

**EFFECT OF TRAINING AND DEVELOPMENT ON  
EMPLOYEES' PERFORMANCE: THE CASE OF EQUITY  
BANK KENYA**

**BY**

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**UNITED STATES INTERNATIONAL UNIVERSITY - AFRICA**

**SUMMER 2017**

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**A Research Project Report Submitted to the Chandaria School  
of Business in Partial Fulfillment of the Requirement for the  
Degree of Masters in Business Administration (MBA)**

**UNITED STATES INTERNATIONAL UNIVERSITY- AFRICA**

**SUMMER 2017**

## STUDENT'S DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University Africa in Nairobi for academic credit.

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Zamzam Rashid Yarrow (ID No: 633692)

This project has been presented for examination with my approval as the appointed supervisor.

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Dr. James Ngari

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Dean, Chandaria School of Business

## **ABSTRACT**

The purpose of this study was to investigate the effects of training and development on employee performance at Equity Bank. This study was guided by the following specific objectives. To investigate how training and development needs are determined at Equity Bank. To examine the effect of training and development programs on employee performance at Equity Bank. To determine the influence of motivation on employee performance at Equity Bank. To find out how training and development contributes to employee performance at Equity Bank.

The study was of importance to the management of commercial banks in Kenya in understanding the successes and challenges of the training and development and its effect on employee performance. This contributed to improvement in the training process in the organization. The study was also of value to the academicians and future researchers, as it added knowledge to the field of staff training and development.

A survey research design was used for this study. The survey design was appropriate for this study because it allowed investigation of possible relationships between variables as well as data collection from broader category and comparisons between variables. The study population was 1000 staff of the Equity Bank in Kenya. A sample of 138 was drawn using random stratified sampling approach from a list of sample frame provided by the employee register at Equity Bank. The data was collected by use of a questionnaire. The data analysis was conducted through calculation of frequencies, means, percentages, and bivariate analysis in form of cross tabulations. The findings were presented using Tables and figures.

On the effect of training and development programs, the study showed that Equity Bank has training programs for diversified positions in the organization and the training programs are of high quality and are very effective. These training programs have improved the employees' skills and competencies and overall performance of the organization. It is very important for organizations to put in place training programs in order to thrive in this competitive environment.

On the role of employee motivation on performance, the study showed that training enhances employee motivation as it allows for employee recognition within the

organization. Likewise training aligns employees to the organizational goals at Equity Bank.

The study concludes that training and development affects employee performance positively. It shows that training and development needs are essential for an organization. It was further concluded that the organization does not identify and assess employees need for training and development more often. The study also concludes that more training programs should be undertaken.

The study recommends that the organization should assess' employees need for training and development more often and conduct them as need arises. It is also recommended that the organization should train its employees as soon as they finish evaluating them as a remedy to help them perform better.

## **ACKNOWLEDGEMENT**

I thank Allah for seeing me through this course work. A warm thank you and appreciation goes to my supervisor Dr. James Ngari, for his keen insight, guidance, and support, and for his valuable research experience that he did not hesitate in sharing with me. I also thank my work colleagues for their continuous encouragement and help provided. Finally, I want to thank my friends and family members for staying by my side through this journey and always encouraging and motivating me.

## **DEDICATION**

This research project is dedicated to my parents and my brother Najib Rashid, who helped me get to this point and for all their support, love and encouragement.

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## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.1 Background of the Problem**

In today's turbulent environment, it is very crucial for organizations to focus on their strengths in order to attain competitive advantage over their competitors. One of the major strengths of any organization is its human capital. In order to achieve organizational objectives, it is important for the organization to develop the skills, knowledge and competencies of the human resources available.

There is a growing recognition that well-chosen Human Resource Development (HRD) practices can have a direct impact on individual and organizational performance. This finding is built on the notion that people can play a significant role in an organization's success (Garavan et al, 2003). However, in order for HRD to make a contribution it needs to move away from a process-oriented and administrative approach to one that is more strategic, and in doing so take a leadership role in the development of people (Gold et al,2011).

It is important that firms truly leverage on the workforce as a competitive weapon in order to develop a competitive advantage. A strategic plan for improving workforce productivity to increase value for the firms has grown to become an important issue. Firms seek to optimize their workforce through comprehensive human capital development programs not only to achieve business goals but most important is for a long-term survival and sustainability. To accomplish this undertaking, firms will need to invest resources to ensure that employees have the skills, competencies and knowledge they need to work effectively and efficiently in a rapidly changing, complex and competitive environment

The main role of HR professionals is to ensure that employees are engaged and that they feel committed to the organization and contribute fully. They must be involved in providing training for line management in order to achieve high employee morale, offer opportunity for personal and professional growth and provide resources, which help the employees meet their demands (Ulrich, 1998).

Human resource development (HRD) practices endeavor to provide learning opportunities that nurture human expertise in organizations (Peterson, 2006). Several studies have shown that equipping employees with additional or new knowledge and skills through training is associated with positive organizational outcomes. For example, (Saks, 1995) found that opportunities for learning and development shared a positive relation with affective commitment among entry-level accountants. Further, (Frank, 2004) noted several other HRD practices linked to positive organizational outcomes, such as job skills training and retraining, employee orientation processes, mentoring programs, career development, and career pathing, as well as leadership development. Additional studies have suggested linkages between learning and development and job satisfaction (Scarpello, 1983) turnover (Kalleberg, 2000) and continuance commitment. Seminal researchers in HRD have focused on these HRD practices and their associated performance outcomes through numerous connected streams of research (Bartlett, 2001)

Organizations are facing increased competition due to globalization, changes in technology, political and economic environments and therefore causing these organizations to train and coach their employees as some of the ways to make them ready to adjust to any new competitive environments and enhance their performance. It is important to take heed of the prevailing evidence on growth of knowledge, skills and competencies in the business corporate world in the last decade. This growth has not only been brought about by improvements in neither technology nor a combination of factors of production but increased efforts towards development of organizational human resources. (Evans et al, 2002). This therefore shows the importance of training and development of employees in any organization that craves competitive advantage over its competitors in the same industry.

It is, therefore, every organizations responsibility to enhance the job performance of the employees and certainly implementation of training and development is one of the major steps that most companies need to attain this. As is evident that employees are a rare and vital resource, it is important to optimize the contribution of employees to the company aims and goals as a means of sustaining effective performance. This therefore prompts for an immediate call for managers to ensure there is enough supply of employees that is technically and socially competent and able of career development into specialist departments or managerial positions. (Afshan et al, 2012)

Managing a commercial bank is unique and challenging as compared to any other economic sector. The crucial factor in the management of commercial banks is human resource development. Any scenario of banking in the new millennium has to be based upon its human capital and more importantly the development of their expertise to cope up with the increasing and changing demands in the banking sector. As such, it has become imperative that the banking industry should concentrate seriously on establishing systems for development of human resources.(Ghosh, 1999)

In Kenya, the Banking Sector has the regulatory authority which composed of the Central Bank of Kenya and the regulated Commercial Banks, Non-Bank Financial Institutions and Forex Bureaus. As at December 2014, Kenya had 43 licensed commercial banks and 1 mortgage company(Central Bank of Kenya , 2014)

Out of the 44 institutions, 31 are locally owned and 13 are foreign owned. The growth in the banking sector over the last couple of years, has been mainly attributed to the industry's wide branch network expansion strategy both in Kenya and in the East African community region as a whole, the automation of a large number of services, and a move towards emphasis on the complicated and demanding customer needs rather than traditional 'off-the-shelf' banking products. Organizations in this sector have experienced increased competition over the last few years resulting from increased innovations among the players and new entrants into the market (Central Bank of Kenya , 2012 ).

Equity Bank was founded as Equity Building Society (EBS) in October 1984 and was originally a provider of mortgage financing for the majority of customers who were part of the low-income population bracket. The purpose of equity bank is to exist to transform the lives its people socially and economically by availing them modern, inclusive financial services that maximize their opportunities (Equity, 2015).

Equity Bank Kenya Limited is a financial service provider and its headquarters are based in Nairobi, Kenya. It is licensed by the Central Bank of Kenya, the central bank and national banking regulator.(Central Bank of Kenya , 2012 ).

## **1.2 Statement of the Problem**

Based on HRD practices, it is important to keep in mind that not all learning and development opportunities within organizations are perceived equally across all levels and with all types of employees. This is especially true when considering employee perceived levels of support for participation in HRD practices for example perceptions of

investment in learning, mentoring programs, leadership development initiatives, or skills development.(Lee, 2003).

Equity Bank's management comprises of highly skilled, competent and experienced staff. The Bank has continued with assertive capacity building through staff training and development programs. The first critical success factor of the bank is about an organization culture that values people, enhances performance and supports the business. This is based on seven core values: Professionalism, Teamwork, Unity of Purpose, Integrity, Creativity, Dignity and respect for Customers and Effective Corporate Governance. A lot of emphasis is put on improving leadership capabilities at all levels of the organization by sponsorships to some of the world's leading programs. These include Harvard Business School, Wharton Business School, Strathmore Business School, Bolder Microfinance Leadership Programme and Ireland Development Institute among others.

It is therefore clear that Equity bank emphasizes more on developing the leaders in the organization and not the employees. It is very crucial to train and develop the human capital in order to gain competitive advantage. This therefore shows that the leaders are equipped with leadership competencies. Rarely do the regular employees get exposed to the dynamism of changing environment of their working life specifically what directly affect their day to day work.

A study by Khan (2011) to establish the impact of training and development on organizational performance established that training and development, on the job training, training design, and delivery style positively affected organizational performance. Similarly, Imran and Tanveer (2015) study to establish the impact of training & development on employees' performance in banks of Pakistan established that T & D positively impacted on their work quality and quantity, job knowledge, as well as functional skills, and their motivation and loyalty and this was either strongly or moderately linked to their performance.

The effects of training and development have been increasing over the years. However, there is limited literature on human resource development practices especially in developing countries like Kenya. Furthermore, there has been an increase in concern from organizational customers due to poor and slow services at Equity Bank. This has been attributed to the rapid growth of their customer base over the last few years. Seeing as the number of employees has increased, training each of them adequately and efficiently has

been a challenge to both the employees and the organization as a whole. This then slows down the process of achieving the organizational goals and objectives within the planned time. It is further worth noting that while much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found.

Based on this backdrop, this study wishes to bridge the gap and address the effects of T & D on employee performance. This study will aim at minimizing this gap in the literature and thereafter come up with a clear understanding of the effect of Training and Development practices in general; focusing mainly on training, development, and the effect it has on employee performance at Equity Bank, Kenya.

### **1.3 General Objective of the Study**

The objective of my research was to examine the effect of training and development on employee performance.

### **1.4 Specific Objectives**

1.4.1 To investigate how training and development needs are determined at Equity Bank.

1.4.2 To examine the effect of training and development programs on employee performance at Equity Bank.

1.4.3 To determine the influence of motivation on employee performance at Equity Bank.

1.4.4 To find out how training and development contributes to employee performance at Equity Bank.

### **1.5 Importance of the study**

This study examined the effect of training and development on employee performance. There are a number of benefits that can accrue from this study;

#### **1.5.1 Commercial Banks**

The study aimed to create awareness to Commercial Banks in Kenya on the importance of Human Resource Development practices in relation to employee training and development and how it has a huge impact on not only employee performance but the general performance of the organization.



### **1.5.2. Human Resource Development Practitioners**

An adequate employee development program has a potential of releasing the immense untapped reservoirs of physical and mental capabilities of the employees. A number of studies have shown that these programs through activities such as training and development, career planning and organizational learning play a crucial role in determining the level of employee performance and organizational performance at large. Through improving the employee skills and abilities an organization can achieve competitive advantage over other organizations. Therefore, effective HRD practices would direct the employees towards the accomplishment of the organization goals.

### **1.5.3 Employees**

The study aimed at improving HRD practices and empowering employees to participate and engage in organization practices such as training programs and development projects to help them develop their potential. In addition, the results from the study also helped commercial banks cope with the central problem of implementing HRD practices in order to engage their workers to maximize their potential.

### **1.5.4 Researchers and Academicians**

This study will be very helpful to academicians and researchers who might be interested in pursuing research in the same area. The study will help them understand the effect that training and development has on employee performance.

## **1.6 Scope of the study**

The study focused on the effect of training and development on employee performance. The study will focus on a group of employees at Equity Bank in Nairobi, Kenya from the following departments: operations, finance, human resource and marketing.

## **1.7 Definition of Terms**

### **1.7.1. Training and development:**

Training and development is a subsystem of an organization and core function of human resource management. It ensures continuous skill development of employees working in organization and habituates process of learning for developing knowledge to work. (Nadler, 1984)

## **17.2. Human Resource Development:**

Human Resource development is a process, covering training of new employees, their adaptation, professional development, re-skilling, career development and reserve formation, in order to improve and develop personal and team work performance, having combined organizational and personal employees' objectives and needs, and allowing employees continually develop, in this way achieving the best possible results of the organization. (Kumpikaite, 2004)

### **1.7.3. Employee Performance:**

Performance means the transformation of inputs into outputs at the lowest cost, and includes technical issues such as raw materials, layout and how employees perform in their jobs. Performance is directly affected by the economic climate, the situation in the markets, changes that occur from incentive system given to people (Mwanje, 2010).

### **1.7.4 Motivation**

Viewed as those psychological processes that cause the arousal, direction, and persistence of voluntary actions that are goal directed (Kreitner & Kinicki, 2006)

### **1.7.5 Needs Assessment.**

The formal harvesting, collection and listing of needs, placing the needs into priority order, and selecting the priority of each need for follow up action (Kaufman & English, 1979). Needs assessment is sometimes used interchangeably with needs analysis.

## **1.8 Chapter Summary**

This chapter presents the background on the effect of training and development on employee performance. The first chapter is divided into sections. Section one entails the background of the study; section two describes the problem statement. Which is then followed by the purpose of the study. Followed by the research questions. The next section provides the significance of the study. The scope of the study is provided as well as a few key definitions of the study. Chapter two covers an overview of the literature review based on the research questions. Chapter three describes the research methodology. Chapter four covers an in depth discussion on the results and findings of the study. Finally, chapter five entails the summary, discussion, conclusion and recommendations of the study.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the literature reviewed according to the research questions of the study. It discusses the effects of training and development on employees' performance in the banking sector. A case study of Equity Bank Kenya. The chapter focuses on training and development needs, training and development programs, motivation and how these factors contribute to employee performance at Equity Bank. The chapter ends with a summary of the discussions and a brief introduction of the next chapter.

#### **2.2 Training and Development Needs of Employees**

(Garavan, Hogan, & O'Donnell, 2003) Effective training or development depends on knowing what is required for the individual, the department and the organization as a whole. With limited budgets and the need for cost-effective solutions, all organizations need to ensure that the resources invested in training are targeted at areas where training and development is needed and a positive return on the investment is guaranteed. Effective TNA is particularly vital in today's changing workplace as new technologies and flexible working practices are becoming widespread, leading to corresponding changes in the skills and abilities needed.

Effective Training Needs Analysis involves systematic planning, analysis and coordination across the organization, to ensure that organizational priorities are taken into account, that duplication of effort is avoided and economies of scale are achieved. All potential trainees should be included in the process, rather than rely on the subjective evaluation of managers. Ideally, managers should also receive training in the process of Training Needs Analysis itself, to clarify what they are trying to achieve and what their approach should be. (Garavan, Hogan, & O'Donnell, 2003)

##### **2.2.1 Training Needs Assessment**

Organizations that develop and implement training without first conducting a needs assessment may end up over training, under training, or just missing the point all together.

Training can be expensive; therefore it is critical that training be tailored to meet the specialized needs of the organization and the individual trainees. (Brown, 2002)

Training needs assessment can provide important data on the training needs of an organization. (Salas, 2001) felt that needs assessment is the most important step in deciding who and what should be trained. In addition to justifying the costs of training and providing important data for the organization, taking part in a needs assessment can actually improve employee's (participants) satisfaction with training.

The needs assessment period is the most critical time for establishing links between training and results (Taylor, O'Driscoll, & Binning, 1998, p. 29). It is important to define the role of the needs assessment prior to conducting it. By defining the role of the needs assessment early in the process, the expectations of the key players are more likely to be met (Lee & Nelson, 2006)

According to (Lee & Nelson, 2006), the role of needs assessment is defined by the following factors. It gathers data on perceived needs. What is perceived and what is actual can be very different. A needs assessment will help to determine if training is actually needed or if the need is something else entirely. It identifies knowledge, skills, and behavior discrepancies. The needs assessment will look at what is actually happening in the organization and help to define gaps. It assists trainers, human resource development (HRD) personnel, administrators, and instructors in developing relevant curriculum materials. Since training is expensive, it is critical that training be done only when it is truly needed and will have a positive impact on the organization. It gathers information that brings beneficial change to an organization or community. A needs assessment may reveal that training is not needed but it will likely find that there is a need for some change. It assesses organizational needs. Needs assessment focuses on the needs of the organization as a whole, rather than those of the individual. Changes that result from the needs assessment may impact individuals, but the ultimate goal of the needs assessment is to discover the needs of the organization. Also, it promotes buy-in by participants. Those who take part in the process of needs assessment will likely have buy-in when it comes to resulting changes. (p. 26)

It is critical that the needs assessment be seen as the organization's project and not just the training department's project (Bowman, 1987). Most importantly, a needs assessment will allow an organization to justify their methods and solutions to a problem with data

(Kaufman, Oakely-Browne, Watkins, & Leigh, 2003)Needs assessment can help a training department prove their value to the organization.

In a two-year study at Children's Hospital in Wisconsin, training participants who took part in a needs assessment showed a higher level of performance and satisfaction with training than those who did not. (Bowman, 1987)

### **2.2.2 Employee Assessment**

Employee assessment is the evaluation and review of a worker's job performance. Most companies have an employee evaluation system wherein employees are evaluated on a regular basis(Feldman, 1979).

In many instances, accurate rating seems to be rare. Inaccuracy is most often attributable to the presence of rater errors such as halo, recency, and leniency errors. Rater errors are errors in judgment that occur in a systematic manner when an individual observes and evaluates another. Rater errors may be defined technically as a difference between the output of a human judgment process and that of an objective, accurate assessment uncolored by bias, prejudice, or other subjective, extraneous influences Another element that can cause inaccuracy in assessment is that of raters who lack the necessary training in how to conduct performance evaluations. Training can help to educate a rater not only on the system itself, but how to deal with other issues such as consistency in rating and also the sensitization to appropriate rating strategies and behavior.

Performance assessments are only effective if they are ongoing. Periodic observations, monitoring, coaching, counseling, feedback and record keeping by rater are crucial. Hence in this way performance problems are caught early and corrected before they have costly consequences. The results of performance appraisal must be given frequently to an employee if they are to bring about a change in an employee's behavior or maintain a high standard of excellence. Employees need feedback on how well they are doing. They must accurately perceive the consequences of their efforts and be able to set goals on the basis of this feedback (Latham and Wexley, 1981).

### **2.2.3 Organization Assessment**

Today's organizations face unprecedented challenges assessing their performance. Globalization, requirement for social responsibility, innovative technology and new strategic thinking are just a few of the aspects required in nowadays competitive economy.

According to American Management Association Global Study of Current Trends and Future Possibilities, a high performance organization maintains consistent strategies that closely bind with organization's philosophy and beliefs. Such organizations maintain strong customer oriented policies. (American Management Association, 2007)

Usually high performance organizations have strong upper management and human resource standards are set in place. Because of high organizational expectations, right people are being hired to fulfill the positions. Employees are well aware of the performance measures and the importance to achieve the excellence in their duties. Due to a high level of employee involvement in the organizational processes, the entity is awarded with staff commitment, which reduces rotation level and the cost associated with the hiring and training processes (Demartini & P. Paoloni, 2011). Employees that are devoted to the organization are well aware of necessary knowledge, skills and experience to create unique solution for customers (Harris, 2000)

Organizational assessment is a usual practice in high performance organizations. Because of their high standards they must continuously strive for better results, which can be achieved by constant benchmarking and self-evaluation. Today's organizational assessment has been taken to a higher level. In order to sustain a high performance organization, managers are no longer implementing traditional valuation indicators, even if they successfully have been used for years.

(Khademfar & S. Amiri, 2013) Suggest a model of high performance organization, which maintains five major approaches: Strategic, Customer, Leadership, Processes and Structure and, Values and Beliefs. Strategic approach takes the organization to a higher plane of maturity with a clear vision where the entity is going. Customer approach strives for clientele loyalty, whether Leadership approach is associated with management knowledge to transfer the strategy to employee level, which will have a direct impact on their behavior and beliefs. The fourth block is associated with organization's processes and structure. High performance organization should strive for implementing innovative policies to support the strategy. The last component of the model is Value and Beliefs which translates into organizations ability to implement the strategy. All pieces are linked to each other, since change to one provides changes in the others.

## **2.3 Training and Development Programs on Employee Performance**

According to (Brum, 2002) Training plays a key role in employee commitment, of the University of Rhode Island. The training program must meet expectations and needs of the employees. Companies are more likely to retain employees who view their training as relevant to their jobs and subsequently have a positive commitment to their company. A successful training program consists of management providing employees with accurate information and communication about the training as well as a program that ensures that training is relevant to their jobs.

### **2.3.1 Training and Development Programs**

(Nadler, 1984) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives.

Predominantly, there are two different methods that organizations may choose from for training and developing skills and abilities of its employees. These are on-the job training given to organizational employees while conducting their regular work at the same working venues and off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of the on-the-job training may include job rotations and transfers, coaching and/or mentoring. On the other hand, off-the-job training examples include conferences, role-playing, and many more as explained below in detail.

(Armstrong, 2006) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. Different organizations are motivated to take on different training methods for a number of reasons for example; (1) depending on the organization's strategy, goals and resources available, (2) depending on the needs identified at the time, and (3) the target group to be trained which may include among others individual workers, groups, teams, department or the entire organization.

#### **2.3.1.1 Job Rotation and Transfers**

Job rotation and transfers as a way of developing employee skills within organization involves movements of employees from one official responsibility to another for example taking on higher rank position within the organization, and one branch of the organization

to another. For transfers for example, it could involve movement of employees from one country to another. These rotations and transfers help employees to acquire and improve knowledge of the different and various operations within the organization together with the variations existing in different countries where the organization operates. The knowledge acquired by the selected employees for this method is beneficial to the organization as it may increase its competitive advantage. (McCourt & Derek, , 2003)

There are various circumstances where a company utilizes job rotation such include utilization of job rotation as a learning apparatus. Such may result into significant benefits outweighing the costs involved with employee training for specialized positions (Armstrong, 2006). Used as a learning mechanism, staff are offered the chance to learn the vital skills required them to grow in a company, this opportunity also boosts the morale and self-efficacy. The company may gain from utilization of job rotation by having the capability to retain key staff within a company. This practice may result into a company running more efficiently, thus, improving productive and profitable (Agyemang & Ofei, 2013).

Job rotation has also been tagged as multi-tasking, job-shadowing, lateral transfer. Most independent and private institutions use job rotation as a way to learn about operations and become "all-rounded" employees. Similarly, larger firms faced with cases of shrinking labour pool and aging executive workforce may apply job rotation as a succession planning instrument (Chalofsky, 2009). To some extent, job rotation complements the skills and legacy of the enterprise at the same time as working towards retaining younger personnel who most of the time wants to research and revel in new things. This experience enables youthful employees to apprehend every practical contribution to the organizational mission. Job rotation facilitates employees to apprehend the different steps that go into developing a product and/or provider transport, how their very own attempt influences the quality and efficiency of production and customer service, and how each member of the team contributes to the technique (Khademfar & Amiri, 2013). For this reason, job rotation allows individuals to gain revel in in various levels of the commercial enterprise and, accordingly, increase their angle. It's also believed that job rotation has the ability to lower the amount of boredom and monotony experienced through personnel who paintings within the same role for extended durations of time (Brown, 2002).



Job rotation is also practiced to allow qualified personnel to benefit extra insights into the techniques of a company, and to lessen boredom and growth job pleasure through job version. Job rotation benefits employees who take part via lowering burnout, apathy, and fatigue, which in the end growth the extent of employee pleasure and motivation (Walsh, 2011). Now not all employees are open to the concept of job rotation. Better performers as compared to low performers are likely to love job rotation because it has far appeared to result into a greater improvement in abilities (Bassi, Laurie, & McMurrer, 2010). At senior control degrees, task rotation is often known as control rotation and is intently related to succession planning thereby developing a pool of humans and presenting them with the expertise and revel in which makes them able to step into a present job. Here the aim is to provide studying reports, which facilitate switch and use of information as well as modifications in perspective of thinking (Walton, 2013).

### **2.3.1.2 Orientation and Conferences**

This is yet another training and development method. This involves getting new employees familiarized and trained on the new job within an organization. During this procedure, employees are exposed to different aspects of the organization like the nature of their new work, how to take on their identified tasks and responsibilities, and what is generally expected of the employees by the organization. They are further given a general overview of the organizational working environment including for example working systems, technology, and office layout, briefed about the existing organizational culture, health and safety issues, working conditions, processes, and procedures. (Nassazi, 2013)

Some organizations have applied orientation to gain competitive advantage; strategic orientation is related to the choices that agencies make to obtain superior performance. Strategic orientation is a business enterprise's route for accomplishing an appropriate conduct to be able to acquire advanced overall performance. Competitor and patron orientations are the most critical for companies to gain long-term achievement (Kumar et al, 2011). However, some studies shows that strategic orientation does no longer routinely result in higher performance(Shuck, 2010). However, according to the latest research that has been carried out in superior nations, the position of market orientations and aggressive advantages continues to be doubtful. Moreover, the strategic orientation has deep consequences on one of a kind organization's dimensions, like effectiveness and competitive gain and it indicates the cost of employer's fashion to discover, create and keep a fixed of responds appropriate to the environment.

In keeping with Hult and Ketchen (2015), the examination of market orientation is within the area of approach researchers as much as it is for advertising researchers. In short, strategic orientation entails the implementation of strategic trending that publications the activities of an company to embedded behaviors that reap permanence in most effective conditions for the commercial enterprise Strategic orientation is consequently essential in locating out the enterprise's probabilities and abilities assist surroundings and to cozy competitive benefit for itself.

A training and development method involves presentations by more than one person to a wide audience. It is more cost effective as a group of employees is trained on a particular topic all at the same time in large audiences. This method is however unfavorable because it is hard to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the training sessions; focus may go to particular trainees who may seem to understand faster than others and thus leading tot under training other individuals. (Nassazi, 2013).

### **2.3.1.3 Coaching and/or mentoring**

(Torrington, Hall, & Taylor, 2005) This involves having the more experienced employees coach the less experienced employees (Devanna, Fombrun, & Tichy, 1984)It is argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building (Torrington et al. 2005). The practice is normally applied to newly employed staff in the organization by being attached to a mentor who might be their immediate managers or another senior manager. This however does not imply that older employees are excluded from this training and development method but it is mainly emphasized for the newly employed persons within the organization.

Employees' coaching and mentoring polishes employees' abilities. One of the foundations of employee satisfaction has been the consistency in learning. Timely training establishes their capabilities perform well through learning. In addition, according to Ali (2009) increases learning results in better performance. Bassi, Laurie, and McMurrer(2010)related employee performance to workplace where staff have gained skills and developed capabilities. An environment that has consistent learning capabilities prepares employees for goal orientation and healthy outcomes. Kagari, (2010) and Sharki, (2009) investigated that those organizations who attain the benefits from their potential employees, are firms who care and manage their staff work performance

through developed skills. Employees who perform efficiently and effectively were also established to have a sense of job security and empowerment, this is because focusing and achieving the goals assure them a prolonging tenure in the organizations (Tjosvold & Sun, 2006).

Bozionelos, et al. (2016) on the other hand investigated and established that the quality of workplace environments directly influenced employee's satisfaction, motivation and performance. This they noted was because every employee will follow the set obligations and defined rules acquired from proper training, they will also strive hard to abide by the set rules. Coaching and mentorship need to be aligned with the core business objectives of an institution in order for it to support in cutting down the existing gap between the employee's capabilities and set targets (Kum, Cowden, & Karodia, 2014). In addition, improved capabilities, skills, and knowledge of talented employees was found to be a major source of competitive advantage in the Global arena (Hult & Ketchen, 2015)

#### **2.3.1.5 Role playing**

It involves training and development techniques that attempt to bring forth decision-making situations to the employee being trained. In other words, the method allows employees to act out work scenarios. It also includes the presentation of problems and solutions for example in an organization setting for discussion. Trainees are provided with some information related to the description of the roles, concerns, objectives, responsibilities, emotions, and many more. Following is provision of a general description of the situation and the problem they face. The trainees are then required to act out their roles. This method can be more effective when performed under stress-free or alternatively minimal-stress environments to facilitate easier learning. It is a very effective training method for a wide range of employees for example those in sales or customer service area, management and support employees. (Nassazi, 2013).

#### **2.3.2 Importance of Training Programs**

Most employees have some weaknesses in their workplace skills. A training program allows you to strengthen those skills that each employee needs to improve. A development program brings all employees to a higher level so they all have similar skills and knowledge. This helps reduce any weak links within the company who rely heavily on others to complete basic work tasks. Providing the necessary training creates an

overall knowledgeable staff with employees who can take over for one another as needed, work on teams or work independently without constant help and supervision from others.

(Kahn, 1990) Employees with access to training and development programs have the advantage over employees in other companies who are left to seek out training opportunities on their own. The investment in training that a company makes shows the employees they are valued. The training creates a supportive workplace. Employees may gain access to training they wouldn't have otherwise known about or sought out themselves. Employees who feel appreciated and challenged through training opportunities may feel more satisfaction.

Through training programs, employees are able to pave way for the organizations to achieve organization's financial and non-financial objectives.(Bassi, Laurie, & McMurrer, 2010). More Energy and commitment from the employees on their jobs are required by almost every organization (Davidhizar & Shearer, 1998) which can be achieved through proper training in relation with many other means. Early studies have been made on Training and Development and Employee Engagement in bits and pieces developing multidimensional constructs as the researcher.

(Jean, 2008) Studied the interaction of individual task characteristics and individual's ability to perform to determine the individual task engagement. The individual ability can be improved through training and development programs. Thus training and development programs have a positive effect on individual's ability to perform thus increase the task engagement of the individual.

According to (Kahn, 1990) employees are more likely to perform better when they are clear about what is expected from them and well understand the opportunities ahead of them. Employees if, are trained and developed in a transparent manner aligning the needs of both ends, would result in enhanced engagement. Training and development is designed to fulfill the needs of self-actualization of individuals and once they feel that they are provided with the opportunities to become what their full potential is, they exert their maximum endeavors towards their job performance. Therefore training and development programs are the basic tools to make employees perform in their work and make them more productive. Training and development programs can also improve employee performance by exclusively accentuating Stress Management, Error Management, Ethics and Conflict Management.

Perceptions of support related to HRD practices, such as being involved in a career management program or feeling supported to attend a workplace learning event, was thought to send a powerful message to employees about their value to the organization (Lee & Bruvold, 2003) as well as encourage employees to devote more energy toward the organization (i.e., engagement; Shuck & Wollard, 2010; Wayne, Shore, & Linden, 1997). Researchers have suggested that high commitment human resource practices such as an overt commitment of support and investment in those practices that can be identified as HRD related (i.e., workplace learning and performance, career development, leadership development) have been shown to affect higher order motivation levels. (MacDuffie, 1995, Snell & Dean, J.W. Jr, 1992).

Employees who are actively engaged in their jobs through training programs work with passion and feel a profound connection to their company. They help move the organization forward and they believe they can positively impact quality of their organization's products (White, 2010). Engaged and committed employees have a strong emotional attachment to their organization and are always willing to show and recommend the organization to others and they also commit time, effort and energy to achieve organizational goals and objectives (Konrad, 2006). Furthermore, employee engagement has the potential to create involvement and commitment by workers. This high-involvement will produce superior performance. Furthermore, workers who are highly involved in their organizations show more positive attitudes, organizational commitment and intrinsic enjoyment of their duties. (Konrad, 2006).

## **2.4 Influence of Motivation on Employee Performance**

The fundamental principle of human resources development is that it goes further than training programme. According to (Jackson, 2009), training and human resources development are used together to bring about the overall improvement of employees motivation. Training programme have very specific and quantifiable goals such as understanding a specific process, on the other hand development programme concentrate on broader skills that are applicable to a wider variety of situations such as decision making, leadership skills and goal setting, training programme are typically tied to particular subject matter and are applicable to that subject only, while human resources development programme center on cultivating and enriching broader skills useful in numerous context.

### **2.4.1 Employee Motivation**

According to Robbins (1989), many people view motivation as a personal trait. Studies have however revealed that motivation is as a result of interaction between an individual and the situation. Individuals differ in their basic motivational drive. Finchman and Rhodes (1996) also define motivation as the willingness to exert high levels of effort towards organizational goals conditioned by the efforts and ability to satisfy some individual need. The three key elements are effort, organizational goals and needs. Effort is a measure of the intensity put in by the individual. A motivated individual will put in more effort than a less motivated individual. However, high levels do not necessarily mean favorable job performance outcomes unless the effort is channeled in a direction that benefits the organization. It is therefore necessary to consider the quality of effort as well as its intensity. Effort has to be directed toward and consistent with organizational goals to be effective. Training and development practices in organizations play a major role in employee motivation because the employees feel part and parcel of the organization when involved in activities such as career development and organizational learning. Also, when they are taken for training outside the organization for team building, their morale increases by a huge percentage and hence the performance also increases.

(Al-Khayyat, 1998) argues that systematic human resources development maximizes the human capital of an organization, devoting time, money and thought to improve the pool of essential competencies among its staff. It has a general impact on business performance by enhancing product knowledge and service expertise. Human resources development emphasizes people are people instead of numbers and the programme motivates staff, drawing on their talent and demonstrating that they are valued by the organization. It is also claimed to empower staff, allowing individuals to take a measure of control over their own careers and develop life patterns that offer increased opportunity and satisfaction (Price, 2007).

According to Newstrom and Davis (2002), motivation results from a person's attitudes towards a specific situation. Motivation therefore is a result of underlying attitudes and specific situational factors at a certain point in time. If a procedure is arbitrarily changed but attitudes and the prevailing situation remain the same, motivation may change and produce different results. Motivation also requires discovering and understanding employee drives and needs, since it originates within an individual. Positive acts

performed for the organization need to be reinforced. A managers' job is to identify employee's drives and needs and to channel their behavior, to motivate them towards task performance. Results are seen when motivated employees are provided with the opportunity to be well trained and the necessary resources are provided.

## **2.4.2 Components of Employee Motivation**

Understanding how to motivate employees represents a necessary part of managing a diverse and efficient workforce. The ability to evaluate and address the needs of your employees, while at the same time ensures the efficiency and productivity of the business, involves walking a tightrope of constructive criticism and encouragement. Some of the top components of employee motivation will be discussed in detail.

### **2.4.2.1 Career Development**

According to Greenhaus, et al. (2010) career development is a continuous process of work life. Career development benefits not only the individual employee, but also the organization. The development of employees for future positions, an organization is assured of a supply of qualified, committed employees to replace the higher-level employ. In addition, a career development practice enables organizations to develop and place employees in positions compatible with their individual career interests, needs, and goals. This promotes employee motivation, engagement, satisfaction and optimal use of employee capabilities.

Career development practices are key strategic considerations for all organizations regardless of size, sector, market or profile. The development of the capacity and capability of the organization's managers has a fundamental impact on efficiency, effectiveness, morale and profitability of an organization. High performing organizations increasingly pay close attention to the validity of their recruitment practices and are becoming equally vigilant about developing their employees' career in order to ensure they achieve optimum performance both in the present and the future (Mwanje, 2010).

The combination of employee development, specific job training, and a more complete career development plan requires a higher level of strategic thinking and planning; such an overarching plan cannot be expected to come from the employee. It takes strong direction and broad perspective to be able to recognize what training and developmental experiences are necessary for employees to grow in their positions so that they fit in the organizational hierarchy and support the organizational vision. While this might require

some level of investment on the part of the organization, understanding and supporting career development, impacts the organization's ability to attract and retain high performance employees, a combination that can lead to an organization-wide competitive advantage.(Walton, 2013)

#### **2.4.2.2 Performance Appraisal**

Performance appraisal is a process that is carried out to enable both the individual and the organization to analyze, examine and evaluate the performance of specified objectives over a period of time. This process can take up formal and informal forms(McCourt & Derek, , 2003). The purposes of performance appraisal have been divided into two groups: developmental and administrative purposes. The developmental purposes of include providing performance feedback, identifying and focusing on individual strengths/weaknesses, recognizing individual performance and development, assisting in individual and organizational goal identification, evaluating goal achievement while identifying individual training needs, determining organizational training needs, improving communication and allowing employees to discuss concerns.

On the other hand, administrative Under the developmental purposes are purposes of performance appraisal include but are not limited to documenting personal decisions, determining promotion candidates, determining transfers and assignments, identifying poor performance, deciding layoffs, validating selection criteria, meeting legal requirements to mention a few. The frequency will be determined by the organizations depending on the resource capability and what is to be evaluated with regard to organization's objectives, goals and strategies.

#### **2.4.2.3 Organizational Learning**

Organizational learning is “the process by which an organization continuously adjusts and/or changes itself by utilizing and enriching organizational knowledge resources in an effort to adapt to both external and internal environmental changes to maintain a sustainable competitive advantage” (Chane, 2005). Organizational learning can be defined as a dynamic process of creation, acquisition, and integration of knowledge aimed at the development of resources and capabilities that contribute to better organizational performance. The origins of organizational learning as a concept are traced back to the recognition of experience curves (Hoy, 2008). Researchers have observed that outputs increased in line with inputs as workers acquire experience over time. Similarly,



organizational members acquire more knowledge about the industry where the firm operates and the business model the firm maintains (Hoy 2008). This model labels the internal capacity of firms to acquire knowledge from experience, to evaluate and adopt any new ideas, and to convert them into policies and action plans with the intention of gaining a competitive advantage (Lipshitz et al., 2007). Previous research has focused on organizational learning and these can be grouped into three main themes: How defensive routines bar learning (Lynn et al., 2003); how alteration in an organization's routines affect future behaviour (Argote & Miron-Spektor 2011); and how characteristics of performance have been altered as a result of experience (Dutton, 2003). Organizational learning goes hand in hand with the level of knowledge, the period of study and managerial involvement (Sánchez 2010).

Organizational learning tries to predict how firms and the employee relationships in the firm will perform in varying administrative structure, and culture. It is assumed that while an organization reflects the societal values, organizational learning on the other hand only exists if specific cultural conditions allow it to, has leadership supports and employees cooperation under such conditions.

#### **2.4.2.4 Organizational Learning Theories**

Kolb's Learning Cycle was published in 1984 and is a useful model based on Experiential Learning Theory (ELT) from which trainers and other learning professionals can learn how to develop their practice. The Learning Cycle (also known as the Kolb Cycle or The Experiential Learning Cycle) consists of four stages of learning from experience. The theory is that, while individuals may have different learning styles, all four stages must be followed for successful learning to take place. Whilst the terminology can seem complicated, the basis of the cycle is simple and Kolb's theory is considered as seminal to how we understand learning. (Walsh, 2011)

According to Kolb's Learning Cycle, the time of having an experience is only a part of learning – known as Concrete Experience. The other three stages are Reflective Observation, Abstract Conceptualization and Active Experimentation. Concrete Experience relates to 'doing' or actively experiencing a job. Reflective Observation involves reflecting upon the experience and could also include evaluating it, even formally such as through feedback and assessments. Abstract Conceptualization is making conclusions based upon one's observations. Active Experimentation follows one being able to use their learning and plan changes, make plans or test theories – it begins

the learning cycle again. The cycle can be entered at any point, but each stage should be completed. An effective training workshop should be well-planned to facilitate each of these four stages – or offer follow up to include later stages and review their having taken place. (Walsh, 2011)

Kolb's theories were adapted by Honey and Mumford to a leadership and development context and they created the widely used management development tool Learning Styles Questionnaire. This is used to identify strengths and an area for improvement in one's learning and is able to offer this tool as part of leadership training and coaching programs as well as other psychometric testing. (Walsh, 2011).

## **2.5 Contribution of Training and Development to Employee Performance**

Gordon (2006, 235) describes training as the systematic and planned modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively. Training and development are often used in most organizations to close the gap between current performance and expected future performance. Training and development falls under HRD function, which has been argued to be an important function of HRM.(Weil & Woodall, 2005).

### **2.5.1 Importance of Training**

One exception is (Jackson 2005) who after analyzing 13 countries in the European Community Household Panel (ECHP) 1994-2001, found that job satisfaction tended to be higher where there was access to workplace training. The relationship between skill acquisition and job satisfaction is not straightforward. First, there is the distinction between general and specific skills. The portability of general skills may raise job satisfaction as it is easier to move to other jobs where satisfaction is higher. In contrast, specific skills bind the worker to the firm and may reduce satisfaction by creating a barrier to exit as workers will lose a portion of the return on such skills if they move. This leads on to the question of the matching of individual skills and levels of education with job requirements. If workers are mismatched in terms of skill and education requirements, this may lower job satisfaction, as evidenced in the earlier literature.

In fact, most studies have focused on over- and under-education rather than over-skilling and under-skilling. Thus, Hersch (1991) found for the US that over-educated workers were less satisfied than adequately educated workers and (1995) that over-educated

workers received less on-the-job training, but were more likely to be promoted. Yet Battuet al. (2000) found negative relationship between over-education and promotion for UK graduates and no evidence of employers upgrading tasks given to the over-educated. The same authors found that over-educated graduates had significantly lower job satisfaction than those who were in graduate-level jobs. Green and Tsitsianis (2005) likewise found for a cross-section of 2 workers that job satisfaction was lower for both over-educated and under-educated workers. Verhaest and Omey (2004) reported that after controlling for educational attainment, overeducated workers were less satisfied, more mobile, participated less in training and earned less than adequately educated workers. In contrast, Buchel (2002) found no significant difference in job satisfaction between overeducated and adequately educated employees in one of his study on the job skilling, Allen and van der Velden (2001) differentiated between education and skill mismatches, finding only a weak relationship between the two. Importantly, they found a significant negative relationship between skill mismatch and job satisfaction, while the links between education mismatch and job satisfaction was insignificant. Bauer (2004), using the European Survey on Working Conditions, found that involvement of workers in High Performance Work Organizations (HPWOs) was associated with higher job satisfaction. Further, a skill index, derived from information on the number of days of training paid for or provided by the employer had a positive and significant effect on the 15 countries overall.

As one of the major functions within HRM, training has for long been recognized and thus attracted great research attention by academic writers (see e.g. Gordon 1992, Beardwell, Holden & Claydon 2004). This has created a number of definitions of training. It is important to note that, as researchers continue with their quest into the training research area, they also continue their arguments and focus on its importance. Some of these researchers argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized (Beardwell et al. 2004). Related to the above, Beardwell et al. (2004) add that technological advancements and organizational change and development have gradually led some organizations to the realization that success relies on the skills, knowledge, competence and abilities of their employees, thus a need for considerable and continuous investment in training and development.

The main purpose of training is to acquire, obtain and improve knowledge, skills, competence and attitudes towards work related issues. It is one of the most crucial motivators, which can lead to both short-term and long-term benefits and achievement of goals and objectives for individuals and organizations. There are a number of benefits associated with training.

Cole (2002) summarizes these benefits as: High morale – employees who receive training have increased confidence and motivations; Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste; Lower turnover – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided; Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations; Provide recognition, enhanced responsibility and the possibility of increased pay and promotion; Help to improve the availability and quality of staff.

### **2.5.2 Role of Training on Employee Performance**

In the real-life situations, organizational growth and development is affected by a number of factors. According to the present research during the development of organizations, employee training plays a vital role in improving performance as well as increasing organizational productivity. This then leads to placing organizations in the best positions to face competition and stay at the top. This therefore shows an existence of a distinct difference between the organizations that train their employees and organizations that do not focus on training and development.

In one-way or the other, the two are closely related in that employee performance is a function of organizational performance because employee performance affects general organizational performance.

According to Wright & Geroy (2001), employee competencies change through effective training programs. It not only improves and develops the overall performance of the employees to effectively and efficiently perform the current job but also enhance the knowledge, skills, competence and attitude of the workers necessary for the future job, thus contributing to superior exquisite organizational performance. Through training the employee competencies are developed and enable them to implement the job related work

efficiently, and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities (Pigors, 1989)

### **2.5.3 Effects of Human Resource Development on Employee Performance**

According to (Armstrong, 2006), human resources development is concerned with providing learning and development opportunities, making training interventions. The overall aim of human resources development is to see that the organization has the quality of people it needs to attain its goals for improved performance and growth. The aim is achieved by ensuring as far as possible that everyone in the organization has the knowledge and skills and reaches the level of competence required to carry out their work effectively, that the performance of individuals and teams is subject to continuous improvement and people are developed in a way that maximizes their potential for growth and promotion. The development of employees begins when the individual enters the organization and does not end until they leave.

The performance of every enterprise is based in large measure upon the quality of human resources. Capable employees must be secured, trained, and organized into effective interacting groups. Favorable relationships must also be developed with external human resources such as customers, stockholders, under-writers, and creditors. These unmeasured assets are becoming progressively more important. When a firm's human resources are strategically aligned to fulfill the firm's goals, good human resource practices will help improve the firm's performance(Sharkie, 2000)

Firms with effective Human Resources Development programme encourage continuous improvement and break through innovations. Human resources development programme when strategically implemented would improve productivity and firm performance and reduce employee turnover. Human resources development programme contribute to a firm's competitive advantage because they help develop specific human capital and generate tacit organizational knowledge. Development programme also improve on employees social skills through group discussions, team building activities, role playing exercises and use of assessment centers they learn on how to deal with diversity at the work place (Dessler, 2008).

Otuko, Chege and Douglas (2013) posit that the effectiveness of skilled employees can be limited if they are not motivated to perform their jobs. In fact they premise that the form and structure of an organization can affect employee motivational levels in several ways which are linked to performance e.g. organizations can implement merit pay or incentive compensation systems that provide rewards to employees for meeting specific goals; likewise protection of employees from arbitrary treatment, perhaps via a formal grievance procedure, may also motivate them to work harder because they expect their effort to be fairly rewarded.

The principal elements of human resources development include effective resourcing, induction and deployment of high quality employees, identification and improvement of skills and motivation among existing and long serving employees, regular job analysis in relation to organizational objectives and individual skills, performance management and assessment of the human resources through identification of key tasks, a focus on skills and general abilities rather than paper abilities and provision of opportunities for personal growth and self development in the process helping people to manage their own careers (Torrington D. H., 2005).

## **2.6 Chapter Summary**

This chapter mainly focused on giving more literature whilst attempting to answer the three main research questions, which show the significant relationship between, training and employee engagement and training and overall employee performance. The chapter also focuses on other Human Resource Development practices that affect employee performance. Further on, the next chapter presents the following; research design, the population of the study, the sample and sampling techniques, instruments for data collection and method, data analysis and presentation methods and the research procedures.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The study aimed to determine the effect of training and development on employees' performance using the case of Equity Bank. This chapter looks at the various methods and procedures the researcher adopted in conducting the study in order to address and answer the research objectives raised in the first chapter. This chapter was organized in the following structure: the research design, population and sample, data collection methods, sampling design and sample size, research procedures, data analysis methods and lastly the chapter summary.

#### **3.2 Research Design**

This research adopted a descriptive research design. A descriptive research design is a commonly used model in any research and it is a scientific method, which involves describing and observing the behavior of a subject without having to influence it in any manner (Malhotra, 2007). In addition, a descriptive study attempts to describe a subject, often by creating a profile of a group of problem, people or events, through collections of data and the tabulation of frequencies on research variables and the research reveals who, what, when, where or how much (Cooper & Schindler, 2003).

Descriptive research is considered appropriate because subjects are normally observed in their natural set up and can result in accurate and reliable information (Britt, 2006). This design lends itself to various approaches. This study adopted the survey approach. A survey in form of standardized questions in a questionnaire was used to collect data.

A survey is defined by Malhotra (2007) as a method of collecting data from people about who they are, how they think (motivations and beliefs) and what they do (behaviour). This study was guided by three independent variables: training and development, employee needs and motivation, while the dependent variable is the employees' performance.

### 3.3 Population and Sampling Design

#### 3.3.1 Population

According to Sekaran (2001), population is the entire group of people, events or things of interest that the researcher wishes to investigate. While the target population is the total collection of elements about which the researcher wishes to make some inferences. (Cooper & Schindler, 2003) describe a population as the total collection of elements whereby references have to be made.

In this study, the target population comprised of 1000 Equity Bank employees from the following departments: operations, finance, treasury, human resource, and marketing and credit department.

**Table 3.1 Total Population Distribution**

<b>Departments</b>	<b>Total Population</b>
Operations	350
Finance	150
Treasury	100
Human Resource	150
Marketing and Credit	250
<b>Total</b>	<b>1000</b>

#### 3.3.2 Sampling Design and Sample Size

##### 3.3.2.1 Sampling Frame

Cooper & Schindler (2003) defined sampling as the process by which a researcher selects a sample of participants for a study from the population of interest. A sample therefore is a part of the population of interest that is singled out for a study (DoylePortillo, 2009). Additionally, a sampling frame is a complete and correct list of population members only. For this study, the list of sample consists of 1000 employees of Equity Bank identifiable by the human resources department register of employee at Equity Bank.



### 3.3.2.2 Sampling Techniques

Stratified random sampling technique was employed to ensure fair representation of individual members in the groups selected for the study. A random sample is a subdivision of a sample chosen from a larger set, which in this case, is the population. Each group was chosen randomly and entirely by chance, such that each individual has the same probability of being chosen at any stage during the sampling process, and each individual has the same probability of being chosen for the sample. This minimized bias and simplified analysis of the results.

### 3.3.2.3 Sampling Size

A sample size is sub set of the population drawn to represent the entire population or any combination of sampling units that does not include the entire set of sampling units that has been defined as the population (Garson, 2012).As a rule of thumb, for a population a sample of 10% to 30% is sufficient in representing the entire population (Blanche, Durrheim& Painter, 2008)

Determining sample size is a very important issue for collecting an accurate result within a quantitative survey design. The sample size is a smaller set of the larger population (Cooper & Schindler, 2003). Cooper and Schindler argue that the sample must be carefully selected to be representative of the population and the need for the researcher to ensure that the subdivisions entailed in the analysis are accurately catered for. To obtain the minimum sample, the study employed the formula:

$$\text{Sample size} = \frac{(Z_{\alpha/2})^2 \times P(1-P)}{E^2} \quad (\text{Cooper \& Schindler, 2014}).$$

Where:  $(Z_{\alpha/2})$ = Z value (2.58=99%; 1.96= 95%; 1.645=90% confidence level)

P = percentage proportion of choice (for a population of 1000, 10% was the proportion of sample needed)

For this study a 95% confidence interval will be used (1.96= 95%)

E = margin of error (5%)

Going as per the stated assumptions the sample size will therefore be:

$$\begin{aligned} \text{Sample size} &= \frac{(1.96)^2 \times 0.1(1-0.1)}{0.05^2} \\ &= \frac{3.8416 \times 0.09}{0.0025} \end{aligned}$$

Sample size = 138.2976 = 138 Respondents

**Table 3.2 Sample Size Distribution**

<b>Departments</b>	<b>Total Population</b>	<b>Percentage</b>	<b>Sample Size</b>
Operations	350	100	54
Finance	150	100	11
Treasury	100	100	10
Human Resource	150	100	18
Marketing and Credit	250	100	45
<b>Total</b>	<b>1000</b>	<b>100</b>	<b>138</b>

### 3.4 Data Collection Method

The study used primary data collection. The data collection method is a survey and questionnaires were used in the study. Maholtra(2007) explains that questionnaires are an important data collection tool. In addition, the use of questionnaires was justified because they provided an effective and efficient way of gathering information within a very short time.

Further, the questionnaires facilitated easier coding and analysis of data collected. The questionnaires had closed ended questions divided into five sections: first section contained the respondent's demographics with seven questions. The second section addressed the training and development needs of employees at Equity Bank with seventeen questions. The third section looked at the training programs used at Equity Bank with eleven questions. The fourth section looked at employee motivation with thirteen questions. The fifth part looked at employee performance with nineteen

questions. A 5-point scale was applied and it consisted of a series of statements that express strongly agree to strongly disagree.

### **3.5 Research Procedures**

The questionnaires were formulated and were submitted to human resource authorities for clarity and content validity. Seeking the approval of the management in data collection preceded this. The questionnaire was pre-tested before the final distribution. (Cooper & Schindler, 2003) note that this is usually done to detect any weaknesses in the research design. The pre-testing (pilot testing) was done with the aim of refining and fine-tuning the questionnaire so as to ensure that it was valid and reliable. The pilot was done on ten respondents from the study population who were then excluded from the final study to eliminate bias.

A letter of introduction was attached to the questionnaire explaining the purpose of the study. The questionnaires were administered with the aid of a research assistant using drop and pick method from the respondents during weekdays. Follow up reminders, which include emails, text messages and phone calls were used to achieve high response rate. Each questionnaire was estimated to take twenty minutes to complete and the respondents' confidentiality was maintained.

### **3.6 Data Analysis Methods**

To ensure easy analysis, the questionnaires were coded according to each variable of the study. This study will use descriptive statistics and data will be analyzed using Statistical Package for Social Sciences (SPSS) program and presented using tables, and figures to give a clear picture of the research findings at a glance. According to Mugenda and Mugenda (2009), descriptive analysis involves a process of transforming a mass of raw data into tables, charts, with frequency distribution and percentages, which are a vital part of making sense of the data. In this study, the descriptive statistics will be used where the means will be analyzed. Reliability of the data will be done by using Cronbach alpha, in addition, the study will undertake a validity analysis using an exploratory factor analysis, where KMO and Bartley Test will be used. Normality Test will be done for dependent variable (employee performance). The study also intends to undertake a correlation analysis for the dependent and independent variable as well as for the combined independent variable against the dependent variable. To establish the relationship a regression analysis will be undertaken to establish the model fit (R square), ANOVA and

the regression coefficient for the variables. It will focus on the correlation and regression therefore determining the direct effect of training and development on employee performance at Equity Bank, Kenya.

### **3.7 Chapter Summary**

This chapter presents the various methods and procedures the researcher adopted in conducting the study in order to answer the research questions raised in the first chapter. The chapter was organized in the following ways: the research design, population and sample, data collection methods, sampling design and sample size, research procedures and data analysis. The next chapter presents the results and findings of the study.

## CHAPTER FOUR

### 4.0 RESEARCH FINDINGS AND DISCUSSION

#### 4.1 Introduction

This chapter addresses the results and findings on the role of training and development on employees' performance using the case of Equity Bank. The findings are outlined according to specific objectives of the study. The findings are based on the responses from the questionnaires filled and information gathered on the research questions. The first objective was to investigate how training and development needs are determined at Equity Bank. The second was to examine the effect of training and development programs on employee performance at Equity Bank. The third was to determine the influence of motivation on employee performance at Equity Bank. The fourth was to find out how training and development contributes to employee performance at Equity Bank.

#### 4.2 Response rate

Table 4.1 indicates that out of the 138 questionnaires administered, only 90 were returned. The overall response rate was thus found to be 65% which is quite high compared to the usually expected response rate of 50-75% for hand delivered questionnaires and was sufficient to proceed with the data analysis. According to Sekaran 2008, he indicates that a percentage of 65% is considered adequate and therefore this met the threshold in order to continue with subsequent analysis.

**Table 4.1 Response rate**

Category	Frequency	Percentage
Responded	90	65
Did not respond	48	35
Total	138	100

### 4.3 Demographic Characteristics

This section discusses the results of the general information about the respondents, including the age, gender, marital status, education background and length of service.

#### 4.3.1 Gender of the Respondents.

The respondents were asked to indicate their gender. The findings were as indicated in Figure 4.1. 47% of the respondents were males while 53% were female. The above finding reveals that majority of the respondents were female.

This could be related with the nature of work at the bank, which supports and attracts women employees and consequently trainings as compared to men.

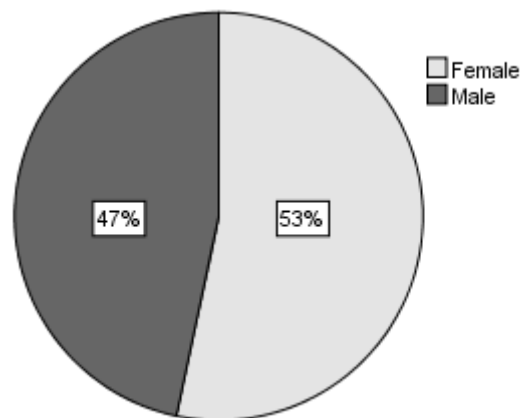


Figure 4.1 Gender of respondents

#### 4.3.2 Age of the Respondents

The respondents were asked to indicate their age bracket. The findings were as indicated in Figure 4.2. The findings indicate that majority of the respondents 57% were between the ages of 26-35 years, 37% of the respondents were in age bracket of 36-45 years, 3% were between the age of 18-25 and 3% were between the age of 56-59 years. This therefore shows that most of the employees are at their starting or mid career indicating that more trainings are likely to be held to make them better suited for their positions and therefore perform better in their duties and responsibilities.

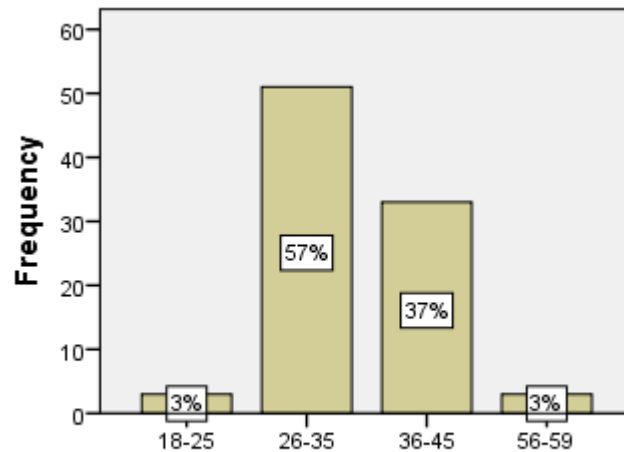


Figure 4.2 Age of the respondent

### 4.3.3 Marital Status

The respondents were asked to indicate their marital status, the results are as shown in figure 4.3. The findings indicate that 55% of the respondents were married and 45% of the respondents were single. This shows that more than half of the respondents had the time to take part in extra trainings offered by the organizations as married employees tend to be busier than those who are single.

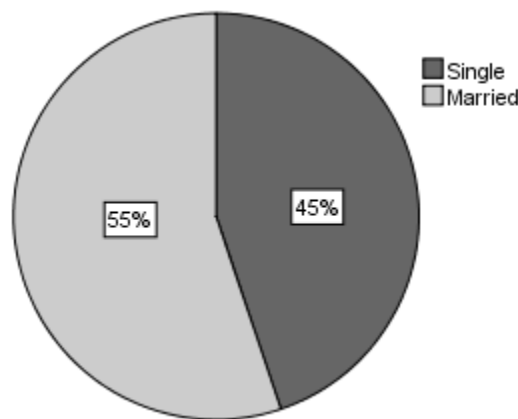


Figure 4.3 marital status of the respondents

### 4.3.4 Respondents Department

The study sought to find out the respondents department at Equity bank, the results are as indicated in figure 4.4. The results indicate that 10% of the respondents were in the administration department, 43% were in operations, 10% were in marketing, 20% were in

finance and audit, 7% were in risk department, 3% were in customer service and 7% were in human resource department. This indicates that most of the employees are in day to day operations of the bank hence more training on the dynamism within the market where the bank is operating.

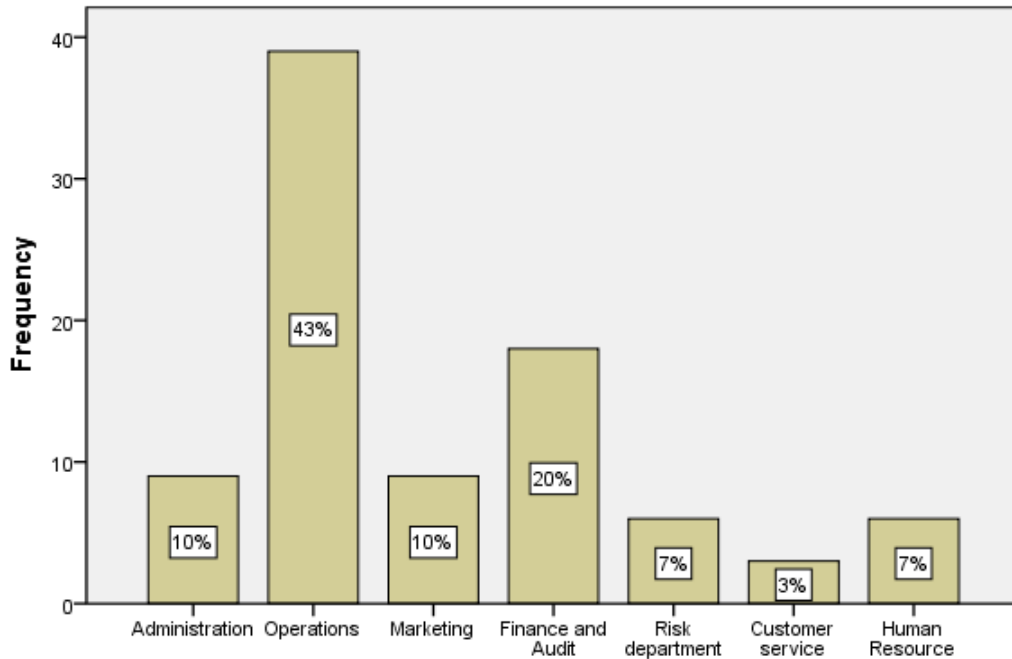


Figure 4.4 respondents department

#### 4.3.5 Rank of the respondent

The respondents were asked to indicate their rank at Equity bank. The results are as indicated in figure 4.5. The findings indicate that, majority of the respondents 28% were at the managerial level, 24% were operations officer, 20% were tellers, 4% were risk analysts, 20% accountants and 4% were internal auditors. This shows that most of the employees are at the managerial level and they are the ones meant to train the ones in lower ranks in order to increase their performance.



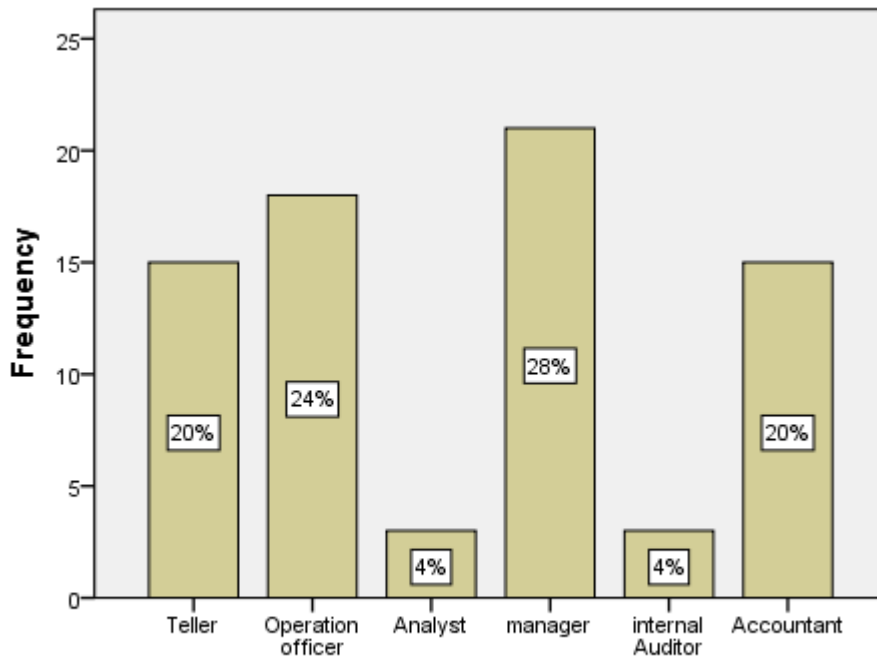


Figure 4.5 rank of the respondents

#### 4.3.6 Education background of the respondent

The study sought to find out the education background of the respondents. The findings are as shown in figure 4.7. The results indicate that majority of the respondents (62%) were graduates, 28% had postgraduate degrees, 7% had diplomas and 3% had certificates. This indicates that most of the respondents had degrees in banking which helped perform effectively at Equity Bank.

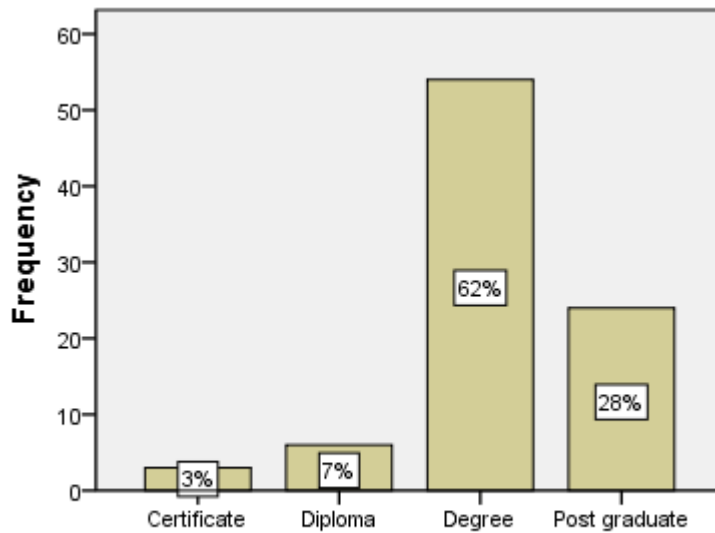


Figure 4.6 Education background

#### 4.3.7 Length of service

The average number of years worked by the employees was 4.75 with a minimum value of 1 year and a maximum value of 12 years. The low standard deviation of 2.688 figure indicates a small dispersion about the mean of the distribution. Length of service was normal as indicated by the value of skewness (0.959) and kurtosis (0.301) that was in the range of -1 and +1 in Table 4.2

Table 4.2 Descriptive statistics for Length of service

Length of service		Value
N	Statistic	90
Minimum	Statistic	1
Maximum	Statistic	12
Mean	Statistic	4.75
Std. Deviation	Statistic	2.688
Skewness	Statistic	.959
	Std. Error	.254
Kurtosis	Statistic	.301
	Std. Error	.503

## **4.4 Descriptive Statistics of Variables**

### **4.4.1 Training and Development needs**

The study sought to find out how training and development needs affects employee performance at Equity bank. The findings are as indicated in Table 4.3. From the results, majority of the respondents (66%) agreed that the training they receive is effective and it enhances their skills and abilities, 48% agreed that training needs analysis are carried out very often at Equity Bank, 35% agreed that Individual and organizational priorities are taken into account when carrying out an organizational assessment, 54% agreed that training is done when there is a gap between the actual and expected, 50% agreed that training needs analysis is carried out before undertaking any kind of training, 58% agreed that as employees of Equity Bank, they go through a system of evaluation on a regular basis, 48% agreed that as soon as they get their evaluation results, the organization trains them as a remedy to perform better, 34% agreed that there is a high level of employee involvement in organizational processes and decision-making, 76% agreed that they possess the necessary competences required to create unique solutions to customer related issues, 31% agreed that the organization values their needs and strives to better them every day in order to improve their performance, 69% agreed that Continuous improvement motivates them to develop their career in the banking sector, 48% agreed that individual needs, departmental needs and organizational needs go hand in hand at Equity Bank.

**Table 4.3 Training and Development Needs**

Training and Development Needs	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
The training I receive is effective and it enhances my skills and abilities.	7	7	21	45	21
Training needs analysis are carried out very often at Equity Bank.	0	14	38	41	7
Individual and organizational priorities are taken into account when carrying out an organizational assessment.	7	21	38	35	0
Training is done when there is a gap between the actual and expected	0	14	32	50	4
Training Needs Analysis is carried out before undertaking any kind of training.	4	7	39	39	11
As an employee of Equity Bank, I go through a system of evaluation on a regular basis	0	14	28	48	10
As soon as I get my evaluation results, the organization trains me as a remedy to perform better.	3	17	31	38	10
There is a high level of employee involvement in organizational processes and decision-making.	7	31	38	17	7
I possess the necessary competences required to create unique solutions to customer related issues.	0	10	14	45	31
The organization values my needs and strives to better them every day in order to improve my performance.	3	21	45	21	10
Continuous improvement motivates me develop my career in the banking sector.	0	3	28	45	24
Individual needs, departmental needs and organizational needs go hand in hand at Equity Bank	0	17	35	17	31

#### **4.4.2 Training Programs**

The study sought to find out how training programs affect employee performance at equity bank. The results are as indicated in Table 4.4. From the findings, 70% agreed that the organization has training programs for diversified positions in the organization, 50% agreed that the training programs at Equity Bank are of high quality and are very effective, 77% agreed that the training programs have improved their skills and competencies, 73% agreed that the training programs are relevant to what they do and to the department they are in, 47% agreed that everyone is given a chance to take part in the training programs, 54% agreed that through training programs, employees are able to pave way for the organizations to achieve organization's financial and non-financial objectives, 57% agreed that employees who are actively engaged in their jobs through training programs work with passion and feel a profound connection to their company, 50% agreed that conferences are held often in order to achieve organizational objectives and improve employee performance, 64% agreed that Equity Bank focuses on coaching and mentoring as an important training program, 63% agreed that Employees with access to training and development programs have an advantage over employees in other companies who are left to seek out training opportunities on their own, 80% agreed that employees who feel appreciated and challenged through training opportunities may feel more satisfaction.

**Table 4.4 Training Programs**

Training Programs	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
The organization has training programs for diversified positions in the organization.	0	10	20	53	17
The training programs at Equity Bank are of high quality and are very effective.	0	10	40	33	17
The training programs have improved my skills and competencies	0	7	17	57	20
The training programs are relevant to what I do and to the department I am in.	0	10	17	60	13
Everyone is given a chance to take part in the training programs	13	17	23	40	7
Through training programs, employees are able to pave way for the organizations to achieve organization's financial and non-financial objectives.	3	3	40	37	17
Employees who are actively engaged in their jobs through training programs work with passion and feel a profound connection to their company.	3	7	33	37	20
Conferences are held often in order to achieve organizational objectives and improve employee performance.	3	13	33	40	10
Equity Bank focuses on coaching and mentoring as an important training program.	3	13	20	57	7
Employees with access to training and development programs have an advantage over employees in other companies who are left to seek out training opportunities on their own	3	13	20	23	40
Employees who feel appreciated and challenged through training opportunities may feel more satisfaction	0	13	7	47	33

#### **4.4.3 Employee Motivation**

The study sought to find out how employee motivation affects employee performance at Equity bank. The findings are as shown in Table 4.5. From the findings, 90% indicated that they care about the success of the business, 93% agreed that after undergoing staff training, they now can work on important tasks, 70% agreed that their training within the organization now gives them the necessary skills to work in tasks from start to the end, 76% agreed that they now take personal responsibility for their job outcomes after being trained, 80% agreed that after attending trainings funded by the organization they can now understand how their efforts contribute to the organizational goals, 90% agreed that employee trainings at Equity imparts skills on long term thinking, 80% agreed that training inclines staff to the organizational vision at Equity Bank, 73% agreed that their supervisors have been trained on how to treat subordinates with respect, 67% agreed that the organization leaders are sufficiently trained by the organization on how to focus on strengths rather than weaknesses, 60% agreed that the organization leadership is well trained on how to recognize staff suggestions, 77% agreed that they now find their work more interesting and passionate after being trained by Equity Bank, 73% agreed that training has empowered them to carry out their duties without any difficulty and 87% agreed that they now complete their tasks within time after being trained on how to improve their performance.

**Table 4.5 Training programs**

Training Programs	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
I care about the success of the business	0	0	10	43	47
After undergoing staff training, I now can work on important tasks	0	0	7	60	33
My training within the organization now gives me the necessary skills to work in tasks from start to the end	0	0	30	43	27
I now take personal responsibility for my job outcomes after being trained	0	7	17	53	23
After attending trainings funded by the organization I can now understand how my efforts contribute to the organizational goals	0	3	17	47	33
Employee trainings at Equity imparts skills on long term thinking	0	0	10	60	30
Training inclines staff to the organizational vision at Equity Bank	0	3	17	59	21
My supervisors have been trained on how to treat subordinates with respect	3	7	17	53	20
The organization leaders are sufficiently trained by the organization on how to focus on strengths rather than weaknesses	3	7	23	47	20
The organization leadership are well trained on how to recognize staff suggestions	0	7	33	37	23
I now find my work more interesting and passionate after being trained by Equity Bank	0	0	23	47	30
Training has empowered me to carry out my duties without any difficulty	3	0	23	43	30
I now complete my tasks within time after being trained on how to improve my performance	0	0	13	57	30



#### **4.4.4 Employee performance**

The study sought to find about employee performance at equity bank. The findings are as indicated in Table 4.6. From the findings, 73% agreed that quantity of our employees work output has increased in the last five years, 77% agreed that coming up with new ideas is appreciated in our organization, 57% agreed that most of the employees achieved organizational goals of the last five years, 53% agreed that targets given to different employees are often met, 44% agreed that Overall all employees target achievements has improved over the last five years, 60% agreed that employees feel happy to work in teams and are more productive that way, 52% agreed that majority of their employees can work independently and they give high performance, 40% agreed that It has been made easy for employees at Equity Bank to take part in decision making, 73% agreed that Communication skills of the employees have been improved in the organization, 70% agreed that employees competencies are in line with the organizational operational and strategic goals, 48% agreed that generally, staff trusts Equity's senior management after training, 70% agreed that they feel the organization values me more as its employee after training, 74% agreed that Equity provides opportunities to grow and learn after training, 63% agreed that there are very good promotional opportunities at Equity after training, 70% agreed that Equity has supported their career advancement after training, 80% agreed that they see their current position as a training ground to another organization, 67% agreed that in Equity there is recognition for skills and accomplishments after training, 54% agreed that the nature of their job changed after training and 73% agreed that other factors may hinder an employee of Equity from being promoted after training.

**Table 4.6 Employee Performance**

Employee Performance	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Quantity of our employees work output has increased in the last five years.	0	3	23	43	30
Coming up with new ideas is appreciated in our organization.	0	10	13	47	30
Most of the employees achieved organizational goals of the last five years	3	3	37	47	10
Targets given to different employees are often met	3	10	33	50	3
Overall all employees target achievements has improved over the last five years	3	17	37	17	27
Employees feel happy to work in teams and are more productive that way	0	17	23	37	23
Majority of our employees can work independently and they give high performance	3	10	35	31	21
It has been made easy for employees at Equity Bank to take part in decision making	7	17	37	27	13
Communication skills of the employees have been improved in the organization	0	3	24	66	7
Employees competencies are in line with the organizational. Operational and strategic goals	0	10	20	43	27
Generally, staff trusts Equity's senior management after training.	0	10	41	38	10
I feel the organization values me more as its employee after training.	0	7	23	50	20
Equity provides opportunities to grow and learn after training.	0	10	13	63	13
There are very good promotional opportunities at Equity after training.	3	7	28	35	28
Equity has supported my career advancement after training.	3	7	20	57	13
I see my current position as a training ground to another organization	0	10	10	45	35
In Equity there is recognition for skills and accomplishments after training.	0	10	23	50	17
The nature of your job changed after training?	0	7	40	37	17
Other factors may hinder an employee of Equity from being promoted after training?	0	7	20	43	30

## 4.5 Inferential analysis

### 4.5.1 Reliability analysis

The internal consistency of the items of the variables was assessed using Cronbach's Alpha. The Cronbach's Alpha values for Training and development needs, Training and development programs, Motivation and Employee performance at Equity Bank were 0.897, 0.795, 0.896 and 0.897 respectively indicating good subscale reliability as indicated in table 4.7. This means that all the four variables under study were reliable and met the threshold for subsequent data analysis.

**Table 4.7 Reliability Analysis for variables.**

Variables	Number of items	Cronbach's Alpha
Training and development needs	12	0.897
Training and development programs	11	0.795
Motivation	13	0.896
Employee performance	19	0.897

### 4.5.2 Test for Normality of composite scores.

The normality of data distribution was assessed by examining its skewness and kurtosis (Kline, 2005). A variable with an absolute skew-index value greater than 3.0 is extremely skewed while a kurtosis index greater than 8.0 is an extreme kurtosis (Kline, 2005). Cunningham (2008) stated that an index smaller than an absolute value of 2.0 for skewness and an absolute value of 7.0 is the least violation of the assumption of normality. The results of the normality test of the study variables indicated skewness and kurtosis in the range of -1 and +1 as shown in Table 4.8. This implies that the assumption of normality was satisfied.

**Table 4.8 Descriptive Statistics**

	N	Mean	Std.		Skewness	Std.	Kurtosis	Std. Error
			Deviation	Statistic				
Training needs	90	.0412	1.02613	-.810	.254	.709	.503	
Training programs	90	.0000	1.00560	-.952	.254	.804	.503	
Motivation	90	.0000	1.00560	-.396	.254	-.203	.503	
Performance	90	.0000	1.00560	-.699	.254	-.075	.503	

**4.5.3 Correlation of study variables**

Training and development needs were found to be positive and significantly related to Employee Performance at Equity Bank ( $r = 0.636$ ,  $p\text{-value} < 0.05$ ). Training and development programs were found to be positive and significantly related to Employee Performance at Equity Bank ( $r = 0.723$ ,  $p\text{-value} < 0.05$ ). Employee motivation was found to be positive and significantly related to Employee Performance at Equity Bank ( $r = 0.669$ ,  $p\text{-value} < 0.05$ ) as indicated in table 4.9

**Table 4.9 Correlation of variables**

Variable	Statistic	Training needs	Training programs	Motivation
Employee performance	Pearson Correlation	.636**	.723**	.669**
	Sig. (2-tailed)	.000	.000	.000
	N	90	90	90

\*\* . Correlation is significant at the 0.01 level (2-tailed).

#### 4.5.4 Regression Analysis

The R square value for the regression model is 0.614 which clearly suggests that there is a strong relationship between Training and development needs, Training and development programs, Motivation and Employee performance at Equity Bank as indicated in table 4.10 This indicates that Training and development needs, Training and development programs and employee Motivation share a variation of 60 % of Employee performance at Equity Bank.

**Table 4.10 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.783 <sup>a</sup>	.614	.600	.63583

a. Predictors: (Constant), Employee Motivation ,Training needs, Training programs

b. Dependent Variable: Employee Performance

The Anova Table in Table 4.11 indicates that the overall model was a good fit since (F-value=45.539 and p-value=0.000<0.05).

**Table 4.11 ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	55.231	3	18.410	45.539	.000 <sup>b</sup>
	Residual	34.768	86	.404		
	Total	89.999	89			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Employee Motivation ,Training needs, Training programs

**Table 4.12 Coefficients<sup>a</sup>**

Model		Unstandardized		Standardized		
		Coefficients		Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.139	.067		2.075	.041
	Training needs	.229	.088	.233	2.611	.011
	Training programs	.392	.100	.412	3.935	.000
	Motivation	.272	.094	.292	2.904	.005

a. Dependent Variable: Employee performance

The model becomes;

$$\text{Performance} = 0.139 + 0.229_{\text{TDN}} + 0.392_{\text{TP}} + 0.272_{\text{EM}} + \varepsilon$$

The regression coefficient

Training and development needs was found to have a positive linearly significant influence on Employee Performance at Equity Bank. ( $\beta=0.229$ , T-value=2.611,  $P<0.05$ ). Here one unit change in Training and development needs results in 0.229 unit increase in Employee Performance at Equity Bank. Training and development programs were found to have a positive linearly significant influence on Employee Performance at Equity Bank. ( $\beta=0.392$ , T-value=3.935,  $P<0.05$ ). Here one unit change in Training and development programs results in 0.392 unit increase in Employee Performance at Equity Bank. Employee motivation was found to have a positive linearly significant influence on Employee Performance at Equity Bank. ( $\beta=0.272$ , T-value=2.904,  $P<0.05$ ). Here one unit change in employee motivation programs results in 0.272 unit increase in Employee Performance at Equity Bank.

The beta coefficients indicate the relative importance of each independent variable (Training and development needs, Training and development programs, employee Motivation) in influencing the dependent variable (Employee Performance at Equity Bank). Training and development programs is the most important in influencing Employee Performance at Equity Bank ( $\beta=0.412$ ) followed by Employee

motivation( $\beta=0.292$ ) and the least is Training and development needs ( $\beta=0.233$ ) as indicated in table 4.12.

The regression coefficient showed that the variables under consideration had a positive and statistically significant relationship with the dependent variable. This can be seen in Table 4.2. The results show that training programs were most significant with a  $P=0.00$  at 0.05 confidence level, followed by motivation at  $P=0.05$  at 0.05 confidence level and finally training needs had  $P=0.001$  at 0.05 confidence level. Therefore it can be concluded that the three variables have a positive and significant relationship with employee performance at Equity Bank.

#### **4.6 Chapter Summary**

The findings established that most of the respondents found training and development very useful and had a great impact on their performance. From the results, majority of the respondents agreed that the training they receive is effective and it enhances their skills and abilities. Others agreed that training needs analysis are carried out very often at Equity Bank. The findings show that Individual and organizational priorities are taken into account when carrying out an organizational assessment. Most of the respondents agreed that training helps employees perform their tasks well.

Most of the respondents agreed that the organization has training programs for diversified positions in the organization and that the training programs at Equity Bank are of high quality and are very effective. The training programs are relevant to what they do and to the department they are in and have improved their skills and competencies.

Majority of employees at Equity care about the success of the business. They agreed that after undergoing staff training, they were more motivated and could work on important tasks. Employees at Equity also agreed that after attending trainings funded by the organization they could understand how their efforts contribute to the organizational goals. In general the findings show that training and development has a great impact on employee performance at Equity Bank.

## CHAPTER FIVE

### 5.0 SUMMARY, DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter is segmented into three perspective; discussion, conclusion and recommendation for the study. The first section discusses the findings of the study in relevance to other scholar's findings. The conclusion will reflect the study outcome in line with the study objectives, and this will present a gap for further future analysis.

#### 5.2 Summary of the Findings

The purpose of this study was to investigate the effects of training and development on employee performance at Equity Bank. Equity bank was used as a case study in this research. The study was guided by the following specific objectives: To investigate how training and development needs affects employee performance at Equity Bank. To examine the effect of training and development programs on employee performance at Equity Bank. To determine the influence of motivation on employee performance at Equity Bank.

The study adopted a descriptive research design. The study carried out a case study on the population of 1000 staff of equity bank. The sample frame for the study was the personnel list from the respective organization's Human Resource Department. The researcher administered the questionnaire through self-administration. Data collection was done through a pre-tested research questionnaire with 90 out of 138 respondents returning their filled out questionnaire, representing a response rate of sixty five percent (65%). The study used descriptive and inferential statistics. Analysis was carried out using Statistical Package for Social Sciences.

Under training and development needs, the study sought to find out how training and development needs affects employee performance at Equity bank. Majority of the respondents (66%) were in agreement that they receive effective trainings which enhances their skills and abilities, 48% agreed that training needs analysis are carried out very often at Equity Bank, 54% agreed that training is done when there is a gap between the actual and expected, 50% agreed that training needs analysis is carried out before undertaking any kind of training, 48% agreed that as soon as they get their evaluation



results, the organization trains them as a remedy to perform better, 76% agreed that they possess the necessary competences required to create unique solutions to customer related issues, 31% agreed that the organization values their needs and strives to better them every day in order to improve their performance, 69% agreed that Continuous improvement motivates them to develop their career in the banking sector, 48% agreed that individual needs, departmental needs and organizational needs go hand in hand at Equity Bank.

The study found out that training and development needs had a strong positive and significant relationship with employee performance ( $r=0.636$ ,  $p\text{-value} < 0.05$ ). Training and development needs was found to be a predictor of employee performance ( $\beta=0.229$ ,  $T\text{-value}=2.611$ ,  $p\text{-value} < 0.05$ ).

The findings on the effect of training and development programs on employee performance at Equity bank showed that majority of the respondents (70%) were in agreement that the organization has training programs for diversified positions in the organization, 50% agreed that the training programs at Equity Bank are of high quality and are very effective, 77% agreed that the training programs have improved their skills and competencies, 73% agreed that the training programs are relevant to what they do and to the department they are in, 54% agreed that through training programs, employees are able to pave way for the organizations to achieve organization's financial and non-financial objectives, 57% agreed that employees who are actively engaged in their jobs through training programs work with passion and feel a profound connection to their company, 64% agreed that Equity Bank focuses on coaching and mentoring as an important training program, 63% agreed that Employees with access to training and development programs have an advantage over employees in other companies who are left to seek out training opportunities on their own, 80% agreed that employees who feel appreciated and challenged through training opportunities feel more satisfaction. The study found out that programs had a strong positive and significant relationship with employee performance ( $r=0.723$ ,  $p\text{-value} < 0.05$ ). Training programs was found to be a predictor of employee performance ( $\beta=0.392$ ,  $T\text{-value}=3.935$ ,  $p\text{-value} < 0.05$ ).

The findings on the effects of employee motivation on employee performance showed that majority of the respondents, 90%, care about the success of the business, 93% agreed that after undergoing staff training, they now can work on important tasks, 70% agreed that their training within the organization now gives them the necessary skills to work in

tasks from start to the end, 76% agreed that they now take personal responsibility for their job outcomes after being trained, 80% agreed that after attending trainings funded by the organization they can now understand how their efforts contribute to the organizational goals, 67% agreed that the organization leaders are sufficiently trained by the organization on how to focus on strengths rather than weaknesses, 60% agreed that the organization leadership is well trained on how to recognize staff suggestions, 77% agreed that they now find their work more interesting and passionate after being trained by Equity Bank, 73% agreed that training has empowered them to carry out their duties without any difficulty and 87% agreed that they now complete their tasks within time after being trained on how to improve their performance. The study found out that employee motivation had a strong positive and significant relationship with employee performance ( $r=0.669$ ,  $p\text{-value} < 0.05$ ). Employee motivation was found to be a predictor of employee performance ( $\beta=0.272$ ,  $T\text{-value}=2.904$ ,  $p\text{-value} < 0.05$ ).

The findings on employee performance at equity bank showed that majority of the respondents (73%) employees work output had increased in the last five years, 77% agreed that coming up with new ideas is appreciated in the organization, 44% agreed that Overall all employees target achievements has improved over the last five years, 60% agreed that employees feel happy to work in teams and are more productive that way, 40% agreed that It has been made easy for employees at Equity Bank to take part in decision making, 70% agreed that employees competencies are in line with the organizational operational and strategic goals, 48% agreed that generally, staff trusts Equity's senior management after training, 70% agreed that they feel the organization values them more as its employee after training, 74% agreed that Equity provides opportunities to grow and learn after training, 63% agreed that there are very good promotional opportunities at Equity after training, 70% agreed that Equity has supported their career advancement after training, 80% agreed that they see their current position as a training ground to another organization, 67% agreed that in Equity there is recognition for skills and accomplishments after training, 54% agreed that the nature of their job changed after training and 73% agreed that other factors may hinder an employee of Equity from being promoted after training.

The study findings established a positive significant relationship between training and development needs, training and development programs and employee motivation on employee performance at equity bank.

### **5.3 Discussion**

#### **5.3.1. Training and Development Needs**

The study has shown that training and development needs assessment enhances employee performance. The study findings are in agreement with (Lee & Nelson, 2006) who depicted that needs assessment helps to determine if training is actually needed in an organization. The needs assessment looks at what is actually happening in the organization and helps to define gaps, which assist trainers, human resource development, administrators, and instructors in developing relevant curriculum materials for trainings. Also in agreement was Leigh (2003) who emphasized that training be done only when it is truly needed and this will have a positive impact on the employees in the organization.

Majority of the respondents still believed that trainings needs analysis should be carried out more often in the bank, more trainings should be done as soon as employees get their evaluation results, employee's needs should be valued and made better and that individual needs, departmental needs and organizational needs all should go hand in hand.

Training is an expensive process not only in terms of the money spent on it but also the time and the other resources spent on the same. The most important question therefore is determining whether or not a need for training actually exists and whether the intervention will contribute to the achievement of organizational goal directly or indirectly? The answer to the above mentioned question lies in 'training needs analysis' which is the first step in the entire process of training and development. Training needs analysis is a systematic process of understanding training requirements. It is conducted at three stages - at the level of organization, individual and the job, each of which is called as the organizational, individual and job analysis. Once these analyses are over, the results are collated to arrive upon the objectives of the training program. Another view of the training need is that, it is the discrepancy between 'what is' and 'what should be'. Taking cues from this the World Bank conducted a needs analysis and arrived upon the conclusion that many of its units in eastern regions of Europe required transformation from state owned business to self sustaining organizations. A number of universities were then contacted to develop the necessary modules and conduct the training upon the same.

According to Bowman, In a two year study at Children's Hospital in Wisconsin, training participants who took part in a needs assessment showed a higher level of performance and satisfaction with training than those who did not. Therefore, the study agrees with Bowman that needs assessment has a great impact on employee performance.

Usually high performance organizations have strong upper management and human resource standards are set in place. Because of high organizational expectations, right people are being hired to fulfill the positions. Employees are well aware of the performance measures and the importance to achieve the excellence in their duties. Due to a high level of employee involvement in the organizational processes, the entity is awarded with staff commitment, which reduces rotation level and the cost associated with the hiring and training processes (Demartini & P. Paoloni, 2011). Employees that are devoted to the organization are well aware of necessary knowledge, skills and experience to create unique solution for customers (Harris, 2000)

### **5.3.2 Training Programs**

The study has shown that training programs enhance employee performance. The findings are also in agreement with Kahn, (1990) who emphasized on the need for training and development programs and it's important to the organization. The scholar in his study found that employees with access to training and development programs have the advantage over employees in other companies, employees are more likely to perform better when they are clear about what is expected from them and well understand the opportunities ahead of them and if employees are well trained and developed it aligns the needs of both ends.

According to Jean, (2008), individual ability can be improved through training and development programs, this has a positive effect on individual's ability to perform. He also indicated that employees who are trained work with passion and feel a profound connection with their company, they help move the organization forward and they believe they can positively impact quality of their organization's products

Ogunu (2002) in his study titled "Evaluation of Management Training and Development Programme of Guinness Nigeria PLC" examined the management training and development programme of Guinness Nigeria PLC, Benin City with a view to ascertaining its relevance, adequacy, and effectiveness. A convenience sampling design was adopted, whereby the researcher used all the 50 management staff in the company's

Benin Brewery as subjects for the study. Data was collected by administering a questionnaire titled 'Management Training and Development Questionnaire' (MTDQ) that was developed by the researcher. Hypotheses testing in the study revealed that facilities for staff training were adequate for effective training of management staff, training programmes for management staff were relevant to the jobs they performed, and the training programmes undergone by the staff did indeed improve their performance and effectiveness at works

Srivastava (2001) has evaluated the effectiveness of various training programmes offered by the in-house training centre of Tata Steel, ShavakNanavati Training Institute (SNTI), India. The effectiveness of the training was measured in terms of various outcomes such as satisfaction level; reaction and feedback of participants; and change in performance and behavior as perceived by participants, their immediate supervisors, and departmental heads. The sample consisted of sixty departmental heads, fourteen hundred participants and thirteen hundred immediate supervisors from various departments. The data were collected through structured interview schedule. It was found that the satisfaction levels of participants, their superiors, and divisional heads were above average for all types of programmes. The participants were benefited from the programmes, but transfer of learning was not as expected from their supervisors. There 40 were changes in the post training performance ranging from 10 to 37 per cent. The training programmes could meet the objectives only to a limited extent.

The study agrees with Ogunu and Srivastava in that majority of the respondents said that the organization had training and development programs which enabled them to improve their skills and increased their performance. In addition the organization has been able to achieve their financial and nonfinancial goals. However a few felt that the organization need to involve everyone in the training programs and improve on their training programs so that they may be more effective.

### 5.3.3 Employee Motivation

The study has shown that training enhances employee motivation. The findings imply that the employees at equity bank are well motivated and they enjoy performing their tasks and duties passionately. The study depicted that training enhances employee motivation. Training is a motivational factor, which enhances the knowledge of the employee towards the job (Saeed&Asghar, 2012). Dysvik and Kuvaas (2008) posit that although the relationship between perceived training and employee outcomes is mediated through a number of different individual and situational variables, research on intrinsic motivation suggests that work motivation is a key mediating variable i.e. work performance is moderated by intrinsic motivation, probably in part, because intrinsically motivated employees may benefit more from developmental human resources practices owing to their more active learning orientation.

The human resource management theories such as Maslow's and Herzberg's, demonstrate that motivation is a key driver to the performance of an employee. The theories contend that human beings have needs, and the more those needs are satisfied, the better an employee would perform and such performance would also be affected by training and development, job security, organizational structure and compensation

According to Rhodes (1996) training and development practices in organizations play a major role in employee motivation because the employees feel part and parcel of the organization when involved in activities such as career development and organizational learning. Motivation helps employees to work on important tasks and carry out their duties without difficulties, when employees are motivated they take personal responsibility for their job outcomes and they put more effort in performing their duties. (Al-Khayyat, 1998) argues that human resources development programmes maximize the human capital of an organization, devoting time, money and thought to improve the pool of essential competencies among its staff. This has a general impact on business performance by enhancing product knowledge and service expertise. Training programmes motivate staff, drawing on their talent and demonstrating that they are valued by the organization.

Schermerhorn, Hunt and Osborn (1997) reiterate that motivation refers to forces within an individual that account for the level, direction and persistence of effort expended at work. Level refers to the amount of effort a person puts forth at a given task. Direction refers to

what the person chooses when presented with a number of possible alternatives. Persistence refers to how long a person sticks with a given action.

Motivation also requires discovering and understanding employee drives and needs, since it originates within an individual. Positive acts performed for the organization need to be reinforced. A manager's job is to identify employee's drives and needs and to channel their behaviour, to motivate them towards task performance. Results are seen when motivated employees are provided with the opportunity to be well trained and the necessary resources are provided

Training and development practices also enhance positive leadership traits in the organization's leaders. This is in line with Shaheen et al. (2013) sentiments that employee training programs should also include leadership development programs to develop the leadership skills and motivate the employees in order to perform their level best. In a study to determine the effect of training on productivity, Bartel (1995) uses information on performance evaluations by supervisors. She notes that formal training has a positive and significant effect on the performance evaluations of workers, from which she draws the conclusion that formal training of supervisors has a productivity-increasing effect.

#### **5.3.4 Employee Performance**

According to Wright & Geroy (2001), when employees are motivated it not only improves and develops the overall performance of the organization it also improves the knowledge, skills, competence and attitude of the workers necessary for the future job, thus contributing to superior exquisite organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent.

Cole (2002) argues that training employees have benefits such as increased confidence and motivations among employees, eliminating risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste; managing change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations, Provide recognition, enhanced responsibility and the possibility of increased pay and promotion, helps to improve the availability and quality of staff and this

contributes to employee performance in the organization. Employees whose training and development needs are recognized, well trained and well-motivated contributes positively to their performance as well as that of the organization.

Training facilitates motivation, satisfaction and morale for work performance. This supports the findings by Asim (2013) that there is both direct and indirect relationship between employee training and development and their work performance. He notes that training assist in creating good results at work. This in turn motivates an employee to work harder. The motivation in turn stimulates the employee more to achieve better work performance. This is supported by Sahinidis and Bouris (2008) who also argued that training practices used by organizations have an effect, direct or indirect on both employee motivation, organizational commitment and performance.

Guest (1987) argues that policies are necessary to ensure that employee performance is evaluated, which in turn ensures that the appropriate training and development take place. With the help of the performance appraisal reports and findings, the organization can be able to identify development needs. However, individuals themselves can help to indicate the areas requiring improvement as a result of the issues raised in the performance appraisal process and their career path needs.

Employees will be motivated because management considers them as partners in contributing to organizational success instead of being seen as mere subordinates and therefore will avoid engaging into counterproductive behaviors hence improved performance through timely achievement of organizational goals and objectives (Carrel, Kuzmits & Elbert 1989). Additionally, innovative human resource management practices improve performance like use of systems related to enhance worker participation and flexibility in the design of work and decentralization of managerial tasks and responsibilities.



## **5.4 Conclusion**

### **5.4.1. Training and development needs.**

The study inferred that training and developments needs are essential for an organization. It was further concluded that the organization does not identify and asses employees need for training and development more often. In addition there is a need for the organization to train its employees as soon as they finish evaluating them as a remedy to help them perform better. It was also established that the organization needs to value the needs of the employees and strive to better them every day in order to improve their performance. The findings also indicated that the organization does not take into account both individual and operational needs when carrying out organizational assessment. Training and development needs of employees should be a continuous improvement process, as this will strengthen the employees and impact on their overall performance.

### **5.4.2 Training Programs**

The study concludes that more training programs should be undertaken. The study findings reveal that not everyone in the organization is given a chance to participate in the training programmes. It was also established that the training programmes offered by the organization are not of high quality and not effective. The study findings also revealed that conferences are not held often in the organization. Training programs should be seen as a key tool for developing employees and improving their performance.

### **5.4.3 Employee Motivation**

From the findings, staff suggestions are not well recognized by the leaders in the organization and this demoralizes the employees. It was also established that the organizational leaders are not well trained on how to focus on strengths rather than weaknesses of the employees. However it is clear that employee motivation in the organization has impacted much on the employees as majority of the employees expressed much satisfaction with the organization. Employee motivation vital for every organization as it enhances growth and increases productivity leading to achievement of organization objectives.

## **5.5 Recommendations**

### **5.5.1 Recommendation for improvement**

#### **5.5.5.1. Training and development needs.**

The study recommends that the organization should assess employees' need for training and development more often and conduct them as need arises. It is also recommended that the organization should train its employees as soon as they finish evaluating them as a remedy to help them perform better. The study also recommends that the needs of the employees should be valued and more effort to be put to better them every day in order to improve their performance. It is recommended that the organization should take into account both individual and operational needs when carrying out organizational assessment.

#### **5.5.5.2 Training Programs**

The study recommends that the organization should give equal opportunity and chance to every employee to participate in the training programmes. The organization should take into consideration that every employee need to be developed hence involve them in the training programmes that will help them sharpen their skills. It is recommended that the organization should formulate quality and effective training programmes that will improve the employee's productivity and performance. In addition the organization should organize for conferences, seminars and team building activities that will help to improve employee performance as well as achieve organizational objectives.

#### **5.5.5.3 Employee motivation**

On employee motivation, the study recommends that more trainings to be conducted for the organization leaders on the importance of recognizing and embracing staff suggestions. In addition sufficient trainings to be conducted also for the leaders on how to focus on strengths rather than weaknesses of the employees. The management and the leaders in the organization should be trained on how to address the weaknesses of the employees as well as establishing ways that will give room for employees to improve on their weaknesses.

The organization should also adopt on other ways of motivating employees such as fringe and benefits, bonuses, holiday vacations among others. Employee motivation should be a continuous improvement process that organization should focus on in order to improve the performance of employees.

Further the study has shown training enhances employee performance by influencing employee alignment to organizational goals; positive leadership traits; and motivation for work performance. The management of Equity therefore needs to ensure training strategies are not only aligned to productivity but also to enhancing employee motivation for superior performance.

#### **5.5.2 Areas of further Research.**

This study investigated the effects of training and development on employee performance at Equity Bank. The study therefore recommends that further research be carried out on the same topic focusing on other sectors such as the manufacturing and retail sectors in order to get the perspective of other companies. Secondly, further study be carried out on other factors that enhances employee performance other than the factors that have been addressed in this study.

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## **APPENDICES**

### **APPENDIX A: INTRODUCTORY LETTER**

Dear Respondent,

This letter is an introduction to the main reason as to why your participation in this questionnaire is required.

This study is a research study on the thesis title Effect of training and development on employee performance: evidence from Equity Bank. It is in partial fulfillment of one of the requirements for the attainment of the award of the Masters degree in Business Administration from the United States International University from where I am currently taking on my studies.

My research project endeavors to generate knowledge to be utilized in understanding training and development of employees. The study specifically focuses on determine how training and development affect employees performance. As a representative of your company, your views are of importance in my study and I would appreciate you responding to this questionnaire. This is purely for academic purpose and your response will be kept confidential and anonymous.

Thank you for your time, co-operation and contribution to my study. I shall be pleased to send you a copy of the findings of the study if you desire so.

Yours faithfully,

Zamzam Rashid



## APPENDIX B: QUESTIONNAIRE

### TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE

This questionnaire aids to assist in data collection for academic purpose. The research intends to give an analysis of the effect of training and development on employee performance at Equity Bank. All information obtained, will be handled with high level of confidentiality. Do not incorporate identification or names in the questionnaire.

Please answer every question as in outlined by using either a cross(x) or (ticking) in the option that applies.

#### SECTION A: BIO DATA

1. Gender

Female ( )

Male ( )

2. Age

18 – 25 ( )

26 – 35 ( )

36 – 45 ( )

46 – 55 ( )

56 – 59 ( )

3. Marital status

Single ( )

Married ( )

4. Department: .....

5. Rank: .....

6. Educational background: .....

7. How long have you worked for Equity Bank? ..... Year.....

Indicate your level of agreement to the following statements concerning training needs, training programs, motivation and employee performance at Equity Bank. Use a scale of 1-5 where 1 is strongly disagree, 2 is disagree, 3 is neutral, 4 is agree and 5 is strongly agree.

## SECTION B: TRAINING AND DEVELOPMENT NEEDS

TRAINING AND DEVELOPMENT NEEDS	(1) Strongly Disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly Agree.
1. The training I receive is effective and it enhances my skills and abilities.					
2. Training needs analysis are carried out very often at Equity Bank.					
3. Individual and organizational priorities are taken into account when carrying out an organizational assessment.					
4. Training is done when there is a gap between the actual and expected					
5. Training Needs Analysis is carried out before undertaking any kind of training.					
6. As an employee of Equity Bank, I go through a system of evaluation on a regular basis					
7. As soon as I get my evaluation results, the organization trains me as a remedy to perform better.					
8. There is a high level of employee involvement in organizational processes and decision-making.					
9. I possess the necessary competences required to create unique solutions to customer related issues.					
10. The organization values my needs and strives to better them everyday in order to improve my performance.					
11. Continuous improvement motivates me develop my career in the banking sector.					
12. Individual needs, departmental needs and organizational needs go hand in hand at Equity Bank.					

## SECTION C: TRAINING PROGRAMS

<b>TRAINING PROGRAMS</b>	(1) Strongly Disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly Agree.
1. The organization has training programs for diversified positions in the organization.					
2. The training programs at Equity Bank are of high quality and are very effective.					
3. The training programs have improved my skills and competencies					
4. The training programs are relevant to what I do and to the department I am in.					
5. Everyone is given a chance to take part in the training programs					
6. Through training programs, employees are able to pave way for the organizations to achieve organization's financial and non-financial objectives.					
7. Employees who are actively engaged in their jobs through training programs work with passion and feel a profound connection to their company.					
8. Conferences are held often in order to achieve organizational objectives and improve employee performance.					
9. Equity Bank focuses on coaching and mentoring as an important training program.					
10. Employees with access to training and development programs have an advantage over employees in other companies who are left to seek out training opportunities on their own					
11. Employees who feel appreciated and challenged through training opportunities may feel more satisfaction.					

## SECTION D: EMPLOYEE MOTIVATION

<b>EMPLOYEE MOTIVATION</b>	(1) Strongly Disagree	(2) Disagree	(3) Neutral	4) Agree	(5) Strongly Agree.
1. I care about the success of the business					
2. After undergoing staff training, I now can work on important tasks					
3. My training within the organization now gives me the necessary skills to work in tasks from start to the end					
4. I now take personal responsibility for my job outcomes after being trained					
5. After attending trainings funded by the organization I can now understand how my efforts contribute to the organizational goals					
6. Employee trainings at Equity imparts skills on long term thinking					
7. Training inclines staff to the organizational vision at Equity Bank					
8. My supervisors have been trained on how to treat subordinates with respect					
9. The organization leaders are sufficiently trained by the organization on how to focus on strengths rather than weaknesses					
10. The organization leadership are well trained on how to recognize staff suggestions					
11. I now find my work more interesting and passionate after being trained by Equity Bank					
12. Training has empowered me to carry out my duties without any difficulty					
13. I now complete my tasks within time after being trained on how to improve my performance					

## SECTION E: EMPLOYEE PERFORMANCE

<b>EMPLOYEE PERFORMANCE</b>	(1) Strongly Disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly Agree.
1. Quantity of our employees work output has increased in the last five years.					
2. Coming up with new ideas is appreciated in our organization.					
3. Most of the employees achieved organizational goals of the last five years					
4. Targets given to different employees are often met					
5. Overall all employees target achievements has improved over the last five years					
6. Employees feel happy to work in teams and are more productive that way					
7. Majority of our employees can work independently and they give high performance					
8. It has been made easy for employees at Equity Bank to take part in decision making					
9. Communication skills of the employees have been improved in the organization					
10. Employees competencies are in line with the organizational. Operational and strategic goals					
11. Generally, staff trusts Equity's senior management after training.					
12. I feel the organization values me more as its employee after training.					
13. Equity provides opportunities to grow and learn after training.					
14. There are very good promotional opportunities at Equity after training.					
15. Equity has supported my career advancement after training.					
16. I see my current position as a training ground to another organization					
17. In Equity there is recognition for skills and accomplishments after training.					
18. The nature of your job changed after training?					
19. Other factors may hinder an employee of Equity from being promoted after training?					