EFFECT OF TRAINING AND DEVELOPMENT ON EMPLOYEE JOB PERFOMANCE IN BREWERIES INDUSTRY: A CASE OF EAST AFRICAN BREWERIES LIMITED, KENYA.

BY

MUGISHA IRAKOZE

UNITED STATES INTERNATIONAL UNIVERSITY-AFRICA

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STUDENTS DECLARATION

This research project is my original work and has not been submitted for award of degree to any university

Signed: _____   Date: _____

Mugisha Irakoze (Id no 649524)

This research project report has been submitted 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 determine the influence of training and development on employee job performance. The research project answers the following inquiries: What is the influence of skill attainment on employee job performance? Does work application influence employee job performance? Does individual behavior change affect employee job performance? What is the influence of team behavior change on employee job performance?

The research project is descriptive survey research design in nature. The study population was 180 staff of East African Breweries working in Kenya. A sample of 120 was drawn using random stratified sampling approach to respondents based on different job ranks. Data was brought together by the use of a structured questionnaire. The collected data has been analyzed for descriptive statistics (percentages and frequencies) and inferential statistics (correlation and regression) using the Statistical Package for Social Sciences or SPSS version 21.

The first question revealed that Skill attainment has a positive linearly significant influence on Employee job Performance. All areas examined under skill attainment showed that East African Brewery has a training and development policy applicable to all employees, that Supervisors tell employees whether they are doing their job as per the training imparted or not, that when employees arrive from training, supervisors encourage them to share what they have learned with other employees, that the organization links training and development with our company business strategy.These training programs have improved the employee's skills attainment and competencies and overall performance of the organization.

The second question revealed that work application have a positive linearly significant influence on Employee job Performance. Research results indicated that satisfied employees tend to be committed to an organization, and employees who are satisfied and committed are more likely to attend work, stay with an organization, arrive at work on time, perform well and engage in behaviors helpful to the organization. Finally, the two last research questions revealed the existence of statistically significant relationship individual behavior, team behavior change on employee job performance.The study concludes that there is a relative importance of each independent variable (Skill

attainment, Work application, Individual behavior change, Team behavior change) in influencing the dependent variable (Employee job Performance).

The study recommended that a proper rewarding program must be put in place to motivate employees who continuously perform well. It's recommended to the management to match a person's competencies with the job's task requirements .The study recommended also to build trust among employees because trust leads to loyalty and loyalty leads to people doing their best to deliver results to the company.

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I would like to acknowledge Dr. James Ngari for his advice and encouragement throughout this project.

DEDICATION

This research project is dedicated to my family and friends, who helped me, get to this point and for all their support, love and encouragement.

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1.0 INTRODUCTION

1.1 Background of the Problem

According to Lazonick (2014), the organization is the group of people and the opportunities or challenges that come with administration of an organization. It mainly deals with people-related issues that arise inside the organization. Schwartz (2011) found that possessions generating exist within a group of people who work for a particular organization, furthermore it embraces all facets of their information skill and intellectual properties. It includes skills knowledge and effort of the workforce and their capacity to do jobs. For that reason it's important to note that organization acquires human resources development program for staff in order to perform and improve well in their duties. Mann and Harter (2016) established that by linking workers, by having them participate in judgment making, by making the place of work more self-governing and by empowering workers, there are certain outcomes such as attitudes and efficiency thus leading to improvement and better performance.

Traditionally, organizations have relied upon, and researchers focused on, learning that occurs through formal training and development programs. US organizations spent approximately $164.2 billion on formal training and development in 2012 (Miller, 2013). Participation in these programs is quite often mandatory. Development may include some forms of training but typically refers to formal education, job experiences, relationships, and personality and skill assessments that help employees prepare for future jobs or positions. Increasingly, the majority of formal training and development initiatives is, and should be; strategic in the sense that they emphasize acquiring the KSAOs (the job-related Knowledge's, Skills, Abilities, and Other characteristics that an applicant must have to perform successfully in the position) necessary to help organizations increase their ability to detect change, adapt, and anticipate trends (Kraiger & Ford, 2006).

However, time and workload demands, budget constraints, and a geographically dispersed workforce make it hard for organizations to offer, and employees to attend, formal programs. Even when employees do attend formal programs, it is difficult for them, owing to the demands of their roles, to bring the level of energy and attention needed to learn. One way that organizations are attempting to overcome the difficulties of learning in today's workplace is through providing formal training and development

programs using online delivery and instructional methods. In 2012, technology-based learning, which includes e-learning, online learning, and mobile learning, was used on average in 39% of organizations' formal learning hours (Miller, 2013).

In Europe for example, Sabir et al. (2014) assessed the effect of training and development on the productivity of employees in an Electricity Supply Company. The results of their research were that there is a positive result from training and development and the productivity of employees. A research by Blain (2009) in Europe revealed that 44% of employees had received job-related technical skills training; 33% had received Information Technology (IT) skills training; 18% sales related training; 25% personnel development skills training; 21% management skills training; whereas 15% leadership skills development .Similarly, a study by Naveed et al. (2014) at Peshawar city, Pakistan on the effects of employees training on performance showed a positive relationship. Their study was focused in a Government sector which was suffering a terrible downfall. Their study showed that the administration in its effort to increase the productivity and efficiency of its employees were left with only one option; getting involved in training and development programs. These studies showed that there exists a strong link of training on the employees' performance which then leads to increment in the level of individual and organizational proficiency. Rapid change in technology of an organization influence the employees in recognizing the needs of the enhancement of employee attainments, abilities and uninterrupted investments in training (Sultana et al., 2012).

In Africa, which constitutes developing countries, the formal education system in place does not adequately teach the specific jobs skills for a given position in a given 3 organization (Armstrong, 2009). Similarly, most African countries, few employees have the requisite skills, knowledge, abilities and competencies that are needed so as one can work effectively. It is for this reason that many employees require extensive training so as they acquire the necessary requisites that would make substantive contribution to the growth of the organization. This showed that training and development of employees are a major issue faced by every organization.

In Kenya Wachira (2013) linked employee training and development activities to business growth in Barclays Bank. She posits that training and development activities have been used by the bank to ensure that it had well-grounded staff to support the growth agenda and as a result, many of her employees got opportunities to take on higher

responsibilities as well as being able to in achieving the best in all areas of their professional and personal lives. This was supported by a study by Otuko, Chege and Douglas (2013) looking at the effect of training dimensions on employee's work performance with a focus on Mumias Sugar Company. The study indicated that there was a positive and significant effect between training needs assessment; training contents and employee performance in Mumias Sugar Company Limited.

For organizations to endure and for the success of their firm, they have to practice an insistent training and development (Pearce and Robinson, 2010). This is because; service delivery is improved through well trained employees since they have the right skills. Like any other organization, breweries have a directive, and a vision of their future expectations. For this reason, breweries have a duty of frequently examine how and where they best fit as well as what adjustments they need to do to achieve their objectives and to continue being significant especially with the high rising uncertainties, rapid and dynamic changes in the economic, technological, social and political environments. Therefore, training and development is paramount in promoting employee performance

1.2 Problem Statement

Globalization, technology dynamics, political and economic environments are making organizations to face increased competition, therefore prompting organizations to embrace employee training so as to prepare them for these dynamics, thus enhancing their performance, (Evans, Pucik & Barsoux, 2002). It is the responsibility of every organization to boost the employee job performance and without any doubt training and development is one of the most important steps towards the achievement of employee performance. As is clear that employees are a vital resource, as a means of sustaining effective performance of employees, it is important to optimize their contributions to the aims and goals of the organization.

Kraiger and Ford (2006) notes that a higher percentage of employers responsible for training are the Human Resources Managers. The employees do not serve for long periods since employment is contract based, making training difficult due to the short-term projects. Also seeing as the number of employees has increased, Sabir et al. (2014) adds that 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. Regardless of these challenges, multinationals companies should design their human resource management system in ways that training and development is effective so as to make the organization achieve their goals and objectives.

Mohanty (2011) explained how Liberalization, Privatization and Globalization have changed the scenario of corporate world and holds for us many challenges. In his connection, the development of human resources is putting newer challenges in business world. New skills and abilities are needed to face these challenges and it is possible by providing ''Training''. Training and development is the strong foundation of highly skilled and motivated human resource. So, training and development is an important tool in Human Resource Development effort to improve overall performance of an organization. Effective and suitable training interventions can bring improvements and impact in the working of organization significantly which help employees to adopt new work practices for the success of business. Through training and development an organization go green by making employees more effective and productive.

According to Farooq and Aslam (2011), managers are trying their level best to develop the employee's capabilities, ultimately creating good working environment within the organization. For the sake of capacity building managers must be involved in developing the effective training programs for their employees to equip them with the desired knowledge, skills and abilities to achieve organizational goals. This struggle by the top management not only improves the employee performance but also creates positive image of the firm worldwide, (Jia-Fang, 2010). In spite of the large number of researches on the relationship between training and development on employee job performance, there appears to be a gap, concerning the study of effect of training and development on job employee performance.

The purpose of this study was to close this gap by deeply investigating this phenomenon through the relevant literature, shedding more light into the relationship of training and development effectiveness, and superior employee performance and providing suggestions to the firms as how they can make best use of training programs to make their employees perform well on job and at identifying whether the training and development programs offered were effective in influencing employee performance in multinationals

companies. This study aimed at filling in this gap in literature in breweries in Nairobi, especially EABL Kenya, focusing on the training and development offered to employees at EABL Kenya and its influence on their performance in this organization.

1.3 Purpose of the Study

The purpose of this study was to determine the influence of training and development on employee performance at EABL, Nairobi, Kenya.

1.4 Research Questions

The research questions are:

1.4.1 1Does skill attainment influence employee job performance?

1.4.2 How good workplace applications affect employee job performance?

1.4.3 Does Individual behavior change influence employee job performance?

1.4.4 Does Team behavior change influence employee job performance?

1.5 Significance of the Study

The findings of this study are beneficiary for the following stakeholders:

1.5.1 Importance to East African Breweries

It is assumed that this study will be of interest to business leaders and human resource practitioners in East African Breweries. The research will assist in understanding of the key drivers of employee performance in the Company. Key focus areas will include but not be limited to organizational performance, learning and development.

1.5.2 Importance to Donors

The study would underline the effect of training and development of employee and its requirements thus the donors would be able to identify their needs and for the purpose of improving on service delivery and effective management of funding they would work on creating provisions under the budgets within partnership agreements.

1.5.3 Importance to Researchers and Academicians

Similarly, researchers and academicians interested in studies related to the brewery industry would be able to use this study as a source of reference in the formation of their

future research topics. They would easily identify the training and development practices offered in Brewery Company and how it impacted on the employee performance.

1.6 Scope of the Study

The research study took place at East African Brewery Limited in Kenya. The study was limited to the effect of training and development on the employee performance. The study focused on managers, supervisors and non-management of East African Breweries particularly those based in Nairobi. The study was carried out within a period of three months, between September and December, 2017. The study variables were skill attainment, work application, individual behavior change, team behavior change and their influence on employee job performance.

1.7 Definition of Terms

1.7.1. Human resource management

The way organizations manage their staff and help them to develop (McCourt & Eldridge 2003) in order to be able to execute organizations' missions and goals successfully.

1.7.2. Motivation

Is the process that account for a individual's intensity, direction and persistence of effort toward achieving a n objective (Robin and judge, 20016)

1.7.3. Training

These are programs that provide workers with information, new skills, or professional development opportunities (Elnaga & Imra, 2013).

1.7.4. Development

Is a broad ongoing multi-faceted set of activities (training activities among them) aimed at bringing someone or an organization up to another threshold of performance, often to perform some job or a new role in the future (McNamara,2008).

1.7.5. Training and Development

Referred to organizational activity aimed at improving employee skills levels to enhance their efficiency and effectiveness. It is also known as learning and development (Sims, 1990)

1.7.6. Employee Job Performance

This is the measure of output vis-a-vis the input. It shows effectiveness and efficiency that make a payment to organizational goals and may depend upon many factors like performance appraisals, employee motivation, employee satisfaction, compensation, job security, organizational structure and others (Saeed & Asghar, 2012).

1.7.7. Employee Commitment

Employee commitment is an individual's relative ability and involvement in a certain organization (Nayak & Sahoo, 2015).

1.8 Chapter Summary

A background of training and development was given in this chapter. The problem of the study and purpose of the study have also been presented. The chapter has also presented research questions, significance of the study to various stakeholders and also definition of terms used in this study. Literature review was presented next, in chapter 2 then research methodology in chapter 3.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

Batool and Batool (2012) 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. They add that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, and this means considerable and continuous investment in training and development.

This chapter presented a review of the literature on the topic of influence of training and development on employee performance at EABL. This chapter was done according to the research questions. The first section reviewed literature on the effects of skill attainment on employee job performance. Does work application influence employee job performance, does individual behavior change influence employee job performance, does team behavior change influence employee job performance will follow respectively. The chapter ended with a summary of the aspects covered under the literature review and a brief introduction for the next chapter.

2.2 The Effect of Skill Attainment on Employee Job Performance

The level of employee skills at the workplace defines the extent to which they derive job satisfaction. According to Garner (2012) the level of skill varies from one individual to another, depending on the job itself, the person's personality and past experiences. There are some researchers who study employee's performance as an overall variable whereas others consider its different dimensions (Hameed & Waheed, 2011). The general attitude that people have about their job defines job satisfaction.

2.2.1. Training and Development on Employee Commitment

Nowadays training and development is of growing importance to companies seeking to gain a competitive advantage among competitors, sustain and make a continuous improvement. Many debate and research have been done by professionals and scholars to determine the effect of training and development on both employee and organizational performance. One scholar has argued that training and development leads to an increase

in turnover while the other stated that training is a tool to that can lead to higher levels of employee retention (Hameed & Waheed, 2011). Regardless of these arguments, most professionals agree that employee training and development is a complex human resource practice that can significantly impact a company's performance.

The training and development as a whole has shown significant improvements through the years. Statisticians have indicated that investment in training and development is continuing to grow as more and more organizations realize its importance. In 1994, companies have spent more than $7.7 billion on the wages and salaries of in-house company trainers and on tuition reimbursement $2.8 billion was spent (Frazis, Gittleman, Horrigan, & Joyce, 1998). According to the American Society for Training and Development in 2004, the average annual training expenses for each employee was $955, which is an increase of $135 per employee from the precedent year. The number of formal learning hours per employee also rose from 26 hours in 2003, to 32 hours in 2004 (atsd.com, 2005). As the investment in all training and development programs continue to rise, it becomes more and more imperative for employers to understand the influence that training and development has on the performance of their organization.

The importance of reducing employee turnover following training and development may lie in the strategic approach that is utilized. Organizations will always try to achieve organizational goals through a variety of human resource strategies and approaches. One such perspective, a commitment modus operandi, tries to develop psychological relationship between the firm and its workforce as a means of achieving organizational goals (Hameed, & Waheed, 2011). In order to ensure the employee retention, employer's may use a strategic approach to training and development that fosters commitment. Training and development that seeks to increase employee commitment may serve to counter the various costs associated with employee turnover. Although a commitment strategy can be tied to all company human resource practices; recruitment and selection, performance appraisal, and many more, the aim of this paper will be to determine whether training and development can lead to an increase in employee commitment and in turn foster employee retention, and increase employee job performance (Dahanayake & Gamlath, 2013).

Heathfield (2012) argues that employees' may view some human resource practices as a "favor". Training is one such practice that employee's may view as a"present". The result

of this "favor" is that employees use more effort, tend to be more productive, and have a greater sense of debt to the company. The "favor" also has the potential to make. Employees feel like "insiders" into the organization. An "insider" is likely to be more committed and devoted to the company. The idea of "gift" and "insider" parallels closely to the concept of reciprocity. Afshan, et.al, (2012), argue that general training, due to the portability of skills acquired leads to an increase in turnover; while specific training, due to the non-transferability of skills acquired leads to less of an impact on turnover. There are many scholarly journals that have defended Becker's position that specific training leads to a decrease in turnover. Garner (2012) found that young workers that participated in formal and specific on-the-job training were much less likely to terminate the employment relationship than workers that received off-the-job generalized training.

2.2.2. Human Capital and Productivity

According Garner (2012), the term "human capital" can be viewed as a crucial substance in enhancing a firm assets and workforce in order to elevate efficiency, sustain and remain competitive. To sustain competitiveness in the organization human capital is a tool used to increase productivity. Human capitals point of view is linked to training and development, education and other professional activities which boost the magnitude of knowledge, skills, abilities, values, and social assets of an individual which lead to the individual's skill attainment, accomplishment, and also on a firm achievement. Wachira (2013) said that human capital is a crucial input for every firm especially for employees' continuous improvement mainly on knowledge, skillsand abilities. That being so, human capital can be definedas "grasp, expertise, potential, and attributes expressed in individuals that make easier the modeling of individual, social and economic welfare".

The turbulent business environment makes firms to strive to gain higher competitive advantages via dynamic business strategies which include creativity and innovativeness. This is key element for their long period of time sustainability. Undoubtedly, human capital input plays a vital role in enhancing organization' competitiveness (Garner ,2012). Suddenly, countless fact-findings were done on human resources and their impact on organization achievement was widely covered and obviously, human capital enhancement will lead to a greater competitiveness and performance (Hameed, & Waheed, 2011) Meanwhile, there is an important relationship between innovativeness and firm performance under the human capital theory (Batool & Batool, 2012). Acccording to this,

the meaning of organization performance in the context of human capital enhancement could be put forward. In some scenario, financial performance measures such as percentage of sales resulting from new products, profitability, capital employed and return on assets (ROA) (Shaheen et.al,, 2013).

Besides, return on investment (ROI), earnings per share (EPS) and net income after tax (NIAT) can also be used to determine financial performance of a firm (Garner, 2012). Surprisingly, scholars have also tend to benchmark factors of managerial accounting against the financial measures in six dimension; 'workers compensation' (workers' compensation expenses divided by sales); 'quality' (number of errors in production); 'shrinkage' (e.g. inventory loss, defects, sales return); 'productivity' (payroll expenses divided by output); 'operating expenses' (total operating expenses divided by sales) (Shaheen *et.al*, 2013). On the other hand, the performance of a firm can also be determined using 'perceived performance approach' (also referred to as subjective performance measure) where Likert-like scaling is used to determine firm performance from the top management point of view (Heathfield, 2012).

The human capital center of interest is individuals and organizations concept. These concepts have further has been related by Afshan, et…al, (2012), that human capital possesses the following attributes: Flexibility and adaptability, enhancement of individual competencies, the development of organizational competencies, and individual employability. It shows that these attributes add values to individual and organizational outcomes. There are numerous findings that incorporate human capital with higher performance and sustainable competitive advantage (Heathfield, 2012); higher firm commitment and enhanced employee retention (Shaheen et.al, 2013). Hence, the focal point of all this debates is on individual and organizational performance.

From the individual perspective, Heathfield (2012) stated that the importance of human capital depends on the degree to which it leads to the creation of a competitive advantage. From an economic perspective, transaction-costs indicate that company gains a competitive advantage when they own organization-specific resources t cannot be copied by competitors. Thus, as the uniqueness of human capital increases, firm have incentives to invest resources into its management and the aim to reduce risks and capitalize on productive potentials. Hence, employees must enhance their competency skills in order to be competitive in their organizations. The human capital principle has undergonea rapid

growth. Within its growth, greater attention has has been paid to training and development related facets. This is much related to the individual perspective. Human resources stake is a project which enhances the productivity of workers.

Hence, training and development is a key element of human resources investment. This refers to the mastery, to the training and development required and undergone by an employee that increases his or her potential in implementing valuable job. Recent literatures have showed the importance of training and development. Whatever may happen, it is fitting to express that the human resources' absence of training and development is assigned to low competitiveness (Garner, 2012). In turn, a higher human workforce stock is associated with greater achievement and higher salaries .Moreover, the longevity of an organization is associated to human resource development and higher likelihood to trading and profitable growth. According Heathfield (2012), human capital is the origin not only to generate expenditure in R&D and eventually progress easier for the generation of new knowledge for the stakeholder as whole but also for motivation and boost up individual commitment.

Besides, for business whose personnel fall under certain limit it is a precious item, which is assuredly linked with business achievement. At the end, firms must invest in training and development for both a personal and social perspectives. From the organizational level, human capital is vital r in the strategic planning for the creation of competitive advantages. The work of Batool and Batool (2012) clearly expressed that a organization's human resources has two facets which are valuable and unique. Firm indicates that resources are valuable when they allow improving effectiveness, focusing on opportunities and deal with threats. In the context of effective management, value center of attention on increasing profits in comparison with the associated costs. According to that, organization's human capital can add more value if it contributes to lower costs, provide increased performances.

2.2.3. Training and Development on Job Performance

Job performance is the measure of output vis-a-vis the input. It shows effectiveness and efficiency that make a payment to organizational goals and may depend upon many factors like performance appraisals, employee motivation, employee satisfaction, compensation, job security, organizational structure and others (Batool & Batool, 2012).

.It is multi-faceted construct including intrinsic and extrinsic job elements. Employees expect their job to provide a mix of features (pay, promotion, and autonomy) toward which each employee has certain preferential values. The range and importance of these preferences vary across individuals, but when the accumulation of unmet expectations becomes sufficiently large, there is less job performance and greater probability of withdrawal behavior. Hameed and Waheed (2011) designed panel study targeting 137 college graduates for six years to investigate the effects of assessment center performance on subjective person-organization fit. In this study, it is asserted that high quality training and development has a lasting value in leading greater degree of person-organization fit. His study clearly demonstrates a relationship between perceived effectiveness of training and psychological outcomes in that perceived quality of training and development programs and subjective person-organization fit are arranged as independent variable and dependent variable respectively.

According to Heathfield (2012), those who have participated in mentoring program as a protégé are more likely to satisfy their current jobs than those who have not. Furthermore, her study investigates individuals perceptions regarding how mentoring alter attitudes toward their jobs. Individuals who had mentors perceived themselves as having more positive work experiences than non-mentored individuals not because they actually did but because having a mentor made them feel special or important.

2.3 Work Application and Employee Job Performance
2.3.1. Organizational Structure on Job Performance

Hameed & Waheed (2011) emphasized that organizational policies and Human Resource practices in quest of employee retention will outperform the competition, categorically explained the significance of human resource policies and its impact on employee retention. Similarly, proficiently planned and well-executed employee retention program enhances productivity and reduces employee turnover expenditures (Heathfield, 2012). Human Resource policies with respect to stimulating performance evaluation mechanism, performance based reward mechanism and career growth and promotion opportunities affect worker's decisions of either staying or leaving a job.

Employeesalways look for career growth opportunities and in this context Human Resource policy functions stimulate employees to stay in the current job. Large number of research has been conducted on the role of Human Resource policies in mitigating

voluntary turnover, and in each of the studies, the conclusion is that Human Resource policies go a long way to affect employee retention. Employee performance appraisal is used to measure employee workplace performance and improving performance (Garner, 2012). It is asserted that the impact of fair performance appraisal process on employee retention is positive as Wachira, (2013) contends. Afshan, *et.al*, (2012), explained that performance appraisals are designed to relate pay to performance irrespective of intensity of performance and goal achievement.

It is observed that the clear and well-articulated career growth strategy mitigates the effect of employee intention to leave typically at the time when employees have an unclear career expectation. In this context, clearly defined job growth and advancement opportunities affect employee–employer relationship in many positive ways and it leads to reduced turnover (Hameed & Waheed, 2011). One primary Human Resource tool that is used to affect motivation and performance is compensation (Batool & Batool, 2012). Employee dissatisfaction with compensation result in high turnover and it provokes employee intention to leave a specific job or organization permanently. Garner (2102), recommends that monetary benefit alone is not worth mentioning and employees are more focused towards non-monetary rewards because these are more attractive therefore, retention strategies should focus on more than just financial compensation. The function of job description also signifies another aspect of employee retention. Undecided goal alignment, regular performance disparagement and blurred organizational objectives create workplace anxiety, aggravation and dissatisfaction.

Early researchers hypothesized that employeesare looking for clearly defined job responsibilities along with exciting work environment that makes good use of their knowledge, skills and abilities. Hameed and Waheed (2011) emphasize that performance based job description is the valuable approach because job description reflects employee performance expectations. Employee recognition policy will help to retain quality employeesand encourage low performers to improve with the changing scenario. Effective implementation of the employee recognition function will play a key role in enhancing motivation within the organization. Heathfield (2012) sturdily advocates that employee recognition based on his performance beside with role and value admirations persuades and supports a satisfying personal life and inspire worker loyalty and commitment. He further stressed that exceptional employee performance should be recognize and particularly to link pay and incentive to performance.

2.3.2. Organizational Commitment and Employee Job performance

The concept of organizational commitment has attracted considerable interest in an attempt to understand and clarify the intensity and stability of an employee's dedication to the organization.In the context of this study, organizational commitment is regarded as an attitude, as it relates to individuals mindsets about the organization. Heathfield (2012) contends that the more favorable an individual's attitudes toward the organization, the greater the individual's acceptance of the goals of the organization, as well as their willingness to exert more effort on behalf of the organization.

Strong positive relationships have been observed between organizational commitment and desirable work outcomes such as performance, adaptability and job satisfaction (Batool & Batool, 2012). Research results indicate that satisfied employees tend to be committed to an organization, and employees who are satisfied and committed are more likely to attend work, stay with an organization, arrive at work on time, perform well and engage in behaviors helpful to the organization. According to Garner (2012) a strong correlation has been empirically established between job satisfaction, employee commitment and retention. Organizational commitment is most probably affected by factors such as type and variety of work, the autonomy involved in the job, the level of responsibility associated with the job, the quality of the social relationship at work, rewards and remuneration, and the opportunities for promotion and career advancement in the company (Heathfield, 2012).

Shaheen et.al, (2013) studied 231 managers and 339 subordinates in multinational firms in United States and found that affective commitment and job performance are positively correlated. In another study Somers and Birnbanm (1998) studied the relationship of work related commitment and input on employee job performance, however their findings suggested that career commitment is positively related to job performance but no relationship existed between organizational commitment and job performance. Both affective and normative commitments were found unrelated to job performance.

Shaheen et.al, (2013) also studied the behavior of organizational commitment of the firefighters in New York and their study led to believe that organizational commitment offers considerable promise in describing the positive behaviors. Furthermore, Individuals take jobs, they identify with the role attached to the job, they become committed to doing

the job, and they behave according to the expectations attached to that job. Heathfield (2012) explored the nature of organizational commitment in three industrial units in Jordan by using employees' job performance and five demographic variables. Their research revealed that that organizational commitment comprises three-dimensional concept. The findings also uncovered a positive relationship between commitment (all the three components) and job performance.

Moreover, organizational commitment and its three dimensions present positive and negative relationships with age, sex, education, job status, and and organizational tenure variables. Shaheen et.al, (2013) studied the relationship of the organizational commitment, communication and job performance. Their research findings indicated that there are positive relationships between organizational communication, organizational commitment and job performance. This finding suggested that companies strengthen their communication channels and processes in order to strength their accounting professionals' organizational commitment and job performance.

Heathfield (2012).studied the commitment and network performance in UK based health care units and found that commitment may play a significant role specifically with performance outcomes. The researcher found that statistically both affective and normative forms of commitment have significant impact on performance. Affective commitment was positively related to network performance. The finding that continuance commitment was negatively related to network performance suggests that the relationship between commitment and performance within networks is certainly not straightforward Wahyuningsih, Astuti and Al Musadieq (2013) studied 202 managers in Malaysian companies and their research findings suggested that corporate culture and organizational commitment are interrelated and both have far reaching impacts on the performance.

2.3.3. Promotion Opportunities and Employee Job Performance

Afshan *et.al*, (2012), defines a promotion as the move of an employee to a job within the company, which has a greater importance and usually higher pay. He also adds that frequently, the job has higher status and carries improved fringe benefits and more privileges. According to Graham, the purpose of promotion apart from motivating employee is to ensure a better utilization of his skills and knowledge within the organization. However, if the explanation of Garner (2012) as argued that motivation and

utilization is considered, then it can be argued that ultimately, promotion accomplishes the singular purpose of motivating employees. This is so because according to him, in many instances, the activities that fall under employee utilization (such as recruitment selection and promotion) constitute some kind of pre-requisite for the activities that fall under motivation.

Promotional opportunities affect employee motivation considerably. The desire for promotion is generally strong among employees as it involves change in job content, pay, responsibility, independence and status among others .An average employee in a typical government organization can hope to get two or three promotions in his entire service ,though chances of promotions are better in private sector . It is no surprise that the employees take promotion as the ultimate achievement in their career and when it is realized, he/she feels extremely satisfied and want to perform well (Veisi, Veisi, & Hasanvand, 2012). If an organization provides employees the necessary factors for promotion such as facilities, ability and skills, and then employees will be automatically motivated and satisfied. Promotion and satisfaction have a direct relationship with employee job performance. Shaheen *et. al,* (2013) indicated that Maslow's hierarchy of need theory also described that when esteem needs (autonomy, power, recognition and status) of people are fulfilled, they will be more satisfied with their job.

Herzberg theory of motivation states what employees' demand from their job. The need theory indicates that there is a need of achievement and need for power in people. People will be more satisfied and motivated when their needs are fulfilled. Schermerhorn, Hunt and Garner (2012) 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 60 what the person chooses when presented with a number of possible alternatives. Persistence refers to how long a person sticks with a given action.

Promotion can be defined as the movement of a person to a higher-level position in an organization (Sultana et al., (2012). This is an opportunity provided by the organization towards its employees, and normally only those who achieved the standard set by the organization may be promoted. Promotion is also an important aspect of a worker's career and life, affecting other facets of the work experience including workers' labor mobility

that resulted in the wage increases (Wachira, 2013). Promotion opportunity is always associated with an increase in workload and responsibility.

Batool and Batool (2012) stated that promotion could have a significant impact on other job characteristics such as responsibilities and subsequent job attachment. Firm's can use promotions as a reward for highly productive workers, creating an incentive for workers to exert greater effort. Promotions will only be an effective mechanism for eliciting greater effort if workers place significant value on the promotion itself. Kosteas (2009) posited that, workers may value promotions because they carry an increase in job amenities such as a bigger office or spending account (factors which are observable but for which we do not have the information) or because they enjoy the acknowledgement of work well done and the ego boost that comes with a promotion (factors which are not easily observable) (Veisi, Veisi & Hasanvand, 2012).

2.4 Employee job performance and individual behavior change
2.4.1. Individual Characteristic

Individual characteristics that shape employee behaviors that influence motivation, initiative, performance and career actualization for employe. Heathfield (2012) states that the individual characteristics closely linked to performance, meaning that there is a significant effect of individual characteristics on employee performance. There are four characteristics of an individual as an employee in relation to work. Those four characteristics are: biographical, abilities, and personality and learning (Heathfield, 2012) .In the biographical characteristics, those appear and can be observed on: age, gender, marital status, number of family members (residents) and tenure (Heathfield, 2012). Most likely the relationship between age and performance is an increasingly important issue over the next decade, there is a widespread belief that performance declined with increasing age.

Therefore, working on character abilities that can be observed is the capacity of individuals to complete various tasks in a job that includes intellectual abilities, skills / emotional skills and physical abilities (Garner, 2012).The most necessary element for success in leadership is primarily the job skills / emotional intelligence, while IQ ranks second after emotions intelligence (Batool & Batool, 2012). Personality characteristics observed on a composite of all the ways in which individuals react and interact with other people.So it is the personality of the integrated self-image and is the total of intrapsychic

forces, which create a unique human being, with a specific behavior (Garner, 2012).While the characteristics of learning occur at any time and chance. Erudition is any proportionately unending change of individual behavior that appears as a result of life experiences.

Shaheen et.al, (2013)"argued about age diversity and its effects on the quality of relationship some of the arguments said that diversity creates positive effect on the quality of the relationship and some of those say that diversity of gender has negative effects on the quality of the relationship. All over the world people have great interest on the research of diversity related issues but the fact is that most of the researches have been conducted on western societies and due to cross cultural issues it is recommended that research which is conducted on western society may be having some problems in implementing those on nonwestern society". Heathfield,(2012) said "if the gender pay gap result of discernible differences between individuals for instance differences in education, skills, length of work experience, it is not surprising that individuals do not perceive it. On other hand, if the gender pay gap is due to unexplained variables such as inequality and various types of discrimination, individuals might perceive it and struggle against it". "Individuals who are more educated are compensated more without gender differences.

Men are paid in case of labor work because it is perceived that man work more hard as compared to women. The individuals who are more educated as judge againstto who are less educated make out more gender difference" said by Afshan, et.al, (2012).According to Garner (2012) "human capital is the most important factor which brings change in employee productivity and increase firm performance the investments on human capital leads towards high performers and excellent results organization financial results. Eventuality studies using organizational characteristics as moderators are needed to gain further insights into human capital-performance relationships. Human resource practices are more effective in complex or large organizations as compared to small organizations. There should be more focus on organizational size while using Human resource practices.

Unfortunately, studies that have analyzed the impact of human capital on firm performance only considered organizational size as a control variable or took samples of either large or small firms. Therefore ignoring the potential influence of organizational size on the relationship between human capital and firm performance and preventing

comparative studies between large and small 5/firms". Afshan, et…al, (2012), analyze "employee Performance basically depend on many factors like performance appraisals, employee motivation, employee satisfaction, compensation, training and development, job security, organizational structure and other, but our area of study is focused only on two basic factors: Employee motivation and organizational Structure, these two factors highly influence the performance of employees

2.4.2. Personality and Job Performance

It is critically important for organizations today to recruit high performing employees. One big question that organizations may find hard to answer is how to separate individuals who will perform well from those who will not. The answer may to some extent relate to the type of personality that one exhibit. Discussions that concern personality as a valid predictor of job performance have flourished ever since. Hameed and Waheed (2011) conducted a substantial meta-analysis on the same topic. The commercial aspect that comes along with personality testing has been one factor that has contributed to a more specialized focus in the field of personality psychology. However, ever since organizations started to incorporate personality testing in their recruitment processes there has been reasonable doubt in terms of their true usefulness (Kell, Rittmayer, Crook & Motowidlo, 2010).

Job satisfaction shows significant differences in terms of characteristics such as competence, being ambitious in the social areaand occupation, getting angry easily, and hiding their feelings (Ono, Sachau, Deal, Englert & Taylor, 2011).

In their study on teachers, the two scholars concluded that teachers with extrovert personality characteristics have significantly higher levels of job satisfaction as compared to teachers with introvert personality. Heathfield (2012) writing on stability of Job Descriptive Index asserts that that over time, satisfaction with a job remains usually stable.Therefore, it was the people's personality that causes satisfaction with their job, rather than other variables.Some personality factors could have more effect on job satisfaction than others. In a meta-analysis focusing on personality and job satisfaction (Kumar & Jain, 2010) concluded that neuroticism, conscientiousness, and extraversion were more strongly associated with job satisfaction. People who are high on neuroticism are more likely to be dissatisfied than others with low neuroticism, while people who are conscientious are more likely to be satisfied.

Garner (2012) asserts that there are many different personality factors that have been correlated with job satisfaction. Overall, there seem to be two traits that have significant correlations: Locus of Control (LOC) and negative affectivity. LOC has was correlated with job performance as well as job satisfaction. Judge and Bono (2001) in a meta-analysis study of the relationship between core self-evaluation traits with job satisfaction and performance, asserts that internal LOC relates positively with both job satisfaction and job performance. In a study of internal auditors' job satisfaction and performance, Heathfield,(2012) found that internal LOC employees out-performed those with external LOC. Also, negative affectivity is correlated with job dissatisfaction because if people feel negative overall, they will be negative about their job as well (Garner, 2012).

Differences in personality, leadership style, attitudes and so forth can immensely affect leadership effectiveness. Personality refers to the set of invisible characteristics and practices that lie behind a relatively stable pattern of behavior in response to ideas, objects, or people in the environment (Ono, Sachau, Deal, Englert & Taylor, 2011). People come from different backgrounds will have different attitudes, values and norms. These people, in fact, have different cultural heritages and of definitely they will reflect their own cultural heritages. These differences result in different personalities of a person that determine their actions and behaviors and affect the leader-follower interaction. Some leaders might have a strong and weak personality that can influence others performance of employee and determine the way of organization perform (Kell, Rittmayer, Crook, Motowidlo, 2010).

Therefore, leaders' personality traits are reasonable to be expecting that it can influence personal values and attitudes, as most recent empirical research has demonstrated. In the past years, the views of many personality psychologist's have converged regarding the structure and concepts of personality (Hameed, & Waheed 2011). However, it has become accepted that all of these personality dimensions can be extracted into "Big Five Model" since early 1990s (Batool & Batool, (2012).The personality traits description referred to as the Big Five dimensions. The five personality traits dimensions described by the theory are neuroticism, extraversion, and openness to experience, conscientiousness, and agreeableness. Hameed and Waheed (2011) defined job performance as the employee participation to achieve organizational goal. Job performance is one of the important dependent variables and has been studied for a long decade. Recent studies show that leaders' personality traits affect job performance. Job

performance explained by the theory is a multidimensional construct, which consists of a task dimension and a contextual dimension (Batool & Batool, .2012).

Job performance has was defined as the overall predictable value from employees' behaviors carried out over the course of a set period of time. Employees' job performance will affect the outcomes of the organization. Job performance also ensures the organization is functioning well and it consists of the knowledge and skills that able to guide the employees to perform variety of activities. Afshan, et.al, (2012), argued that the relation between job performance and the Big Five personality dimensions are more a consequence of social aspects of the workplace than ability. It means that the organization should increase the positive impressions of the employees towards them. The behavioral patterns of a good leader such as the leader gives full cooperation, support, and speaks favorably could exceed the employee job performance. Therefore, this research will examine the relationship between leader's Big Five personality traits that influence employee job performance.

2.4.3. Employee Behavior and Culture on job Performance

Researchers affirms that the culture of an organization authorized to the employees to be familiar with both the background of Organization as well as present procedures of functions and this particular recognition endows the employees with assistance about anticipated and bearable upcoming organizational norms and behaviors. According to Shaheen *et.al,* (2013),many academic models claim that the efficient system of human resource always dependent on assisting values and then these systems make a beneficial effect on employee's behavior and attitudes, which accomplish company's overall goals and increase performance.

Afshan *et.al,* (2012), have demonstrated in their researches that employee's job performance behavior and culture have found to be positively related to employee's commitment towards their job and ultimate achievement of organizational goals. Cultural differences should be considered and recognized by employees in order to adapt to them and operate successfully across cultures. Under the umbrella of organization culture, employee's interact and work together and thus based on mutual understanding and respect and assurance of the security of each other's rights, groups are evolved. These groups are faced by two challenges: collaborating individuals into an effective and efficient body of one, and affectively adapting to the external environment in order to

function properly. These effective groups then work together and find solutions to problems and their shared beliefs and assumptions derived from those solution are called the 'culture' that they follow.

Batool and Batool, (2012) defines culture as "the collective programming of the mind that distinguishes the members of one group or category of people from another." Collective mind distinguishes one group from another and establishes cultural differences. Culture according to Heathfield, (2012) is "an active living phenomenon through which people jointly creates and recreates the world in which they live."

2.5 Employee job performance and team behavior change

2.5.1. Team Effectiveness and Employee Performance

There is no question that today's emphasis on teams is more than just a management fad. Research in organizational effectiveness has repeatedly validated the view that teams are valuable to an organization. However, teams can be done right or they can be done wrong. When done well, teams can bring a lot of good things to an organization. When done poorly, they can sap motivation out of an organization faster than almost anything else. Ineffective teams are a bad sign for the future of an organization. If we're going to do them, we need to do them right. This paper is a summarization of my own experiences, both good and bad with teams over the years and current results from the literature on organizational development about what it takes to make a successful team (Heathfield, 2012).

Teams as part of everyone's life and as part of organizational building is often view as a group (a collection of people) who interact to achieve a common goal but an effective, well-functioning team is much more than this (Garner, 2012). Research has found that it dramatically influence firm achievement. Quite a lot of executives' have attributed teams as key element to achieve incredible results. Participants in an effective team care about the group's well-being skillfully combined individual talents with a positive team spirit to achieve results regardless of whether the program effort is that of an individual or several individuals.

Developing team skills have been seen as important because of the tremendous explosion in the use of teams in work organization over the last decade. Trust among the team members comes when member of the teams develop the confidence in each other

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competence. One research study concluded that trust among the team members develop the unique skills and coordination of individuals. According to Hameed and Waheed (2011) there is positive relationship between the team performance and trusts. Trust generates the behavioural basis of teamwork, which results in organizational synergy and better performance of an employee. Development of trust within the organization is the responsibility of individuals. Creation of conduciveand the trustable environment for synergetic teamwork is the responsibility of organization. Organization should transform the trustworthy behaviour for measurement into performance appraisal system to promote the organizational values (Heathfield, 2012).

According to Nayak and Sahoo (2015) high performance teams within the organization exist when there is cooperation and unity exists between members. Reducing mistakes, quality out puts, increased in productivity and customer satisfaction are the variety of criteria through which the performance of the team is evaluated (Becker, Antuar & Everett, 2011). Cooperation of the team member's can only be created when the trust comes to be most important value of the team culture. Trust provides an atmosphere for the team members where members can discuss their mistakes, accept criticism and freely express their feelings so this leads to more synergy.

According to Naveed et al. (2014), an employee team is a collection of individuals who are interdependent in the tasks and who share responsibility for the outcomes. Team"s enables people to cooperate, enhance individual skills and provide constructive feedback without any conflict between individuals (Garner, 2012). Teamwork is an important factor for smooth functioning of an organization. Most of the organizational activities become complex due to advancement in technology therefore teamwork is a major focus of many organizations. One research study concluded that teamwork is necessary for all types of organization including non-profit organizations (Nassazi, 2013). Team members' enhance the skills, knowledge and abilities while working in teams.

It refer to aspects of the team experience that are perceived to provide social support, harmony, cohesion, and positive social relations: being respected by other team members, feeling free to communicate ideas, working easily and well with others on the team, and so on. Wachira, (2013) notes that team trust and cooperation are positively related to attitudinal commitment. Perceptions of social support or coworker solidarity in the workplace have also been shown to be positively associated with organizational

commitment. Nayak and Sahoo (2015) and job satisfaction. While definitions of team often focus on interdependencies or collective responsibility around tasks (Becker, Antuar & Everett, 2011), the social dimension may serve as the foundation for employee evaluation of their relationship with the organization.

For example, Heathfield (2012) talk about the thermonuclear reactions of energy and performance when team members experience relational rather than simply transactional (task) collaboration.(e.g., Chacha, 2013) similarly distinguish between social integration or cohesion and task cohesion, with social cohesion often being associated with positive affect or attitudes toward work or the organization. In his extensive review of the group cohesion literature, Garner, (2012) concludes that subjective perceptions of group cohesion are consistently linked to other subjective evaluations and attitudes as well as organizational outcomes such as absenteeism and reported well-being.

The learning curve or the finding that cumulative production experience is associated with an increase in performance, plays a central role in the study of organizational learning (Hameed, & Waheed, 2011). While most studies focus on the organization or team level, the learning curve is also seen at an individual level (Garner, 2012). Further work finds that organizations may learn at different rates (Pisano et.al, 2001) and that they may forget (Mohanty, (2011).

The finding of the majority of these works is that the key driver of improved performance is increasing cumulative experience. Organizations, teams, and individuals each develop routines for solving problems. Learning then consists of the process of exploring, selecting and replicating new routines for performance improvement (Chacha, 2013). Thus, with increasing experience one may get better at executing existing routines and developing new ones. Other work within organizational learning suggests a more qualified and in some cases, pessimistic, view of the impact of experience on performance (Garner, 2012).

Building on the underlying state of the knowledge being used and the user's understanding of cause-and-effect relationships; Pisano explores the idea of learning-by-doing versus learning-before-doing (Hameed, & Waheed, 2011). He proposes that if a user understands a problem's cause-and-effect relationship then it is possible to reach a solution without going to the actual use environment. This suggests that the link between experience and performance might be weak in environments where learning-before-doing

is possible. In a similar vein, Upton and Garner (2012) identify the risk of lock-in with different learning modes, and Batool and Batool (2012) link the state of knowledge to differential learning performance.

2.5.3. Aspects of Team Structure on Employee Performance

Team structure, depends on self-reports about more objective characteristics of the teams. This measure includes descriptions of objective characteristics identified by work team enthusiasts in the management field as constituting best practices in team design (Afshan, et…al, (2012). These characteristics can include: between 12 and 25 members (with optimal size closer to lower end of the span); co-location of members; regular meetings; access to information; co-functionality; and focus on a single product or product line. Because teams of this sort are often described as best one would expect that perceptions of these qualities would be linked with organizational commitment and subsequent impact on turnover intentions (Dahanayake & Gamlath, 2013).

However, in a review of 122 book-length ethnographies, Heathfield (2012) concludes that the objective form of job enrichment (e.g., self-managing teams vs. union-management programs) did not affect outcomes as much as worker subjective perceptions of autonomy and pride. Similarly, Hameed and Waheed (2011), found that differences in commitment associated with different types of team structures could be attributed primarily to employee perceptions of their work experience rather than the team structures. This work form or structure of teams may be less relevant to employee or organizational outcomes than more subjective perceptions of employees. So, it is not entirely clear if or how much team structure independently contributes to subsequent employee attitudes and behaviors. Organizations can be structured in various ways, and the structure of an organization can determine the modes in which it operates and performs (Danzfuss, 2012).

The team structure is a newer type of organizational structure, often seen as less hierarchical, in which individuals are grouped into teams (Garner, 2012). According to Heathfield,(2012) there is nothing like one size fits all type of concept at play when handling different types of team structures for specific goals in mind. Deep thought and consideration is required to identify, assemble and also convince the team members to worktogether on a variety of assignments. Organizational structure can be defined as a mechanism which links and co-ordinates individuals within the framework of their roles, authority and power. Organizational structure represents a useful tool that directs

individuals' behaviors through shared values, norms, and goals (Afshan *et.al*, 2012). However, it has been characterized as a technique in which the organizations are differentiated and integrated themselves by the allocation of work roles and activities (Hameed & Waheed, 2011). In recent years, researchers have sought to determine which structure brings the most advantages for organizations and they have suggested that organizational structures should be responsive to a variety of individual needs in businesses (Garner, 2012).

 One of these widely used structures is labelled as a mechanistic and organic. Mechanistic organization structure is characterized by highly formalized, standardized and centralized functions. Accordingly, in mechanistic organizations individuals have a clear understanding about their job responsibilities and it is expected of them to follow certain guidelines specified by policies, practices, and procedures (Chacha, 2013). On the other hand, organic organizations are more flat, flexible and adaptable to environmental conditions, so individuals' behaviors are guided by shared values and goals. Moreover, organic organizations have characteristics such as informal network of authority and informal network of communication and opportunities for participating in the decision process (Shaheen, *et.al*, 2013). Therefore, organizations need to design their structures in accordance with the organizational strategies, internal and external working environment conditions. Because organizational structure has numerous and significant effects on both individuals and organizations.

In literature, researchers have suggested that types of organizational structures have considerable impacts on leadership styles, organizational performance, innovation, and employees trust and job satisfaction levels, perceived fairness, individual job performance, job involvement and learning organization (Chacha, 2013). Learning organization can be defined as an organization that focuses on "learning" as a crucial component in its values, visions and goals, as well as all of its functions. It has been characterized by a type of organization which continuously and proactively emphasizes to facilitate learning activities and to develop strategies to encourage learning. Therefore, learning organization refers to a culture that promotes learning environment that embraces both individual and organizational learning.

The concept of learning organization has been recognized by scholars since the early 1960s due to its vital importance for organizations to achieve and sustain competitive

edge. However, in the last two decades, learning organizations have been considered as a key element which provides organizations with competitive advantage and make them different from their rivals in the future. (Batool & Batool, 2012). Moreover, learning organization has some positive effects on organizational performance and individuals' attitudes and behaviors. For example, researches have indicated that learning organization has a significant impact on individuals' commitment to organization, job satisfaction, turnover intention and work engagement levels and their innovative behaviors (Becker, Antuar & Everett, 2011). In addition to these, a few studies have asserted that individual performance and job involvement levels of employees are affected by the learning organization strategies (Danzfuss, 2012).

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 influence of skill attainment, work application, individual behavior change, team behavior change on employee job performance Further on, the next chapter presents the research methodologies and procedures.

<center>**CHAPTER THREE**</center>

3.0 RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is a way to systematically solve a research problem by logically adapting various steps. This chapter focused at the research system of methods used in this particular area the study. It is segmented into different parts including the research design, the population and sampling design, data collection methods, research procedures and instruments, and data analysis methods.

3.2 Research Design

Cooper and Schindler (2014) define research design as an outline, plan or scheme that is used to generate answers to research study. This study used descriptive research design in order to provide a platform to analyze data vividly in numeric and narrative form. As Cooper and Schindler (2014), opined, descriptive research design helps to analyze data in both qualitative and quantitative forms.

Research design deals with planning the strategy or overall design of the study. Survey was utilized in this research. Ogutu (2012) posits that a survey research method is probably the best method available to social scientists who are interested in collecting original data for purposes of describing a population which is too large to observe directly.

In this survey, independent variables were selected rather than observations and analyses of relationships among the variables carried out in their natural settings. The approach allowed ascertaining of wide spread opinions under natural conditions (Auka, Bosire & Matern, 2013).

The survey design has been chosen because it allows investigation of possible relationships between independent and dependent variables. In this way the survey design was more appropriate for the study because it has enable data collection from broader category as well as comparisons between variables. The dependent variable in this study was the employee performance while the independent variables were skills attainment, workplace application, individual and team behavior change.

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3.3 Population and Sampling Design

3.3.1 Population

The term population has been defined as a set of humankind who meet the same criteria and form the basis which respondents from a study are drawn (Levin, 2006). While the selected populace is the entire assemblage of elements about which the researcher wishes to make some inferences (Okiro & Ndungu, 2013). Research has been done for the advantage of the population. Nevertheless, researchers often cannot test every person in the population as it is too expensive and time-consuming due to the big size of the population, the reason why researchers has relied on sampling techniques. The population of interest in this study was 120 East Africa Breweries Limited administrative personnel who are subjected to regular trainings and handle the various aspects on the firm, in addition they could be easily accessed centrally at the headquarter.

3.3.2. Sampling Design

3.3.2.1. Sampling Frame

A sampling frame is a list of population units or elements from which to select units/elements to be sampled (Peil, 2013). For this study, the sample frame consisted of the 120 local based employees of East African Brewery Limited, Nairobi, Kenya identifiable by the human resources department register of employee at EABL, Nairobi, Kenya.

3.3.2.2. Sampling Technique

Sampling Techniques are the methods used to represent samples from a population regularly in a way that the sample will facilitate determination of some assumption about the population (Mc Graw-Hill, 2003).

The sample size was obtained by the used of simple random sampling methopd. The population was categorized into the management positions. According to Teddlie and Yu (2007), a simple random sample is one where each unit (persons, cases, etc) in the available population has an equal possibility of being included in the sample, and the chance of an element being selected is not affected by the selection of other elements from the available population (the selections are made independently). Auka et al. (2013)

posit that simple random sampling ensures that all the groups (categories) are adequately sampled and this facilitates comparison among the groups

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).

The sample size for the study was obtained using Slovin's formulae:

$n = N / (1 + Ne^2)$

Where: n = Number of samples

N = Total population

e = Error tolerance, 0.05

$n = 180 / (1 + 180(0.05^2)) = 120$

The sample size of this study was therefore 120 respondents for Administrative Staff.

3.4 Data Collection Methods

The primary data was collected through the use of survey questionnaire by drop and pick strategy to ensure high response rate. The use of questionnaire was adopted because it ensured that data collection was standardized such that each respondent got the same question and in the same format. Questionnaires also enabled collection of original data from the sample of the population within a short time and at low cost for purposes of describing the entire population (Ogutu, 2012).

The questionnaire was designed as stated by research questions. The questionnaire was divided into five sections, section A, B, C, D and E where section A captured the demographic factors of the respondent while section B, C, D and E captured information relating to the specific objectives of the study.

Auka et al. (2012) define validity as the extent to which the test-items measure what they purport to do and reliability as the consistence of a score from one occasion to the next. For this study, the validity and reliability was tested by use of pilot test and expert judgment of the research supervisor.

3.5 Research Procedures

The questionnaire was pre-tested before the final distribution. Cooper and Schindler (2001) note that this is usually done to detect any weaknesses in the research design. The pre- testing (pilot testing) will be 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 will be then excluded from the final study to eliminate bias. The pilot was done to check possible errors in the instrument. The questionnaire was then self-administered in hard copy form to each of the respondents and picked up later after day to increase the response rate.

3.6 Data Analysis Methods

Data analysis is the activity of correcting and minimizing assembled data to a reasonable size, thriving summaries, seeking for figures and using statistical methods (Cooper and Schindlier, 2000),. The questionnaires was converted into code then moved the data into statistical package for social sciences SSPS version 21 for analysis.

The data analysis involving frequencies, percentages, mean and standard deviation was used to summarize the data. To determine degree of associations between two linearly related variables, correlation analysis was used and to determine the relationship between the dependent and independent variables regression analysis was used.

Descriptive statistics was used to illustrate the fundamental features of the data in a research. They present simple summaries regarding the sample and the measures. With simple graphics study, they outline the source of almost every quantitative analysis of data (Trochim, 2006). Descriptive Statistics are utilized to present quantitative descriptions in a controllable structure. It helps researchers to simplify large amounts of data in a sensible way.

In inferential statistics, Validity and reliability was used to test variables. The degree of accuracy of the outcomes of the research is referred by validity. Reliability directs the attention to the solidity of the measure used to learn the relationships between variables (Ghauri & Grönhaug, 2005)

In this research, validity has been taken into concern, as the questionnaire has been constructed by the researcher; it was designed on the basis of the researcher's desires in relation to the research topic and so brings advantages in the sense that it measures

precisely what the researcher means to measure. The normality test for the study variables was also done where the normality of data distribution was assessed by examining its skewness and kurtosis (Kline, 2005).

Regression analysis was lastly done to perceive the connection linking independent and dependent variables by the use of Karl Person's coefficient of correlation. The formula used is (Y= β_0+ β_1X_1 + β_2X_2 + β_3X_3+β_4X_4 +e), where Y is the dependent variable employee job performance, X_1 is skill attainment s used for an orientation program, X_2 work application, X_3 is individual behavior change, X_4 is team behavior change ,was used to determine the correlation between the variables.

The model becomes

Employee job Performance
$$= 0.531 + 0.266_{skill} + 0.192_{work} + 0.208_{ind} + 0.185_{team} + \varepsilon$$

3.7 Chapter Summary

This chapter provided a description of the procedures followed in conducting the study on influence of training and development on employee job performance at EABL, Nairobi, Kenya. It also covered the design and the resources that were used to obtain the required information in order to make the correct conclusions. Data collection and data analysis has also been shown. The discoveries of the study were enfolded in the next chapter.

CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

The purpose of this study was to determine the influence of training and development on employee job performance a case study of East African Breweries Limited.

The data analysis results, interpretation and presentation were covered in this chapter.

4.1.1 Response rate

Out of the 120 questionnaires administered 90 were returned. The overall response rate was thus found to be 75 % which is 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 Bailey (1987) 75% is considered good or adequate as a survey response rate

Table 4.1: Response rate

Category	Frequency	Percentage
Responded	90	75
Did not Respond	30	25
Total	120	100

4.2 Demographic Characteristics

This section discusses the results of the general information about the respondents including the Age bracket, gender, education level, working experience, department of work and the level of management.

4.2.1. Gender of Respondents

53% of the respondents were male and 47% were female. The above finding reveals that majority of the respondents were male.This means that East African brewery has more male employees than female employees.
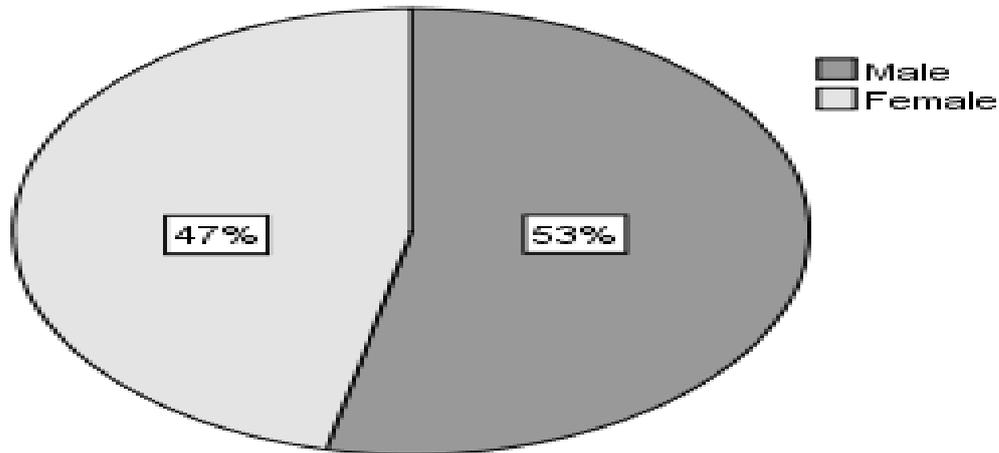
Figure 4.1: Gender of respondents

4.2.2. Age of the Respondent.

The respondents were questioned to specify their age; the results were indicated in Figure 4.2: Age of respondents. The findings indicate that 39% were in the age bracket of 22-29 years and 30-37 years respectively, 9% were over 46 years, 8% were between 38-46 years, and 4% were below 22 years.
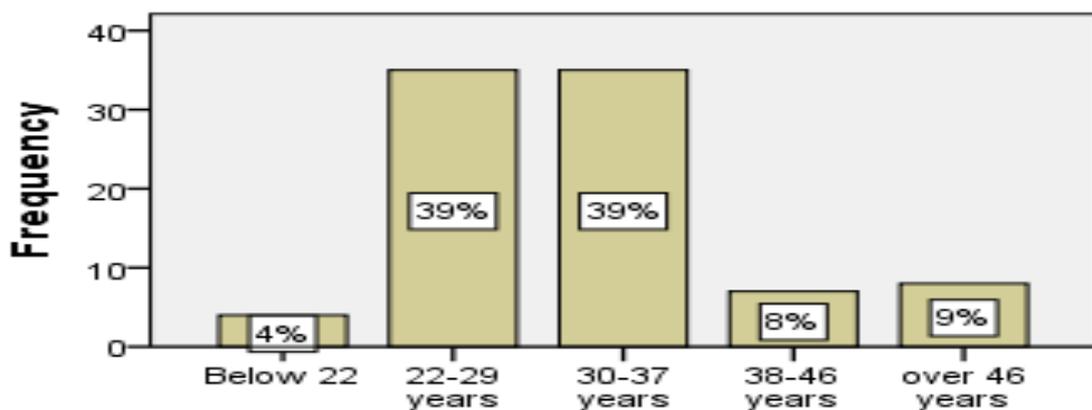
Figure 4.2: Age of respondents

4.2.3. Level of Education

The respondents were asked to indicate the highest level of education, the finding were indicated of Figure 4.3: Education Level. The findings indicate that 60% of the respondents had bachelors qualifications, 24% were postgraduate degree holders and 16% were diploma holders. The finding highlights that respondents were knowledgeable and they had vast information on employee performance.

Figure 4.3: Education Level

4.2.4. Working Experience

The study sought to establish the working experience of the respondents in the organization. The results were shown in **Error! Reference source not found.**. The study found out that 58 % of the respondents had worked in the organization for 0-5 years, 31% had worked for 5 to 10 years and 10% had worked in the organization for over 10 years.
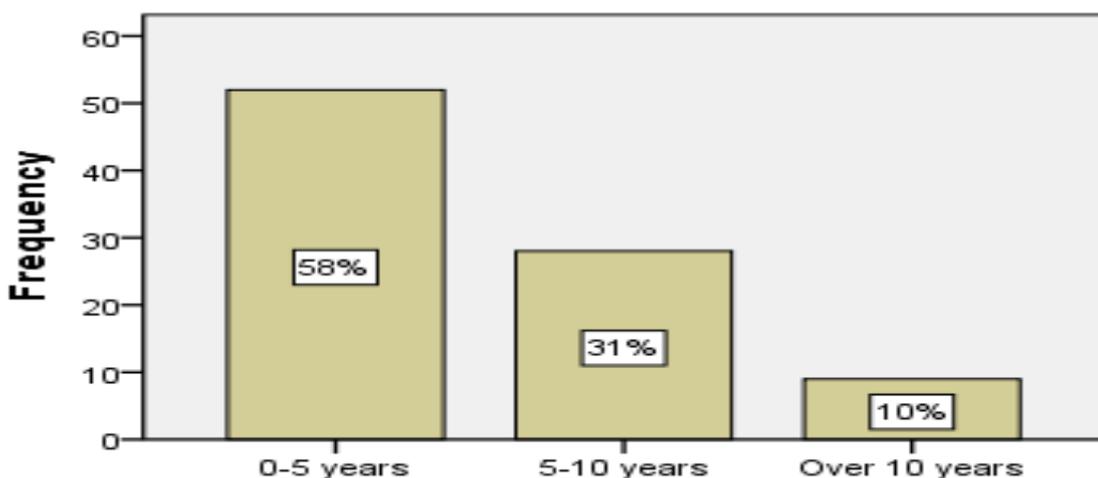
Figure 4.4: Work experience

4.2.5. Department of Work

The study sought to establish the department which the respondents worked. The findings were as shown in Figure 4.5: Department of work. The study found out that majority 52% of the respondents worked in other support services department and 48% worked in the management affairs department.
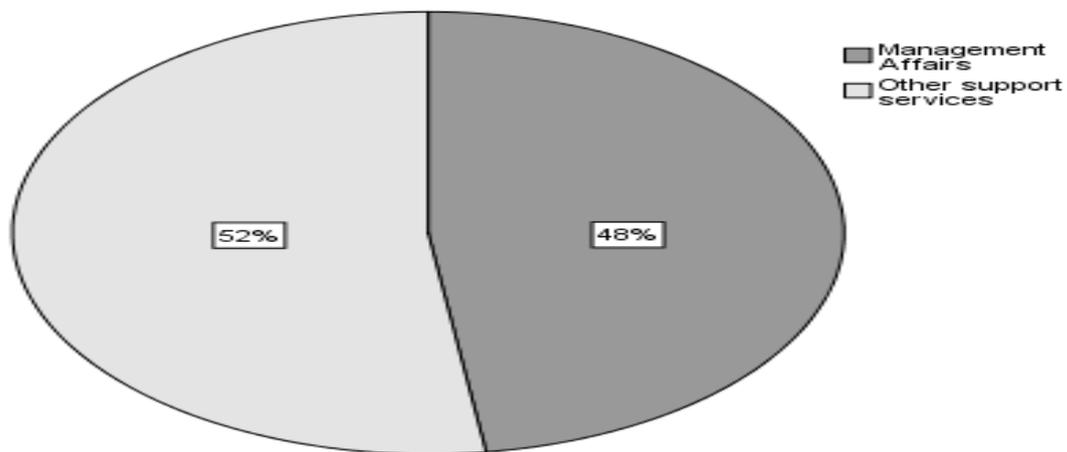
Figure 4.5: Department of work

4.2.6. Level of Management

The study sought to find out the level of management of the respondents in the organization. The findings are as indicated in Figure 4.6: Level of management. From the findings majority of the respondents 77% were in the middle level and 23% were in the senior level.
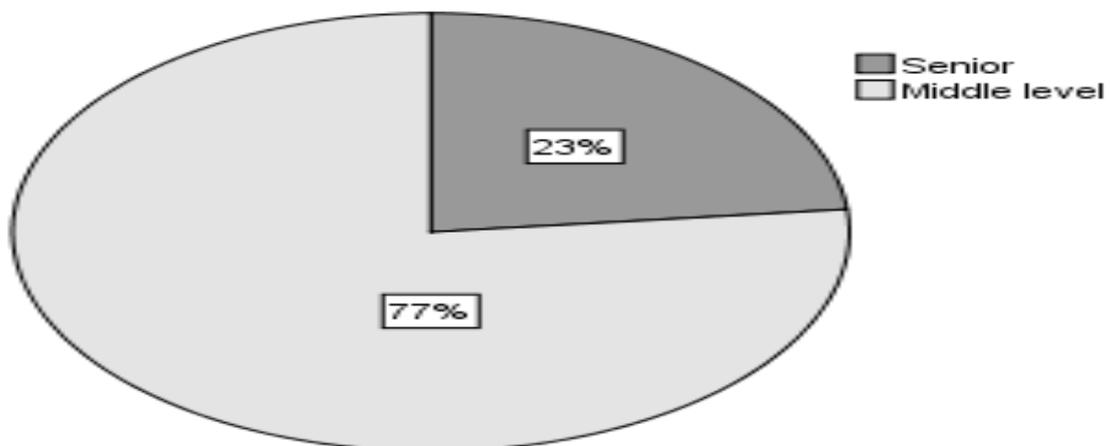
Figure 4.6: Level of management

4.3. Skill Attainment

The study sought to investigate the effect of skill attainment on employee job performance. The findings are as shown in Table 4.2: Skill Attainment. From the findings majority of the respondents 73% strongly agreed that the organization has a training and development policy applicable to all employees, 53% strongly agreed that Supervisors tell employees whether they are doing their job as per the training imparted or not, 58% strongly agreed that when employees arrive from training, supervisors encourage them to share what they have learned with other employees, 60% strongly agreed that the organization links training and development with our company business strategy, 54% strongly agreed that the organization has full-fledged training and development department manned with competent professionals, 57% strongly agreed that supervisors support the use of techniques learned in training that employees bring back to their jobs, 53% agreed that supervisors give employees the chance to try out their training on the job immediately, 54% strongly agreed that supervisors help employees set realistic goals for performing their work as a result of their training, 54% strongly agreed that supervisors assign an experienced co employee to help employees coming back after getting training as needed back on the job and 78% strongly agreed that supervisors ease the pressure of work for a short time so employees have a chance to practice new skills that are taught in training.

Table 4.2: Skill Attainment

Skill Attainment	SD (%)	D (%)	N (%)	A (%)	SA (%)
Training and development policy are applicable to all employees	0	0	1	26	73
Supervisors tell employees if they are doing their job using what they learned in training or not	0	0	0	47	53
After training, supervisors help employees share what they have learned with colleagues	0	0	0	42	58
My company links training and development with the company business master plan	0	0	0	40	60
Training and development department in my company is carried out with competent professionals	0	0	0	46	54
Supervisors support the use of techniques learned in training programs.	0	0	0	43	57
Supervisors give employees the chance to try out what they learned on the job directly.	0	0	1	53	46
Supervisors support employees performing their work as a result of their training	0	0	1	45	54
Supervisors assign an experienced co employee to help employees coming back after getting trained	0	0	0	46	54
Supervisors ease the pressure of work so employees have a chance to practice what has been taught in training.	0	0	0	22	78

KEY: SD-Strongly disagree, D- Disagree, N-Neutral, A-Agree, SA-Strongly Agree

4.4 Work Application

The respondents were asked to answer question about work application and the results in Table 4.3: Work Application shows that 63% of the respondents agreed that Job aids (resources or technology) are available on the job to support what employees learned in training, 54% strongly agreed that supervisors give employees have the opportunity to apply what they learned, 53% strongly agreed that the equipment used in training and on the are similar, 50% strongly agreed that colleagues support the use of learning on the

job, 59% strongly agreed that employees who use what learned in training are given preference for new assignments, 52% strongly agreed that they have every resources to do their job better , 63% strongly agreed that motivation is affected by promotional opportunities, 57% strongly agreed that organizational policies and Human Resource practices influence job retention, 57% strongly agreed that organizational commitment influence their adaptability at work and 81% strongly agreed that organizational commitment influence job satisfaction.

Table 4.3: Work Application

Work Application	SD (%)	D (%)	N (%)	A (%)	SA (%)
resources or technology are available on the job to support what employees learned in training	0	0	1	36	63
Supervisors make sure that employees have the opportunity to use what learned in training	0	0	2	43	54
The equipment used in training and found on the job are similar	0	0	1	46	53
Workforce hold up the use of learning on the job	0	0	0	50	50
Colleagues who use their training are given preference for new assignments	0	0	0	41	59
I have the tools and resources to do my job well.	0	0	0	48	52
Promotional opportunities affect my motivation at work	0	0	1	36	63
Organizational policies and Human Resource practices influence my job retention	0	0	0	43	57
Organizational commitment influence my adaptability at work	0	0	0	43	57
Organizational commitment influence my job satisfaction	0	0	0	19	81

KEY: SD-Strongly disagree, D- Disagree, N-Neutral, A-Agree, SA-Strongly Agree

4.5 Individual Behavior Change

The study sought to find the individual behavior change on employee job performance. The results are as indicated in Table 4.4: Individual behavior change. The findings reveals that 63% strongly agreed that training program for a particular sector is designed in consultation with the senior executives of that sector, 61% agreed that training participants are helped in diagnosing their own training needs, 58% strongly agreed that training objectives are usually designed by a team of subject matter experts, 52% agreed that training program objectives usually have a tight link with the organization objectives, 60% strongly agreed that trainees' performance is measured before, during and after a training program, 50% strongly agreed that appropriate feedback is provided to trainees based on their evaluation results and 70% strongly agreed that training improves the skill, knowledge, & sense of responsibility of an employee.

Table 4.4: Individual behavior change

Individual behaviour change	SD (%)	D (%)	N (%)	A (%)	SA (%)
The training program for a particular sector is designed in consultation with the senior executives of that sector	0	0	0	37	63
Training participants are helped in diagnosing their own training needs	0	0	1	61	38
Training objectives are usually designed by a team of subject matter experts.	0	0	0	42	58
Training program objectives usually have a tight link with the organization objectives	0	0	0	52	48
Trainees' performance is measured before, during and after a training program.	0	0	0	40	60
Appropriate feedback is provided to trainees based on their evaluation results.	0	0	1	49	50
Training improves the skill, knowledge, & sense of responsibility of an employee	0	0	0	30	70

KEY: SD-Strongly disagree, D- Disagree, N-Neutral, A-Agree, SA-Strongly Agree

4.6 Team Behavior Change

The study sought to establish to the effect of team behavior change on employee job performance. The results are as indicated in Table 4.5: Team behavior change. The findings shows that 56% of the respondents strongly agreed that their team has a meaningful, shared purpose, 51% agreed that team members clearly understand their roles, 53% strongly agreed that team problem solving results in effective solutions, 53% agreed that team members appreciate one another's unique capabilities, 55% strongly agreed that they are able to resolve conflicts with other teams collaboratively, 54% agreed that team members take personal responsibility for the effectiveness of our team, 55% agreed that working on their team inspires people to do their best, 55% agreed that team members maintain a can-do approach when they encounter frustrating situations and 56% strongly agreed that as a team, they continually work to improve cycle time, speed to market, customer responsiveness, or other key performance indicators.

Table 4.5: Team behavior change

Team behaviour change	SD (%)	D (%)	N (%)	A (%)	SA (%)
Our team has a meaningful, shared purpose.	0	0	1	43	56
Team members clearly understand their roles.	0	0	0	51	49
Team problem solving results in effective solutions.	0	0	0	47	53
Team members appreciate one another's unique capabilities	0	0	0	53	47
We are able to resolve conflicts with other teams collaboratively.	0	0	0	45	55
Team members take personal responsibility for the effectiveness of our team.	0	0	0	54	46
Working on our team inspires people to do their best.	0	0	1	55	44
Team members maintain a can-do approach when they encounter frustrating situations.	0	0	1	55	44
As a team, we are continually working to improve cycle time, speed to market, customer responsiveness, or other key performance indicators.	0	0	0	44	56

KEY: SD-Strongly disagree, D- Disagree, N-Neutral, A-Agree, SA-Strongly Agree

4.7 Employee Job Performance

The study sought to find out about employee job performance in the organization. The results are as shown in table 4.6. The findings indicate that 69% of the respondents agreed that performance appraisal at their organization is fair, 67% agreed that they are motivated to perform their tasks effectively at the organization, 60% agreed that they are satisfied with terms and conditions of their contract at the organization, 64% agreed that their organization offers them ample compensation in relation to their job and 57% agreed that at their organization they have job security.

Table 4.6: Employee job performance

Employee job performance	SD (%)	D (%)	N (%)	A (%)	SA (%)
Performance appraisal at my organization is fair	0	0	3	69	28
I am motivated to perform my tasks effectively at my organization	0	0	1	67	32
I am satisfied with terms and conditions of my contract at my organization	0	0	2	60	38
My organization offers me ample compensation in relation to my job.	0	0	0	64	36
At my organization I have job security	0	0	2	57	41

KEY: SD-Strongly disagree, D- Disagree, N-Neutral, A-Agree, SA-Strongly Agree

4.7.1 Inferential statistics

4.7.1.1 Reliability Analysis

The variables (Skill attainment, Work application, Individual behavior change, Team behavior change and Employee Job Performance) scale reliability was determined by computing the overall Cronbach's alpha reliability coefficient for the items contained in each variable. Results presented in Table 4.7: Reliability of the study Variables indicate

that all the variables attained the acceptable and recommended level of alpha 0.70 (where the overall Cronbach's alpha statistic for Skill attainment, Work application, Individual behavior change, Team behavior change and Employee Job Performance was 0.794, 0.752, 0.713, 0.801 and 0.809 respectively). The reliability of the instrument stands at approximately 91.5%.

Table 4.7: Reliability of the study Variables

Variables	Number of items	Cronbach's Alpha	Comment
Skill attainment	10	0.794	Reliable
Work application	10	0.752	Reliable
Individual behaviour change	7	0.713	Reliable
Team behaviour change	9	0.801	Reliable
Employee Job Performance	5	0.809	Reliable
Overall Reliability	41	0.915	Reliable

4.7.1.2. Normality test

The test for normality was made by estimating measures of shape including skewness and kurtosis presented in Table 4.8: Normality test for the study variables. The rule of thumb is that a variable is reasonably close to normal if its skewness and kurtosis have values between -1.0 and + 1.0 as recommended by Myoung, (2008). Normality of the variables is shown in Table 4.8 below indicated that the values of skewness and kurtosis was between the range of -1.0 and + 1.0. This implies that the assumption of normality was satisfied.

Table 4.8: Normality test for the study variables

	N	Skewness		Kurtosis		Comment
	Statistic	Statistic	Std. Error	Statistic	Std. Error	
Skill attainment	90	-.711	.254	.485	.503	Normally Distributed
Work application	90	-.653	.254	.765	.503	Normally Distributed
Individual behaviour change	90	-.851	.254	.815	.503	Normally Distributed
Team behaviour change	90	-.101	.254	.291	.503	Normally Distributed
Employee Job Performance	90	.084	.254	.042	.503	Normally Distributed

4.7.1.3. Correlation Analysis

Skill attainment was found to be positive and significantly related to Employee Job Performance($r = 0.469$, p-value=0.000<0.05). Work application was found to be positive and significantly related to Employee Job Performance($r = 0.396$, p-value=0.000<0.05). Individual behavior change were found to be positive and significantly related to Employee Job Performance ($r = 0.482$, p-value=0.000<0.05). Team behavior change were found to be positive and significantly related to Employee Job Performance ($r = 0.464$, p-value=0.000<0.05) as indicted in Table 4.9: Correlation Analysis.

Table 4.9: Correlation Analysis

		Skill attainment	Work application	Individual behavior change	Team behavior change
Employee Job Performance	Pearson Correlation	.469**	.396**	.482**	.464**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	90	90	90	90

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

4.7.1.4. Regression Analysis

Skill attainment, Work application, Individual behavior change, Team behavior change was regressed on Employee Job Performance. The R square statistic amounted 0.407 which clearly suggests that there is a strong relationship between Skill attainment, Work application, Individual behavior change, Team behavior change and Employee Job Performance as indicated in table 4.10 This implies that Skill attainment, Work application, Individual behavior change, Team behavior change share a variation of 40.7 % of Employee job Performance.

Table 4.10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.638ª	.407	.379	.31121

a. Predictors: (Constant), Team behaviour change, Work application, Skill attainment, Individual behaviour change

b. Dependent Variable: Employee Job Performance

The Anova table in Table 4.11 indicates that the overall model was a good fit since (F-value=14.588 and p-value=0.000<0.05).

Table 4.11: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.651	4	1.413	14.588	.000[b]
	Residual	8.232	85	.097		
	Total	13.884	89			

a. Dependent Variable: Employee Job Performance

b. Predictors: (Constant), Team behaviour change, Work application, Skill attainment, Individual behaviour change

The regression coefficient also revealed that all variables in this study were statistically significant. When all variables were combined, skill attainment had a Beta coefficient β (0.266); $p < 0.000$; work application had a Beta coefficient β (0.192); $p < 0.000$; individual behavior change has a Beta coefficient β (0.208); $p < 0.000$; individual behavior change has a Beta coefficient β (0.185)as indicated in Table 4.312.

Table 4.12: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.531	.253		2.102	.038
	Skill attainment	.266	.132	.297	2.015	.047
	Work application	.192	.081	.218	2.375	.020
	Individual behaviour change	.208	.080	.257	2.602	.011
	Team behaviour change	.185	.078	.231	2.388	.019

a. Dependent Variable: Employee Job Performance

The model becomes

Employee job Performance

$$= 0.531 + 0.266_{skill} + 0.192_{work} + 0.208_{ind} + 0.185_{team} + \varepsilon$$

Skill attainment on Employee Job Performance

Skill attainmentwas found to have a positive linearly significant influence on Employee job Performance. (β=0.266, T=2.015, p<0.05). Here one unit change in Skill attainment results in 0.266 unit increase in Employee job Performance.

Work application on Employee Job Performance

Work application was found to have a positive linearly significant influence on Employee job Performance. (β=0.192, T=2.375, p<0.05). Here one unit change in Work application results in 0.192 unit increase in Employee job Performance.

Individual behavior change on Employee Job Performance

Individual behaviour change was found to have a positive linearly significant influence on Employee job Performance. (β=0.208, T=2.602, p<0.05). Here one unit change in Individual behavior change results in 0.208 unit increase in Employee job Performance.

Team behavior change on Employee Job Performance

Team behaviour change was found to have a positive linearly significant influence on Employee job Performance. (β=0.185, T=2.388, p<0.05). Here one unit change in Team behavior change results in 0.185 unit increase in Employee job Performance.

4.7.1.5 Predictive Importance

The beta coefficients indicate the relative importance of each independent variable (Skill attainment, Work application, Individual behavior change, Team behavior change) in influencing the dependent variable (Employee job Performance). Skill attainment is the most important in influencing Employee job Performance (βeta=0.297) followed by Individual behavior change (βeta=0.257) then followed by Team behaviour change (βeta=0.231) and the least is Work application (βeta=0.218).

4.8 Chapter summary

Chapter four presented results and findings. The findings have indicated that e training and development influences employee job performance by positively influencing the skill attainment, work application, individual behavior change and team behavior change. The

next chapter presents the summary, discussions, conclusions and recommendations that can be drawn from this study.

CHAPTER FIVE

5.0 DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter discussion, conclusions and recommendations were elaborated. The summary of the entire study is presented first, followed by discussion on the influence of skill attainment, workplace application, individual behavior change, team behavior change on employee job performance then last conclusion and recommendations are presented.

5.2 Summary of the Study

The purpose of this study was to determine the influence of training and development on employee performance. Research questions that assisted this research study were: Does skill attainment influence employee job performance? Does workplace application influence employee job performance? Does Individual behavior change influence employee job performance? Does Team behavior change influence employee job performance?

The research project is descriptive survey research design in nature. The population of the study was 120 East Africa Brewery Limited Nairobi. The study adopted a stratified sampling technique to respondents based on different job ranks. Primary data were brought together by the help of a questionnaire. After collection, data has been analyzed for descriptive statistics (percentages and frequencies) and inferential statistics (correlation and regression) using the Statistical Package for Social Sciences or SPSS version 21.

Under skill attainment, the study sought to investigate the effect of skill attainment on employee job performance. From the findings majority of the respondents 73% strongly agreed that the organization has a training and development policy applicable to all employees, 53% strongly agreed that Supervisors tell employees whether they are doing their job as per the training imparted or not, 58% strongly agreed that when employees arrive from training, supervisors encourage them to share what they have learned with other employees, 60% strongly agreed that the organization links training and development with our company business strategy, 54% strongly agreed that the organization has full-fledged training and development department manned with

competent professionals, 57% strongly agreed that supervisors support the use of techniques learned in training that employees bring back to their jobs, 53% agreed that supervisors give employees the chance to try out their training on the job immediately, 54% strongly agreed that supervisors help employees set realistic goals for performing their work as a result of their training, 54% strongly agreed that supervisors assign an experienced co employee to help employees coming back after getting training as needed back on the job and 78% strongly agreed that supervisors ease the pressure of work for a short time so employees have a chance to practice new skills that are taught in training.

Under work application the study tried to found out the effect of work application and employee job performance. The results finds that 63% who responded agreed that resources or technology are available on the job to support what learned by employees, 54% strongly agreed that supervisors make sure that employees have the opportunity to use what they learned, 53% strongly agreed that the equipment used in training and on job are very similar, 50% strongly agreed that colleagues prefer learning on the job methods, 59% strongly agreed that employees who use their training are first chosen for new assignments, 52% strongly agreed that they have the tools and resources are available to perform, 63% strongly agreed that their motivation at work is affected but promotional opportunities, 57% strongly agreed that organizational and Human Resource policies influence job retention, 57% strongly agreed that organizational commitment influence their work adaptability and 81% strongly agreed that organizational commitment influence their performance at job.

Under Individual behavior change, the study sought to find the individual behavior change on employee job performance. The findings reveals that 63% strongly agreed that training program for a particular sector is designed in consultation with the senior executives of that sector, 61% agreed that training participants are helped in diagnosing their own training needs, 58% strongly agreed that training objectives are usually designed by a team of subject matter experts, 52% agreed that training program objectives usually have a tight link with the organization objectives, 60% strongly agreed that trainees' performance is measured before, during and after a training program, 50% strongly agreed that appropriate feedback is provided to trainees based on their evaluation results and 70% strongly agreed that training improves the skill, knowledge, & sense of responsibility of an employee.

Under behavior change, the study sought to establish to the effect of team behavior change on employee job performance. The findings shows that 56% of the respondents strongly agreed that their team has a meaningful, shared purpose, 51% agreed that team members clearly understand their roles, 53% strongly agreed that team problem solving results in effective solutions, 53% agreed that team members appreciate one another's unique capabilities, 55% strongly agreed that they are able to resolve conflicts with other teams collaboratively, 54% agreed that team members take personal responsibility for the effectiveness of our team, 55% agreed that working on their team inspires people to do their best, 55% agreed that team members maintain a can-do approach when they encounter frustrating situations and 56% strongly agreed that as a team, they continually work to improve cycle time, speed to market, customer responsiveness, or other key performance indicators.

Under job performance the study sought to find out about employee job performance in the organization. The findings indicate that 69% of the respondents agreed that performance appraisal at their organization is fair, 67% agreed that they are motivated to perform their tasks effectively at the organization, 60% agreed that they are satisfied with terms and conditions of their contract at the organization, 64% agreed that their organization offers them ample compensation in relation to their job and 57% agreed that at their organization they have job security

The study findings established a positive significant relationship of attainment, work application, individual behavior change and team behavior change on employee performance.

5.3 Discussions
5.3.1. Influence of skill attainment on employee job performance

The first research question for this study was to determine if skill attainment influenced employee job performance. Skill attainment was found to have a positive linearly significant influence on Employee job Performance. (β=0.266, T=2.015, p<0.05). Here one unit change in Skill attainment results in 0.266 unit increase in Employee job Performance.

It has been found that that 60% strongly agreed that training and development is associated with the company business master plan. These findings are in line with the arguments placed by Weil and Woodall (2005) who had noted the existence of a

relationship between training and development and employee performance. In their argument, they had noted that organizations use training and development programs as a way of enhancing employee performance gaps, therefore making training and development relevant.

Under work application, 53% strongly agreed that Supervisors tell employees whether they are doing their job as per the training imparted or not, 58% strongly agreed that when employees arrive from training, supervisors encourage them to share what they have learned with other employees. This means that employees are properly coached and mentored by their supervisors. This finding was in line with Torrington et al., (2005) who argued that mentoring offered a wide range of advantages to employees including developing their capacity and capability to handle their day to day work related functions. Similarly, Ahmed (2015) had argued that coaching and mentoring provides employees with needed skills on a day to day guidance through their supervisor or a highly skilled colleague in the organization. This enables transfer of skills and knowledge making the m enhances their performance in the long run.

The study also found that 60% strongly agreed that the organization links training and development with our company business strategy. 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.

From an economic angle, the cost of transaction shows that organization gains a competitive advantage over rivals when they own firm-specific resources none can copy. Thus, as the uniqueness of human capital increases, firm have incentives to invest resources into its management and the objective to minimize risks and capitalize on productive potentials. Hence, employees need to enhance their competency knowledge and skills in order to be competitive in their Company.

Usually organizations that perform well have strong upper management and human recourse standards that are properly 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. Influence of work application on employee job performance

The study has shown that work application influence the employee job performance. Work application was found to have a positive linearly significant influence on Employee job Performance. (β=0.192, T=2.375, p<0.05). Here one unit change in Work application results in 0.192 unit increase in Employee job Performance.

The study has shown that 57% strongly agreed that organizational commitment influence their adaptability at work and 81% strongly agreed that organizational commitment influence job satisfaction .The findings are also in agreement with Hunt, Chonko &Wood ,(1985) who stated that strong positive relationships have been observed between organizational commitment and desirable work outcomes such as performance, adaptability and job satisfaction. Research results indicate that satisfied employees tend to be committed to an organization, and employees who are satisfied and committed are more likely to attend work, stay with an organization, arrive at work on time, perform well and engage in behaviors helpful to the organization (Aamodt 2007). According to Kotze and Roodt (2005), between job satisfaction, employee commitment and retention a strong correlation has been empirically established. Factors such as type and variety of work are mostly affect organization commitment, job autonomy, responsibility level with the job, social relationship quality at work, rewards and remuneration, promotional opportunities and career development in the company (Riggio 2009).

The study has also shown that, 63% strongly agreed that promotional opportunities affect their motivation at work. This finding is in line with a study that was conducted by Turkyilmaz et al,(2011) that the employees take promotion as the ultimate achievement in their career and when it is realized, he/she feels extremely satisfied and wants to perform well. 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.

The study has also shown that 57% strongly agreed that organizational policies and Human Resource practices influence job retention. This finding is also in line with Cho et al. (2006) argument that organizational policies and Human Resource practices in quest of employee retention will outperform the competition. Griffeth et al. (2001), categorically explained the significance of human resource policies and its impact on employee retention. Similarly, proficiently planned and well-executed employee retention program enhances productivity and reduces employee turnover expenditures (Sutherland, 2004). Human Resource policies with respect to stimulating performance evaluation mechanism, performance based reward mechanism and career growth and promotion opportunities affect worker's decisions of either staying or leaving a job.

Employees always look for career growth opportunities and in this context Human Resource policy functions stimulate employees to stay in the current job. Large number of research has been conducted on the role of Human Resource policies in mitigating voluntary turnover, and in each of the studies, the conclusion is that Human Resource policies go a long way to affect employee retention.

5.3.3. Influence of individual behavior change on employee job performance

Individual behaviour change was found to have a positive linearly significant influence on Employee job Performance. (β=0.208, T=2.602, p<0.05). Here one unit change in Individual behavior change results in 0.208 unit increase in Employee job Performance.

The result has shown that 50% strongly agreed that appropriate feedback is provided to trainees based on their evaluation results, 70% strongly agreed that training improves the skill, knowledge, & sense of responsibility of an employee 52% agreed that training program objectives usually have a tight link with the organization objectives. This finding is in line with a study that was conducted by Ferris et al.,(1998) which state that many academic models claim that the efficient system of human resource always dependent on assisting values and then these systems make a beneficial effect on employee's behavior and attitudes, which accomplish company's overall goals and increase performance.

Deal & Kennedy, 1982; Sathe, 1985 have demonstrated in their researches that employee's job performance behavior and individual culture have found to be positively

related to employee's commitment towards their job and ultimate achievement of organizational goals. Working on character abilities that can be observed is the capacity of individuals to complete various tasks in a job that includes intellectual abilities, skills / emotional skills and physical abilities (Muchlas, 2006).The most necessary element for success in leadership is primarily the job skills.

The study also found that 70% strongly agreed that training improves the skill, knowledge, & sense of responsibility of an employee. The findings are also in agreement with Jean, (2008) who found that individual ability can be improved through training and development programs, and this has a positive effect on individual's ability to perform. He also indicated that employees who are trained work with passion and feels 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.

Kahn, (1990) 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.

5.3.4. Influence of team behavior change on employee job performance

Individual behaviour change was found to have a positive linearly significant influence on Employee job Performance. (β=0.208, T=2.602, p<0.05). Here one unit change in Individual behavior change results in 0.208 unit increase in Employee job Performance.

This findings has shown that 55% agreed that working on their team inspires people to do their best, 55% agreed that team members maintain a can-do approach when they encounter frustrating situations and 56% strongly agreed that as a team, they continually work to improve cycle time, speed to market, customer responsiveness, or other key performance indicators. This supports Murray, (2000) sentiments that teams dramatically affect organizational performance. Some managers have credited teams with helping them to achieve incredible results. Participants in an effective team care about the group's well-being skillfully combined individual talents with a positive team spirit to achieve results regardless of whether the program effort is that of an individual or several individuals. Developing team skills have been seen as important because of the tremendous explosion in the use of teams in work organization over the last decade.

Costa (2003) notes that team trust and cooperation are positively related to attitudinal commitment. Perceptions of social support or coworker solidarity in the workplace have also been shown to be positively associated with organizational commitment and job satisfaction). While definitions of team often focus on interdependencies or collective responsibility around tasks (Barker, 1993; Devine, 2002; Glassop, 2002; Goodman, et al., 1988; Katzenbach & Smith, 1993), the social dimension may serve as the foundation for employee evaluation of their relationship with the organization.

Teamwork is an efficient way of achieving success at work place or in the organization. It helps in boosting the productivity, effectiveness and efficiency of work as well as the performance of organizations as a whole. Nowadays Organizations prefer a team form of working in conducting its activities as well as achieving mission and vision. Some of these activities, goals and objectives are; gaining competitive advantage in the market place, providing quality services or product to targeted customers, boosting the productivity of employees as well as on individual level , prompting trust and a spirit of cooperation among members, eliminating all kind of differences among employers and employees, improving relationship (that is between the organization , shareholders and stockholders), enhancing individuals' creativity in handling and resolving conflict, facilitating good decision making and implementation among members.

5.4 Conclusion

5.4.1. Influence of skill attainment on employee job performance

This study has established a statistically significant relationship between skill attainment and employee job performance. The study concludes that a has full-fledged training and development department manned with competent professionals , giving employees the chance to try out their training on the job immediately can help employee gain more skills and perform better on the job . Training programs are essential in ensuring that employees are adequately equipped to deal with their work responsibilities and as such, improve employee performance. When supervisors encourage employees to share what they have learned with other employees during training it will strengthen the employees and impact on their overall performance.

5.4.2. Influence of work application on employee job performance

This study has established a statistically significant relationship between work application and employee job performance. When the equipment used in job is similar to the

equipment found at job, and ,when supervisors make sure that employees have the opportunity to use their training immediately it will help employees learn faster, improve productivity hence improve employee job performance. Organizational commitment influence employee adaptability at work and increase job satisfaction, this will contribute to employee job performance. Organizational policies and Human Resource practices can influence job retention which can lead to increase employee productivity and reduce turnover.

5.4.3. Influence of individual behavior change on employee job performance

This study has established a statistically significant relationship between skill attainment and employee job performance. The study has shown that when training program for a particular sector is designed in consultation with the senior executives of that sector, and when training participants are helped in diagnosing their own training needs, and also when appropriate feedback is given to trainees based on their evaluation it will help managers to track the performance level of each employee and hence it will   gives the ability to properly gauge worker efficiency, identify who is working hard and who isn't, determine how to properly compensate the workforce, and improve the workplace's overall productivity

5.4.4. Influence of team behavior change on employee job performance

This study has established a statistically significant relationship between team behavior change and employee job performance. The study conclude that when a team have a meaningful shared purpose, when team members clearly understand their roles, team problem solving results in effective solution which will make the team continually working to improve cycle time, speed to market, customer responsiveness, or other key performance indicators.

5.5 Recommendations
5.5.1. Recommendations for Improvement

5.5.1.1. Influence of skill attainment on employee job performance

Since this study revealed the existence of significant relationship between skill attainment employee performances, the study recommends that a proper follow up by supervisor should be enhanced. Supervisor should give chance to employees to practice immediately what they have learned. It is also recommended that training should be conducted time to

time to ensure that employees have the necessary time to change processes, innovation; better performance and job satisfaction to enhanced employee and organizational performance. At the end it's also recommended that a proper rewarding program must be put in place to motivate employees who continuously perform well.

5.5.1.2. Influence of work application on employee job performance

The study has shown that training and development influence employee work application. Since employees recognize their organization interest in them through offered training programs, they in turn apply their best efforts to achieve organizational goals, and show high performance on job. In designing training and development programs, it's recommended that management should also focus on leadership, and decision making training.

5.5.1.3. Influence of individual behavior change on employee job performance

The study has shown that individual behavior change have an influence on the employee job performance. It's highly recommended that appropriate feedback must be provided to trainees based on their evaluation results and to develop internally consistent and comprehensive productivity measurement systems that account for the productivity of individual workers. According to one large-scale survey, most employees understand their organization's business goals, but only 39 percent know what to do in their own jobs to achieve those goals, for that it's recommended that employees require accurate role perceptions to perform their jobs well.At the end it's recommended to the management to match a person's competencies with the job's task requirements. A good person-job match not only produces higher performance; it also tends to increase the employee's well-being.

5.5.1.4. Influence of team behavior change on employee job performance

The study has shown that training and development enhances employee performance by influencing team behavior change. If the team members have a meaningful shared purpose and understanding their roles it can help to increase performance of the organization. Collective support and ease of communications between team members is recommended. Further research on the ideal combination of teamwork dimensions (i.e., preparation of interpersonal dynamics) would also enhance the current knowledge in terms of how to train teamwork most effectively and efficiently in order to increase

employee job performance. Finally, it's also recommended to build trust. Trust leads to loyalty. And loyalty leads to people doing their best to deliver results to the company

5.5.2. Recommendation for Future Research

This study focused on the influence of training and development on employee job performance. The study variables were limited to skill attainment, work application, individual behavior change and team behavior change. These variables are not conclusive in themselves to explain the influence of training and development on employee job performance. Future studies should focus on other factors not considered in this study like organization's structure, availability of opportunities to advance skills and using them, work environment and compensation.

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APPENDIX A: QUESTIONNAIRE

Please answer all questions

This questionnaire assists in data collection for academic purpose. The research intends to investigate the influence of skill attainment, workplace application, individual behavior change, team behavior change on employee job performance. All information obtained will be handled with high level of confidentiality. Please do not incorporate identification or names in this questionnaire. Please answer every question by using either a cross(x) or tick (√) in the option that applies.

SECTION A: Background Information

1. Your gender: Male [   ]   Female [   ]
2. You age bracket (Tick whichever appropriate)

   Below 22   [   ]

   22 -29 years   [   ]

   30 - 37 years   [   ]

   38 - 46Years   [   ]

   Over- 46 years   [   ]

3. What is your highest level of education? (Tick as applicable)

   Primary Certificate   [   ]   Secondary Certificate [   ]

   Diploma/Certificate   [   ]   Bachelors' degree   [   ]

   Postgraduate degree   [   ]

   If others, specify …………………………………………………………..

4. Working experience in the Organization

   0 – 5 years   [   ]   5– 10 years   [   ]

   Over 10 years   [   ]

5. Department that you work

   Management Affairs   [   ]   Other Support Services   [   ]

6. Level of Management

   Senior Manager   [   ]   Mid-level Managers   [   ]

SECTION B: The effect of skill attainment on employee job performance

State by ticking the appropriate box, your level of agreement with the following statements on a scale of **1 to 5, Where 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree)**

		1	2	3	4	5
1	training and development policy are applicable to all employees					
2	Supervisors tell employees if employees are doing their job as what learned training or not					
3	After training, supervisors help employees to share what they have learned with colleagues					
4	My company links training and development with our company business master plan					
5	training and development department in my company is carried with competent professionals					
6	Supervisors support the use of techniques learned in training programs					
7	Supervisors give employees the chance to try out what they learned on the job directly					
8	Supervisors support employees performing their work as a result of their training					
9	Supervisors assign an experienced co employee to help employees coming back after being trained					
10	Supervisors ease the pressure of work so employees can practice what they have been taught in training					

11. Do you think that there are other ways in which skill attainment on employee job performance?

_____

_____

SECTION C: Work application and employee job performance.

State by ticking the appropriate box, your level of agreement with the following statements on a scale of **1 to 5, Where 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree)**

		1	2	3	4	5
1	resources or technology are available on the job to help what employees learned in training					
2	Supervisors make sure that employees have the opportunity to use what they learned in training					
3	The equipment used in training and on job are similar					
4	Workforce hold up the use of learning on the job					
5	colleagues who use their training well are given preference for new assignments					
6	I have the tools and resources to do my job well.					
7	Promotional opportunities affect my motivation at work					
8	Organizational and Human Resource practices influence my job retention					
9	organizational commitment influence my adaptability at work					
10	organizational commitment lead to job satisfaction					

11. Are there other ways in which work application influence employee job performance? Please give details

_____

_____

_____

SECTION D: Individual behavior change and employee job performance

State by ticking the appropriate box, your level of agreement with the following statements on a scale of **1 to 5, Where 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree)**

		1	2	3	4	5
1	The training program for a particular sector is designed in consultation with the senior executives of that sector					
2	Training participants are helped in diagnosing their own training needs					
3	Training objectives are usually designed by a team of subject matter experts.					
4	Training program objectives usually have a tight link with the organization objectives					
5	Trainees' performance is measured before, during and after a training program.					
6	Appropriate feedback is provided to trainees based on their evaluation results.					
7	Training improves the skill, knowledge, & sense of responsibility of an employee					

8. Are there other ways in which Individual behavior change affect employee job performance?

_____

_____

SECTION E: Team behavior change and employee job performance

State by ticking the appropriate box, your level of agreement with the following statements on a scale of **1 to 5, Where 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree)**

		1	2	3	4	5
1	Our team has a meaningful, shared purpose.					
2	Team members clearly understand their roles.					
3	Team problem solving results in effective solutions.					
4	Team members appreciate one another's unique capabilities					
5	We are able to resolve conflicts with other teams collaboratively.					
6	Team members take personal responsibility for the effectiveness of our team.					
7	Working on our team inspires people to do their best.					
8	Team members maintain a can-do approach when they encounter frustrating situations.					
9	As a team, we are continually working to improve cycle time, speed to market, customer responsiveness, or other key performance indicators.					

10. Are there other ways in which team behavior change affect employee job performance

_____

SECTION F: Employee job performance

State by ticking the appropriate box, your level of agreement with the following statements on a scale of **1 to 5, Where 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree)**

		1	2	3	4	5
1	Performance appraisal at my organization is fair					
2	I am motivated to perform my tasks effectively at my organization					
3	I am satisfied with terms and conditions of my contract at my organization					
4	My organisation offers me ample compensation in relation to my job.					
5	At my Organization I have job security					