

**PERCEIVED RELATIONSHIP BETWEEN EMPLOYEE
DEVELOPMENT PROGRAMMES AND ORGANISATIONAL
COMMITMENT AT BARCLAYS BANK OF KENYA**

BY

MUTHIANI ALEXANDER MUUO

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF
MASTER OF BUSINESS ADMINISTRATION (MBA), SCHOOL OF
BUSINESS, UNIVERSITY OF NAIROBI**

2013

DECLARATION

This project is my original work and has not been presented for a degree in any other University.

Muthiani Alexander Muuo.....Date.....

D61/72562/2012

This project has been submitted for examination with my approval as a University Supervisor.

Prof. Peter K'Obonyo.....Date:.....

DEDICATION

I hereby dedicate this research project to my family, colleagues and friends who have continuously been a source of encouragement and offered their endless support during the entire time I was writing this research project and even when at times I felt defeated and all hope seemed lost.

ACKNOWLEDGEMENTS

First of all I would like to thank the almighty God for His interminable help, without His help this research could not have been realized. I am grateful to my supervisor, Prof. Peter K'Obonyo, for his committed and motivated guidance to successfully complete this research project. I would like to express my gratitude and love to my parents, and acknowledge their concern about my education and initiative they took to let me go to school.

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS	iv
LIST OF FIGURES	ix
LIST OF TABLES	x
ABBREVIATION AND ACRONYM.....	xi
ABSTRACT.....	xii
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background to the Study.....	1
1.1.1 Concept of Perception.....	2
1.1.2 Employee Development Programs	3
1.1.3 Organisational Commitment.....	5
1.1.4 Relationship between Employee Development Programs and Organisational Commitment	6
1.1.5 Barclays Bank of Kenya	7
1.2 Research Problem	8
1.3 Research Objective	11
1.4 Value of the Study	11
CHAPTER TWO: LITERATURE REVIEW.....	13
2.1 Introduction.....	13
2.2 Theoretical Review	13
2.3 Employee Development Programmes.....	15
CHAPTER THREE: RESEARCH METHODOLOGY	21
3.1 Introduction.....	21

3.2 Research Design.....	21
3.3 Population	21
3.4 Sample Design	22
3.5 Data Collection	22
3.6 Data analysis	23
CHAPTER FOUR: DATA ANALYSIS AND FINDINGS.....	24
4.1 Introduction.....	24
4.2 Demographic Information.....	24
4.2.1 Age Distribution.....	24
4.2.2 Length of service.....	25
4.2.3 Respondents current department.....	26
4.2.4 Other departments the respondents have worked in	27
4.2.5 Current position in the organization	28
4.3 Mentoring of the staff	28
4.3.1 Effects of employee mentoring Programme	30
4.4 Job rotation and organisational commitment.....	31
4.4.1 Frequency of job rotation.....	31
4.4.2 Benefits of job rotation	32
4.4.3 Kinds of job rotation practiced by the organization.....	33
4.4.4 Effectiveness of job rotation in enhancing organisational commitment.....	34
4.5 Career Counselling and organisational commitment.....	35
4.5.1 Career counselling for the employees.....	35
4.5.2 Person in-charge of counselling.....	35

4.5.3 Freedom with career counsellor.....	36
4.5.4 Effectiveness of career counselling in enhancing organisational commitment	37
4.6 In-service training and organisational commitment	38
4.6.1 Employees training and development programme	38
4.6.2 Method of training and development.....	39
4.6.3 Relevance of employee training.....	40
4.6.4 Benefits of employee training.....	41
4.7 Promotion and organisational commitment	42
4.7.1 Promotion since joining the organization	42
4.7.2 Criteria used for promotion.....	43
4.7.3 Satisfaction with the promotional system in place	44
4.7.4 Respondents' response on reasons for lack of satisfaction with employee promotion.....	45
4.7.5 Effectiveness of promotion in enhancing organisational commitment.....	45
4.7.6 Ways to improve the current promotional system	46
4.8 Commitment	46
4.9 Correlation Analysis	48
4.9.1 Relationship between mentoring and organization commitment.....	49
4.9.2 Relationship between job rotation and organization commitment	49
4.9.3 Relationship between Career Counselling and organization commitment	49
4.9.4 Relationship between in-service training and Organization Commitment	49
4.9.5 Relationship between promotion and organization commitment	50

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	51
5.1 Introduction.....	51
5.2 Summary of the Findings.....	51
5.3 Discussion of Findings.....	54
5.4 Conclusions.....	57
5.5 Recommendations.....	60
5.6 Suggestion for further studies	61
REFERENCES.....	62
APPENDICES	68
APPENDIX 1: Letter of introduction	68
APPENDIX II: Employee questionnaire	69

LIST OF FIGURES

Figure 4.1 Duration of Staff Working Life.....	25
Figure 4.2 Other department the respondents have worked in	27
Figure 4.3: Current position in the organization.....	28
Figure 4.4 Frequency of job rotation	31
Figure 4.6 Benefits of job rotation.....	32
Figure 4.6 Effectiveness of job rotation in enhancing organisational commitment	34
Figure 4.7 Career counselling for the employees	35
Figure 4.8 Freedom with career counsellor	37
Figure 4.9 Effectiveness of career counselling in enhancing organisational commitment.....	38
Figure 4.10 Employees training and development programme	39
Figure 4.11 Method of training and development	40
Figure 4.12 Relevance of employee training	41
Figure 4.13 Promotion since joining the organization.....	43
Figure 4.14 Criteria used for promotion	43
Figure 4.15 Satisfaction with the promotional system in place	44
Figure 4.16 Effectiveness in promotion in enhancing organisational commitment	45

LIST OF TABLES

Table 3.1 Sampling Table	22
Table 4.2 Distribution of the respondents by age bracket	25
Table 4.3 Distribution of the respondents by department.....	26
Table 4.4 Means and standard deviations for responses on measures of mentoring	29
Table 4.5 Effects of employee mentoring programme	30
Table 4.6 Kinds of job rotation practiced by organization	33
Table 4.7 Person in-charge of counselling.....	36
Table 4.8 Benefits of employee training.....	42
Table 4.9 Commitment Scale.....	47
Table 4.10: Pearson’s Correlation Coefficient Matrix.....	48
Table 4.11: Employee development Programmes	50

ABBREVIATION AND ACRONYM

OC	Organisational Commitment
CBK	Central Bank of Kenya
KBA	Kenya Bankers Association
NSE	Nairobi Stock Exchange
NYSE	New York Stock Exchange
HR	Human Resource
CDC	Centres for Disease Control
KEMRI	Kenya Medical Research Institute
BBK	Barclays Bank of Kenya

ABSTRACT

Employee development programmes comprise of components like career counselling, mentoring, in-service training, job rotation, and promotion. The objective of the study was to determine the perceived relationship of employee development programmes on organizational commitment at the Barclays bank, Kenya. The study adopted a descriptive survey design of the effects of employee development programmes on organizational commitment among employees of Barclays bank, Kenya because it enabled the researcher to collect in-depth information about the population being studied. From the population of all BBK employees in Nairobi, study participants were selected using stratified random sampling according to the departments to ensure that all the departments were represented. A sample of 128 employees which represents 10% of the target population was used. In this study data was collected using a questionnaire designed in such a way that each question in the questionnaire addressed the objective. Data gathered from the questionnaire was analyzed using descriptive statistics. The study found that the affective commitment of the employees would be significantly improved through employee development programmes as it increased employee interaction and sharing of skills and knowledge thus impacting on the employee commitment. The study concluded that the top management supported the employee development programmes as the line managers encouraged employees to give their views on objectives and standards of employee development. The employee development programmes enhanced employee organisational commitment as employees were more committed to their job, there was increased social interaction between management and employees and employees' technical skills were improved. The study recommends that the management of the bank should offer regular employee training to its human capital to equip them with modern skills executing their mandate to enhance their employee commitment and that the management of bank should review their policies guiding the implementation of employee development programmes and address the existing bottlenecks to increase employee organizational commitment.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

According to Becker, Randall, and Riegel (1995) the success of an organization is extremely dependent on its human resources. Although there were many other factors that played a key role, a company must have effective employees in order to stay financially solvent and competitive. To maintain this valuable commodity, organizations must be aware of the factors that influence employee commitment and retention (Shelton, 2001). Employee development programmes comprise of components like career counselling, mentoring, in-service training, job rotation, and promotion (Du Plessis, Frederick & Goodwin, 2010).

Searching for new ways to strengthen employees' affective commitment, many organizations have adopted employee support programs (Hartwell *et al* 1996). Employee support programs were formalized practices designed to improve employees' experiences at work by providing emotional, financial, and instrumental assistance beyond the scope of standard HR pay, benefit, recognition, and training and development programs. These increasingly common programs, ranging from employee assistance programs to work-family programs such as child care and elder care, provide employees with various forms of help and aid (Cascio, 2003; Edwards & Rothbard, 2000; Goodstein, 1995). Scholars typically assume that employee support programs cultivate commitment by enabling employees to receive support (Perry-Smith & Blum, 2000).

When employees became aware of or utilized the services offered by support programs, they were more likely to feel that their work organizations value their well-being and thus

reciprocate by developing affective commitment to these organizations. According to Flowers and Jones, (2009), a unique challenge to employee counselling is the risk of offending or alienating employees.

1.1.1 Concept of Perception

Perception is the attitude towards policies concerned with pay, recognition, promotion and quality of working life, and the influence of the group with whom they identify (Armstrong, 2006). As Arnold *et al* (1991) comment, research evidence has shown that people's avowed feelings and beliefs about someone or something seemed only loosely related to how they behaved towards it and thus the study of perception is critical toward formulation and management of policies in an organization. Dash et al. (2008) report that the factors of recognition for performing well, chances of promotion, professional growth, compensation and incentive schemes, are perceived as motivating factors for employees.

The introduction and implementation of a performance management system carries profound implications for both employees and organizations. For employees, performance appraisals have direct implications for rewards and recognition. Organizations invest huge amounts of financial and non-financial resources on performance management systems, and it is important that such systems are owned and used effectively by all concerned. Therefore, employees' perceptions of the system are vital (Fletcher 2004).

According to Messer and White (2006), employees' perceptions of fairness affect their likelihood to demonstrate organizational citizenship behaviours. In this case, perceived unfairness and ineffectiveness of the performance management system can result in

counterproductive and sometimes detrimental behaviour from employees. When individuals perceive that they are treated fairly, they express greater satisfaction with social relationships (Clay-Warner, Hegvedt & Roman, 2005, p.89). This is an indication that organizations and their systems and processes are susceptible to the power of human perceptions.

1.1.2 Employee Development Programs

As defined by Armstrong, (2005), employee development is the growth or realization of a person's ability and potential through the provision of learning and educational experiences. There is no single formula for creating an employee development program, but there are some important components that should be considered. A truly effective employee development program should include learning, career planning, goal setting, and evaluation. These areas will help the program be beneficial to the employees who utilize and to the organization that provides it. Without them, the employee development reverts back to being simply training. One of the main reasons learning is becoming more and more crucial is the rise of technology. Knowledge and information are moving faster than ever with the Internet and a business cannot keep up in today's world if its employees do not have access to it.

Learning helps people improve their overall performance rather than just enhancing their job skills (Gerbman, 2000). According to Cunniff (2000), "knowledge is capital, for both the individual worker and the company" Organizations and individuals should value knowledge as they do money, because in today's market they go hand in hand. Individuals must value learning as much as the organization. (Garger,1999). Companies no longer feel an obligation to control and direct employees' careers, so people at all

levels are taking charge of their own career management (Feldman, 2000). It is the role of companies to provide opportunities, but individuals must take the initiative to utilize those opportunities and position themselves for future career success (Garger, 1999).

Since companies can no longer guarantee employees promotions to the top, it is important that they help employees with career planning and skills development. Some organizations fear that career planning will communicate to employees that their jobs are at risk, but it can be framed differently to communicate that they are willing to invest in helping employees reach their potential (Moses, 2000).

Any employee development program will quickly destroy itself if it does not evaluate itself on a regular basis. Employee development programs must not only achieve its objectives, but it must have positive outcomes for the organization and individuals within the organization. Therefore, a portion of the program must be evaluating outcomes. Many organizations with employee development programs are finding positive outcomes for the individuals involved in them. They are happy with the feeling that the company is invested in them and cares about their futures. They have also found the employees want further education, especially when it is directly related to their jobs (Nunn, 2000). Although these individual outcomes are important and valuable, an employee development program cannot exist if the company is not seeing positive outcomes. Many companies find it difficult to determine a quantifiable value for employee development, but (Wilson, 2000) contends that systems exist, “for measuring financial and business performance, internal processes and customer satisfaction”.

1.1.3 Organisational Commitment

Becker, Randall, and Riegel, (1995) defines organizational commitment as a strong desire to remain a member of a particular organization, willingness to exert high levels of efforts on behalf of the organization and identification with the goals and values of the organization. To Northcraft and Neale, (1996), commitment is an attitude reflecting an employee's loyalty to the organization, and an ongoing process through which organization members express their concern for the organization and its continued success and well being. Mowday, Porter, and Steer, (1981) see commitment as attachment and loyalty. Salancik, (1977) conceives commitment as a state of being in which an individual becomes bound by his actions and it is these actions that sustain his activities and involvement. OC is therefore highly valuable and studies have highlighted that it has a great impact on the successful performance of an organisation. This is because a highly committed employee will identify with the goals and values of the organization, has a stronger desire to belong to the organization and is willing to display greater organizational citizenship behaviour i.e., a willingness to go over and beyond their required job duties (Wiener, 1982).

In today's fast paced and dynamic business environment, organizations can no longer guarantee "a job for life" which has made the notion of organizational commitment even more pertinent. It's easy for organisations to say that people are our most important assets or the source of our competitive advantage, but it's much more difficult to provide evidence. Many organizations make the mistake of assuming that employees are only seeking financial benefits for their jobs. This assumption overlooks the high importance many people place on the intrinsic benefits of their careers. It is not only a mistake for

employee commitment and retention, but it also has negative business consequences. Organizations must have employees who are able to quickly adapt to an ever-changing world market. Companies need to invest in on-going employee development programmes in order to both keep employees and be successful (Shelton, 2001).

OC is critical to retain and attract well-qualified personnel. This is important especially in the high competitive banking industry. Researchers and scholars have long been interested in why certain people are more committed to their jobs than others (Ellickson, 2002). This study aims at finding out how the employee development components of mentoring, career counselling, job rotation, attendance of training and promotion influence organizational commitment of employees in Barclays Bank.

1.1.4 Relationship between Employee Development Programs and Organisational Commitment

Commitment is a key concept for explaining relationships between individuals and organizations (Mowday & Sutton, 1993). From a theoretical perspective, we seek to deepen existing knowledge about how organizational programs affect employees' psychological attachments to their work organizations. From a practical perspective, organizational commitment is a strong predictor of decreased absenteeism and turnover (Meyer, Stanley, Herscovitch, and Topolnytsky 2002). Understanding how organizational commitment develops can assist organizations in efforts to increase employee retention, which is important in industries in which organizations struggle to retain employees, such as the retail and service industries (Cascio, 2003).

Recognizing that organizational commitment can take multiple forms, we focus specifically on affective organizational commitment. Many organizational commitment researchers distinguish among three commitment forms: affective, normative, and continuance (Meyer & Allen, 1991). Whereas normative and continuance commitment often involve feelings of obligation or pressure to be attached, affective commitment involves feelings of intrinsic motivation and self-determination (Meyer, Becker, & Vandenberghe, 2004). As a result, affective commitment is likely to be more consistently associated with constructive attitudes and behaviours than continuance and normative commitment.

In a met analysis of the organizational commitment literature, Meyer et al. (2002) found that relative to normative and continuance commitment, affective commitment is associated with the most favourable outcomes for both employees and organizations, such as high job performance, attendance, and organizational citizenship behaviour, as well as low turnover, stress, and work-family conflict. In light of these benefits of affective organizational commitment, it is theoretically and practically important to understand how employee support programs may facilitate it.

1.1.5 Barclays Bank of Kenya

According to the Banking survey report 2009, the banking sector in Kenya is governed by companies Act, Banking Act, Central Bank of Kenya and various prudential guidelines issue by the CBK. The banking sector in Kenya was liberalised in 1995 and exchange control lifted. All banks have come together under the KBA which acts as a lobby for the banking sectors interests. A commercial Bank is a type of financial

institution that lends money and provides transactional, saving and money market accounts and that accepts time deposits (Shekhar, 1984).

Barclays Bank (Kenya) Limited, also known as Barclays Bank of Kenya, is a commercial bank in Kenya. It is one of the forty-four (44) commercial bank licensed by the Central Bank of Kenya, the national banking regulator. The bank is a large financial institution in Kenya, with an estimated asset base in excess of US\$2.22 billion (KES:180.9 billion), as of September 2011. At that time, Barclays Bank of Kenya was the second largest bank in Kenya, by assets, behind Kenya Commercial Bank Group with assets valued at US\$3.34 billion (KES:273.9 billion). The institution serves the banking needs of large and small business customers as well as individuals. According to its website, Barclays Bank has been present in Kenya for over 90 years. However, the bank was licensed in its present form in 1953, according to the website of the Central Bank of Kenya. The shares of stock of Barclays Bank of Kenya are listed on the Nairobi Stock Exchange (NSE), where they trade under the symbol: BARC. The bank is a subsidiary of Barclays Bank Plc., an International financial services conglomerate, whose shares of stock are listed on the London Stock Exchange and on the New York Stock Exchange (NYSE).

Over the last few years the banking sector has continued to grow in assets, deposits, profitability and product offered. This growth has mainly been characterised by wide branch network expansion strategy. As of March 2011, the bank maintains a network of one hundred fifteen (115) branches and 236 ATMs in various locations across Kenya.

1.2 Research Problem

Employee support programs are formalized practices designed to improve employees' experiences at work by providing emotional, financial, and instrumental assistance

beyond the scope of standard HR pay, benefit, recognition, and training and development programs. These increasingly common programs, ranging from employee assistance programs to work-family programs such as child care and elder care, provide employees with various forms of help and aid (Cascio, 2003; Edwards & Rothbard, 2000; Goodstein, 1995). Scholars typically assume that employee support programs cultivate commitment by enabling employees to receive support (Perry-Smith & Blum, 2000). When employees become aware of or utilize the services offered by support programs, they are more likely to feel that their work organizations value their well-being and thus reciprocate by developing affective commitment to these organizations.

Research has found that the more committed the employee is to the organisation, the greater the effort exerted by the employee in performing tasks. Highly committed employees wish to remain associated with the organisation and advance organisational goals (Bartlett, 2001). The choice of appropriate human resource practices is essential as various arguments have been made that the organization's human resources are critical to an Organization's success (Ferris et al., 1999). Employee development is one of the most significant functions of human resource practice.

Barclays Bank of Kenya is a commercial bank based in Kenya. It is one of the forty-four (44) commercial bank licensed by the Central Bank of Kenya, the national banking regulator. The institution serves the banking needs of large and small business customers as well as individuals. The role of Human Resources is to develop and sustain a high performance organization through its people policies and practices. Key activities for the Human Resources team in Barclays bank Kenya include: recruitment and selection;

learning and development developing capability in business and creating a learning environment reward and policy, talent management; and employee relations. Changing employment landscapes have weakened employees' physical, administrative, and temporal attachments to banking institutions where employees are more mobile, more autonomous, and less dependent on their organizations for employment than ever before. To address these challenges, Barclays bank as a banking institution needs to seek ways to strengthen employees' psychological attachments by cultivating affective commitment which an attitude of emotional dedication to organizations. Employee development is vital in maintaining and developing the capabilities of both individual employees and the organization as a whole.

Locally, studies on employee productivity have been done. Wanjiru (2000) did a study of factors that influence productivity of credit officers in micro finance institutions. The staffs with more experience were found to be more productive - the saying "experience is the best teacher" really applies. Education was not found to have any significant effect on productivity. Mungatana (2007) carried out a survey of factors affecting productivity in the large thermal power generation stations in Kenya. From the findings higher productivity leads to higher efficiency and it is therefore recommended that policy makers should focus, analyze and manage properly the identified major factors in order to improve productivity in the thermal power generation plants while Bii (2008) conducted a survey of the effect of business process re-engineering on productivity: a case study of Kenya Tea Development Agency. From the findings the Organization realized that to maintain its market share and have an edge over their competitors, it had to change and improve processes. Milo (2010) studied the impact of training on employee performance

at Kenya Medical Research Institute and Centres for Disease Control and Prevention (KEMRI/CDC), Kenya. The study established that KEMRIICDC had provided five levels of training to its employees namely; in house training for ninety percent of the workforce, study specific also referred to as role based training for fifty four percent of the employees. Training was found to have impacted employee extra responsibility with staff trained taking extra duties voluntarily at no extra compensation mostly and this improvement stood at sixty six percent.

While studies have been conducted on employee development programmes, it is not clear the specific components of employee development that account for employee commitment to the organization or whether all these components lead to organizational commitment (Ngumi, 2003). Further the studies focus on one aspect of employee development programmes. Thus the current study sought to fill this gap guided by the following research question, what are the perceived effects of employee development programmes on organisational commitment?

1.3 Research Objective

To determine the perceived relationship of employee development programmes on organizational commitment at the Barclays bank, Kenya.

1.4 Value of the Study

This study seeks to identify the employee development components that influence employee commitment, and in so doing propose to banks strategies that can be employed to improve internal service quality. The study may provide Kenyan banks with data that could be used for future improvements of human resource management strategies for improving staff development and promoting organizational commitment.

This study may be useful to the management of the Kenyan banks, in that the findings will indicate the extent to which employees are committed to their jobs. This may serve as an appraisal tool on the effectiveness of staff development programmes in place at the banks.

The study may also contribute to the body of knowledge on employee commitment and employee development programmes in the banking industry. The researchers will gain knowledge from the study on employee development programmes. This might provide foundation for future studies to be done on this area.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the study in line with the following: conceptual framework, effects of mentoring on employee commitment, effects of job rotation on employee commitment, effects of career counselling on employee commitment, effects of in-service training courses on employee commitment, and effects of promotion on employee commitment.

2.2 Theoretical Review

Meyer and Allen's (1991) three-component model of commitment was created to argue that commitment has three different components that correspond with different psychological states. They indicated that there are three "mind sets" which can characterize an employee's commitment to the organization.

Affective Commitment is defined as the employee's positive emotional attachment to the organization. Meyer and Allen, (1991) defined Affective Commitment as the "desire" component of organizational commitment. An employee who is affectively committed strongly identifies with the goals of the organization and desires to remain a part of the organization. This employee commits to the organization because he/she "wants to. This commitment can be influenced by many different demographic characteristics: age, tenure, sex, and education but these influences are neither strong nor consistent. The problem with these characteristics is that while they can be seen, they cannot be clearly defined. Meyer and Allen, (1991) gave this example that "positive relationships between tenure and commitment maybe due to tenure-related differences in job status and quality.

Continuance Commitment is the “need” component or the gains verses losses of working in an organization. “Side bets,” or investments, are the gains and losses that may occur should an individual stay or leave an organization Meyer and Allen, (1991). The employee remains a member of the organization because he/she perceives high costs of losing organizational membership (Becker's 1960 "side bet theory") including economic costs (such as pension accruals) and social costs (friendship ties with co-workers) that would be incurred. According to Piery, (1997) the employee remains a member of the organization because he/she "has to". But an individual doesn't see the positive costs as enough to stay with an organization they must also take into account the availability of alternatives (such as another organization), disrupt personal relationships, and other “side bets” that would be incurred from leaving their organization. The problem with this is that these “side bets” don't occur at once but that they “accumulate with age and tenure”.

In regard to normative commitment, the individual commits to and remains with an organization because of feelings of obligation Meyer & Allen, (1997). These feelings may derive from a strain on an individual before and after joining an organization. For example, the organization may have invested resources in training an employee who then feels a 'moral' obligation to put forth effort on the job and stay with the organization to 'repay the debt.' It may also reflect an internalized norm, developed before the person joins the organization through family or other socialization processes, that one should be loyal to one's organization. The employee stays with the organization because he/she "ought to". But generally if an individual invest a great deal they will receive “advanced rewards.

2.3 Employee Development Programmes

According to Young & Perrewé (2000), Mentoring prevails as one of the most important developmental tools for the progression of any professional in training, and managers in organizations play a crucial role in developing employees. Any feedback that employees receive from their managers significantly impacts the employees' job, career, and life satisfaction, including their performance in the workplace various options are available to managers to yield improved commitment in the workplace, such as coaching, advising, teaching, counseling, guiding, and training.

Bass, (1990) pointed out that in a competitive business environment, organizations must find creative ways to reinvent their organizations to align with and react to various customers and stakeholders within the industry. Mentoring emerges as a basic leadership function, and leaders who do not develop their employees or promote development within their organizations consequently damage their own efforts to lead effectively. Bass, (1990) maintained that mentoring occurs between a senior and a junior member of an organization and is intended to advance and support the junior member both personally and professionally. He argued that mentoring in the workplace exists on a personal and professional level between a superior and a subordinate, rather than the organization or group, making mentoring an individual-level relationship that may contribute to a more effective organization. Young and Cates (2005) cited a study that indicated that midshipmen (undergraduate Navy and Marine Corps students) in the U.S. Naval Academy who were mentored were more committed and satisfied than midshipmen who were not mentored and concluded that mentoring is positively correlated commitment in organizations..

Wiener (1982) defined Job rotation as working at different tasks or in different positions for set periods of time in a planned way using lateral transfers aiming to allow employees to gain a range of knowledge, skills and competencies and is also seen as an on-the-job training technique, and as such is known to have an effect on employee commitment to the organization. Although moving employees from one task to another for set periods is based on a simple logic, Jorgensen et al, (2005) said that its value to the employees is considerably high. He pointed out that job rotation has many benefits for organizations, including increasing motivation and productivity, decreasing monotony, creating training opportunities, laying the foundations for senior management positions, supporting career development, easing adaptation to change and decreasing stress.

The research performed by Eriksson and Ortega (2006) indicated that job rotation applications support both employee learning and the employer learning. It is a training means of facilitating the acquisition of skills to make the work productive. Working in more than one department or section at set intervals and learning by actually doing the work oneself makes it easier to acquire the knowledge and skills related to many functional areas of the organization (Bennett, 2003). Job rotation makes people in different functional areas more connected, thus improving employee commitment to the organization. It also provides individuals with a better knowledge of the other parts of the business. Hence the greater job rotation, the more consensus is created between workers, which influences the interpretation of information and provides a mechanism for organizational learning.

Career counselling refers to as initiatives which link the gap between organisation and individual (Anderson & Vandehey, 2006). According to Jackson, Hollman and Gallan, (2006), career counselling allows employees to discuss with their managers their personal and career interests and goals, their personal skills and abilities, their preferences, their values, their life concerns, and suitable career development objectives. In their role as career counsellors, managers help employees to think more deeply about their careers and opportunities. In addition to pointing out new directions and new trends, managers also aid employees in gaining personal insights that help match trends with career implications.

According to Jackson, et al, (2006), career counselling encompasses workshops, mentoring, assessment, self-help books, resource centres, individual counselling and interviews. Garvery, (2004) sees a division of responsibility where individuals are responsible for planning a career in a personally satisfying and productive way and where the organization should effectively select, assess, assign and develop employees to provide a pool of qualified people to meet future corporate need. He notes that both individual career planning and organizational career management can be characterized along two dimensions: the extent of influence of the individual or organization, and the flow of information provided to the individual or the organization. Career counselling may influence employees in an organization in improving their skills, knowledge and abilities of works, and their commitment.

Gao (2004) found a positive relationship between training programs and employees' job involvement. He argued that if there are some recognitions and financial benefits for the

high performers at the training programs, the feelings of reciprocity emerges in the high performing employees as well as in other ones which motivate them to extend themselves in many ways such as adapting new skills, knowledge and competencies which ultimately leads to improved organizational performance.

In a study conducted among Nigerian University librarians, Adomi, (2006) found that there is a positive relationship between training and employee commitment. Adomi argued that employees get motivation and learn new skills through training which make them to have a broader view of the jobs in the organizations in which they work and in this way performance and productivity of both employees as well as the organizations tend to improve. Similar findings were reported by Kushnir, Ehrenfeld & Shalish, (2006), who argued that there is a positive relationship between training programs and motivation of employees. His study found that training enhances the professional development skills of employees which make them to perform the complex job tasks easily and to get the desired outcomes for the organizations in which they work. He also detected a complex relationship between commitment, turnover and training. He suggested that establishments that enhance the skills of existing workers have lower turnover rates, suggesting high organisational commitment.

According to Salancik, (1977), Promotion is said to have happened when an employee makes a shift in the upward direction in organizational hierarchy and moves to a place of greater responsibility. Promotion can make a significant increase in the salary of an employee as well as in the span of authority and control. It will help the competitors to identify the most productive employees in the business world at the same time the

employees are being recognized by their own organization. The employees themselves feel to be an effective contributor and thus will be more committed to their job.

Lazear & Rosen, (1981) looked at promotion as an incentive tool. They concluded that it is a way of rewarding the employees for meeting the organizational goals thus it serves as a mean of synchronizing organizational goals with personal goals. According to Rosen, (1982) the deciding factor for the position of any individual in the hierarchy is his/her talent whereby, the higher the level of talent in any individual the higher will be his/her position in the hierarchy.

The impact of wage raise, a result of promotion, is found to be more significant than fixed income on employee commitment to the organization. According to Rosen, (1982), the employees who are dissatisfied with the opportunity available for promotion show a greater intention to leave the organization. Pergamit and Veum, (1999) established that greater the chances of promotion higher will be the commitment of employees. Apart from commitment, the employee satisfaction is determined by satisfaction with promotion. When employees perceive that there are golden chances for promotion they feel satisfied for the respective place in the organization and therefore become more committed to the organization.

Researchers such as Young & Perrewé, (2000), Fowler and O’Gorman, (2005), and Young and Cates (2005) have shown that mentorship is important for employee commitment. Job rotation was also shown by researchers to have an impact on employee satisfaction (Jorgensen et al, 2005). The literature review also shows the effects of career counselling on employee satisfaction (Anderson & Vandehey, 2006; Jackson, *et al.*

2006). As pointed out by Jackson, Hollman & Gallan, (2006), career counselling allows employees to discuss with their managers their personal and career interests and goals, their personal skills and abilities, their preferences, their values, their life concerns, and suitable career development objectives and this could lead to improved employee satisfaction leading to employee commitment.

Empirical studies on employee development programmes have been undertaken in foreign countries whose environment is different from the current study. Dreher and Ash, (1990) looked at Mentoring as an interaction between a senior and a junior member of an organization intended to advance and support the junior member both personally and professionally but failed to see the value it adds to the employee's organizational commitment. Job rotation can play a major role in employee's organizational commitment than it does in improving experience and knowledge or in decreasing monotony as seen in the literature.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodologies that were used to carry out the study. Also in this chapter are the research design, data collection and instruments for data analysis.

3.2 Research Design

The study adopted a descriptive survey design of the effects of employee development programmes on organizational commitment among employees of Barclays bank, Kenya. Mugenda & Mugenda, (2003) states that descriptive survey is a method which enables the researcher to summarize and organize data in an effective and meaningful way. The study used a descriptive design because it enables the researcher to collect in-depth information about the population being studied.

3.3 Population

A population is any complete group with at least one characteristic in common (Mugenda & Mugenda, 2003). Kombo & Tromp, (2006) defined population as a group of individuals, objects and items from which samples are taken for measurement. A target population is the aggregate of all cases that conform to some designated set of specifications (Chave, 1996). For the purpose of this study, the target population was the employees of Barclays Bank, head quarter in Kenya. The population in this study is 1280 employees, which is the total number of employees in all the functions within the headquarter.

3.4 Sample Design

A sampling design is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Kombo, 2002). From the population of all BBK employees in Nairobi, study participants were selected using stratified random sampling. Respondents were stratified according to the departments to ensure that all the departments are represented and a random sample was drawn from each of the strata. According to Gay, Mills & Airasian, (2009), when carrying out a descriptive study, 10% of the population can yield an adequate sample. In this study a sample of 128 employees which represents 10% of the target population was used as presented in Table 3.1.

Table 3.1 Sampling Table

Strata	Target Population	Sample size (10% of Population)
Human Resource	35	4
Finance	44	4
Corporate Banking	68	7
Information Technology (IT)	56	6
Operations	742	74
Consumer Banking	335	33
Total	1280	128

Source: Barclays Bank, Kenya

3.5 Data Collection

In this study data was collected using a questionnaire. Kumar (2005) defines a questionnaire as written list of questions, the answers to which are recorded by the

respondents. The questionnaire was designed in such a way that each question in the questionnaire addresses the objective (Mugenda & Mugenda, 2003). According to Kothari, (2004) the questionnaire method is considered appropriate because it is free from bias of the interviewer. Respondents have adequate time to give well thought out answers and respondents who are not easily approachable can be reached conveniently. Questionnaires give respondents freedom to express their views or opinion and also to make suggestions.

3.6 Data analysis

Data analysis is the whole process, which starts immediately after data collection and ends at the point of interpretation and processing data (Kothari, 2004). Data gathered from the questionnaire was analyzed using descriptive statistics. The data was coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS) Version 20 which offers extensive data handling capability and numerous statistical analyses that can analyze small to large data statistics and can generate descriptive statistics (Bells, 1993).

Descriptive statistics including percentages and frequency counts was used to analyze the data obtained. Bell, (1993) maintains that when making the results known to a variety of readers, simple descriptive statistics such as percentages have a considerable advantage over more complex statistics, since they are easily understood. The results of data analysis were presented in tables, and pie charts.

CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents data analysis and results from data collected on perceived relationship between employee development programmes and organisational commitment at Barclays Bank of Kenya. The research was conducted on a sample of 128 respondents from the various departments in Barclays Bank to which questionnaires were administered. However, out of the issued questionnaires, 100 were returned duly filled in making a response rate of 78.1%. This is consistent with Mugenda and Mugenda (2003) who suggested that for generalization a response rate of 50% is adequate for analysis, while a response rate of 70% and above is excellent for statistical reporting. The 21.9% of the questionnaires that were not returned were due to unavailability of respondents at that time of collection and with persistent follow-ups there were no positive responses from them. Nevertheless, the response rate demonstrates a willingness of the respondents' to participate in the study.

4.2 Demographic Information

4.2.1 Age Distribution

In order to understand the respondents' age distribution, the respondents were asked to indicate the age category in which they fell. Table 4.2 indicates an analysis of staff age distribution.

Table 4.2 Distribution of the respondents by age bracket

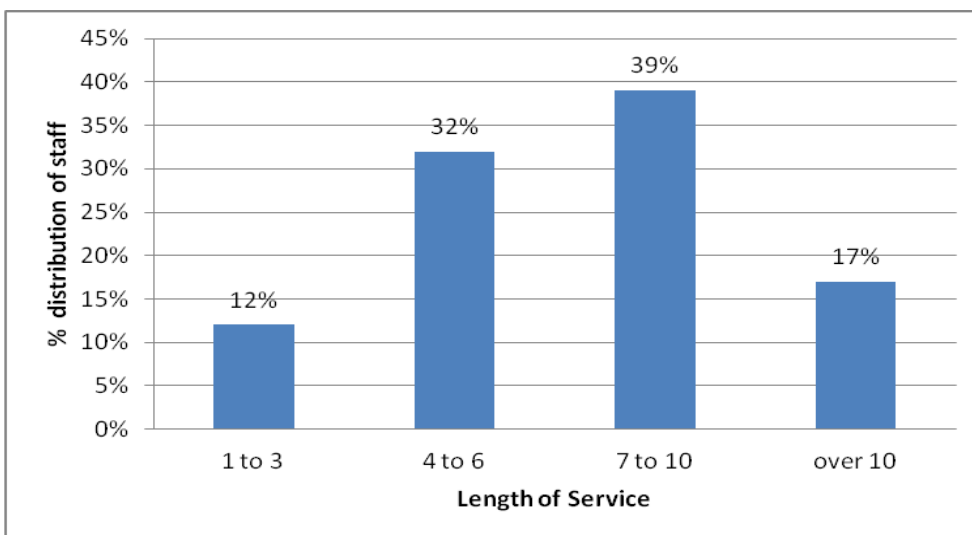
	Frequency	Percentage
Below 25	2	2
26 - 35	62	62
36 - 45	22	22
45 and above	14	14
Total	100	100

From the findings in Table 4.2, majority of the respondents (62%) were between 26-35 years old, 22% were between 36 and 45 years old, and 14% were aged 45 years and above. The findings indicate that majority of the employees in Barclays bank are aged 26-35 years.

4.2.2 Length of service

The respondents were asked to indicate the duration in which they have been working in the organization. Findings are presented in Figure 4.1.

Figure 4.1 Distribution of the respondents by the length of service



As shown in figure 4.2, most of the respondent (39%) had worked in the organization for 7 to 10 years, 32% for 4 to 6 years, 17% for more than 10 years, while 12% had been working in the organization for 1-3 years. These findings mean that most of the employees in organization had worked for a long duration of more than 7 years, and hence they had rich information on effects of employee development programmes on organisational commitment.

4.2.3 Respondents current department

The respondents were further required to indicate the department they were designated at the time of the study.

Table 4.3 Distribution of the respondents by department

	Frequency	Percentage
Finance	3	3
Consumer Banking	22	22
HR	4	4
Operations	61	61
Corporate Banking	6	6
ITSM	4	4
Total	100	100

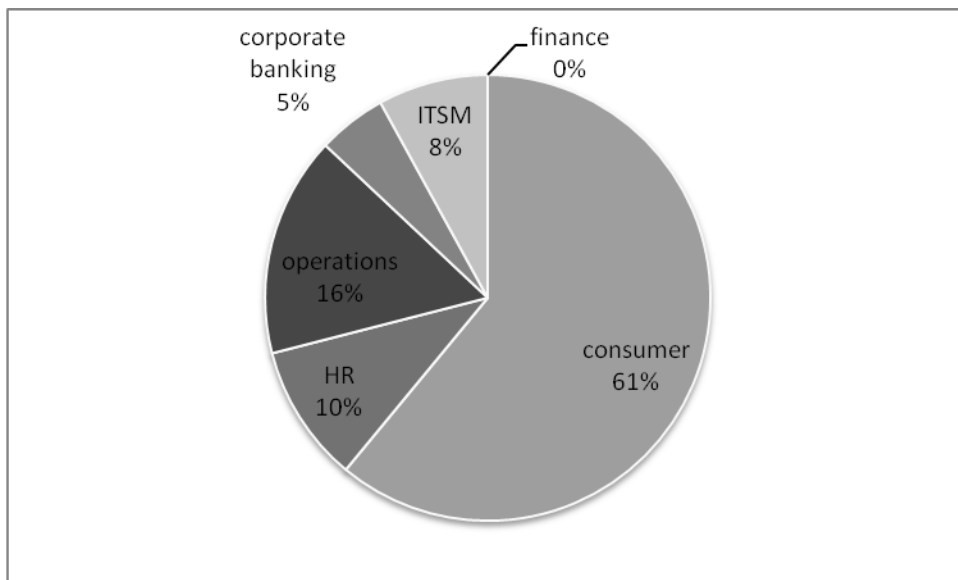
Table 4.3 shows that, most of the employees (61%) were working in the operations department, 22% in consumer banking, 6% in corporate banking 4% in ITSM, 4% in human resources, while 3% were working in finance. It is evident from this that the operations and consumer banking departments have the highest number of employees in

the organization implying that the bank deploys most of the staff in departments which have major activities and to ensure that the human capital is effectively engaged.

4.2.4 Other departments the respondents have worked in

The study sought to obtain the information on other departments in the bank where respondents have previously worked; the findings are presented in Figure 4.2.

Figure 4.2 Categorization of the respondents by the previous department

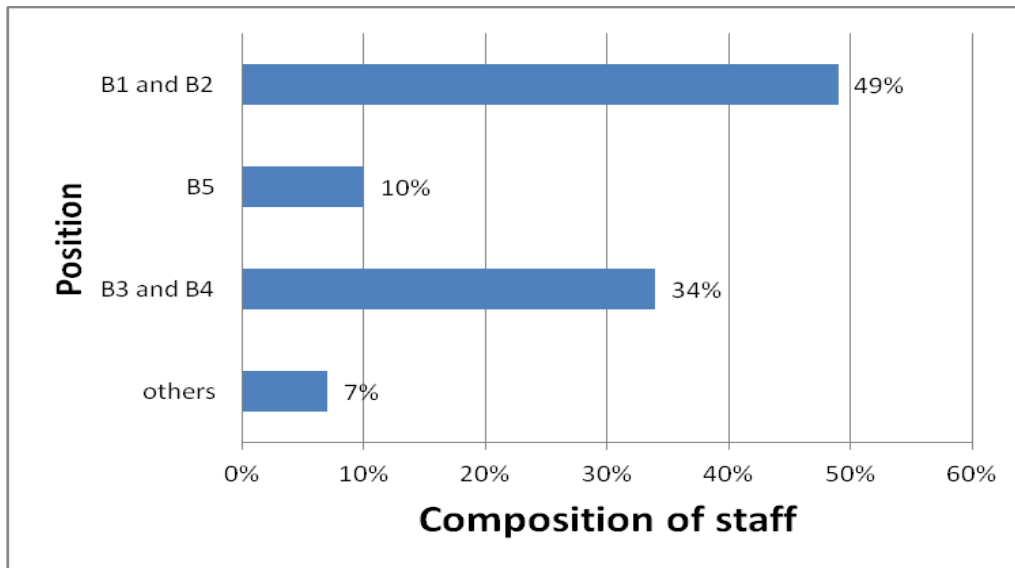


The findings in Figure 4.2 indicate that 61% of the respondents attested that they had worked in consumer banking, 16% in operations, 10% in HR, 8% in ITSM while 5% had worked in corporate banking. Thus comprehensive on the job training majority of the employees were highly trained in various aspects of the organization, thus increasing their competence in their roles.

4.2.5 Current position in the organization

The respondents were asked to indicate the title that best defines their current position in the organization.

Figure 4.3: Composition of the respondents by current position



It is evident from Figure 4.3 that According to the findings, 49% of the respondents were working as B1 and B2, 34% as B3 and B4 while 10% were working as B5. This illustrates that the employees are highly skilled as majority of them are working in B1 and B2 levels.

4.3 Mentoring of the staff

The respondents were requested to indicate their level of agreement or disagreement with statements on mentoring the staff. The respondents choose from the following continuum ranging from 1 to 5. 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4- Agree and 5-

Strongly Agree. Means and standard deviations were generated from the responses and are presented in Table 4.4.

Table 4.4 Means and standard deviations for responses on measures of mentoring

Measures of mentoring	Mean (M)	Std Dev
I have a mentor in my current organization who supports my development.	4.65	0.334
My line manager and I regularly review objectives for improvement.	4.73	0.647
My line manager gives me opportunity to express my views and feelings concerning the objectives and standards and guides me on how to perform my work.	4.75	0.214
I am happy to share things that I have learnt with others.	4.78	0.725
Grand Mean	4.7275	0.48

From the findings in the Table 4.4, majority of the respondents were in agreement that they were happy to share with other things that they have learnt (M=4.78), the line manager gives them opportunity to express their views and feelings concerning the objectives and standards and guides them on how to perform their work (M=4.75), the line manager together with them regularly review objectives for improvement (M=4.73) and that they have a mentor in their current organization who supports their development (M=4.65) respectively.

The above findings imply that employee development programmes increased employee interaction and sharing of skills and knowledge thus impacting on the organisational

commitment. It can be further deduced that the top management supported the employee development programmes as the line managers encouraged employees to give their views on objectives and standards of employee development.

4.3.1 Effects of employee mentoring Programme

The respondents were further required to indicate their level of agreement on statements related to the effects of employee mentoring programme on organisational commitment in the banking industry. The responses were rated on a five point Likert scale where: 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4- Agree and 5- Strongly Agree. The mean and standard deviations were generated from SPSS and are as illustrated in Table 4.5.

Table 4.5 Effects of employee mentoring programme

Statement After participating in a mentorship programme	Mean	STDEV
I am more committed to my job than before	4.75	0.540
I feel more socially connected in the workplace than before	4.66	0.607
I feel more comfortable in the workplace than before	4.53	0.554
I feel more certain of my career path in this organization	2.31	0.450
I feel more valued in this organization than before	2.23	0.561
My technical skills have improved	4.63	0.539
Grand Mean	3.851667	0.541833

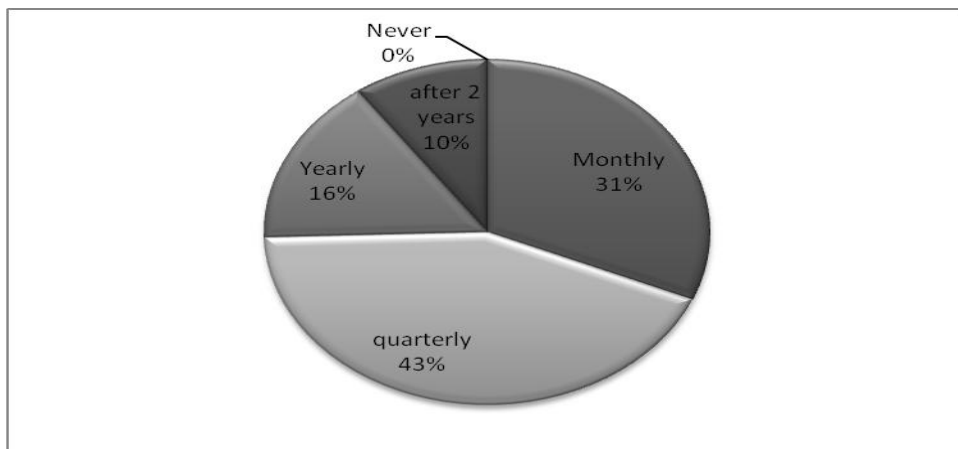
As shown in Table 4.5 above, majority of the respondents were in agreement that they are more committed to their job than before (M=4.75), they feel more socially connected in the workplace than before (M=4.66), their technical skills have improved (M=4.63) and that they feel more comfortable in the workplace than before (M=4.53) respectively. However majority of the respondents were in disagreement that they feel more certain of their career path in this organization (M=2.31) and that they feel more valued in this organization than before (M=2.23) respectively. This depicts that employee development programmes enhanced employee organisational commitment as employees were more committed to their job, there was increased social interaction between management and employees and employees' technical skills were improved.

4.4 Job rotation and organisational commitment

4.4.1 Frequency of job rotation

The study asked the respondents to indicate how often they were rotated on their job.

Figure 4.4 Frequency of job rotation

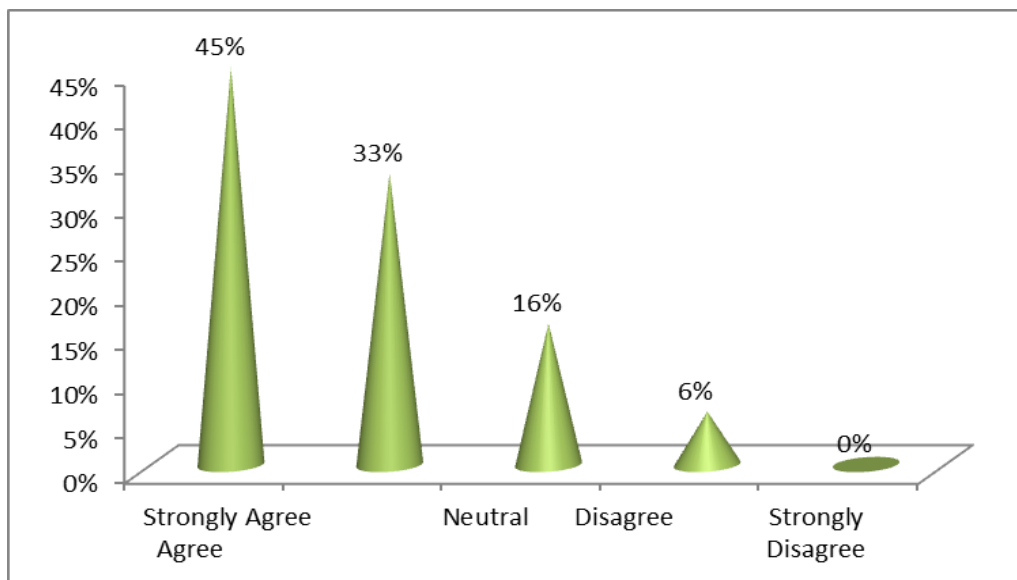


As shown in Figure 4.4 most of the respondent (43%) expressed that job rotation was done quarterly, 31% said it is done monthly while 16% indicated that it is conducted yearly. This illustrates that job rotation was a key factor to enhance organisational commitment as it was conducted on regular basis by the organization on quarterly basis. This is because it allowed them to learn different aspects of the organization and increased their competitiveness in the banking industry.

4.4.2 Benefits of job rotation

The respondents were requested to indicate the extent to which job rotation has helped them to learn about different departments and also gain confidence as an employee of the company.

Figure 4.5 Benefits of job rotation



From the responses given, most of the respondent (45%) strongly agreed that job rotation has helped them to learn about different departments and gain confidence as an employee

of the company, 33% were in agreement while 16% were neutral. This illustrates that job rotation enhanced employee learning about different departments and gain confidence in working as each department offered the opportunity to learn unique skills.

4.4.3 Kinds of job rotation practiced by the organization

The study further sought to establish the kind of job rotations that were practiced in the organization.

Table 4.6 Kinds of job rotation practiced by organization

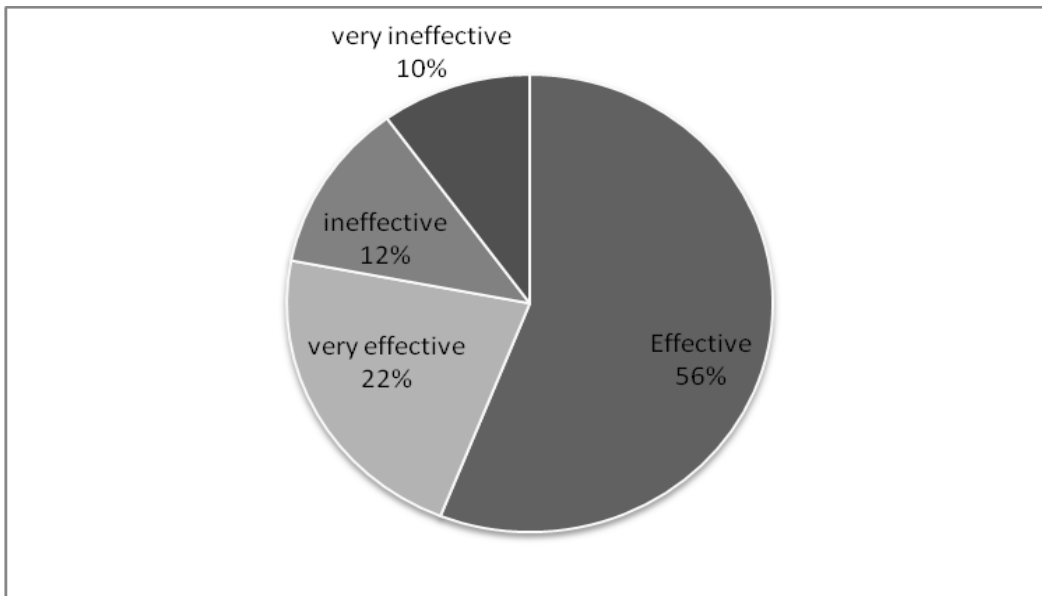
	Frequency	Percentage
Change in nature of work	22	22%
Change in department of work	11	11%
New team to work with	35	35%
More work with less manpower	32	32%
Total	100	100

According to the findings, most of the respondents (35%) indicated that job rotation was in form of a new team to work with, 32% as more work with less manpower, and 22% as change in nature of work while 11% indicated that job rotation was in terms of change in department of work. This depicts that the organization adopted a hybrid approach in practicing job rotation as reflected by the different aspects of job rotation they practiced.

4.4.4 Effectiveness of job rotation in enhancing organisational commitment

The respondents were requested to indicate how effective job rotation was in enhancing employee organisational commitment.

Figure 4.6 Effectiveness of job rotation in enhancing organisational commitment



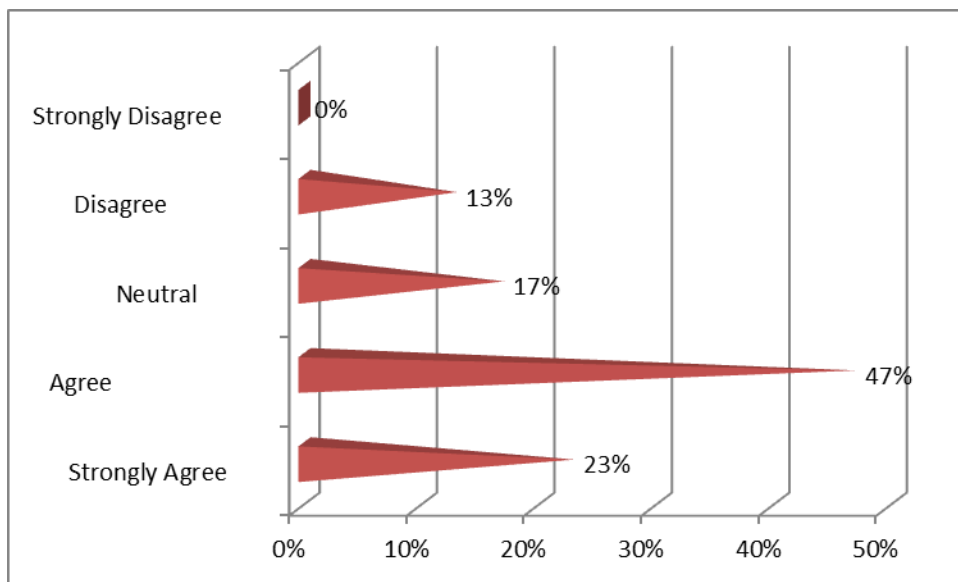
From the Figure 4.6 above, majority of the respondent, 56% attested that job rotation was effective, 22% rated job rotation as very effective while 12% said that job rotation was ineffective. This illustrates that job rotation was an important tool of enhancing employee organizational commitment. It also depicts that job rotation was effective in the banking industry.

4.5 Career Counselling and organisational commitment

4.5.1 Career counselling for the employees

The study asked the respondents to indicate their agreement on the whether the organization offered career counselling for the employees.

Figure 4.7 Career counselling for the employees



From the results, 47% of the respondents were in agreement that the organization offered career counselling for the employees, 23% strongly agreed while 17% were neutral that the organization offered career counselling for the employees. This depicts that the organization used career counselling to improve employee organizational commitment.

4.5.2 Person in-charge of counselling

The research sought to establish the person who conducted the counselling in the organization.

Table 4.7 Person in-charge of counselling

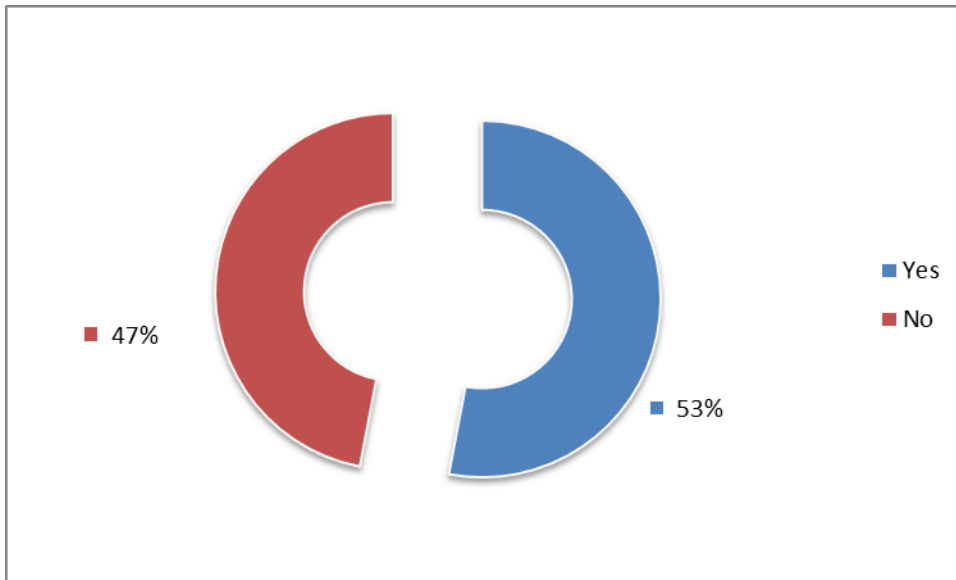
	Frequency	Percentage
Line Manager	57	57
One of the employees	10	10
Professional	33	33
Total	100	100

Table 4.7 indicates that majority of the respondents (57%) indicated that line managers were responsible for career counselling in the organization, 33% said it was the professional counsellor while 10% indicated that one of the employees was in charge of career counselling. This illustrates that there was top management support on employee development programmes as line managers were responsible for career counselling in the organization. The top management support on employee development was significant in ensuring the success in achieving employee organizational commitment.

4.5.3 Freedom with career counsellor

The study further inquired on whether the respondents felt free to ask for advice from the career counsellor on how to improve in their job.

Figure 4.8 Freedom with career counsellor

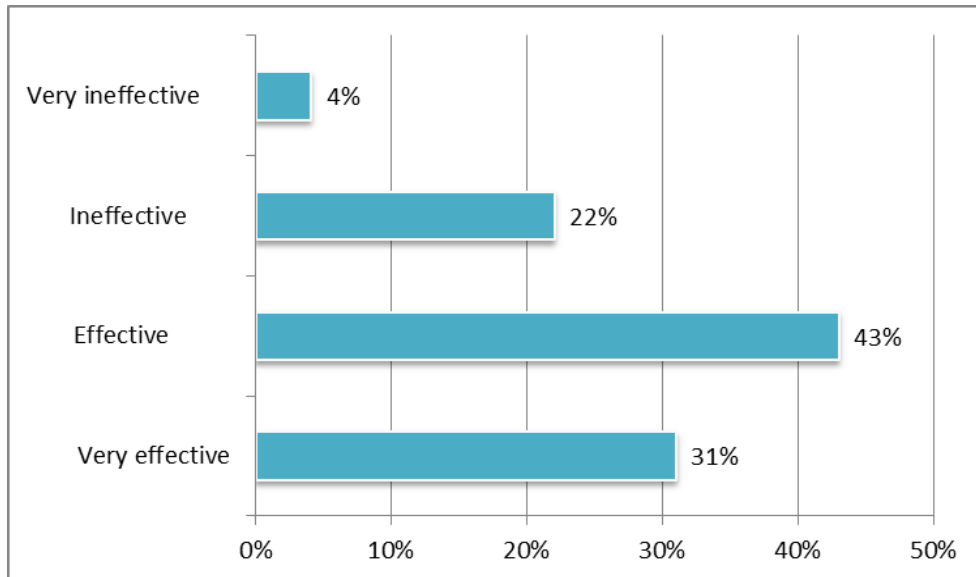


From the study findings, the majority of the respondents (53%) indicated that they felt free to ask for advice from the career counsellor on how to improve in their job. Only 47% attested that the employees never felt free to ask for advice from the career counsellor on how to improve in their job. This depicts that there was two way communications in the implementation of employee development programmes as respondents could freely interact with the career counsellors.

4.5.4 Effectiveness of career counselling in enhancing organisational commitment

The research sought to establish how effective career counselling was in enhancing organisational commitment to the organization.

Figure 4.9 Effectiveness of career counselling in enhancing organisational commitment



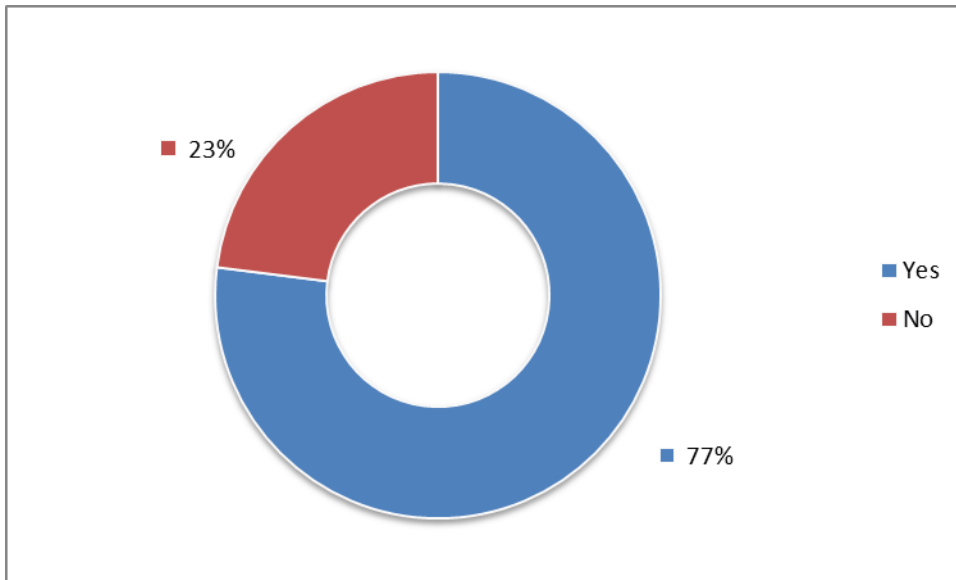
From the Figure 4.9 above, most of the respondent, 43% attested that career counselling was effective, 31% rated career counselling as very effective while 22% said that career counselling was ineffective. This depicts that career counselling was a significant strategy adopted by the banking industry to improve organisational commitment.

4.6 In-service training and organisational commitment

4.6.1 Employees training and development programme

The research sought to establish whether the company engaged in any form of employees training and development programme.

Figure 4.10 Employees training and development programme

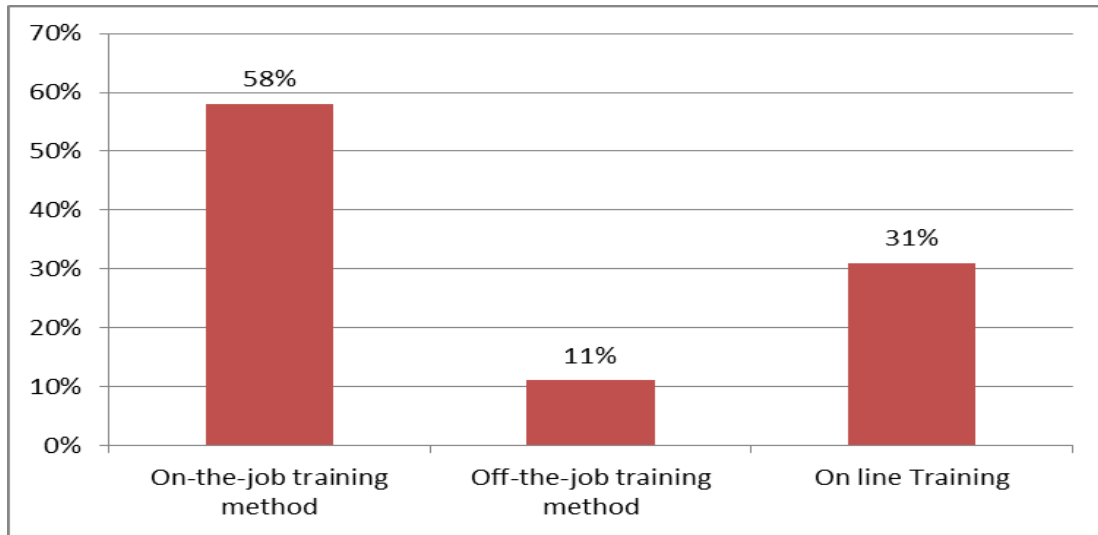


As shown in Figure 4.10 majority of the respondents (77%) indicated that the company engaged in employees training and development programme while 23% posited that the company never engaged in employees training and development programme. This points to the fact that the organization conducted employee training as a component of employee development programme to enhance organisational commitment in the banking industry.

4.6.2 Method of training and development

The study also sought to establish the method of training and development used in the organization.

Figure 4.11 Method of training and development

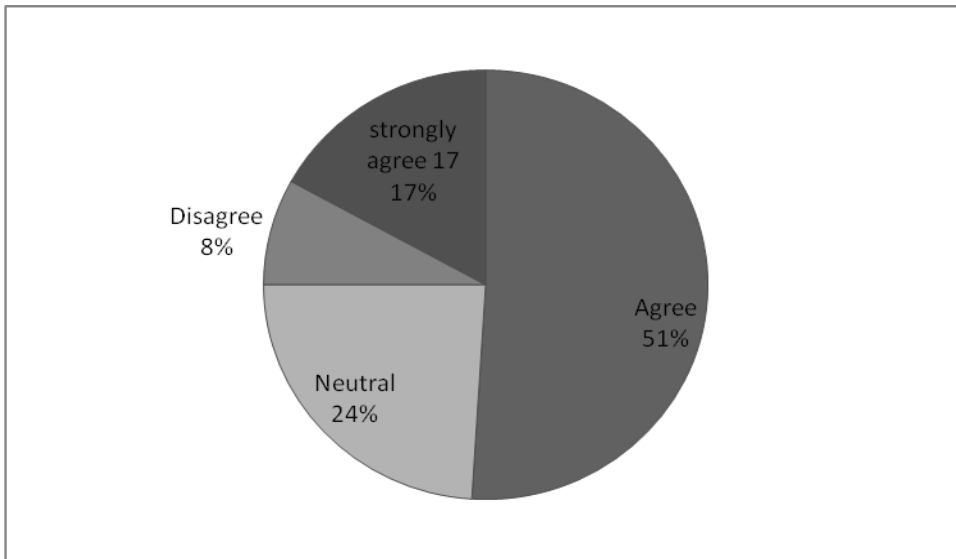


According to the findings, 58% of the respondents posited that the method of training and development was on-the-job training method, 31% said it was done as on line training while 11% said it was done as off-the-job training method. This depicts that the organization used various strategies of employees' training and development with on-the-job training method being the most significant strategy.

4.6.3 Relevance of employee training

The study asked the respondents to indicate their agreement on the whether the training offered to the employees in the organization was relevant to the task they performed.

Figure 4.12 Relevance of employee training



According to the responses 51% of the respondents agreed that the training offered to the employees in the organization was relevant to the task they performed, 24% were neutral while 17% strongly agreed that the training offered to the employees in the organization was relevant to the task they performed. This illustrates that the skills and knowledge that the employees gained through employees' training and development were based on the tasks that they performed. Thus the skills made them highly competitive in their mandates.

4.6.4 Benefits of employee training

The study asked the respondents to indicate their agreement on the whether after attending training, their behaviour and attitude towards work and clientele has changed positively.

Table 4.8 Benefits of employee training

	Frequency	Percentage
Strongly Agree	13	13
Agree	55	55
Neutral	20	20
Disagree	12	12
Total	100	100

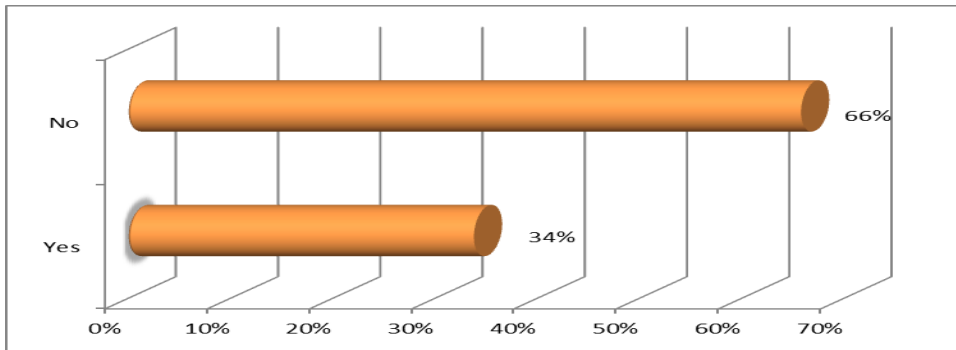
The majority of the respondents (55%) agreed that after attending training, their behaviour and attitude towards work and clientele has changed positively, 20% were neutral, 13% strongly agreed while 12% disagreed. This depicts that employees' training and development was a significant tool in enhancing organisational commitment as it improved the employee behaviour and attitude towards their work.

4.7 Promotion and organisational commitment

4.7.1 Promotion since joining the organization

The study also sought to establish whether the respondents have ever received promotion since they joined the organization.

Figure 4.13 Promotion since joining the organization

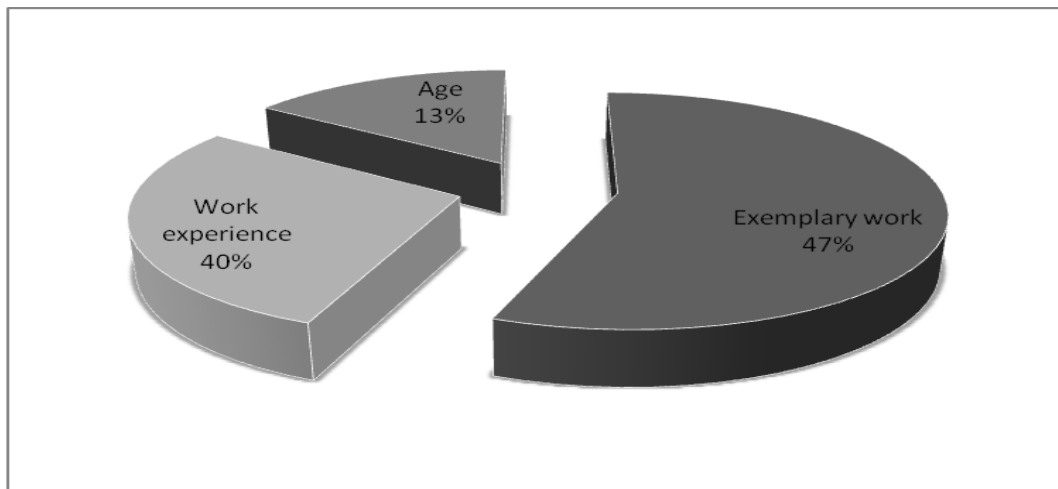


The majority (66%) posited that they had never received promotion since they joined the organization. Only 34% had received promotion since they joined the organization. This depicts that job promotion was used to a small extent to enhance organisational commitment.

4.7.2 Criteria used for promotion

The study further inquired on the criteria used for promotion in the organization.

Figure 4.14 Criteria used for promotion



From the findings, 47% of the respondents posited that promotion was based on exemplary work, 40% said it was based on work experience while 13% posited that promotion was based age. This illustrates that the organization emphasized on employees' performance in implementing the employee promotion as an employee development programme.

4.7.3 Satisfaction with the promotional system in place

The research sought to establish whether the respondents were satisfied with the promotional system in place in terms of fairness, consistency and criteria of promotion.

Figure 4.15 Satisfaction with the promotional system in place

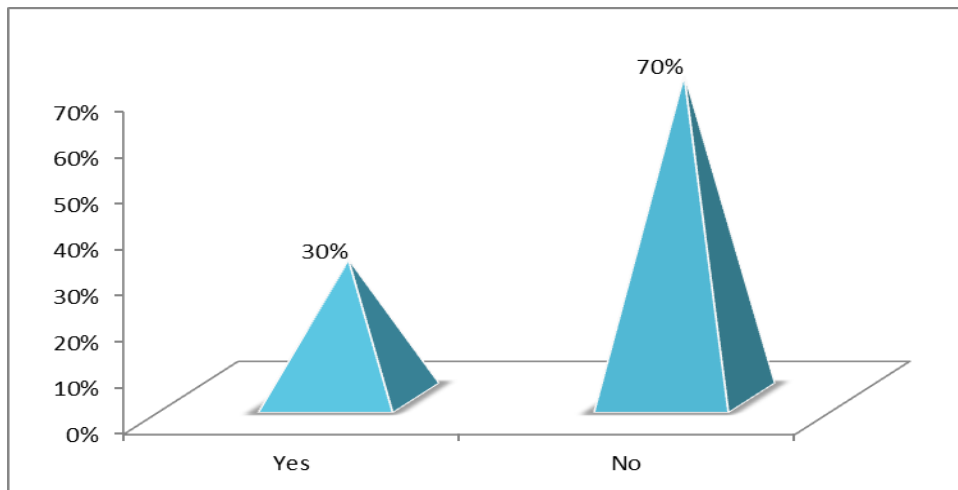


Figure 4.16 indicates that majority of the respondents (70%) posited that they were not satisfied with the promotional system in place in terms of fairness, consistency and criteria of promotion. Only 30% of the respondents were satisfied with the promotional system in place in terms of fairness, consistency and criteria of promotion. This depicts

the manner in which employee promotion is implemented is poor and reduces organisational commitment.

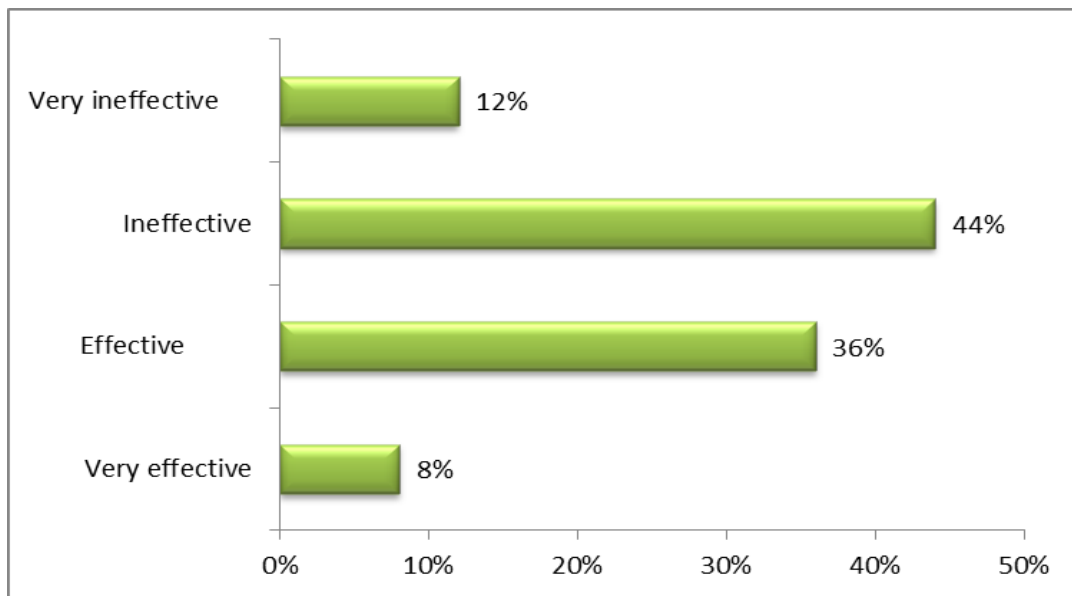
4.7.4 Respondents' response on reasons for lack of satisfaction with employee promotion

The study established that employee promotion was not conducted on transparent basis, the set targets were too high to ensure that employees were not promoted, the benefits attached to the promotion were very few and that the process of employee promotion was long.

4.7.5 Effectiveness of promotion in enhancing organisational commitment

The research sought to establish how effective promotion was in enhancing organisational commitment to the organization.

Figure 4.16 Effectiveness of promotion in enhancing organisational commitment



From the Figure 4.16, most of the respondent, 44% attested that promotion was ineffective in enhancing organisational commitment to the organization, 36% said that promotion was effective in enhancing organisational commitment while 12% rated promotion as very ineffective.

4.7.6 Ways to improve the current promotional system

The respondents were further required to suggest ways to improve the current promotional system in the organization to enhance organisational commitment to the organization. From the findings, the study established that employee promotion should be conducted on transparent manner, the organization should set realistic targets based on the prevailing market conditions, the benefits attached to the promotion should be improved and that the process of employee promotion was to be reviewed.

4.8 Commitment

The study in this area asked the respondents to state the extent to which various aspects employee affective commitment were applicable to the organization they worked in. The responses were rated on a five point Likert scale where: 1 - Neutral 2 – Strongly Disagree 3 – Disagree 4- agree and 5- strongly agree. Findings are presented in Table 4.5

Table 4.9 Commitment Scale

Affective Commitment Scale	Mean	Std Dev
I would be very happy to spend the remaining part of my career with my current organization	2.8	0.173
I do not feel a strong sense of belonging to my organization	2.4	0.853
One of the few serious consequences of leaving my organization is the scarcity of available alternative	4.17	0.197
One of the major reasons that I continue working for this organization is that I believe that loyalty is important and thus I feel a sense of moral obligation to remain here	4.71	0.429
Grand Mean	3.52	0.413

From the finding, most of the respondents were in agreement that one of the major reasons that they continue working for this organization is that they believe that loyalty is important and thus they feel a sense of moral obligation to remain in the organization (M=4.71), and one of the few serious consequences of leaving the organization is the scarcity of available alternative.

On the other hand they disagreed that they would be very happy to spend the remaining part of their career with my current organization (2.8) and do not feel a strong sense of belonging to their organization.

From the findings, organization commitment of the employees was high, as the employees felt a strong sense of belonging to their organization, they believed that

loyalty is important and thus they feel a sense of moral obligation to remain in the organization, and felt that if they left the organization, they could not find an alternative.

4.9 Correlation Analysis

The study used Karl Pearson's coefficient of correlation in order to quantify the strength of the relationship between the variables. The Pearson product-moment correlation coefficient determines the strength of a linear association between two variables and is denoted by r which can take a range of values from +1 to -1. A value of 0 indicates that there is no association between the two variables. A value greater than 0 indicates a positive association, that is, as the value of one variable increases so does the value of the other variable. A value less than 0 indicates a negative association, that is, as the value of one variable increases the value of the other variable decreases.

The Pearson's coefficient was used to verify the existence or non-existence of linear correlation between and among the employee development variables with organization commitment. The findings are presented as follows;

Table 4.10: Pearson's Correlation Coefficient Matrix

	Mentoring	Job rotation	Career Counselling	In-service training	Promotion	Organization Commitment
Mentoring	1					
Job rotation	.395**	1				
Career Counselling	0.13	.381**	1			
In-service training	.283**	.318**	.375**	1		
Promotion	.293**	.412**	.415**	0.35**	1	
Organization Commitment	.350**	.313**	.243*	.309**	.319**	1

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

4.9.1 Relationship between mentoring and organization commitment

Results from Table 4.10 reveal that there is a significant positive relationship between mentoring and organization commitment ($r = .350^{**}$, $P\text{-value} < 0.01$). This implies that mentoring as employee development programme influences organization commitment at Barclays bank.

4.9.2 Relationship between job rotation and organization commitment

The findings also disclosed a significant positive relationship between Job rotation and Organization Commitment ($r = .313^{**}$, $P\text{-value} < 0.01$), thus, implying that job rotation as an employee development programme influences organization commitment at Barclays bank.

4.9.3 Relationship between Career Counselling and organization commitment

The findings also revealed a significant positive relationship between career counselling and organization commitment ($r = .243^{**}$, $P\text{-value} < 0.01$), which indicates that when employees receive career counselling at Barclays bank, they become more committed in their duties.

4.9.4 Relationship between in-service training and Organization Commitment

The findings indicated a significant positive relationship between in-service training and Organization Commitment ($r = 0.309^{**}$, $P\text{-value} < 0.01$) thus, depicting that in-service training as an employee development programme influences organization commitment at Barclays bank.

4.9.5 Relationship between promotion and organization commitment

The findings indicated a significant positive relationship between promotion and Organization Commitment ($r = 0.319^{**}$, $P\text{-value} < 0.01$) thus, indicating that promotion as an employee development programme influences organization commitment at Barclays bank.

Table 4.11: Employee development Programmes

Employee development Programmes	Mean (M)	Std Dev
Employee mentoring	3.85	0.541
Job rotation	3.95	0.647
Career Counselling	3.81	0.214
In-service training	3.19	0.115
Promotion	3.78	0.125
Grand Mean	3.716	0.3284

From the findings, job rotation, promotion and employee mentoring had the highest mean scores of 3.95, 3.78 and 3.85. Thus depicting they are significant determinants for commitment. These areas will help to the employees who utilize and to the organization that provides it. Without them, the employee development reverts back to being simply training.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, the conclusions and recommendations of the study. The findings of the study were based on the objective of the study which was to determine the perceived relationship of employee development programmes on organizational commitment at the Barclays bank, Kenya.

5.2 Summary of the Findings

From the findings, organization commitment of the employees was high, as the employees felt a strong sense of belonging to their organization, they believed that loyalty is important and thus they feel a sense of moral obligation to remain in the organization, and felt that if they left the organization, they could not find an alternative.

The study also established that the employee development programmes increased employee interaction and sharing of skills and knowledge thus impacting on the employee commitment. It can be further deduced that the top management supported the employee development programmes as the line managers encouraged employees to give their views on objectives and standards of employee development.

The employee development programmes enhanced employee organisational commitment as employees were more committed to their job, there was increased social interaction between management and employees and employees' technical skills were improved.

The study also revealed that job rotation was done on quarterly basis. This illustrates that job rotation was a key factor to enhance organisational commitment as it was conducted

on regular basis by the organization on quarterly basis. This is because it allowed them to learn different aspects of the organization and increased their competitiveness in the banking industry.

The study also established that job rotation has helped employees to learn about different departments and also gain confidence as an employee of the company. This illustrates that job rotation enhanced employee learning about different departments and gain confidence in working as each department offered the opportunity to learn unique skills.

According to the findings job rotation was in form of a new team to work with, change in department of work, change in nature of work and in terms of more work with less manpower respectively. This depicts that the organization adopted a hybrid approach in practicing job rotation as reflected by the different aspects of job rotation they practiced.

In addition, job rotation was effectively implemented in the organization. This illustrates that job rotation was an important tool of enhancing employee organizational commitment. It also depicts that job rotation was effective in the banking industry.

The study also established that the organization offered career counselling for the employees. This depicts that the organization used career counselling to improve employee organizational commitment.

The line managers and the professional counsellor were responsible for career counselling in the organization respectively. This illustrates that there was top management support on employee development programmes as line managers were responsible for career counselling in the organization. The top management support on

employee development was significant in ensuring the success in achieving employee organizational commitment.

From the study findings, the majority of the employees felt free to ask for advice from the career counsellor on how to improve in their job. This depicts that there was two way communications in the implementation of employee development programmes as respondents could freely interact with the career counsellors.

The study established that career counselling was effectively implemented to increase employees' organizational commitment. This depicts that career counselling was a significant strategy adopted by the banking industry to improve employee commitment.

The company engaged in employees training and development programme which point to the fact that the organization conducted employees training and development programme to enhance organisational commitment in the banking industry. The method of training and development were on-the-job training method, off-the-job training method and on line training respectively. This depicts that the organization used various strategies of employees' training and development with on-the-job training method being the most significant strategy.

The study further revealed that the training offered to the employees in the organization was relevant to the task they performed. This illustrates that the skills and knowledge that the employees gained through employees' training and development were based on the tasks that they performed. Thus, the skills made them highly competitive in their mandates.

The study further revealed that job promotion was used to a small extent to enhance organisational commitment in the organization. The promotion was based on exemplary work, and work experience respectively. This illustrates that the organization emphasized on employees' performance in implementing the employee promotion as an employee development programmes.

The study further revealed that the majority of the employees were not satisfied with the promotional system in place in terms of fairness, consistency and criteria of promotion. This depicts the manner in which employee promotion is implemented is poor and reduces employee commitment.

The study further established that promotion was ineffective in enhancing organisational commitment to the organization. The ways to improve the current promotional system in the organization to enhance organisational commitment to the organization include that employee promotion should be conducted on transparent manner, the organization should set realistic targets based on the prevailing market conditions, the benefits attached to the promotion should be improved and that the process of employee promotion was be reduced.

5.3 Discussion of Findings

From the findings, majority of the respondents were in agreement that they were happy to share things that they have learnt with others (M=4.78), the line manager gives them opportunity to express their views and feelings concerning the objectives and standards and guides them on how to perform their work (M=4.75), the line manager together with

them regularly review objectives for improvement (M=4.73) and that they have a mentor in their current organization who supports their development (M=4.65) respectively.

According to Young & Perrewé (2000) the mentoring employees receive from their managers significantly impacts the employees' job, career, and life satisfaction, including their performance in the workplace various options are available to managers to yield improved commitment in the workplace, such as coaching, advising, teaching, counseling, guiding, and training.

The majority of the respondents agreed that they are more committed to their job than before (M=4.75), they feel more socially connected in the workplace than before (M=4.66), their technical skills have improved (M=4.63) and that they feel more comfortable in the workplace than before (M=4.53) respectively. However majority of the respondents were in disagreement that they feel more certain of their career path in this organization (M=2.31) and that they feel more valued in this organization than before (M=2.23) respectively.

Bass, (1990) posited that mentoring occurs between a senior and a junior member of an organization and is intended to advance and support the junior member both personally and professionally. The mentoring in the workplace exists on a personal and professional level between a superior and a subordinate, rather than the organization or group, making mentoring an individual-level relationship that may contribute to a more effective organization.

From the responses given, most of the respondent (45%) strongly agreed that job rotation has helped them to learn about different departments and gain confidence as an employee

of the company. According to Jorgensen et al, (2005) job rotation allow employees to gain a range of knowledge, skills and competencies and is also seen as an on-the-job training technique, and as such is known to have an effect on employee commitment to the organization. The respondents (35%) further indicated that job rotation was in form of a new team to work with, 32% as more work with less manpower. Ortega (2006) pointed out that job rotation have many benefits for organizations, including increasing motivation and productivity, decreasing monotony, creating training opportunities, laying the foundations for senior management positions, supporting career development, easing adaptation to change and decreasing stress.

The majority of the respondents (57%) indicated that line managers were responsible for career counselling in the organization, 33% said it was the professional counsellor. Meanwhile the majority of the respondents (53%) indicated that they felt free to ask for advice from the career counsellor on how to improve in their job.

Hollman and Gallan, (2006) indicated that career counselling allows employees to discuss with their managers their personal and career interests and goals, their personal skills and abilities, their preferences, their values, their life concerns, and suitable career development objectives. Thus it aids employees in gaining personal insights that help match trends with career implications.

The majority of the respondents (77%) indicated that the company engaged in employees training and development programme. 58% of the respondents posited that the method of training and development was on-the-job training method, 31% said it was done as on-line training while 11% said it was done as off-the-job training method. 51% of the

respondents agreed that the training offered to the employees in the organization was relevant to the task they performed. Gao, (2004) found a positive relationship between employee training programs and employees' job commitment. Employee training helped them in adapting new skills, knowledge and competencies which ultimately leads to improved organizational performance

The majority (66%) posited that they had never received promotion since they joined the organization. 47% of the respondents posited that promotion was based exemplary work, 40% said it was based on work experience. The majority of the respondents (70%) posited that they were not satisfied with the promotional system in place in terms of fairness, consistency and criteria of promotion. According to Lazear & Rosen, (1981) job promotion is a way of rewarding the employees for meeting the organizational goals thus it serves as a mean of synchronizing organizational goals with personal goals.

5.4 Conclusions

The study concludes that the affective commitment of the employees would be significantly improved through employee development programmes. In addition, the normative commitment of the employees was also low as the respondents argued that employee turnover is high in the banking industry and that employees perceived being loyal to their organization as a moral obligation.

The study also concludes that the employee development programmes increased employee interaction and sharing of skills and knowledge thus impacting on the employee commitment. It can be further deduced that the top management supported the employee development programmes as the line managers encouraged employees to give

their views on objectives and standards of employee development. The employee development programmes enhanced employee organisational commitment as employees were more committed to their job, there was increased social interaction between management and employees and employees' technical skills were improved.

The study also concludes that job rotation was done on quarterly basis. This illustrates that job rotation was a key factor to enhance organisational commitment as it was conducted on regular basis by the organization on quarterly basis. This is because it allowed them to learn different aspects of the organization and increased their competitiveness in the banking industry.

The study also concludes that job rotation has helped employees to learn about different departments and gain confidence as an employee of the company. This illustrates that job rotation enhanced employee learning about different departments and gain confidence in working as each department offered the opportunity to learn unique skills. Job rotation was in form of a new team to work with, change in department of work, change in nature of work and in terms of more work with less manpower respectively. This depicts that the organization adopted a hybrid approach in practicing job rotation as reflected by the different aspects of job rotation they practiced. The job rotation was effectively implemented in the organization. This illustrates that job rotation was an important tool of enhancing employee organizational commitment. It also depicts that job rotation was effective in the banking industry.

The study also concludes that the organization offered career counselling for the employees. This depicts that the organization used career counselling to improve

employee organizational commitment. The line managers and the professional counsellor were responsible for career counselling in the organization respectively. This illustrates that there was top management support on employee development programmes as line managers were responsible for career counselling in the organization. The top management support on employee development was significant in ensuring the success in achieving employee organizational commitment.

The study also concludes that company engaged in employees training and development programme, which point to the fact that the organization conducted employees training and development programme to enhance organisational commitment in the banking industry. The method of training and development were on-the-job training method, off-the-job training method and on line training respectively. This depicts that the organization used various strategies of employees' training and development with on-the-job training method being the most significant strategy.

The study also concludes that the training offered to the employees in the organization was relevant to the task they performed. This illustrates that the skills and knowledge that the employees gained through employees' training and development were based on the tasks that they performed. Thus, the skills made them highly competitive in their mandates.

The study concludes that job promotion was used to a small extent to enhance employee commitment in the organization. The promotion was based exemplary work, and work experience respectively. This illustrates that the organization emphasized on employees'

performance in implementing the employee promotion as an employee development programmes.

The study concludes that the majority of the employees were not satisfied with the promotional system in place in terms of fairness, consistency and criteria of promotion. This depicts the manner in which employee promotion is implemented is poor and reduces employee commitment.

The study also concludes that promotion was ineffective in enhancing employee commitment to the organization. The ways to improve the current promotional system in the organization to enhance employee commitment to the organization include that employee promotion should be conducted on transparent manner, the organization should set realistic targets based on the prevailing market conditions, the benefits attached to the promotion should be improved and that the process of employee promotion was be reduced.

The study concluded that in-service training was the most significant employee development programmes, followed by career counselling while promotion was the least significant.

5.5 Recommendations

The study recommends that the management of the bank should offer regular employee training to its human capital to equip them with modern skills executing their mandate to enhance their employee commitment. The study recommends that the management of bank should review their policies guiding the implementation of employee development

programmes and address the existing bottlenecks to increase employee organizational commitment.

The study recommends that the management of bank should incorporate the opinion of the staff in formulating and implementing the employee development programmes to enhance their success and sustainability in achieving employee organizational commitment. The study recommends that the management of bank should allocate more funds towards the employee development programmes to facilitate their success and sustainability.

The study recommends that the management of bank should relook at the job promotion strategy and address the bottlenecks related to it, to ensure that more deserving employees are rewarded to enhance their commitment.

5.6 Suggestion for further studies

Since this study explored perceived relationship of employee development programmes and organisational commitment at Barclays Bank of Kenya, it recommends that; a similar study should be done in other banks in Kenya for comparison purposes and to allow for generalization of findings on effects of employee development programmes on organisational commitment in the commercial banking sector.

REFERENCES

- Adomi, E.E.(2006). *Job Rotation in Nigerian University Libraries*. Nigeria:Emerald Group Publishing Ltd.
- Ahmed, P.K, and Rafiq M. (2003). *Internal Marketing Issues and Challenges*. Eur. J. Market.
- Andersen, P. & Vandehey, M. (2006). *Career Counselling and Development in a Global Economy Boston: Lahaska Press*.
- Argyris Chris, (1957). *Personality and organisation*, New York: Harper.
- Armstrong, M. (2005). *A Handbook of Human resource Management Practices* (9th ed.). Dover, NH: Kogan Page Limited.
- Arthur, J.B. (1994) 'Effects of Human Resource System on Manufacturing Performance and Turnover' ,Academy of Management Journal , 37: 670 – 87.
- Bartlett, K.R. (2001). The Relationship Between Training and Organizational Commitment: A Study in the Health Care Field', *Human Resource Development Quarterly*, 12: 335-352.
- Bass, B.M. (1990). From transactional to transformational leadership: *Learning to share the vision*. *Organizational Dynamics*, 18 (3), 19-31.
- Becker, H.S. (1960). *Notes on the Concept of Commitment*. Am. J. Sociol. 66: 32–40.
- Becker,T.E, Randall,D.M, & Riegel,C.D. (1995). *The Multidimensional View of Commitment and the Theory of Reasoned Action: A comparative evaluation*. Journal of Management
- Bennett, B. (2003). *Job rotation: It's Role in Promoting Learning in Organizations*. *Development and Learning in Organizations*

- Bundi, K. M. (2008). *Factors Influencing In-Service Training - The Case of Secondary School Teachers in Mwingi District*. Unpublished MEd Project, Nairobi: Kenyatta University.
- Carol Grbich (2007) *Qualitative data analysis*. SAGE Publication Ltd: London
- Clutterbuck, D (2001) *Everyone Needs a Mentor* (2nd edition), London CIPD
- Cooper, D.R. & Schildler, P.S. (2006) *Business Research Methods* (9th ed.) New York.MC Graw Hill/ iruib
- Cuniff, J. (2000, July 26). *Lifelong education has become the norm*. Milwaukee Journal Sentinel, 35Q
- Dawley, D. D., Andrews, M. C. and Bucklew, N. S. (2010). Enhancing the ties that bind: mentoring as a moderator. *Career Development International*, 15(3) 2010
- Dessler G, Varkkey B (2009). *Training and Development. Human Resource Management*. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Elena P. A. (2000). *Employee Development Through Self-development in Three Retail Banks*, *Personnel Review*, 29 (4), 491 - 508
- Ellickson, M.C. (2002). Determinants of job satisfaction of municipal government employees. *Public Personnel Management*, 31(3): 343-58.
- Eriksson, T and J. Ortega (2006): The Adoption of Job Rotation: *Testing the Theories*, *Industrial and Labour Relations Review*, Vol. 59, 653-666.
- Ferris,G.R.,Hochwarter,W.A.,Buckley,M.R.,HarrellCook,G.andFrink,D.D.(1999)‘Human ResourcesManagement:SomeNewDirections’,*JournalofManagement*,25:385–415
- Gao. (2004). *Human Capital: A Guide for Assessing Strategic Training and Development Efforts in the Federal Government*. United States General Accounting Office.

- Garvey, B (2004) *The Mentoring /Counseling/Coaching debate Development and Learning in organizations* Vol 18 No 2 2004
- Garger, E. M. (1999, November). *Goodbye training, hello learning*. *Workforce*, 78 (11), 35-42.
- Gerbman, R. V. (2000, February). *Corporate universities 101*. *HRMagazine*, 45(2), 101-106.
- Gulsecen, S. and Kubat, A., (2006). Teaching ICT to teacher candidates using PBL: A qualitative and quantitative evaluation. *Educational Technology & Society*, 9 (2): 96-106.
- Grassel, E. and Schirmer, B., (2006). The use of volunteers to support family careers of dementia patients: results of a prospective longitudinal study investigating expectations towards and experience with training and professional support. *Zeitschrift Fur Gerontologie Und Geriatrie* 39 (3): 217-226 Jun.
- Grobler, P.A., Warnich, S., Carrell, M.R., Elbert, N.F., & Hatfield, R.D. (2002). *Human Resource Management in South Africa (2nd ed.)*. London: Thomson Learning.
- Gouldner, A. W. (1960). *The norm or reciprocity: A preliminary statement*. *American Sociological Review*, 25, 161-178.
- Heery, E., & Noon, M. (2001). *A Dictionary of Human Resource Management*. New York: Oxford University Press.
- Healy, M., & Perry, C. (2000). *Comprehensive Criteria to Judge Validity and Reliability of Qualitative Research within the Realism Paradigm*. *Qualitative Market Research*, 3(3), 118-126.
- Herr, E. L.; Cramer, S. H. 1996. *Career Guidance and Counseling through the Lifespan*. New York, Longman.

- Heskett, J.L., Jones, T.O., Loveman, G.W., Sasser, W.E. and Schlesinger, L.A. (1994). *Putting the Service-profit Chain to Work. Harvard business review*, 72(2):164-174. March/April.
- Heyes, J. and Stuart, M. (1994). Placing symbols before reality? *Re-evaluating the low skills equilibrium, Personnel Review*, 23 (5): 34-47.
- Jackson, D.W., T. Hollmann, and A.S. Gallan (2006), Examining Career Development Programs for the Sales Force, *The Journal of Business and Industrial Marketing*, 21 (5), 291.
- Jorgensen, M. (2005). Characteristics of job rotation in the Midwest US manufacturing sector. *Ergonomics*, 48(15)
- Kelly-Radford, L. (2001). The revolving door of talent. *CEO Magazine*, 86-89.
- Kombo, D.K. & Tromp, D.L.A. (2006) *Proposal and Thesis writing: an introduction*. New Delhi. New Age International Publishers.
- Kothari, C.R. *Research Methodology (2nd ed.)* New Age International Ltd.
- Kumar, R. (2005) *Research Methodology: A step-by-step guide for beginners*. London: Sage Publication Ltd.
- Lazear, Edward P. and Sherwin Rosen (1981): Rank-Order Tournaments as Optimum Labor Contracts. *Journal of Political Economy*, 89:841–864.
- Meyer, J.P. & Allen, N.J. (1991). A Three-component Conceptualization of Organizational Commitment. *Human Resource Management Review*, 1, 61-89.
- Moses, B. (2000, June). *Give people belief in the future: In these cynical times, HR must assure employees that faith and work can coexist. Workforce*, 79 (6), 134-139
- Mowday, R., Porter, L., and Steers, R. (1981). *Employee Organization Linkages*. New York: Academic Press.

- Mugenda, M.O. & Mugenda .G.A (2003). *Research Methods: Quantitative and Qualitative Approaches*. Laba graphics services.
- Ngumi, J. K. (2003). *An Investigation of Job Satisfaction of the Mathematics and Science Teachers in Secondary Schools in Murang'a District*. Unpublished MEd Thesis, Kenyatta University.
- Noe, R.A. and Ford, J.K. (1992) 'Emerging Issues and New Directions for Training Research'. In Ferris, G.R. and Rowland, K.M. (eds) *Research in Personnel and Human Resources Management*. Greenwich, CT: JAI Press, pp.345-84
- Northcraft, T., & Neale, H. (1996). *Organisation Behaviour*. London: Prentice-Hall.
- Nunn, J. (2000, September/October). *Career planning key to employee retention*. *Journal of Property Management*, 65(5), 20-21.
- Orodho AJ, Kombo DK (2002) *Research Methods*. Nairobi: Kenyatta
- Perry, F.E. (1986). *The Element of Banking*. (5th ed). Muthuen & Co. Publishers, London.
- Pinnington, A. And Edwards, T. (2000). *Introduction to Human Resource Management*, Oxford University Press, Oxford.
- Raabe, B. & Beehr, T.A. (2003). Formal mentoring versus supervisor and co-worker relationships: Differences in perceptions and impact. *Journal of Organizational Behavior*
- Rice, R.W., Gentile, D.A. and McFarlin, D.B. (1991). *The Clash of Cultures: Managers Managing Professionals*, Harvard Business School, Boston, MA.
- Rosen, S., 1982, Authority, control, and the distribution of earnings, *Bell Journal of Economics* 13.
- Salako M. A., Omotilewa O. O. and Sotunde T. (2012). *Human Resources Development in Nigerian Commercial Banks: an Empirical Investigation*. http://www.pixel-online.net/edu_future/common/download/Paper_pdf/SOE62-Salako.pdf
- Scandura, T. A. (1997). Mentoring and organizational justice: *An empirical investigation* *Journal of Vocational Behavior*, 51, 58-69.
- Shelton, K. (2001). *The effects of employee development programs on job satisfaction and employee retention*. Unpublished MSc Thesis, University of Wisconsin-Stout.

- Shekhar, K.C.(1984). *Banking Theory and Practice*.(6th ed.). Vikas Publishing house, New Delhi.
- Tellis, Winston, (1997). Introduction to Case Study. *The Qualitative Report*, Volume 3, Number 2, July. (<http://www.nova.edu/ssss/QR/QR3-2/tellis1.html>).
- Torrington D, Hall L (1991). *Personal Management New Approach*. New York: Prentice Hall
- Whitener, E.M. (2001) ‘Do “High Commitment” Human Resource Practices Affect Employee Commitment? A Cross-Level Analysis Using Hierarchical Linear Modeling’, *Journal of Management* , 27: 515 – 35.
- Woods, S. and De Menezes, L. (1998) ‘High Commitment Management in the UK: Evidence from the Workplace Industrial Relations Survey and Employers Manpower and Skills Practices Survey’, *Human Relations* , 51: 485 – 515
- Woods, D.D. (1998). *Designs are Hypotheses about How Artifacts Shape Cognition and Collaboration*. *Ergonomics*, 41, 168-173.
- Woods, D. D. & Watts, J. C. (1997) *How not to have to navigate through too many displays*. 2nd ed. North-Holland: Elsevier Science Publishers, B.V
- Young, R. W., & Cates, C. M. (2005). Playful communication in mentoring. *College Student Journal*, 39, 692-701.
- Young, A.M.,& Perrewe, P.L.(2000).*The exchange relationship between mentors and protégés: the development of a framework*. *Human Resource Management Review*, 10,177–209.

APPENDICES

APPENDIX 1: Letter of introduction



UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS
MBA PROGRAMME

Telephone: 020-2059162
Telegrams: "Varsity", Nairobi
Telex: 22095 Varsity

P.O. Box 30197
Nairobi, Kenya

DATE 05/09/2013

TO WHOM IT MAY CONCERN

The bearer of this letter ALEXANDER MUO MUTHANI

Registration No. D61/72562/2012

is a bona fide continuing student in the Master of Business Administration (MBA) degree program in this University.

He/she is required to submit as part of his/her coursework assessment a research project report on a management problem. We would like the students to do their projects on real problems affecting firms in Kenya. We would, therefore, appreciate your assistance to enable him/her collect data in your organization.

The results of the report will be used solely for academic purposes and a copy of the same will be availed to the interviewed organizations on request.

Thank you.


PATRICK NYABUTO
MBA ADMINISTRATOR
SCHOOL OF BUSINESS



APPENDIX II EMPLOYEE QUESTIONNAIRE

Introduction

The information you give will be treated confidentially. Please respond to all items honestly. You are not required to write your name.

Part I: Background Information

1. Age in years (Please tick where appropriate)

- | | |
|--------------|--------------------------|
| Below 25 | <input type="checkbox"/> |
| 26 - 35 | <input type="checkbox"/> |
| 36 - 45 | <input type="checkbox"/> |
| 45 and above | <input type="checkbox"/> |

2. For how many years have you served in this organization? (Please tick where appropriate)

- | | | | |
|--------------|--------------------------|---------------|--------------------------|
| 1 – 3 years | <input type="checkbox"/> | 4 – 6 years | <input type="checkbox"/> |
| 7 – 10 years | <input type="checkbox"/> | over 10 years | <input type="checkbox"/> |

3. In which department do you work currently?

- | | | | | | |
|------------|--------------------------|-------------------|--------------------------|------|--------------------------|
| Finance | <input type="checkbox"/> | Consumer Banking | <input type="checkbox"/> | HR | <input type="checkbox"/> |
| Operations | <input type="checkbox"/> | Corporate Banking | <input type="checkbox"/> | ITSM | <input type="checkbox"/> |

4. Which other department have you worked in?(Tick all that is applicable)

- | | | | | | |
|------------------|--------------------------|-------------------|--------------------------|------|--------------------------|
| Finance | <input type="checkbox"/> | Consumer Banking | <input type="checkbox"/> | HR | <input type="checkbox"/> |
| Operations (COO) | <input type="checkbox"/> | Corporate Banking | <input type="checkbox"/> | ITSM | <input type="checkbox"/> |
| None | <input type="checkbox"/> | | | | |

5. Which of the following best defines your current position in the organization

- | | | | | | |
|-----------|--------------------------|----|--------------------------|-----------|--------------------------|
| B1 and B2 | <input type="checkbox"/> | B5 | <input type="checkbox"/> | B3 and B4 | <input type="checkbox"/> |
|-----------|--------------------------|----|--------------------------|-----------|--------------------------|

OTHER [] specify.....

Part II: Perceived relationship of employee development programmes and organisational commitment at Barclays bank of Kenya

Mentoring

Indicate your level of agreement with the following statements as they apply in your organization where: SA = Strongly Agree, A = Agree, D = Disagree, SD = strongly disagree N = Neutral

Statement	SA	A	D	SD	N
I have a mentor in my current organization who supports my development.					
My line Manager and I regularly review objectives for improvement.					
My Line Manager gives me opportunity to express my views and feelings concerning the objectives and standards and guides me on how to perform my work.					
I am happy to share things that I have learnt with others.					
After participating in a mentorship programme...					
Statement	SA	A	D	SD	N
I am more committed to my job than before					
I feel more socially connected in the workplace than before					
I feel more comfortable in the workplace than before					
I feel more certain of my career path in this organization					
I feel more valued in this organization than before					
My technical skills have improved					

Job rotation

1. How often are you rotated in your job?

- Monthly [] Quarterly (every 3 Months) []
 Yearly [] After 2 years []
 Never []
 Others (Specify).....

2. Mention the names of all job positions where you have worked as a result of rotation

.....
Job rotation has helped me to learn about different departments and also gain confidence as an employee of this company?

Strongly Agree [] Agree [] Neutral []
Disagree [] Strongly Disagree []

3. What kind of job rotation does your organization practice?

Change in nature of work []

Change in department of work []

New team to work with []

More work with less manpower []

I do not know []

Others (Specify).....

4. In your opinion, how effective is job rotation in enhancing employee commitment to the organization?

Very effective []

Effective []

Ineffective []

Very ineffective []

Others (Specify).....

Career Counselling

5. My organization offer career counselling for the employees

Strongly Agree [] Agree [] Neutral []
Disagree [] Strongly Disagree []

6. Who does the counselling?

Line Manager []
One of the employees []
Professional counsellor engaged by the company []
Others (Specify).....

7. Do you feel free to ask for advice from your career counsellor on how to improve in your job?

[] Yes [] No

If No, why?

.....I
In your opinion, how effective is career counselling in enhancing employee commitment to the organization?

Very effective []
Effective []
Ineffective []
Very ineffective []
Others (Specify).....

In-service training

8. Does your company engage in any form of employees training and development programme?

[] Yes [] No

9. What method of training and development does your organization use?

- On-the-job training method []
- Off-the-job training method []
- On line Training []
- All the above []
- None of the above []
- Others (Specify).....

10. Training offered to the employees in my organization is relevant to the task they perform.

- Strongly Agree [] Agree [] Neutral []
- Disagree [] Strongly Disagree []

11. After attending training, my behaviour and attitude towards work and clientele has changed positively.

- Strongly Agree [] Agree [] Neutral []
- Disagree [] Strongly Disagree []

Promotion

12. Have you ever received promotion since you joined this organization?

- [] Yes [] No

13. What are the criteria used for promotion in your organization?

- Work experience [] Age []
- Availability of the skill [] Exemplary work []
- Others (Specify).....

14. Are you satisfied with the promotional system in place in terms of fairness, consistency and criteria of promotion?

- [] Yes [] No

15. Give reasons for your answer

.....

16. In your opinion, how effective is promotion in enhancing employee commitment to the organization?

Very effective [] Effective []
 Ineffective [] Very ineffective []
 Others (Specify).....

17. In your opinion, what would you suggest to be done to improve the current promotional system in your organization to enhance employee commitment to the organization?

.....

Commitment

KEY: SA = Strongly Agree **A** = Agree **D** = Disagree
SD = Strongly Disagree **N** = Neutral

	SA	A	D	SD	N
Employees are happy working in the current organization					
Employees feel a strong sense of belonging to the organization					
One of the few serious consequences of leaving the organization is the scarcity of available alternative					
One of the major reasons that Employees continue working for Barclays is that loyalty is important					

THANK YOU FOR PARTICIPATING