

**RELATIONSHIP BETWEEN HUMAN RESOURCE DEVELOPMENT
PRACTICES AND EMPLOYEE PERFORMANCE AT BARCLAYS BANK (K)
LIMITED**

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DECLARATION

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

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DEDICATION

I dedicate this study to my wife Sellyne Adhiambo Agira and my Sons Sherman David Walters and Paul Stevenson with whom without their support and understanding this project would not have been completed.

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ABSTRACT

Human resource development practices are important for organization success. Effective formulation and implementation of human resource development practices are known to enhance employment relationship where employees feel valued by the employer and hence willing to support organizations goal achievements. These practices are important in that they not only act as motivational factors but also support in building employees capacity by equipping them with necessary skills, knowledge and competencies that are critical for improving their performance. The extent to which an organization develops and implement human resource development practices can greatly support the achievement of organizational objectives, goals, mission and vision. This study adopted a descriptive research design in which the population of study was drawn from Barclays Bank of Kenya. Besides the descriptive research design, the study adopted a case study design. Stratified sampling technique was used to pick a sample of study from the population. Data was then collected using structured self-administered questionnaires; the data was then analyzed using descriptive statistics such as mean, standard deviation, frequency and percentages. The study showed that majority of respondents understood organization's training policies, skills audit, availability of development opportunities, coaching & mentorship, team work, customer service excellence and policies on community activities. The study also established that Barclays bank of Kenya has implemented a number of human resource development Further, it was concluded that team work plays an important role in enhancing employee performance. The study recommended a design and development of policies and procedures subsequent to skill audits to ensure the policies and procedure designed and implemented enhance employee performance. Since the study was undertaken at Barclays which is a multinational company with most policies formulated at headquarters and only implemented locally, the researcher suggested that further studies could be undertaken to corroborate the extent to which local companies have implemented the concept of increasing employee's performance through enhancement of human resource development practices.

ABBREVIATIONS

BBK	Barclays Bank of Kenya
HRD	Human Resource Development
HR	Human resources
HRM	Human Resource Management
KCSE	Kenya Certificate of Secondary Education
SME	Small and Medium Scale Enterprises

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Organization success is a function of a number of processes, policies, procedures and resources usually combined together in a systematic manner to produce goods and services of value to consumers. These resources include labour, capital and land. The resources are in themselves scarce and from the stand point of the relative concept of scarcity; it becomes critical that the quality of this resources be taken into consideration to enhance organization performance. In modern day business environment, quality of capital has and is still undergoing revolution and can be enhanced by use of sophisticated technology and technological developments. As the case for the above two factors of production, quality of labour as a factor of production can be enhanced through a careful selection, adoption, and use of human resource available to the organization by effective and efficient human resource development practices in order to enhance employee performance. Beardwell *et al* (2004) stated that, “the recognition of the importance of human resource development (HRD) in recent years has been heavily influenced by the justification of overseas competition and the relative success of economies such as Japan, Germany and Sweden where investment in employee is emphasized”.

Irrespective of the size of the organization, human resources is probably the only resource that must be available for the organization to function, the size or quality of human resource notwithstanding. It is important that business owners and employers realize the pivotal role played by this resource and that success of their organizations rely on the

skills and abilities of their employees. It is thus justified to note that human resource practices adopted by the organization should address the gaps that hinder human resource development and as such directly or indirectly impact on employee performance. As organizations plan for their growth, it is critical that they put into consideration how human resources as a factor of production would impact on the strategy, organization sustainability, and its going concern. All this can be achieved through adoption of effective and efficient human resource development practices. Hendry, (1995) outlined the importance of strategic change and human resource management practices at Barclaycard. Equally, human resource practices such as succession planning will enhance employee performance and support organizations sustainability and going concern. Beardwell et al (2004), observed that to be effective, succession planning requires a long term career plan.

1.1.1 Concept of Human Resource Development

Human resource development is an important force that drives employee performance. Price (2007) defined human resource development as a strategic approach to investing in human capital. Human resource development therefore draws its basis from all other forms of human resource practices including recruitment, performance management, talent management, training, feedback, coaching, and career progression among others. The fundamental principle and basis of human resource development is development of skills and human resource capabilities. It is geared towards investment in people's skills to support the needs of the ever changing business environment and to enable businesses to continually provide competitive products and services to meet stakeholders' needs and wants.

Human resource development is concerned with providing learning and development opportunities and making training interventions, planning, conducting and evaluating training programs among others. It is not a static event but rather an evolving and continuous process covering the analysis of past events; adjusting to the current demands of contemporary organizations with main focus on the future. In this sense, human resource development can be closely evaluated in tandem with the overall organization strategy. Armstrong (1999) observed that, “the overall aim of human resource development is to see that organization has the quality of people it needs to attain its goals for improved performance and growth.

Human resource development therefore is a strategic activity that has far reaching impact on organization performance. Walton, (1999) outlined the major human resource development roles with regards to the management practices covering planning, organizing, directing, determining and managing consultation and advice. In this regards, human resource development is seen as a tool that provides a foundation for planning, how to acquire human resource, organizing them to meet organization demands, directing them to achieve desired goals and objectives and managing them to meet both short and long term organization objectives through succession planning, performance management among other practices.

Morris (1978) defined development as a continuing improvement of effectiveness within a particular system, which may be a person. With specific reference to human resource development, Morris envisaged a development geared towards developing an individual or a group of individuals to improve their effectiveness to handle current organization requirements and with strategic focus to issues relating to succession planning. From the

foregoing, human resource development includes but is not limited to recruitment practices, training, performance management, coaching, mentoring, on the job assignments, stretch assignment, secondments and succession planning.

1.1.2 Concept of Human Resource Development Practices

Patton and Mallow, (2002) defined human resource development as a system or set of distinct but interrelated activities, functions and processes that are directed towards recruitment, training, development, performance management, coaching, talent management, motivation and maintaining human resources. Sababu (2010) defined human resource development as a continuous process through which a newly absorbed member is helped to acquire skills and educational capabilities required to perform various present and future activities and to develop his general capabilities as an individual.

Human resource development practices roots can be traced from recruitment. It covers issues to do with job creation, analysis, design, and job specification, among others. Torrington et al (2008), observed that human resource development practices involves designing organization structure, identification, recruiting, selecting and developing people required to fill roles, the right people, with the right skills to provide their services when needed.

Pattanayak (2008) defined human resource development as a continuous process to ensure the development of employee dynamism, effectiveness, competencies and motivation in a systematic and planned manner. He further observes that the instruments of human resource development include performance, feedback, career planning, training, organizational development, honors, awards, employee welfare, quality circles,

and managerial learning networks among others. Studies in career planning have traced the philosophy of human resource development to be that people perform better when they feel trusted and see meaning in what they are doing. People therefore want to see possibilities of their growth and career opportunities. It is the responsibility of managers to transmit information about growth plans and assist people to plan their careers within the organization.

Other common human development practices include coaching. According to Derek T. et al (2008), it is the ongoing feedback during the task and is especially important as managers guide employees through discussions and constructive feedback. Walton, (1999) stated that, “succession planning is a process whereby an organization fill management openings with individuals identified and prepared as candidates in advance of vacancy occurring”. In conclusion, human resource development practices are a continuous pattern which can effectively be directed to an individual or group of individuals and whose focus is to achieve organization short and long term objectives and to enhance organization performance and ensure sustainability in the long run.

Ghosh (2008) observed that human resource development practices involve those activities and processes undertaken to promote intellectual moral, psychological, cultural, social, and economic development of individuals in an organization in order to help them achieve highest human capital potential as a resource for the community. The various discussions on the concept of human resource development practices point towards a general consensus in the key aspects of recruitment as the starting point of effective resource development and human capital asset development and management platform. Other critical practices that follow include training, talent identification, motivation,

coaching, feedback, performance management among others. Some of the practices are discussed below.

Once the organization has identified and attracted the correct employees, there comes a need to equip these employees with the right skills to enable them perform their day to day tasks. Training hence becomes imperative. John and Donald (1994) observed that, “training are practices that should be applicable to performance in a current or anticipated job relatively complete in its coverage of various job requirements and efficient in cost/benefit sense”. Through performance management that good human resource development practices will help the organization to identify training needs, coaching needs, and help identify talents for mentoring and succession planning. Luis et. Al, (2010) defined performance management to include, “the identification, measurement and management of human performance in organization”.

1.1.3 Employee Performance

Employee performance is a measure of how well an employee meets the objective of his role as set normally in his or her role profile. Mahapatra (2010) stated that performance management is a tool designed to establish shared understanding about what is to be achieved and an approach to leading and developing people which will ensure it is achieved. In this context, employee performance is based on understanding between employer and employee on what should or should not be done.

Salemi (2009) observed that once employees have been selected, trained and placed, it becomes essential for management to conduct performance appraisal to see whether the employees are effective on their job or not. An appraisal is therefore a tool used by the organization to measure how well the employees are in conducting their role. Besides, it

is an important tool for management to identify the gaps on the employees skills which when addressed can help improve employee's performance and in the organization to achieve its goals. The purpose of performance appraisal is to help the manager observe their subordinates more closely and be able to provide coaching, motivate the employees, support feedback, achieve better appraisal results, identify developmental needs, provide information for human resource planning, provide data for back up in the event of compensation discussions, reduce favoritism, and also to support succession planning among many other important decisions which can be made by the management. These have a direct result when correct actions are taken to improve employee's performance.

Generally, employee performance stands out as a concern area in any organization as it directly impact organization performance. Laurie (2010) observed that organizations need to be efficient in doing the right things in the optimum use of resources. The rightful use of resources can only be determined by conducting a performance appraisal for the employees. Nzuve (2007) affirmed that an appraisal can be formal or informal. While the informal approach purely depend on both supervisor or the manager, his leadership style or traditions, the formal appraisal is more procedural and scientific in nature and encompasses preparation of a performance plan, preparation for an interview session with the employee, provision of continuous feedback, employee involvement both at the point of developing the plan and at the time of review, conducting an appraisal focusing on employee development determined for future improvement and post appraisal interviews.

Nyambegera (2005) explained that the main purpose of performance appraisal is to give the employee a chance to receive feedback on job performance and to get praise and recognition for the good work done and instruction regarding the areas that need

improvement. Through performance appraisal that organizations can determine whether the employee is achieving the required performance standards and help in developing measures to support the employee to grow in his or her career and develop him so that he is able to improve on his or her performance.

1.1.4 Relationship between Human Resource Development Practices and Employee Performance

Performance requires that employees be capable of performing their tasks, have clearly defined job roles, know what is expected of them, have tools to do the job, have the knowledge and skills to perform, receive regular feedback on performance and understand and receive rewards for good performance Power (1986). For an employee to perform his or her role as expected by the employer, an employee therefore needs to have the right skills and know how to perform the tasks. The process of acquiring these skills and know how may be obtained either through on the job training or through off the job training and development. These practices of human resource management provide the basis for performance and are the elements of effective performance. According to Fitzgerald et al (1989), performance measures in a service industry is unique because; most services are intangible, services output varies and production and consumption of the services are inseparable and services are perishable.

Thornhill (2007) observed that performance stems from the effort by the organization in linking the employee's objectives with those of the organization. This includes setting clear goals, goal setting that affect performance by directing employee's attention and effort increasing their determination to succeed and motivating them to develop strategies for achievement. The strategies for goal achievements may in many cases include

ensuring that the employees have the right skills and knowledge which can be enhanced through human resource practices such as training and development. Swart et al (2005) observed that human resource development as an organizational activity should promote performance; however, human resource development practitioners tend to focus on performance whereas academics concentrating on research in the area of human resource development are more likely to adopt a learning focus.

1.1.5 Barclays Bank (K) Limited

Barclays Bank (K) Limited is a Multinational financial institution incorporated in Kenya under the Company Act with the parent company located in the United Kingdom. The bank has been operating in Kenya for over 50 years. It has a large workforce of over 2,000 employees mostly knowledge workers on permanent employment and about the same number on short term contract at any given time. It has a wide branch network all over the country. In the 1980s to late 1990s, the bank was located around major towns in Central and Nairobi Provinces. The bank enjoyed a long term leadership in the financial sector in Kenya until the late 2000s when local banks such as Equity Bank, Co-Operative Bank and Kenya Commercial bank emerged as new forces in the financial industry pushing Barclays Bank (K) to the 5th position on the latest industry report.

1.2 Research Problem

Despite the fact that most organizations may have good human resources development plans, due to the complexity of dealing with people, implementation of some of those good plans are never realized. Some organizations have been subjected to loss of talent as a result of ineffective or poor implementation of human resource development practices resulting from dissatisfaction. Randal et al, (1999) observed that the single greatest return

on investment comes from the people you hire, yet most companies spend more time evaluating a \$ 10,000 copy machine for purchase than they spend in evaluating potential employees. Price, (2007) cited that Britain workplace faced skill crisis with more than one of every three employers refusing to train their workers despite the government incentives. In his conclusion, he explained that such employers were avoiding the negative consequences related to human resource development needs.

Barclays Bank (K) has made efforts to enhance human resource development. The bank has in place a number of practices geared towards human resource development and to monitor progress in its relationship to employee performance. Some of the investments include infrastructure to provide a foundation to improve employee's skills, such as the automation of most of its human resource practices which include online learning and management system, Barclays University portal for online learning, a well-developed performance development planning and evaluation process, and coaching practices. Issues such as employee's turnover and employee development are questions which raise curiosity and provide opportunity for closer monitoring and room for further study. Conceptually, employee performance is a function of a well thought human resource development plan and should work towards enhancing employee performance through recruitment, training, coaching, mentoring, motivation among other practices.

Various studies have been done in relation to human resource development, Gamage, (2007) conducted a study in Japan's SMEs sector with the aim of identifying the impact of HRD practices on employee performance. In his study, he concluded that HRD practices contribute to an increase in the employee performance by helping employees develop their skills. Buniya (2008) also conducted a study on human resource

development practices in the Nepalese Business Organizations in Pokhara. He stated that some of the positive consequences included increased productivity, motivation, performance, organization image among others. He further observed that some of the negative consequences include demand for higher salaries, additional incentives, promotion, and overconfidence among others. Kariuki (2007) conducted a study on the Relationship between human resource Management practices, job satisfaction, Organizational commitment and Performance: a survey of public secondary Schools in Dagoretti Division, Nairobi, the study concluded that a wide range of HRM practices can be attributed to differing application levels of the various HR practices and one would expect these to have an effect on job satisfaction and organizational commitment. The study has failed to establish a clear link between KCSE performance on one hand and job satisfaction, organizational commitment and HRM practices. This study sought to determine the relationship of human resource development practices and employee performance in organizations.

1.3 Objective of the study

The objective of the study was to determine the relationship between human resource development practices and employee performance at Barclays Bank (K) limited.

1.4 Value of the Study

The research project was to investigate the relationship between human resource development practices and employee performance. The findings of this study are important for the human resource function of the bank as they can help support human resource development policy formulations and implementation. It will help address human resource development gaps and try to answer the question why some people do

not meet their role expectation despite the effort by the organization to develop its human resource.

The study will also be of value to other organizations who may also want to adopt the key learning's from its findings and implementation at Barclays. Other organizations will also be able to understand their employees development needs and plan their resources to handle such needs both in the current and future roles.

Finally the study is of great significance to scholars, consultants and other interested parties whose main aim may be to develop curriculum to support organizations in developing their resources. Finally, it will contribute to the body of knowledge to scholars and professionals who constantly seek to improve and strengthen the theory and practice of human resource development and organization performance.

CHAPTER TWO: LITREATURE REVIEW

2.1 Introduction

This chapter present a review of the literature related to the purpose of the study. The chapter covers the theoretic cal foundation of the study, human resource development practices, employee performance and the relationship between human resource development practices and employee performance. The literature review was based on authoritative and original sources of past studies such as journals, books, articles, theses and dissertations.

2.2 Theoretical Foundation of the Study

Human resource development is hinged on a number of theories which try to explain the impact of changes in human resource brought about by organizations initiatives and by the employees themselves to improve their skills and performance. Some of the theories include the human capital theories and learning theories. Muller – Comen (2008) observed that the human resource function should first decide whether its actions will bring return to the organization by first evaluating the effectiveness of any action they undertake. He observed that instead of implementing an activity on human resource development and later on trying to find out whether there were returns, the benefits of any practice should be undertaken before the implementation such as in the case of other financial capital investments. Mayo (2001) stated that it is critical for an organization to measure and form a pool of human capital. The organization should build its human capital and assess the correlation of the investment in human capital with respect to performance (productivity). Key questions in human capital development should be what is it about the people and about the environment that makes a difference to productivity.

Sababu (2010) observed that the systems created in organization to motivate people towards self-development should be clear to differentiate the desired outcomes.

Learning theories are also important in the understanding of how an organization can improve the performance of its employees. Graham et al (1998) observed that learning can only be said to have occurred when a person shows different behavior and can prove knowledge of new facts or do something he or she was not able to do before. According to Graham, learning is a factor of individuals drive, stimuli, response and reinforcements. The need or the drive creates stimuli to undertake training, an attachment or even additional challenging responsibilities.

These drives should therefore be reinforced by organization in the form of rewards, recognition among others. Gosh (2000) observed that learning can only take place when there is reasonable amount of motivation for individuals to learn. According to Senge (1990), learning takes place in a number of scenarios which include team learning, shared visions where people are committed and engaged, through personal mastery and through mental models that support the view of the world, beliefs on why events happen and through systematic thinking as they are part of the system such as an organization in which they belong.

Pilbeam et al (2010) stated that the idea of using knowledge to enhance the intellectual asset of the organization forms a part of human capital management and is an approach that works on the basis of value of any organization that is made up of tangible and intangible assets as brand, reputation and knowledge. Pilbeam further observes that in addition to encouraging investment in learning and training process, those who advocate

human capital management must highlight the contribution of human resource development in fostering appropriate culture and set of values that encourage conversion process such that individually held capital assets are deployed and shared as part of the organizations collective intellectual capital. Emphasis should therefore be put on the measurement of return on investment in human capital as a way of managing and enhancing the contribution to individual and organization performance.

2.3 Human Resource Development Practices

Patton and Mallow, (2002) defined human resource development as a system or set of distinct but interrelated activities, functions and processes that are directed towards recruitment, training, development, performance management, talent management, motivation and maintaining human resources.

Sababu (2010) defined human resource development as a continuous process through which a newly absorbed member in an organization is helped to acquire skills and educational capabilities required to perform various present and future activities and to develop his/her general capabilities as an individual. Broadly, human resource development practices in organizations takes place either on-the-job or-off-the job. While on-the-job is purely internal, off- the-job may either internal or external.

2.3.1 Training

Sababu (2010) defined training as the process intended to improve the mental and physical performance, skills for a given task, duty or job. Trainings are normally undertaken by the organization for their employees with the main aim or with the objective of improvement of employees' behavior in order that they become more useful in the organization. Bach (2006) observes that employer training can be broken into three

main types: training to meet skills needs generated by the productive process, training to meet legislative requirements and professional or sector regulation such as health and safety, license to provide requirements and participation in government supported training programs. According to Cowlin et al (1990) suggested that training is designed at large to help the organization accomplish its objectives. Hence, determining training needs is a diagnostic phase of setting training objectives.

According to Gilmore (2009), on-the-job training is a structural and planned training that occurs at the trainee's usual place of work and involves observation by the trainee while a skilled worker is doing the job. It's also referred to as learning by doing and encompasses mentoring, job shadowing or job rotation. Gilmore further observes that the effectiveness of such training depends on the choice of exemplar, and ensuring that the trainer has the correct attitude, skills, and knowledge needed by the learners and is capable of transmitting the same to learner. Nickson (2009) stated that this is perhaps the most popular training in the UK and commonly known as "sitting next to Nellie" and involves learning through watching somebody with greater experience perform a task. Nickson observes that this training is cheap and the trainer has the opportunity to practices and to get feedback immediately. This process is also popular as it affords the integration of the trainee into the team immediately.

Besides on-the-job training, training may also be off the job. This may be offsite such as in the internal off-the-job or external off-the-job. Nickson (2009) observed that off-the-job training normally involves the intervention run by a specialized training department and may be straight forward in achieving proficiency in more advanced skills through various means such as lectures. Nickson further observes that off-the-job training can

support transmission of information to a relatively large number of trainees and the quality of such training depends on the person delivering the training. They may include trainings such as a diploma from a college or a degree course in an external institution. Sababu (2010) stated that the selection of the method of training depends on whether the learning objectives are to acquire information for immediate or potential or to acquire skills or to apply the knowledge. According to him, if the objective is to acquire information, then off the job, teacher centered technique would be appropriate such as lectures, forums, symposiums, debates, field trip among other techniques.

Coaching is also a common on the job training used by many organizations to train their employees. Oladunmi (1998) defined coaching in organizational context as those managerial actions and behaviors specifically focusing on developing an employee so that he or she can perform at maximum capability. He further stresses that coaching maximizes the contribution of both the trainer and the trainee simultaneously and enables the coach to concentrate on other management functions.

2.3.2 Staff Development

Development encompasses the whole complex process by which employees as individuals learn, grow, improve their abilities to perform a wide range of roles within and outside the organization and acquire socially desirable attitudes and values Ratnam et al (2006). Even though training and development have been used interchangeably by different authors, more recent studies have distinctly cleared the difference between the two and whereas training is closely related to up skilling of staff to be able to accomplish tasks that are related to the job, development is seen to be a more wholesome approach and is normally associated with management whose view is to enable the employees

handle or perform professional management tasks. Salemi (2009) observes that employee development is a loose term. He further explains that, even between two employees holding similar jobs, it is difficult to say which of them is more developed than the other because the extent of employee development cannot be precisely assessed. Employee development can be achieved through mentoring programs, talent management, job rotation, secondments, stretch assignments and career planning. Mankin (2009) stated that development is concerned with the entrenchment of an individual's personal portfolio of knowledge, skills and abilities (i.e. competencies).

According to Graham (1998), mentoring is a relatively informal process where an older and more experienced member of the organization counsels younger colleagues about the way the organization works. Generally, the mentoring practice is designed to open up the employee to the ways of doing things. It therefore enables the mentor to adopt the political, social and other cultures in the organization that will support him in achieving his task and performing his role effectively. In so doing, the mentee becomes motivated and this enhances his performance as he is able to relate and act in line with the organizations culture and ways of doing things in line with the organizations political, and social culture. In many organizations, mentoring is undertaken as an on-the-job training and is aimed at helping employees achieve their potential in undertaking their tasks and duties. Prasad (2005) observed that mentoring is part and parcel of human resource development and is viewed as a part of socialization of new entrants to an organization.

Armstrong (2012) defined talent management as the use of an integrated set of activities to ensure that the organization attracts, retains, motivates and develop the talented people

it needs now and in future. Generally, the main aim of talent management is to secure for the company a specific set of talent that is deemed as critical for the organization success both in the present day and in the future. This is also drawn from the understanding that talent is one of the main corporate resources that organization has and which ensures success both in the present operations and in the future as the organization puts in place its strategic objectives. Talent management is aimed at improving the caliber, availability and a flexible utilization of exceptionally capable (high potential) employees who can have a disproportionate impact on business performance (Smilansky 2005).

An achievement of effective succession planning has its root on the kind of people an organization focus on to take over critical roles when they fall vacant. Pattanayak (2008) observed that succession planning is the business of identifying particular individuals as possible succession for specific positions and suitable for particular individuals already in the organization. Talent audits help to identify those with potential to occupy such critical roles. This can be achieved through performance management assessment as a basis of career planning and development ensuring that talented people have the sequence of experience enhanced with other practices such as coaching, mentoring, and learning programs that together equip them for carrying out more demanding roles in the future. Armstrong (2012) further explained that management succession planning is the process of assessing, and auditing the talent in the organization in order to answer the fundamental questions: such as whether there are enough potential successors available, whether they are good enough, and whether they have the right skills and competencies for the future. As a result of this, successful implementation of succession planning has a

direct relationship to effective talent management and requires a great deal of discipline, diligent process, commitments and support throughout the organization ranks.

Studies on career development have recognized the importance of work experiences that the career motivation can be influenced by experiences gained through rotation (London (1983). It is generally agreed that job rotation play an important role that can be viewed as an environmental strategy for employee's career development. Job rotation is also important in that it enhance the process of employees human capital accumulation which is believed is a sum dependent on employees working experience which can better be enhanced through rotation as opposed to job specialization. Ortega (2001) compared job rotation to an assignment policy, and also showed that job rotation would be a better learning mechanism than specialization when there is little prior information about the relative profitability of different jobs/ works. For managers who perform a variety of roles, rotation would be very important in the context of developing managers as generalists who can understand and do jobs concerning a vast of issues in the concerned fields. Studies also shows that work experiences were related to executives' career opportunities, learning, and changes in abilities, attitudes, and motivation (Guthrie and Olian 1991).

Employee development is becoming increasingly an important factor for consideration in progressive companies, Swart et al (2005) observed that many large companies are encouraging their staff to take sabbaticals or secondments to different companies or educational providers to facilitate further continuous development and return to the organization. Swart contends that such secondments offer staff opportunity to develop outside the organization and return with renewed insight and experience. Lucas (2012)

stated that a continuous flow of secondments both out of and into government department is known to exist for example in request made through the freedom of information Act. Lucas confirms that KPMG and PWC are among some of the major organizations that are involved and hence a good source to commence research into the value of secondment arrangements. Speck (1996) offered a summary of key requirements for successful adult learning – do organizations organizing and implementing secondment take notice of the requirements. Participation in secondment, whether as individuals or secondees, home or host anticipate that adults learning new skills, new ways of working and new perspectives through work based activity? Cunnington et al (2004) stated that secondees are rarely if ever coached in professional manner or through a specifically designed process.

An appreciation that some jobs are more developmental than others forms the basis why stretch assignments are used as a platform for employee's developments. McCauley & Brutus, (1998) observed that Jobs that are more developmental include "stretch" assignments that put a manager in a new situation with unfamiliar responsibilities – especially high-responsibility and high-latitude jobs. A number of researches suggest that negative experiences or hardships tend to promote learning and trigger self-reflection. They provide individuals with the desire to get results and in the process they are developed in their problem solving skills which will be beneficial to them and the organization in the long run.

2.4 Employee Performance

Employee performance is a measure of how well an employee meets the objective of his role as normally set in his or her role profile. Mahapatra (2010) stated that performance management is a tool designed to establish shared understanding about what is to be

achieved and an approach to leading and developing people which will ensure it is achieved. In this context, employee performance is based on some understanding between the employer and the employee on what should or should not be done. According to Salemi (2009), once employees have been selected, trained and placed, it becomes essential for management to conduct performance appraisal to see whether the employees are effective on their job or not. An appraisal is therefore a tool used by the organization to measure how well the employees are in conducting their role.

Generally, employee performance stands out as a concern area in any organization as it directly impact organization performance. Laurie (2010) observed that organizations need to be efficient in doing the right things in the optimum use of resources. The rightful use of resources can only be determined by conducting a performance appraisal for the employees. Nzuve (2007) affirmed that an appraisal can be formal or informal. While the informal approach purely depend on both supervisor or the manager, his leadership style or traditions, the formal appraisal is more procedural and scientific in nature and encompasses preparation of a performance plan, and an interview session with the employee, provision of continuous feedback, employee involvement both at the point of developing the plan and at the time of review, conducting an appraisal focusing on employee development determined for future improvement and post appraisal interviews.

Nyambegera (2005) explained that the main purpose of performance appraisal is to give the employee a chance to receive feedback on job performance and to get praise and recognition for the good work done and instruction regarding the areas that need improvement. It is only through performance appraisal that organizations can determine whether the employee is achieving the required performance standards set by the

employer and also support the organization to put in place measures to support the employee to grow in his or her career and develop him so that he is able to improve on his or her performance.

2.5 Human Resource Development Practices and Employee Performance

There are number of human resource practices that could be tested in connection with employee performance. Teseema & Soeters (2006) studied eight HR practices and their relationship to perceived employee performance. These eight practices include recruitment and selection practices, placement practices, training practices, compensation practices, employee performance and evaluation practices, promotion practices, grievance procedure and pension or social security. Huselid (1995) used eleven HRM practices in his study; personnel selection, performance appraisal, incentive compensation, job design, grievance procedures, information sharing, attitude assessment, labor management participation, recruitment efforts, employee training and promotion criteria.

A number of studies indicate that employee training has a positive impact on employee performance. They generally test the hypothesis that, by improving the competency of employees, training also improves their productivity, which is reflected in an improvement in the firm's performance. Betcherman, McMullen and Davidman (1998) concluded that firms that have training programs tended to perform better in terms of productivity, revenues, profitability, viability and prospects. Saks et al. (2002) also found a positive relation between training and productivity, profit, revenue and client

satisfaction, a relation that is more significant when the training is accompanied by incentives for the employees.

Streedwick (2008) concluded that organization performance is influenced in a big way by the quality of its labor forces at all levels of business. Employees and teams which comprises of members that are highly skilled, trained and motivated will nearly overcome most of the difficulties created by external forces while poorly motivated, untrained and unskilled labour force will nearly always fail to take advantage of favorable external opportunities and enhance their performance. Streedwick concludes that performance management is a total company system built into all human resource activities including recruitment, training, reward, relations, among others and looks more into the future to improve challenges and opportunities. In conclusion human resource development practices should be geared towards developing employees to ensure performance is maintained and enhanced in order for the organization to benefit from their services and improve in its performance.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the methods and techniques that were followed in conducting the research study. It covers the research design, the population of the study, the sampling design used in the study, data collection method used for the study, and the analysis of data.

3.2 Research Design

The study adopted a descriptive research design. According to Cooper and Schindler (2003), a descriptive research design is concerned with finding out the what, where and how of a phenomenon. This research design was adopted because it best provides information which would otherwise take long to collect if it collected through observation. Further, the design was suitable for collecting data across many units in the organization at one point in time.

3.3 Population of Study

This study was conducted at the Barclays Bank (K) Limited. Target population was employees of Barclays Bank. As per the human resource pay roll records there were 2,334 permanent employees in the Bank by 31st July 2014.

3.4 Sampling Design

A sample size of 233 employees was drawn from the population of the study using simple random sampling technique. The study applied a stratified sampling method to group the target population according to levels of employment.

The strata for the study was drawn from senior management, middle level management, line management and clerical staff whom were selected through the use of simple random

sampling techniques for an all representative samples. A sample of 10% from every stratum was to ensure that there was equal representation of all elements of study in each stratum. According to Mugenda and Mugenda (2003), a sample of 10% to 30% of the total population is considered adequate if objectively selected provided the sample size is more than 30 elements. Table 3.1 below shows the population of study and the sample that was selected for study to enable conclusion to be drawn from the sample with a reasonable degree of confidence.

Table 3.1: Sampling Frame

Position	Population (100%)	Sample (10%)
Senior Level Management	27	7
Middle Level Management	187	67
Line Management	286	47
Clerical Roles	1834	112
Total	2,334	233

3.5 Data Collection

This study was done by collecting primary data using a self-administered questionnaire. The questionnaire contained closed-ended questions for ease of administration. To enhance quality of data, a Likert 5 points type questions was provided whereby respondents were asked to indicate the extent to which the statements representing variables applied to them. The questionnaire was administered in person to avoid discussion among staff which could jeopardize the validity of the study. In addition, the questionnaire consisted three parts namely Part A, B and C. Part A collected biographic

data, part B included data on the human resource development practices while part C collected data on employee performance.

3.6 Data Analysis

The data collected was checked for accuracy and completeness before recording in order to minimize errors. The data collected from the respondent was analyzed and presented using tables, pie charts, graphs as well as qualitative and quantitative tabulation of data. This was aimed at providing easy understanding and interpretation of the data. The researcher also used both qualitative and quantitative methods to analyze the data where frequencies; percentages and tables were used to summarize the data collected.

CHAPTER FOUR: DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter analyses the data collected, interprets and presents data in line with the objectives of the study. The data obtained is presented in tabular form, percentages and in descriptive statistics using pie charts and bar graphs. The aim was to establish the relationship between human development practices and employee performance at Barclays Bank of Kenya

4.2 Response Rate

233 questionnaires were distributed and 161 responses were received. 25 questionnaires were rejected by the researcher due to incompleteness and other major errors which could alter validity and reliability of the findings. The response rate is as shown in Table 4.2 below.

Table 4.1: Response Rate

Description of respondents by Job position (Strata)	Response Rate
Senior Level Management	71.40%
Middle Level Management	55.22%
Line Management	78.70%
Clerical Roles	50.89%
Total	58.36%

4.4 Characteristics of the Respondents

The demographic data sought in the study included the profile of the respondents with regard to gender, age, level of education, length of service at the bank, job position and their respective department.

4.4.1 Gender of Rrespondents

From the findings, 53.7% were male respondents who participated in the survey while female respondents were 46.3% as shown in the table 4.3 below.

Table 4.2: Frequency of Respondents Based on Gender

Gender	Percentage
Male	53.70%
Female	46.30%
Total	100.00%

4.4.2 Distribution of Respondents by Age

Table 4.3 indicated the age of respondents. Majority of the respondents were in bracket of between 31-40 years which accounted for 76.5% of the total respondents who participated in the survey. 10.3% of the respondents were in the age bracket of 21-30 years while 11.8% were in the age of between 41-50 years. Only 1.5% were above 50 years of age.

Table 4.3: Frequency of Respondents by their Age

Age of Respondents	Percent
21-30 Years	10.30%
31-40 Years	76.50%
41-50 Years	11.80%
50 Years and above	1.50%
Total	100.0%

The finding shows that many employees in the organization are young. Young employees are usually characterized with abundance of energy and natural ambition to progress their careers and knowledge. It can thus be concluded that Barclays Bank of Kenya has better potential to increase its productivity through a well-articulated human resource development practices.

4.4.3 Distribution of Respondents by Department

Table 4.4 shows distribution of respondents based on their respective departments

Table 4.4: Frequency of Respondents on their Departments

Department	
Department	Percent (%)
Operations/Retail	67.60%
Finance	16.20%
Corporate	6.60%
Others (Specified)	9.60%
Total	100.00%

From the findings, 67.6% of the respondents were from the Operations/Retail Department, 16% were from finance department, 6.6% were the corporate department while the rest 9.6% were from other departments. Such departments included; Cards, and Customer Service.

4.4.4 Respondents' Job Position

Table 4.5 indicates that 41.9% of respondents from the study were from clerical roles, 27.21% were from supervisory roles, the middle level management were 27.21% and 3.68% from senior level management. These depicted the distribution of employees in the bank with the bulk in clerical and supervisory roles.

Table 4.5: Distribution of Respondents by their Job Position

Job Position	Percent
Senior Management	3.68%
Middle Level Management	27.21%
Supervisor Role	27.21%
Clerical	41.91%
Total	100.00%

4.4.5 Distribution of Respondents by Education Level

The research findings indicated that 91.2% of the respondents had attained university level of education while 6.6% had attained college level education. Only 2.2% of the respondent had secondary level education as illustrated in the Table 4.6 below.

Table 4.6: Distribution of Respondents by Level of Education

Education Level	Percent
Secondary Level	2.20%
College Level	6.60%
University Level	91.20%
Total	100.00%

These findings indicate high level of skills and expertise since majority of the respondents had attained education above secondary education.

4.4.6 Respondents by Length of Service

Figure 4.1 below shows the research findings and indicates that over three quarters of the respondents 77.9% had served in the institution for less than 10 years while 15.4% had served for between 11-20 years and only 6.6% had served in the institution for over 20 years.

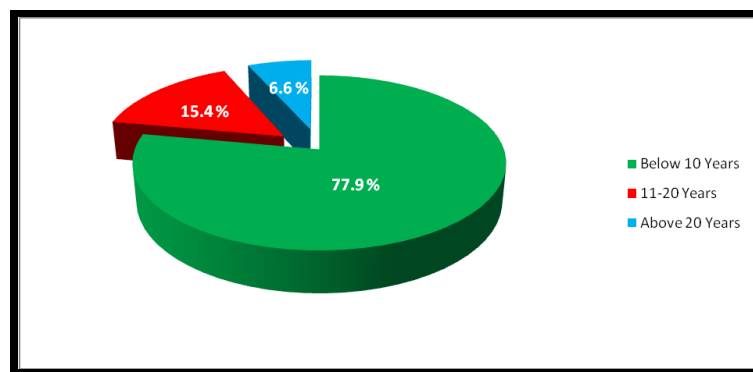


Figure 4.1: Respondents Length of Service

In conclusion, it can be concluded that the organization is made up of very young employees and also that it is still a growing organization. This may also be an indication of high staff turn-over.

4.5. Relationship Between Human Resource Development Practices and Employee Performance

On the relationship between human resource development practices and employee performance, the findings were as below.

4.5.1. Employee Training, Development and Performance

Respondents were asked to indicate their agreement with availability of training and development opportunities. Table 4.7 shows that majority of the respondents felt the

organization had a training policy that was applicable to all employees with a mean score of 3.96; this means that majority agreed that all employees had equal chance of undergoing training in BBK. Majority of the respondents indicated that trainings at BBK were designed to support achievement of organization goals and strategy with a mean of 3.90. Also, the respondent indicated that induction opportunities on training were carried out in BBK with a mean of 3.84. However, respondents felt that there were inadequate opportunities for both on-the-job and off-the-job to the staff which scored average with a mean score of 3.54 and 3.11.

Table 4.7: Employee Training and Development

Employee training and development	Mean	Std. Deviation
Availability of Training Induction	3.8	1.101
Training Policy Applicable to All	3.96	0.992
Training Designed to achieve goals & strategies	3.9	0.998
Provision of Adequate On-the-Job	3.54	1.018
Opportunities of Off-the-Job Training	3.11	1.153

The analysis implies that BBK has a staff training policy and that training is designed to achieve organizations goals and strategies. Additionally, BBK undertakes induction training for all staff and provides adequate on the job training. However, off the job training is inadequate in the view of some employees.

4.5.2 Staff Skills Audit and Identification

The majority of the respondents indicated that staff usually completes TNA (Training Need Assessment) tied to development plan as shown in Table 4.8 below with a high mean score of 3.54. However, continuous skills audit and identification for development

had a mean of 2.88 and 2.82 respectively. This indicates that majority of the respondents were neutral on the aspect of skills audit and identification in BBK.

Table 4.8: Staff Skills Audit and Identification

Staff Skills Audit and Identification	Mean	Std. Deviation
Continuous Audit of Staff Skills	2.88	1.164
Staff complete TNA tied to development plan	3.54	1.192
Employees are identified for development	2.82	1.216

In conclusion, the above implies that employees in BBK usually complete TNA tied to development plan but there exists a gap in audit of staff skills as well as staff identification for development.

4.5.3. Availability of Staff Development Opportunities

Table 4.9 below shows that majority of the respondents were neutral on availability of development opportunities linked to strategic direction with a mean of 3.21. On availability of professional learning and growth opportunities in BBK, response showed a mean score of 3.19. In addition, development opportunities provided on merit had a mean score of 2.84.

Table 4.9: Availability of Staff Development Opportunities

Availability of staff development opportunities	Mean	Std. Deviation
Development Opportunities linked to strategic direction	3.21	1.105
There are Professional learning & growth Opportunities	3.19	1.126
Development opportunities provided on merit	2.84	1.237

The analysis implies that staff development opportunities are not adequate at BBK. There is some but not adequate development opportunity which are linked to strategic direction.

There is also inadequate professional learning. Employees at BBK also felt that development opportunities are not provided on merit. However, there was no consensus in as far as availability of staff development opportunities as shown by standard deviation of more than 1 ($SD > 1$) in all cases.

4.5.4. Staff Development by Job Rotation

As shown in Table 4.10 below, respondents were asked to indicate availability of rotation opportunities.

Table 4.10: Staff Development by Job Rotation

Staff development through job rotation	Mean	Std. Deviation
Policies encourage Job Rotation	3.74	1.181
Opportunity to work in different functions in the organization	3.71	1.199

Respondents indicated that organizational policies in BBK encouraged job rotation with a mean of 3.74. This indicates that 75% of the staff at BBK felt that job rotation was encouraged. The respondents also indicated that there was opportunity to work in different functions with a mean score of 3.71. From the study, the findings confirm that the respondents had positive perception on job rotation in BBK.

4.5.5. Coaching and Mentorship

Table 4.11: Coaching and Mentorship

Coaching and Mentorship	Mean	Std. Deviation
I have opportunity for coaching to improve my skills	3.21	1.126
Staff have opportunity to be mentored by experienced ones	3.11	1.209
I am motivated by mentorship I receive from experienced staff	2.87	1.252
Organization has talent program to develop employees	3.4	1.144

As shown in Table 4.11 above, respondents were asked to indicate availability of coaching and mentorship. Majority of respondents indicated that they were not sure of BBK talent management program to develop employees with a mean of 3.4. On opportunity for coaching, the analysis indicated a fair approval for coaching opportunities to improve their skill. They also indicated neutral perception on opportunity to be mentored by experienced and more skillful members of the staff as well as motivation from mentorship and coaching with a mean of 3.11 and 2.87 respectively. These show's poor perception of staff development opportunities at BBK. The analysis implies that staff opportunity for mentorship at BBK was limited. The employees also felt that the motivation for mentorship is fair.

4.5.6. Secondments and Succession Planning

Table 4.12 below shows responses on opportunities for challenging assignments, secondments and succession planning. The findings were as below,

Table 4.12: Secondments and Succession Planning

Challenging Tasks, Secondments and Succession Planning	Mean	Std. Deviation
I have opportunity to undertake challenging tasks	3.11	1.252
Company has opportunities for secondments	3.19	1.126
Organization has program for succession planning	3.41	1.146

Respondents were neutral on opportunities to undertake more challenging roles with a mean score of 3.11 and opportunity for secondments with a mean score of 3.19. Respondents were also not very confident on the effectiveness of succession planning at BBK with a mean score of 3.41. This implies that the leadership in BBK does not provide adequate opportunities for staff to undertake more challenging tasks and adequately

support staff by building their capacity through secondments both of which are critical in enhancing succession planning.

4.6 Employee Performance

Performance measurements are among the many key performance indicators an organization may have. Organizations can be said to be performing well when the key performance indicators are effectively managed, properly implemented, monitored and feedback provided to the individual drivers of this key performance indicators.

4.6.1. Awareness of general principals of personal role on performance

Respondents indicated a strong agreement that they consistently met their set targets with a mean of 4.16. This indicates that over 80% of the respondents admitted that they consistently met their set targets. Majority also indicated that their performance was reviewed on agreed performance plan with a mean of 3.63. Besides, respondents also indicated that they understood how their performance was measured with a mean of 3.52 as shown in the table 4.13 below.

Table 4.13: Employee Performance

Awareness off personal role on performance	Mean	Std. Deviation
I understand how my performance is measured	3.52	1.129
My performance reviewed on agreed performance plan	3.63	1.047
I have consistently met my set target	4.16	0.752

Results showed strong understanding of individual performance as key in aligning employees towards strategic orientation of achieving high performance as is the case at Barclays Bank.

4.6.2. Team Work

Table 4.14: Team Work

Team Work	Mean	Std. Deviation
I understand my performance impact on my team	4.28	0.776
I understand my role in supporting organization goals	4.31	0.746
I know my performance can be affected by team performance	4.21	0.898

As shown in Table 4.14 above, majority of the respondents indicated that they understood their roles in supporting BBK goals with a mean of 4.31. This indicated that over 85% of the respondents understood their role in supporting BBK goals. Respondents also indicated that they clearly understood how their performance impacted on the team with a mean score of 4.21. Understanding of how their performance impacted on their team could be attributed by team work at BBK. This confirms that teamwork has strong relationship to employee performance.

4.6.3. Customer Service Excellence

Table 4.15: Customer Service Excellence

Customer Service	Mean	Std. Deviation
I understand organization's customer service policy	4.26	0.878
I have constantly ensured I meet customers' expectations	4.4	0.703
My performance can be affected by my customer service skills	4.17	0.947

As shown in Table 4.15 above, respondents indicated that they understood BBK customer service policy with a mean of 4.26. They also indicated that they constantly met their customer expectations with a mean of 4.40. Respondents also indicated that they understood that their performance could be affected by their customer service skills with a mean of 4.17. Customer service skills are critical in understanding customers' needs

and meeting customers' expectations prudently. Analysis above implies a good understanding of the employees on the importance of good customer service at BBK.

4.6.4. Control Framework

Table 4.16: Control Framework

Controls	Mean	Std. Deviation
I understand organizations policy on controls	4.33	0.808
I constantly adhere to controls in the company	4.47	0.633
My performance can be affected by my rating on controls	4.24	0.877

Table 4.16 above shows that respondents understood BBK policy on controls with a mean of 4.33 and that they constantly adhered to controls set in the company with a mean score of 4.47. Respondents also knew how their performance can be affected by their ratings on control with a mean score of 4.24. This implies that all the employees had a good understanding of the control framework in BBK, and that BBK has adequately ensured good communication and training for staff with respect to controls and how they affect employee and organizational performance.

4.6.5. Organization policies on community involvement activities

The researcher sought to investigate the relationship between community involvement activities in the organization and their performance. As shown in Table 4.17 below, respondents indicated that they usually participated in activities in community events with a mean of 4.42. Besides, respondents indicated that they understood policies on community involvement with a mean of 4.28. In addition respondents indicated that they understood that their performance could be affected by their community involvement activities.

Table 4.17: Organization policies on community involvement activities

Organization policies on community involvement activities	Mean	Std. Deviation
I understand policies on community involvement	4.28	0.757
I participate in activities on community events	4.42	0.705
My performance can be affected by my community involvement	3.72	1.165

The analysis implies that BBK has a positive regard to the environment in which it operates and has ensured that all its employees understand the importance of how the environment affects the organization and that they are part of the environment in which BBK operates.

4.7 Discussion

Human resource development practices if well implemented in an organization can greatly improve employee performance. Wimalasiri and Kouzmin (2000) observed that employee empowerment is more relevant in today's competitive environment where knowledge workers are more prevalent. This study aimed to affirm the importance of human resource development. Among the critically noted findings was the education level of the employees most of whom had university level of education. This indicated the significance that they understood that employee empowerment is a necessary tool to increasing employee satisfaction and which can be achieved through the implementation of the human resource development practices discussed earlier. They could also relate well the impact of the practices on employee performance.

The findings from the study also indicated that the bank appreciated and has implemented various human resource development practices which are critical for developing its employees. Gamage, (2007) observed that human resource development practices

contribute to an increase in the employee performance by helping employees develop their skills. This position was also held by Buniya (2008) who conducted a study on human resource development practices in the Nepalese Business and concluded that some of the positive consequences of human resource development practices were increased productivity, motivation, performance, organization image among others. Even though there appears to be a gap in respect to the neutral position held by some employees on some key aspects of human resource development practices, a clear conclusion can be drawn with respect to availability of infrastructure for human resource development practices implementation in the bank. The researcher believes that the gap which presents an opportunity for further study is with respect to effectiveness of communication of such opportunities to employees to enable the take advantage of the facilities.

Noel et al (2004) observed that in economics of work, a forward looking management is one which provides opportunities for development of human capital. It is therefore important that the organization ensure that they provide opportunities for human resource development in order to enhance their employee satisfaction and be able to retain their employee satisfaction and be able to retain their employee and enhance their performance.

Sheaffer et al (2009) observes that team work is necessary for accomplishment of complex, multiple and independent tasks. They also observe that teams can overcome and supplement individual skills weaknesses. Besides, teams also provide the opportunity for new members to learn on the job. This study indicated that there is a strong organization framework which support and provide opportunities for teamwork with a mean score of

4.31. Besides this, the response also confirmed that the organization had strong emphasis on teamwork as a way of developing staff.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter covers the summary of findings from the study. It also highlights the conclusions that were drawn from the study and the recommendations. Finally, the chapter also indicates the limitations encountered during the study and the suggestions by the researcher for further research.

5.2. Summary of Findings

The findings from the study indicate that most of the employees in the organization were young. The studies also found that majority of the employees were employed in supervisory and clerical roles which formed the bulk of BBKs employees. It was also established that most of the staff were well educated since majority had attained education above secondary level. The study also found that the bulk of the employees had served at BBK for an average of below ten years

The study also established that BBK had an effective staff training policy and that training was designed to achieve organizations goals and strategies. The study also found that BBK undertook induction training for all staff and provided adequate on the job training. Despite these, the study established that off the job training was inadequate in the view of some employees. With respect to staff skills audit, the study found that employees in BBK usually complete TNA tied to their development plan but there exists a gap in audit of staff skills as well as staff identification for development. It was noted that staff development opportunities were not adequate at BBK. There were some but not adequate development opportunity which are linked to strategic direction. The study

indicated that organizational policies at BBK encouraged job rotation. Other findings of the study confirmed that the respondents had positive perception on job rotation at BBK.

On coaching and mentorship, the study indicated an inadequate satisfaction among staff on development opportunities at BBK. The analysis implied that staff opportunity for mentorship at BBK was limited. Though, employees felt that motivation for mentorship was fair. The study also noted that the leadership in BBK does not provide adequate opportunities for staff to undertake more challenging tasks and adequately support staff by building their capacity through secondments both of which are critical in enhancing succession planning. The study showed that employees understood how their performance was measured showed strong understanding of individual performance as key in aligning employees towards strategic orientation of achieving high performance at BBK. Team work was found to have a strong relationship to employee performance.

On customer service, the study established a strong understanding of employees on the need of effective customer service and that these skills are critical in understanding and identifying customers' needs and meeting customers' expectations prudently. All the employees also had an understanding of the control framework in BBK, and that BBK had adequately ensured good communication and training for staff with respect to controls and how they affect employee and organizational performance. The study further found that employees understood policies on community involvement and that they understood that their performance could be affected by their community involvement activities.

5.3. Conclusions

From the above findings and the discussion, this study showed that the training and development practices have a great impact on employee performance. These findings also indicated that it is important for organizations to ensure that trainings are conducted with due diligence in accordance to the needs of the organization. If the organization ensures that right people gets the right skills then chances of succeeding in their roles are higher. Therefore, getting the right workforce contributes to an increased output which in essence is the employee performance.

The researcher also concluded from the findings that employee skills development is a critical source of knowledge and ideas for any successive organization. This process not only empowers them to contribute to the success of the organization, but also saves the organization time and money, in increased productivity and reduced outsourcing. Further, staff development assists an employee to align with any potential future challenges through practices such as job rotations and delegation which are in-house development programs that ensure employees gather more skills and ultimately deliver more results in the organization.

It can also be concluded for the findings that human resource development practices such as coaching and mentorship helps in enhancing employee performance by ensuring that their efforts and contributions to the organization are recognized and acknowledged. Further, it can be conclude from the findings that teamwork plays an important role in enhancing employee development and eventually performance.

Finally, it can be concluded from the findings from this study which covered the various aspect of human resource development practices that employee performance is a multi-functional aspect which can be enhanced through an effective and efficient implementation of a number of human resource development practices. It is however critical for the organization to undertake a critical assessment of its employees to be able to determine which of the practices will provided the greatest benefit when applied to which category of the employees. This therefore calls for the need of a rigorous skill audit and employee assessment to ensure that implementation of the human resource development on every employee derives the optimal results in terms of performance which eventually translates into organizational performance.

5.4. Recommendations

The study established that employee performance is the backbone of any successful organization because it helps in improving the overall performance of the organization. This affirms the need for effective implementation of a wide range of human resource development practices with the objective of enhancing employee performance.

Continuous audits of staff skills to identify training needs as well as review and TNA should be an area of priority for the organization towards addressing the knowledge gaps amongst the employees. This would guide in the identification of talent, skills and knowledge that drives desirable performance in the organization. Activities that enhance staff training should be encouraged and reinforced in the organization. This may lead to significant and higher productivity since employees are imparted with desirable knowledge and ideas that would help in achieving the long term objective of the organization.

In appreciating the role played by different employees in the organization and the critical nature of certain roles, the human resource development practices should be aimed at identification of such critical roles and at any time ensuring that there is possible succession planning for the critical roles. However, care should be taken to provide equal opportunity for employee development and growth to ensure that the manner in which the practices are implemented does not carry the element of discrimination which may have a negative impact of demotivation on the staff. Employees should therefore be clear on what they need to do in order to benefit from the opportunities which may be available for their career enhancement. Majority of the respondent were dissatisfied with the provision of organization policies that encouraged job rotation and identification of staff in the organization.

This study offer important insight into the human resource development practices and their impact on employee performance. However, care should be taken by the human resource managers in the identification of which of the practices will derive optimal value to the organization when applied to which level of employees or to specific employees who have distinctly demonstrated which level of competence in order for the same to be a motivation to the other employees. It is also important to note that implementation of the stated human resource development practices cost money and that each method has different benefits and cost which should be critically assessed before decision is made on which method to adopt on which category of employees.

5.5 Limitation of the study

The study was conducted using a pre-determined questionnaire thus hindering respondents from expressing their views and opinions freely. Also due to the difference

in application of different human resource development practices at different levels of employee roles, the questionnaire which was on a standard format could have shown adverse result mainly due to non-application of a practice at different levels. Besides, the study involved collection of data from Barclays Bank branches in Nairobi only. The result therefore does not represent the face of Barclays Bank in the whole country.

5.6 Suggestions for Further Research

This study was a case study of Barclays Bank of Kenya and the study was done specifically in Nairobi Branches and head office. Being a multi-national organization with most of its policies formulated at the headquarters and only implemented in the subsidiaries like the Barclays Bank of Kenya, it may not fully display the application of human resource development practices in Kenyan based companies and banks which are wholly registered, run and controlled locally. This provided the opportunity for further studies to corroborate the extent to which local companies have accepted the concept of increasing their employee's performance through enhancement of human resource development practices.

Further, effective communication was noted as a main factor which drives the extent to which employees have the capacity to take initiative in the company which for part of human resource development practices. This provides an opportunity for further study with respect to determining the extent to which communication enhances the articulation of human resource development practices and as such how the same will impact employee performance. The study concluded that human resource development practices have a positive impact on employee performance.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE

SECTION A: DEMOGRAPHIC DATA

Personal information

1) In which position are you currently serving?

- Senior Management []
Middle Level Management []
Supervisor Role []
Clerical []

2) In which department are you currently serving?

- Human Resource []
Operations / Retail []
Finance []
Corporate []
Other (specify) _____

3) How long have you worked in this company?

- Below 10 years []
11 - 20 years []
Above 20 years []

4) Specify Highest Level of Education

- Secondary []
College []
University []

5) Specify Gender

- Male [] Female []

6) Specify Age bracket

- 21 – 30 years []
31 – 40 years []
41 – 50 years []
50 years and above []

**SECTION B: PERCEPTION OF THE RELATIONSHIP BETWEEN HUMAN
RESOURCE DEVELOPMENT PRACTICES AND EMPLOYEE
PERFORMANCE**

Kindly indicate your rate of agreement with the following statements on the relationship between human resource development practices and employee performance in Barclays Bank

Key: 1 – Strongly Disagree 2 – Disagree 3-Neither Agree or Dis-agree 4 – Agree 5 - Strongly Agree

Employee training and development	1	2	3	4	5
Induction training is carried out in the organization					
The organization has a training policy applicable to all employees					
Trainings are designed to support achievement of organizational goals and strategy					
I have undergone some trainings on-the-job					
I have had an opportunity for an off-the-job training					
I have had opportunity for coaching to improve my skills					
There is a continuous audit of staff skill designed to identify training needs					
All staff complete a TNA (Training Need Assessment) tied to development plan					
I understand how employees are identified for development into critical roles					
Development opportunities are linked to the strategic direction of the company					
The company provides professional learning and growth opportunities					
Our policies encourage job rotation as a way of developing staff					
I have had an opportunity to work in different function in the organization					
Development opportunities are provided to employees on merit					
I've had an opportunity to be mentored by an older and more experience staff					
I've been motivated by the mentoring support I receive from experienced staff					
The organization has a talent program to develop employees for future roles					
The organization has a program for succession planning					

The company has opportunity for secondment of employees					
I have opportunity to undertake more challenging tasks					

Employee performance	1	2	3	4	5
I understand how my performance is measured for my role					
My performance review is based on my agreed performance and development plan					
I have consistently met my set target in my performance development deliverables					
I understand that my performance impact on the performance of my team					
I understand my role in supporting achievement of organization goal					
I know that my performance can be affected by my teams performance					
I understand the organizations policy on customer service					
I have constantly ensured that I meet customer expectation					
My performance can be affected by my rating on customers service					
I understand the organizations policy on controls					
I have constantly ensured I adhere to control laid down by the company					
My performance can be affected by my rating on controls					
I understand the organizations policy on community involvement					
I participate in the organizations activities on community events					
My performance can be affected by my rating on community involvement					