telecommunication sector in Pakistan. *Interdisciplinary journal of contemporary research in business* 4(6). Retrieved from https://www.researchgate.net/publication/274194048_Impact_of_training_on_employee_performance_A_study_of_telecommunication_sector_in_Pakistan
- Zaraket, W., Garios, R. and Malek, L.A. (2018). The impact of employee empowerment on the organizational commitment. *International Journal of Human Resource Studies* 8(3). Retrieved from <http://dx.doi.org/10.5296/ijhrs.v8i3.13528>

Creative Commons licensing terms

Authors will retain copyright to their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Management and Marketing Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflict of interests, copyright violations and inappropriate or inaccurate use of any kind content related or integrated on the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).