

**THE EFFECT OF TRAINING ON CAREER DEVELOPMENT OF
EMPLOYEES IN AN ORGANIZATION:
A CASE STUDY OF EQUITY BANK KENYA LIMITED**

BY

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DECLARATION

I declare that this research project is my own account of my own research and that the same has not been presented for examination in any other university.

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SUPERVISOR'S APPROVAL

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

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DEDICATION

I dedicate this research project to my dear wife Christine Muriuki and my son Nathan Muluvi for their interminable support and encouragement.

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I thank God for His grace as I went through this course.

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ABSTRACT

Training is of growing significance to organizations seeking to develop capacity in their employees for and hence gain advantage of competent workforce. There has been growing debate among scholars as to the effect that training has on the career goals of employees. The study was conducted at the headquarters of Equity Bank Kenya Limited. The purpose of this study was to establish the effect of training on career development of employees from an organizational perspective.

Out of a population 1000 staff working at the Bank's headquarters, the study targeted 15% of the population hence attained a sample size of 150 employees. Probabilistic sampling was used in selecting the samples for the study. Purposive sampling was used in selecting the three human resource managers on whom the interviews were conducted.

Data was collected using questionnaires and interview guides. Questionnaires were administered to employees using drop and pick method, whereas interviews were conducted on three human resource managers who had more experience and information on staff issues. Data collected was analyzed using descriptive statistics and content analysis with the help of SPSS and results presented in form of tables and figures.

The study findings established that training improves employee career prospects and enhances the opportunities of employees to advance their careers in the Bank. Training also gives better chances of getting promoted into higher positions of responsibility and employees often attract better salary increments. Training was found helpful to employees' careers when starting work life and in developing the later stages of careers in the Bank. Training had helped employees to achieve their career goals in the bank.

The study concluded that Training had improved career prospects in the Bank and enhanced the opportunities of employees to advance their careers. Employees who undergo training have better chances of getting promoted into higher positions of responsibility and attracted better salary increments. Through training employees had received useful work skills and attributes necessary for performance of their work in the bank and training had helped employees to achieve career goals.

The study recommended that frequent training should be conducted with a focus on enabling employees to tap available opportunities for higher positions of responsibility and also attract better salary increments. That training should address behavioral work aspects and with a focus in ensuring a sustained work-life balance of employees. It also recommended that training should be conducted at different stages of career life targeting different objectives unique to different career stages. That training should be done to enable employees to acquire required skills to better perform job roles that enhances their productivity and that management and Leadership training should be the main focus in the bank because it will help the employees achieve optimal career growth. The study also recommended for more sustained support by the organization especially to allocate enough resources in order to achieve training objectives and also the bank to afford employees opportunities to grow as a result of trainings they undergo.

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

The term training has attracted many definitions most of which portray its general perception and the overall understanding of what it entails.

Sloman has defined training as the systematic development of the attitude-knowledge-skill behaviour patterns required by an individual in order to adequately perform a given task or job (cited in Hosie, 1994). While elaborating what training is, Clark separates the two terms; that is, training and development which are often used together. Thus while the term training is used to indicate the aim of improved skill in a current job, the term development is used to indicate the aim of increasing skills with reference to some future or target job.

A career is defined as a sequence of positions, jobs or occupations a person has over his/her working life. However, in organizational terms, a career means a series of jobs an individual performs within an organization (Clark, 1992).

Managing careers as opposed to merely staffing jobs is increasingly a necessity in organizations (Walker, 1980). Already many organizations have established career systems in the form of policies and practices to ensure that staff meets their human resource requirements. Some of the career system functions include; career development, career planning, career counseling and training and development (Clark, 1992).

1.1.1 Career Development

Career development is viewed as a scheme designed to enable each employee in an organization to advance in his/her occupation, therefore, giving organizational members opportunities to grow, advance and develop (Anagwe, 1993). When addressing career development, it is important to look at both the individual career planning and institutional career development processes.

With a high turn-over, limited supply of competent talent and changing requirements, career development has become an important focus in human resource planning (Walker, 1980). As employees develop, they become more productive and increase their contribution towards overall organizational effectiveness. However, for effective and strategic career development, organizations need to merge the individual goals with those of the organization, then help the individual in the achievement of their anchors (Katz, 1982). This involves identifying, developing and utilizing skills and interests. Many employers have recognized this need and are therefore, integrating their goals and objectives more closely with the individual needs. Career development therefore, becomes an important component of the total strategy of policies, procedures and programmes essential to improving human productivity and motivation in the work environment (Stevens, 1991).

As organizations become more complex and for effectiveness to be achieved, sophisticated highly trained manpower is therefore required. Effective contribution does not just occur naturally; rather it is the duty of organizations to develop their employees

in order to meet the ever increasing challenges of the workplace, increased productivity and overall organizational effectiveness.

One of the characteristics of a career employer is seeking the majority of employment being made from within rather than from without (Campell, 1988). As a result organizations have to equip their employees with skills not only for the immediate requirements but also to prepare them for future requirements. For this reason, training emerges as an important resource for developing staff. This distinguishes training for career development from the many other forms of training because it integrates both the immediate and future needs of the employees within the organization (Walker, 1980).

1.1.2 Career Planning

Career planning is a process of systematically matching career goals and individual capabilities with opportunities for their fulfillment (Schermerhorn, J. R., Hunt, J. G. and Osborn, R. N., 1997). It is a structured process of analyzing skills and interests, formulating long term goals and devising strategies to achieve them.

The aim of career planning is to match the career goals of an individual with the available opportunities thus helping individuals to decide the course of action they need to undertake in order to reach their career goals.

Generally, organizations are interested in career development realizing that improved efficiency, profitability, corporate growth and, maybe even the survival of the firm, increasingly depend on better use and development of employee talent (Walker, 1973).

For the individual employee, career planning provides insight and direction and

constitutes a means for handling ambiguous role requirements and organizational demands, identifying career opportunities, and lessening stress in connection with career adjustment. A fast emerging realization is that the responsibility for career development lies both with individuals and with the organization that employs them. This notion of joint responsibility implies that both parties should share various obligations in developing employees' careers with the assumption that employee career effectiveness will be greater than if either party is left on their own (Hall, 1986, 1990; Orpen, 1994).

Career path information provided by the organization offer individuals the opportunity to assess their own plans against those reflected in the corporate career paths (Portwood & Granrose, 1986).

1.1.3 Career Counseling

It has been argued that employers can no longer take the responsibility for managing the careers of their employees. Instead, firms should encourage and teach their employees self-management (Aryee & Debrah, 1993; Caudron, 1994; Vaughn & Wilson, 1993).

Counseling for career construction aims to help clients understand how their life project matters to themselves and to other people. It also gives meaning and purpose to their work.

Individual Career Counseling could be provided by professional career specialists to educate employees to manage their own careers. Such services can be offered face to face, over the telephone or online (Epperheime, 1997).

1.1.4 Training and Development

Training and development refers to a “planned effort by an organization to facilitate the learning of job-related behaviour on the part of its employees” (Wexley and Latham, 1981). Training and development is also a means to provide employees with relevant skills so as to improve the efficiency of their organization (Boydell, 1983).

Many people have traditionally considered training and development to deal only with increasing a person's specific job-related skills such as word processing, electrical wiring, reading a blueprint, setting priorities or handling an employee grievance. ‘Training’ is now considered to be learning related to the present job while ‘Development’ is learning for growth of the individual which may not be related to a specific present or future job (Nadler, 1984).

Training and development is critical to any organization because it provides the skills, knowledge and attitudes needed now and in the future.

1.1.5 Equity Bank Kenya Limited

Equity Bank Kenya Limited (Equity Bank) was incorporated in 2014 as a result of corporate restructure of Equity Group Holdings Limited. Prior to this restructure in November 2014 the group operated both as a licenced Bank and a holding company for its subsidiaries. Initially, Equity Bank was founded as Equity Building Society (“EBS”) which commenced its operations in 1984. In the 1990s, EBS changed its focus from mortgage lending to micro-finance, targeting the under-banked, low-income market. Its growth in business volumes and penetration necessitated the conversion to a commercial bank in 2004 and subsequently listed on the Nairobi Stock Exchange in August 2006.

Equity Group Holdings Limited has subsidiaries in Kenya, Uganda, Rwanda, Tanzania and South Sudan. The focus of this research will dwell on the Kenyan subsidiary known as Equity Bank Kenya Limited.

Equity Bank's business model has attracted both local and international recognition. Due to its unique business model and expansion programme over the years, the bank has invested heavily on training both of the incoming and existing staff. It therefore, becomes highly attractive to study how training in such organization relates to career development of its employees.

1.2 Problem Statement

There exists a situation where some people are more successful in their career than others. Why does this happen? What influences the development of careers of employees in an organization? Training is one of the major strategies adopted by many organizations in their pursuit of increased productivity, development of careers of their employees among other goals. "Training refers to the methods used to give new or present employees the skills they need to perform their jobs" (Dessler, 2005)

Globally there exists a lot of literature on training and development of employees but little efforts have been put particularly on the effect of training on career development of employees in an organization. In Kenya, few studies have covered diverse aspects of training or training and development but none have touched on an analysis of the relationship between training and career development of employees. According to Waleed (2011) as quoted in Ng'ethe (2014) training is not simply a means of arming employees

with skills they need to perform their jobs, it is often deemed to be representative of an employer's commitment to their workforce.

In his research on sugar firms in Kakamega County in Kenya, Shiamwama (2014) sought to study the effect of career training on employee productivity. He says that according to Waweru (2007) new employees almost invariably need some form of training before taking on their new jobs, while the older employees need training to keep them abreast with technological development and ethics. The Federation of Kenya Employers Report & Financial Statements (2010) while backing this assertion calls for productivity training which it defines as a standard program on improvements on labour efficiency, work methods, cost income ratio, and assets utilization among other areas.

Elsewhere, Bartlett (2001) found a positive relationship between workplace training and organizational commitment. Schmidt (2004) in his study on the relationship between workplace training and overall job performance found out that components of job training and time spent in training determined a significant relationship to employee performance on the job.

The optimization of human resources, by reforming and upgrading their knowledge is the key to staff development, thus the achievement of organizational goals (Manente, 2008).

According to studies in the United States in the 1970s, career planning and development efforts were focused on young employees that seemed to have high potential. It was a way for companies to plan for the future and nurture young workers for senior management positions (Moses, 1990). This career path model fit well with the traditional commitment employees would offer to companies. Chris Argyris referred to this

commitment as a “psychological contract” in which employers were almost guaranteed long term loyalty and commitment to the organization in return for giving employees job security, opportunities for promotion, and training (Feldman, 2000). The ability to get this fast track to the top of a company diminished in the 1980s when companies were moving to a flattened hierarchy with less room for promotions. People quickly realized that they were reaching plateau in their careers and the opportunities for advancement did not exist (Moses, 1999). The concept of career planning became less realistic for both individual and organizations because neither could count on long term commitment (Feldmann, 2000).

Today an individual’s career is no longer tied to a single organization, as career changes and job mobility have become common phenomena (Rousseau, 1998). The employees have to balance their concern for career development and their attitudes towards their current employers. The main question is whether employees are committed to pursuing their careers rather than simply holding a job.

Robin (2008) explained that developing a career reduces individual obsolescence. Alepin (2009) emphasis that advancing a career opens up professional opportunities.

A close review of local literature on the relationship that exists between training and career development reveals that little or no focus has been given on how training affects career development of employees in an organization. Kaburuku (2011) stated that career growth is influenced by gender disparity, organization culture, networking and work-life balance of employees. Munjuri (2011) concluded that job performance, gender and human capital characteristics seem to have a significant impact on career growth.

Kenya is a developing country and the factors that influence career development of employees in organizations in Kenya may be slightly different from the experiences in developed countries. It is for this reason that this research is needed to establish what effect training has on career development of employees in an organization in a developing country.

1.3 Research Questions

- i) What kind of relationship exists between training and career development?
- ii) To what extent does training contribute toward career development among employees of Equity Bank?
- iii) What role does training play in career development of employees?

1.4 Research Objectives

1.4.1 Main objective

The general objective of this study is to establish the effect of training on career development of employees from an organizational perspective.

1.4.2 Specific objectives

The specific objectives of this study are;

- i) To determine the relationship between training and career development.
- ii) To assess the extent to which training contributes towards career development of employees.

- iii) To ascertain the stage at which training has the highest impact in the career path of employees
- iv) To understand the role of training in developing careers of employees
- v) To describe the kind of training needed for optimal career development of employees.

1.5 Justification of the study

This study is useful to organizations in that it provides an insight into the benefits that accrue to an organization that embraces training as a tool for developing careers of its employees. It will help organizations in formulating training strategies and to adopt the right philosophy that embrace training in order to develop their employees' careers, who as a result of changed behavioral attitudes contribute to the overall increased productivity.

It will help the management of Equity Bank in managing career development needs of their diverse workforce and thus lead to enhanced employee retention strategies and policies.

The study provide organizations with a better understanding of their employee training needs, the benefits accruing from training for career development initiatives thus help them in justifying budgetary allocations to training programmes.

The research findings provide vital information for future and further references for research in training and career development in the banking industry in Kenya and elsewhere.

1.6 Scope and Limitations of the study

The Study focused on the effect of training on career development of employees in organization. The study was however limited to Equity Bank Kenya Limited and thereof the study only collected data from this organization.

The study as well focused on the five research objectives; to determine the relationship between training and career development, to assess the extent to which training contributes towards career development of employees, to ascertain the stage at which training has the highest impact in the career path of employees, to understand the role of training in developing careers of employees and to describe the kind of training needed for optimal career development of employees irrespective of the numerous benefits related to training.

There are many factors which contribute to development of careers of employees in organizations including, but not limited to age, gender, supervisor's prejudices, political factors, training, company policy and culture, level of education and experience, corruption and so forth. Training being one of the key factors that influence career development of employees in an organization has been singled out in this study for evaluation of its effect in developing careers of employees in the selected study site.

The study was as well conducted within three months as given by the school despite the study being a broad one. Other aspects were financial resources limitations and some respondents shying away from giving their responses citing confidentiality issues and lack of time to spare out of their busy schedules.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter analyses literature related to training for career development. The chapter reviewed previous studies carried out on training, training and development, and training and career development in organizations, related literature and gives a critical review.

2.2 Training – Learning and Training & Development

While defining training, Harrison (2005) attempted to link training with performance of employees in an organization. He observed that in the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development.

Sloman (1994) has defined training as the systematic development of the attitude-knowledge-skill behavior patterns required by an individual in order to adequately perform a given task or job. Here Sloman leans towards performance in his attempt to define training.

Miner & Crane (1995) tried to differentiate learning and training. They observed that learning and change is transferable from one employer to another. Training may or may not be transferable in the same sense. Their focus is on transferability of what is learnt and the change it brings but not its effect on the individual who learns, in terms of personal career growth. While addressing the issue of transferability of skills acquired in

training, Becker (1993) looks at training in terms of general and specific training and argues that general training, due to the portability of skills acquired leads to an increase in turnover; while specific training, due to the non-transferability of skills acquired leads to less of an impact on turnover. His study was mainly on the effect of training on employee commitment to employer and not principally on the career advancement of the individual employee.

Learning can be defined as knowledge obtained by self-directed study, experience, or both; the art of acquiring knowledge, skills, competencies, attitudes, and ideas retained and used; or a change of behavior through experience (as cited in Gilley and Maycunich 2000). Senge (1990) believes that learning has little to do with taking in information; rather it is a process that enhances capacity. Learning is about building the capacity to create that which one previously could not create.

Principles of learning are the guidelines to the ways in which people learn most effectively. The more the principles are included in training, the more effective training is likely to be (Sims, 1990). According to Sims, these principals include motivation, behavior modeling, participation, repetition of practice and application of what is learned.

Training and development are planned learning experiences which teach employees how to perform current and future jobs more effectively. Sims (2002) emphasizes that training focuses on present jobs while development prepares employees for possible future jobs. Basically, the objective of training and development is to contribute to the organization's overall goal.

2.3 Training and Education

Training is specific to the needs of an organization. It helps people to perform better in a job through improving their fit with job requirements and through creating a better fit with the overall strategies, philosophies and culture of the organization as a whole (Miner & Crane, 1995). Here Miner and Crane address training from an organizational perspective. Their focus was on how training creates an employee who fits with the organizational system and not how training could benefit the employee in terms of career advancement.

Education focuses on the goals of the individual. It prepares people for the multiple roles they play in life and contributes to personal growth (Miner & Crane, 1995). While education is central to achieving individual goals and at the same time prepares people for some roles, the effect of education is wide enough to apply to general life roles and not cut to satisfy some specific job related roles.

Krueger and Rouse (1998) examined the effect that training and workplace education programs can have on various organizations. The study included an analysis of numerous outcome variables that may be achieved through training. They examined variables relating to performance, wages, productivity, satisfaction, motivation and absenteeism. These variables are analogous too many of those that are usually analyzed in training and development studies. This study sought to move away from the frequently assumed training outcomes and focus more on the effect of training on career development of employees.

2.4 Training and Career Development

Clark (1992), elaborating more on what training is, separates the two terms; that is, training and development which are often used together. Thus, while the term training is used to indicate the aim of improved skill in a current job, the term development is used to indicate the aim of increasing skills with reference to some future or target job.

Campell (1988) describes training as a bread and butter activity that the development function must handle well if any support and credibility is expected. Campell (1988) further contends that one of the characteristics of a career employer is seeing the majority of employment being made from within rather than from without. Though Campell tried to connect training and the development function in an organization, but he only addressed the perspective well ignoring the employee as a factor in the equation.

A career has been defined as a sequence of related work experiences and activities, directed at personal and organizational goals, through which a person passes during his/or her lifetime, that are partly under their control and partly under that of others (Hall, 1990). This study concerns itself with work related experiences and activities directed at individual goals, even as we appreciate the organizational goals from the periphery.

According to Walker (1980), training for career development is distinct from other forms of training because it integrates both the immediate and future needs of employees with those of the organization. It is this kind of thinking that this study will build on to bring out the objective of the study. In that regard the term 'career growth' will be used interchangeably with career development.

In organizational development, the study of career development looks at how individuals manage their careers within and between organizations and how organizations structure the career progress of their members, it can also be tied into succession planning within some organizations.

2.5 Role of Training in Career Development

Previously in Kenya, career advancement of employees was based on one's seniority within an organization. However, with the drastic changes in the workplace that have been brought about by new technology and the rise of service-based economy, the age-based promotion system has been replaced by one that values skill and competence over seniority. Thus the only way to ensure career development is for employees to access training that will enhance their skills.

In their study Chege, Musiega and Otuko (2013) concluded that it is not enough just to throw training to employees and hoping for the best from them. They found out that most of the training is not tied to the organization's goals as it is often conducted in a vacuum, which is unrelated to the problems faced by the organizations. This means that training results are considered less important than the activity itself because organizations are satisfied as long as the employees attend trainings. These researchers were concerned about the relevance of training offered to employees in an organization and not the effect such training could bring to career growth of the employees within the organizations.

According to Cole (2002), employees who receive training have increased confidence and motivation. Training and development are the processes of investing in people so that

they are equipped to perform. These processes are part of an overall human resource management approach that hopefully will result in people being motivated to perform (Barron and Hagerty, 2001). It goes without saying therefore, that the training and development of employees is an issue that has to be faced by every organization. Here the argument centers on training with an aim to motivate employees to perform in their jobs.

Nevertheless, as organizations evolve in response to the impact of organizational changes, developments in cultural and environmental areas, and improvements in and introduction of new technologies and procedures, continuous training and development of employees become important. Training and development of employees, as a component of organizational career management programmes, can contribute to ensuring organizational changes and improvements occur as planned by ensuring that such changes are supported by qualified, motivated and committed staff resources (Rao, 2004).

Many organizations have developed employee development programs whose primary goals according to Gerbman (2000) is to communicate the vision of the organization, help workers understand the corporate culture, and show employees at every level how they can help the company succeed. Kottke (1999) observes that they exist in order to support business strategic goals by providing learning opportunities and engraving the organizational culture.

Fenn (1999) observed that people realize that training can lead to greater responsibilities and a larger paycheck, in addition to helping people develop career competencies that will help them survive in the future. Wagner looks at it differently that although salary and benefits play a role in recruiting and retaining employees, people are also looking for

opportunities to learn new things, the challenge of new responsibilities and the prospect of personal and professional growth. Nunn (2000) pointed out that satisfying these intrinsic needs helps build trust, morale, loyalty and overall satisfaction in employees.

Training has been identified as an example of a human resource management practice that contributes to gains in competitive advantage. Some researchers have suggested that contributions to productivity and organizational performance are the most dominant argument for justifying training (Wilkinson, 2001). Yet there is little empirical data on the extent to which Kenyan organizations engage in training and development of their employees.

2.6 Responsibility of Training for Career Development

Opinion is divided on whose responsibility employee training in itself and training for career development in particular is to vest.

Druker (1999) wrote in Harvard Business Review that as organizations and labor markets became more global, responsibility for development shifted from the company to the individual. He wrote; "... we live in an age of unprecedented opportunity: if you've got ambition and smarts, you can rise to the top of your chosen profession, regardless of where you started out. But with opportunity comes responsibility. Companies today aren't managing their employees' careers; knowledge workers must, effectively, be their own chief executive officers. It's up to you to carve out your place, to know when to change course, and to keep yourself engaged and productive during a work life that may span some 50 years."

According to Cunniff (2000) knowledge is capital for both the individual and the company. However, companies no longer feel an obligation to control and direct employee' careers, so people at all levels are taking charge of their own career management (Feldman, 2000). Ganger (1999) pointed out that it is the role of companies to provide opportunities, but individuals must take the initiative to utilize the opportunities and position themselves for future career success.

On the part of the employer, Stone (1995) emphasizes that if an organization is to gain any real benefit from expenditure, training and development must be aligned to corporate objectives. Organizations thus need to ensure that training offered to employees is as objective as possible and that it goes to meet both the employees' and the organization's goals. This however, is not an easy task thus knowing exactly what is needed poses one of the principal challenges in training (Smith, 1992).

Clark (1992) observed that the most important resource an organization has is its people, training and development should not, however, be seen as an "add on" to a development's functions and activities. A department's strategy grows out of the organization's mission and should be seen as integral to the organization's human resource planning and management objectives of the corporate plan. Career planning should be based on helping employees find a career path they can understand and value (Nunn, 2000).

Thus instead of the training function being a narrow end in itself, set apart from the policy and program areas, it should be seen as an integral part of the organization's operations. This implies that training of employees should not be undertaken simply as a generalized "good thing" or be a way of capturing an opportunity. Instead, organizations

should send employees for training because it is integral to the idea of future career development (Schein, 1982).

As organizations become more complex, the more they become vulnerable to human error. For effectiveness to be achieved sophisticated highly trained manpower is therefore required and as agreed by many authors including Clark (1992), effective contribution does not just occur naturally but rather, it is the duty of employers to mould and develop their employees if efficiency is to be expected.

Responsibility for training is an issue that this study sought to address.

2.7 Individual Outcomes

These include employee satisfaction and employee competences as discussed below:

2.7.1 Employee Satisfaction

Job satisfaction of employees is an attitude that reflects how people feel about their jobs (Mowday et al, 1992). There are many facets of job satisfaction with common classifications being pay, promotion, benefits, supervisions, co-workers, job conditions and nature of work, communication, and job security. When an employee experiences a discrepancy between what was expected and perceived in one or more of these facets, he or she experiences a decrease in job satisfaction especially if these facets were viewed as important by the employee (Robinson & Rousseau, 1994). According to Cranny, Smith and Stone (1992) job satisfaction is generally agreed by researchers to be an effective reaction to a job that results from the employees' comparison of actual outcomes with those that are desired.

Although salary and benefits play a role in recruiting and retaining employees, people are also looking for opportunities to learn new things, the challenge of new responsibilities and the prospect of personal and professional growth (Wagner, 2000). These are intrinsic needs and according to Nunn, (2000) satisfying these intrinsic needs helps build trust, morale, loyalty and overall satisfaction in employees.

Sills (1968) tied job satisfaction to commitment and argued that the two are intertwined and one cannot do without the other. Mullins (2002) sees job satisfaction as more of an attitude, than an internal state. Lloyd (2003) views job satisfaction as a work related attitude influenced by several factors.

Locke (1976) equated job satisfaction to morale of workers and to Guin (1956) morale is the extent to which individual needs are satisfied and how the employee views this satisfaction is coming from his or her work. The theory of hierarchy of needs talks about self-esteem in particular as a result of satisfaction (Maslow, 1943). Understanding job satisfaction and what it means is not only desirable but also a critical aspect of both organizations and individuals (Grany et al, 1992).

These definitions and observations by scholars sought to explain job satisfaction for what it is and its effect to individual employees and the possible effect to organizational development. Little attempt is seen in analyzing what effect training has on job satisfaction as a factor of career development of an employee as an individual. This study sought to address that issue.

2.7.2 Career Competencies

Competencies are defined as knowledge, motives, traits, self-images, social roles and skills that result in superior performance in job (McClelland & Boyatzis, 1980). Lucia & Lespinger (1999) defines competencies as a descriptive tool that identifies the skills, knowledge, personal characteristics, and behaviours needed to effectively perform a role in the organization and help the business to meet its strategic objectives.

Competences can be classified as professional and functional. According to Malek & Liew (2002), professional competencies are the knowledge, skills and professional attributes needed ... in problem solving and decision making while functional competencies are the knowledge and skills needed to carry out tasks and specific responsibilities. Thus employees are said to be competent when these competencies are transformed into behaviors as needed by the organizations.

Fenn (1999) observed that people realize that training can lead to greater responsibilities and a larger paycheck, in addition to helping people develop career competencies that will help them survive in the future.

Young professionals, especially those in the fast paced industries like information technology, recognize that knowledge is power and they need to keep their skills current to succeed. Many of these people even recognize the value of training and would prefer that to increased salary (Dillich, 2000).

Many employees have changed their mindset from looking to get promoted within their current companies to working to grow out of their companies (Feldman, 2000). People realize that training can lead to greater responsibilities and larger paycheck (Fenn, 1999).

2.8 Theoretical Framework

Career Development is a “continuous lifelong process of developmental experiences that focuses on seeking, obtaining and processing information about self, occupational and educational alternatives, life styles and role options” (Hansen, 1976).

The career development process is where an individual fashions a work identity. The influences on and outcomes of career development are one aspect of socialization as part of a broader process of human development.

Luthans (1995) notes that there is nothing as practical as a good theory. Theory is a systematic grouping of interdependent concepts and principles resulting into a framework that ties together a significant area of knowledge (Wehrich & Koontz, 1999). To be more precise, a theory identifies important variables and links them to form ‘tentative propositions’ (or hypothesis) that can be tested through research (Newstrom, 2007).

The following theories have attempted to analyze career development from different perspectives and they also touch on employee satisfaction as a component of career development.

2.8.1 Social Cognitive Career Theory

Social Cognitive Career Theory (SCCT) (Lent, Brown & Hackett, 2002; Lent, 2005) is anchored in Bandura's self-efficacy theory (1977, 1997), which postulated a mutually influencing relationship between people and the environment. The theory offers three segmental, yet interlocking process models of career development; (a) the development of academic and vocational interest, (b) how individuals make educational and career choices, and (c) educational and career performance and stability. The three segmental models have different emphasis centring around three core variables of self-efficacy, outcome expectations and personal goals.

Lent, (2005) suggested that of the four sources of information or learning experience, personal performance accomplishments have the most powerful influence on the status of self-efficacy. Lent, Brown, & Hackett (2002) defined outcome expectations as 'personal beliefs about the consequences or outcomes of performing particular behaviour'. Personal goals refer to one's intention to engage in certain activity or to generate a particular outcome (Lent, 2005).

The SCCT choice model views the development of career goals and choices as functions of the interaction among self-efficacy, outcome expectations and interest over time. SCCT offers a comprehensive framework to understand the development of career interest, career choice, and performance that is grounded in self-efficacy theory.

2.8.2 Self-Concept Theory of Career Development

The theory was propounded by Donald Super where Super (1969,1980,1990) suggested that career choice and development is essentially a process of developing and implementing a person's self-concept. According to Super (1990), self-concept is a product of complex interactions among a number of factors, including physical and mental growth, personal experiences, and environmental characteristics and stimulation.

Building on Super's notion that self-concept theory was essentially a personal construct theory, Savickas (2002) took a constructivist perspective and postulated that "the process of career construction is essentially that of developing and implementing vocational self-concepts in work roles".

Super (1990) proposed a life stage developmental framework with stages of growth, exploration, establishment, maintenance (or management), and disengagement. In each stage one has to successfully manage the vocational developmental tasks that are socially expected of persons in the given chronological age range. Although Super originally presented the stages and tasks in a sequential manner, he later added that we cycle and recycle throughout our life span as we adapt to changes in ourselves as well as to the trends in the work place. Understanding these ages and related stages of career development helps a facilitator select appropriate responses and activities.

In order to maximize self-fulfilment and social approval, one has to negotiate with the environment to locate the most acceptable solutions and option (Leung & Chen, 2007). Consequently, career choice and development is not a linear process of self-concept

implementation, but a process of negotiations and compromises in which both the self and one's environment have to be consulted.

Many aspects of Super's theory are attractive to international career guidance professional and researchers, including concepts such as vocational developmental tasks, developmental stages, career maturity and life roles.

Even though international research on Super's theory is still very much needed, the theory will continue to play an important role in career development practice internationally (eg., Leong & Serafica, 2001; Patton & Lokan, 2001).

2.8.3 The Theory of Work Adjustment (TWA)

The Theory of Work Adjustment (Dawis, 2002,205; Dawis & Lofquist, 1984) is a class of theory in career development that is anchored on the individual difference tradition of vocational behavior (Dawis, 1992) called person-environment correspondence theory, viewing career choice and development as a continual processes of adjustment and accommodation.

The recent formulations of TWA speculated on the effects of diverse adjustment styles that could be used to explain how the person (P) and the environment (E) continuously achieve and maintain their correspondence (Dawis, 2005). The theory examines four adjustment style variables which are flexibility, activeness, reactiveness, and perseverance.

Career choice and development is thus conceptualized as a continual process or cycles of work adjustment initiated by dissatisfaction and dissatisfactoriness. The theory identifies

two major components to the prediction of work adjustment; satisfaction being satisfied with the work one does; and satisfactoriness being the employer's satisfaction with the individual's performance and satisfaction being a key indicator of work adjustment (Lofquist and Dawis(1984).

A major strength of TWA is that a battery of measures has been developed to measure the various variables associated with the theory, including measures on satisfaction, needs and values, skills and abilities, satisfactoriness, and indexes of correspondence (Dawis, 2005).

2.8.4 Herzberg's Two-Factor Theory

Herzberg's Two-Factor Theory is based on a motivational study in which he interviewed 200 accountants and engineers by using critical incident method of data collection with two questions: (a) when did you feel particularly good about your job – what turned you on? And (b) when did you feel exceptionally bad about your job – what turned you off? Tabulating these good and bad feelings, Herzberg argued that there are job-satisfiers (motivators) related to the job contents and job-dissatisfiers (hygiene factors) are concerned with the job content. Motivators include achievement, work itself, responsibility and advancement. The hygiene factors do not 'motivate/satisfy' rather 'prevent dissatisfaction.' These factors are contextual such as, company policy, administration, supervision, salary, interpersonal relation, supervisor and working conditions (Herzberg et al., 1959).

Herzberg's theory is the most useful model to study job satisfaction. (Kim, 2004). For instance, the researchers have found that it helps in understanding the job satisfaction in the 'educational settings' (Karimi, 2007).

A review of literature revealed criticisms of the motivator-hygiene theory (Karimi, 2007). For example the theory ignores individual differences and wrongfully assumes that all employees react in a similar manner to the changes in motivators and hygiene factors (Wikipedia, 2009).

2.9 Conceptual Framework

There are only two key variables in this study; training which forms the independent variable and career development which forms the independent variable. Under these key variables are sub-variables upon which they were analyzed.

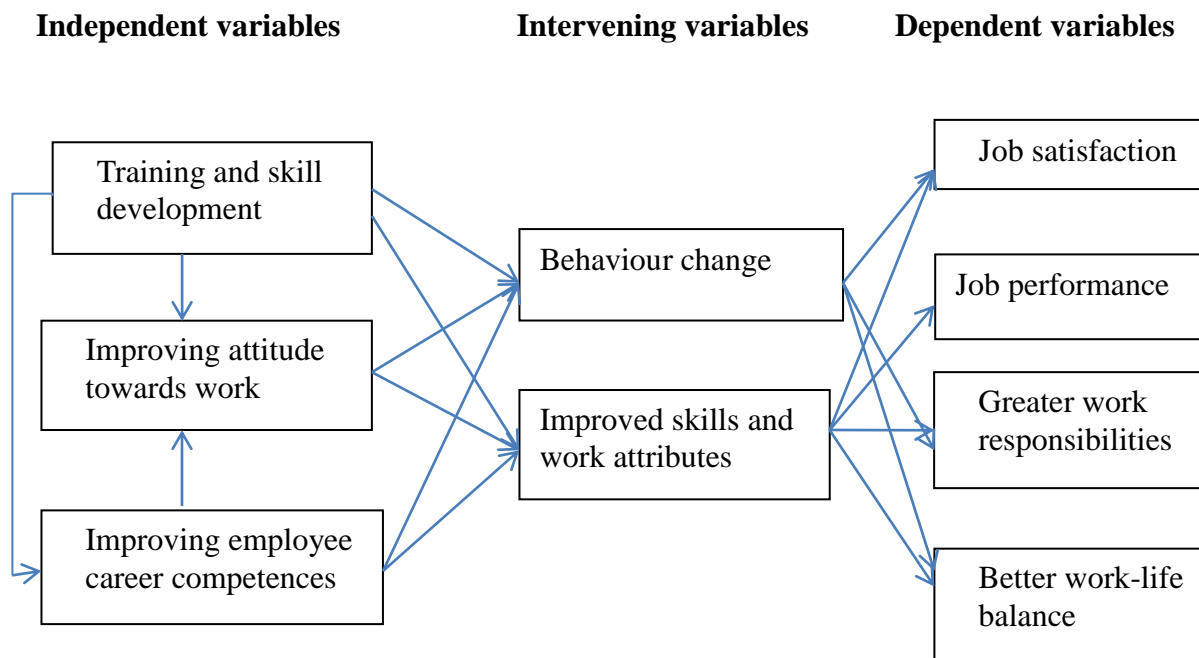
The study analyzed the effect of training on career development of employees in the selected study site being Equity Bank Kenya Limited. Figure 2.1 illustrates the relationship among the variables. Between the dependent and independent variables are intervening variables which helps to further explain the interaction of the variables in the study.

The effect of training on career development of employees can be assessed through analyzing the indicators of career development. These indicators formed the sub-variables of career development and include; job satisfaction, job performance, greater work responsibilities and better work-life balance.

Training and skill development, improving employees' attitudes towards work and enhancing career competences formed were the independent variables. These factors helped in assessing whether training plays a key role in enhancing career development of employees in an organization.

The conceptual framework is a conceptualization in functional form of how the independent variables affect the dependent variables.

Figure 2.1: Conceptual Framework



The above conceptual framework was developed by looking at how training would affect career development of employees in a given organization. The main objective of this study was to establish the effect of training on career development of employees from an organizational perspective.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the research methodology that was applied in carrying out the study. It gives a brief description of the study site, research design, unit of analysis and units of observation, target population, sample size and sampling procedure, data collection methods, ethical considerations and data analysis.

3.2 Site Description

The study was carried out at Equity Bank Kenya Limited, headquarters situated in Nairobi's upper hill area along hospital road next to Kenyatta National Hospital. The bank's headquarters houses the key departments of the bank including the chief executive officer, the human resources, finance, credit, operations, information technology, security and procurement departments.

The bank enjoys wide spread of its branch network across all the 47 counties in Kenya. However, due to financial, time and logistical challenges, the study only covered employees of the bank whose place of work is the bank's headquarters.

The total population of the employees at the headquarters is 1,000 and the average number of employees in each department is 125. A study covering the employees at the headquarters is a true representation of the Bank's population because branches are small units working under close supervision and management of the headquarters of the bank.

3.3 Research Design

Research design is the blueprint used to guide a research study to ensure that it addresses the research problem. Mugenda and Mugenda (2003) observes that a research design is the method used to carry out the research. The research design that was used in this study is descriptive design. According to Best and Khan (1992) descriptive research seeks to establish factors associated with certain occurrences, outcomes, conditions or types of behavior.

Kerlinger (1969) observes that descriptive studies are not only restricted to fact findings but may often result in the formation of important principles of knowledge and solutions to significant problems. This method is preferred because it allows for an in-depth study of the case.

The study sought to establish the effect of training on career development of employees in a chosen organization. The design was chosen considering the type of data and the analysis that was carried out.

3.4 Unit of Analysis and Units of Observation

Career Development of employees in the Bank is the unit of analysis in this study. The researcher sought to study the effect of training on career development of employees at Equity Bank Kenya Limited. He intended to achieve this by analyzing the relationship that exists between training and career development and the role that training as a function in the Bank plays in developing the careers of employees.

In order to understand this relationship, the researcher analyzed the various factors that affect career development of employees in the bank. These factors include the following:

(a) Employee satisfaction which arises from the achievement or realization of expectations by an employee as a result of training; (b) employee competencies which arises from the attainment of certain qualifications or skills and behavioral attitudes that help employees to attain acceptable job performance.

The units of observation in this study were contained in a structured questionnaire and a key informant interview sheet that was administered to the respondents. The researcher used a questionnaire to collect quantitative data from bank employees and key informant interview sheet to collect qualitative data from the human resource managers of the Bank.

3.5 Target Population

A target population is the totality of individuals, objects or items from which information is gathered in order to assist in data analysis. The study population will consist of employees of Equity Bank at the bank's headquarters which stood at 1,000. The Bank has a wide branch network spread across the country but due to time, money and other logistical challenges of the study, the researcher chose to use accessible population from the headquarters which formed a good representation of the entire Bank's population and was comparable on many characteristics.

However, not all employees of the bank at its headquarters participated in the study as it would not be possible to contact all of them. Proper sampling was therefore done to ensure a representative number of participants is included in the sample.

3.6 Sample Size and Sampling Procedure

3.6.1 Sample Size

According to Nick et al (2009), choosing the correct size of sample is not a matter of preference. It is a crucial element of the research process without which you may well be spending months trying to investigate a problem with a tool which is either completely useless, or over expensive in terms of time and other resources. A sample size of 150 was computed representing 15% of the total target population. This population was divided by the populations in individual departments to derive the number of respondents to be sampled in the respective departments as shown in Table 3.1.

Table 3.1: Determination of sample size from each department

Name of Department	(a) No. of staff	(b) Sample 15% of (a)
1 Top Management	20	3
2 HR & Administration department	100	15
3 Operations department	300	45
4 Finance department	100	15
5 Credit department	240	36
6 Security department	80	12
7 Procurement department	80	12
8 Legal department	80	12
Total	1,000	150

3.6.2 Sampling Procedure

Stratified random sampling was used in the study to select the sample. The target population was divided into categories on the basis of departments as sample frames. A sample of 150 (15%) respondents was drawn from each stratum from which the respondents were randomly picked.

In picking the respondents, a name list of all respondents was obtained from the departments and each respondent's name substituted by numbered paper cards. The paper cards were then placed in a tray from where the researcher picked the cards at random one at a time until the desired number of respondents was attained. The numbered cards were then marched against the respective names of the respondents as they appeared in the departmental list. In this way the desired sample size was be attained from all sample frames (departments).

Stratified random sampling method is most suited for this research because the population is heterogeneous and categorized in form of departments. Table 3.1 above shows how the process figures were obtained.

The study also adopted purposeful sampling procedure to get 3 interviewees who are human resources managers in the bank.

3.7 Data Collection Methods

The researcher used structured questionnaires and interviews to gather information. The respondents' approval to participate in the survey was sought before administering the

questionnaire. A letter of identification introducing researcher was obtained from the institution of learning. This exercise was conducted during working hours.

3.7.1 Collection of Quantitative Data

The administration of the questionnaire was done by the drop and pick method. This allowed the respondents to have ample time to complete filling the questionnaire. This enabled the researcher to collect quantitative data. In cases where staff did not have time to fill the questionnaires, especially the senior staff, the researcher sat with them and filled the questionnaires as they responded to the questions.

The questionnaires contained pre-determined written down questions that were hand-delivered to the identified staff of the headquarters of the target organization. The questions were both closed and open ended. This was an economical way of collecting data because data was gathered from many people at the same time. Pre-testing of questionnaires to ten respondents was done to ensure that the questions were clear, relevant, specific and easily understood.

3.7.2 Collection of Qualitative Data

To collect qualitative data, the researcher used structured key informant interviews. This was done over and above the questionnaires in order to address aspects of the research that cannot be addressed through questionnaires. Face to face interviews and discussions was carried out where employees were requested to explain in detail their views, experiences, attitudes, perceptions, expectations and generally their concerns relating to training and how it affected development of their individual careers at the Bank. The

researcher employed structured open-ended questions. The interviews and discussions focused mainly on key employees who possess substantial experience and have good understanding of the relations and processes in the Bank.

3.8 Ethical Considerations

The researcher strictly adhered to the ethics of research to avoid violating any human rights like confidentiality and privacy. Each respondent was treated independently. To maintain confidentiality and privacy the respondent's consent was sought before revealing any information. Also anonymity was observed by using numbers or pseudo names where necessary.

3.9 Data Analysis

After the fieldwork and before analysis, the entire questionnaires and interviews schedule were checked for reliability and verification. The data was analyzed using qualitative and quantitative techniques. The data was organized, coded and analyzed using descriptive statistics namely percentages, tables and frequencies. The data was presented by using tables and charts. For easy analysis of data, the statistical package for social sciences (SPSS) was employed.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The results are presented on the effect of training on career development of employees of Equity Bank Kenya Limited. The data was gathered from both questionnaires and interview schedules as the research instruments. The questionnaire and interview guide were designed in line with the objectives of the study. To enhance quality of data obtained, Likert type questions were included whereby respondents indicated the extent to which the variables were practiced in a five point Likert's scale.

4.1.1 Response Rate

The study targeted to sample 150 respondents in collecting data. From the study, 123 out of 150 sampled respondents filled in and returned the questionnaire contributing to 82%. Out of the three human resources managers sampled, the researcher was able to interview all of them representing 100% response rate. This commendable response rate was made a reality after the researcher made personal visits to remind the respondents to fill-in and return the questionnaires. This collaborates with Bailey (2000) assertion that a response rate of 50% is adequate, while a response rate greater than 70% is very good. This implies that based on this assertion, the response rate in this case of 82% is therefore ideal. The result is as shown in Table 4.1 below.

Table 4:1: Response Rate

Response	Frequency	Percentage
Responded	123	82.0
Not responded	27	18.0
Total	150	100.0

4.2 Social and Demographic Information

In order to capture the general information of the respondents, issues such as age of the respondent, level of education, position in the organization and years of experience were addressed in the first section of the questionnaire.

4.2.1 Gender

The study aimed at investigating the respondent's gender; 55% who were the majority were male while 45% were female. The findings as tabulated in table 4.2 below show that gender parity was observed by the researcher. The findings show that both genders were represented in the study however, the organization is dominated by the male gender. The above results may be attributed to the strong male domineering culture in Kenya where until recently women were relegated to domestic chores. This culture is dying off and a large population of women population is now strongly competing with their male counterparts in most jobs (RoK, 2008).

Table 4.2: Gender of the Respondent

Gender	Frequency	Percent (%)
Male	68	55.3
Female	55	44.7
Total	123	100.0

4.2.2 Age

The study sought to find out the age of the respondents. The study as shown in table 4.3 below established that majority of the respondents are between age 18 and 25 years as shown by 27.6%, followed by those of age between 49 and 56 years as shown by 22.0% then followed by age between 26 and 33 years as shown by 20.3%, followed by age of between 42 and 48 years as shown by 17.1% whereas only 13.0% of the respondents were above 57 years of age. Barney (2001) observed that age brings along experiences, responsibilities and skills. It is sometimes difficult to impart entrepreneurial skills to old people as most are resistant to change. Sixty percent respondents also fall within the maturity and the most active age 36-55. The findings therefore show that the bank is led by mature and capable leaders who can contribute to the sustainability of the enterprises.

Table 4.3: Age of the Respondents

Age	Frequency	Percent (%)
18-25	34	27.6
26-33	25	20.3
34-48	21	17.1
49-56	27	22.0
Over 56	16	13.0
Total	123	100.0

4.2.3 Respondent's Nature of Employment

The study sought to find out the nature of employment of the respondents. From the results as shown in table 4.4 below, the study established from majority of the respondents that they are permanent workforce as shown by 73.2% of the respondents whereas only 26.8% of the respondents were on contract basis.

Table 4.4: Respondent’s Nature of Employment

Nature of Employment	Frequency	Percent (%)
Permanent	90	73.2
Contract	33	26.8
Total	123	100.0

4.2.4 Years of Experience

The study sought to establish the years of experience of employees in the bank. The study established from majority of the respondents that they have worked in the organization for a period of between 11 and 15 years, this is as shown by 31.1% as shown in table 4.5 below, followed by 27.0% of the respondents who indicate that they have worked for the organization for a period between 6 and 10 years; followed by 23.0% of the respondents who indicated that they had worked in the organization for a period of over 15 years. Only 18.9% of the respondents indicated that they had worked in the organization for a period of between 1 and 5 years. This is an indication that many of the employees in the organization as well as the ones involved in the study have great experience on the operations of the bank so they could provide reliable data on the study.

Table 4.5: Years of Experience

Years of Experience	Frequency	Percent (%)
1-5	23	18.9
6-10	33	27.0
11-15	38	31.1
over 15	28	23.0
Total	122	100.0

4.2.5 Level of Education

On investigating academic qualifications as indicated in Table 4.6 below; 31.7% of the respondents who were the majority had 1st Degree as their highest level of their education, followed by those with Diploma who were 26.8%, followed by 22.8% of the respondents who had Masters Degree as their highest level of education, 13.0 % of the respondents had O-Level as their highest level of education whereas only 5.7% of the respondents had PhD as their highest level of education. The cross tabulation as shown below also indicates that people doing more professional jobs especially the top management have higher qualifications of PhD and masters, people on the lower levels such as security have lower levels of education that includes O- level and diploma levels. Nassimbeni (2001) observes that the level of education influences the impartation of both managerial and entrepreneurial skills of most entrepreneurs. The role of education as a change agent is indisputable and has always been a central mechanism for transmission of skills and values for the sustenance of societies and promotion of social change.

Table 4.6: Level of education

Name of Department/ level of education	O-Level		Diploma		1 st Degree		Masters Degree		PhD	
	%	F	%	F	%	F	%	F	%	F
Top Management	-	0	-	0	-	-	.81	1	.81	1
HR & Administration department	-	0	.81	1	2.43	3	1.62	2	3.24	4
Operations department	-	0	6.48	8	17.82	22	5.67	7	-	0
Finance department	-	0	2.43	3	2.43	3	2.44	3	1.62	2
Credit department	9.75	12	8.1	10	4.86	6	4.05	5	-	0
Security department	2.44	3	5.67	7	-	0	-	0	-	0
Procurement department	0.81	1	3.24	4	2.44	3	1.62	2	-	0
Legal department	-	0	-	0	1.62	2	17.82	8	-	0
Total	13.0%	16	26.8%	33	31.7%	39	22.8%	28	5.7%	7

4.3 Relationship between Training and Career Development

This section of the questionnaire sought to find out Relationship between Training and Career Development of the employees in the organization. In carrying out the task a Likert scale of 1 to 5 was used where: 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree. Table 4.7 below shows the results of the study that on Training; it improves employee career prospects in the Bank, a mean of 4.31 was revealed showing that they agree; Skills acquired through training enhances the

opportunities of employees to advance their careers in the Bank, a mean of 3.56 was revealed showing that they agree; Training offered improves understanding of the job functions hence better performance, a mean of 4.13 was revealed showing that they agree; It is through training that employees become more flexible in their choice of career options in the Bank, a mean of 3.45 was revealed showing that they agree; Employees require little or no training at all in order to advance their careers in the Bank, a mean of 4.02 was revealed showing that they agree; Training ensures development of necessary skills and abilities of employees enabling them to take up higher responsibilities in the Bank, a mean of 3.67 was revealed showing that they agree and finally on Training enables employees to plan their career paths well, a mean of 3.58 was revealed showing that they agree.

The study found from the interviewees that the organization employs: job rotation and transfers, coaching and/or mentoring, orientation, conferences, role playing and formal training courses and development programmes.

The study established that from one of the interviewee 'Ann' that she has attended more than ten trainings, 'James' another interviewee had attended eight trainings whereas 'Otieno' had attended five training. They indicated that they had attended technical, managerial and leadership trainings. On the way the training had helped them in their career development it was revealed that training and development had helped them in Job satisfaction, Employee career competencies, improved performance and improvement in their Work-life balance. The study revealed further that employees willingness to participate depended on their perception of training that include Perceived Availability of Training, Perceived Supervisor Support for Training and Perceived Co-Worker Support

for Training. The results from the Key informants and the staff of Equity bank had similar views that indeed training had a positive role to play in their career development. Well trained employees are more likely therefore to have better career growth.

Brown (2015) concurs with the study findings when he opined that most employees have some weaknesses in their workplace skills. A training program allows you to strengthen those skills that each employee needs to improve. A development program brings all employees to a higher level so they all have similar skills and knowledge. He added that employee who receives the necessary training is better able to perform her job, becomes more aware of safety practices and proper procedures for basic tasks.

Similarly Bertolino, Truxillo and Fraccaroli (2011) observed that structured training and development program ensures that employees have a consistent experience and background knowledge. The consistency is particularly relevant for the company's basic policies and procedures. All employees need to be aware of the expectations and procedures within the company. This includes safety, discrimination and administrative tasks.

Similar findings by Soresi, Nota and Lent (2004) noted that employees with access to training and development programs have the advantage over employees in other companies who are left to seek out training opportunities on their own. The investment in training that a company makes shows the employees they are valued. The training creates a supportive workplace. Employees may gain access to training they wouldn't have otherwise known about or sought out themselves. Employees who feel appreciated and challenged through training opportunities may feel more satisfaction toward their jobs.

Table 4.7: Relationship between Training and Career Development

Statement	SD	D	N	A	SA	Total		Mean
						%	N	
Training improves employee career prospects in the Bank	3.8	8.1	17.1	39.8	30.1	100.0	123	4.31
Skills acquired through training enhances the opportunities of employees to advance their careers in the Bank	2.4	1.6	13.6	50.6	31.7	100.0	123	3.56
Training offered improves understanding of the job functions hence better performance	4.9	3.3	13.8	43.1	33.0	100.0	123	4.13
It is through training that employees become more flexible in their choice of career options in the Bank	10.6	14.6	19.5	35.0	20.3	100.0	123	3.45
Employees require little or no training at all in order to advance their careers in the Bank	4.2	11.4	12.4	42.3	29.7	100.0	123	4.02
Training ensures development or necessary skills and abilities of employees enabling them to take up higher responsibilities in the Bank	2.0	6.5	21.1	40.3	30.1	100.0	123	3.67
Training enables employees to plan their career paths well	18.4	6.5	13.0	31.7	30.1	100.0	123	3.58

Key

SA: Strongly Agree; A: Agree; N: Neutral; D: Disagree; SD: Strongly Disagree

4.4 Contribution of Training to Career Development

This section of the questionnaire sought to find out the contribution of training to career development. In carrying out the task a Likert scale of 1 to 5 was used where: 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree. The study established on that employees who undergo training have better chances of getting promoted into higher positions of responsibility, a mean of 4.01 was revealed showing that they agree; after undergoing training activities employees often attract better salary increments, a mean of 4.13 was revealed showing that they agree; training has enabled me acquire skills to better perform my job roles, a mean of 3.37; training enables employees to better understand their job roles hence increased efficiency in work processes and better productivity, a mean of 3.86 was revealed showing that they agree; training opens opportunities for employees to grow their careers in the Bank, a mean of 3.23 was revealed showing that they agree; through training motivation and confidence in employees is enhanced, a mean of 3.67 was revealed showing that they agree; training has enabled employees to set proper career goals and plan their career paths, a mean of 4.12 was revealed showing that they agree; training has enabled many employees get better employment opportunities even outside the Bank a mean of 3.67 was revealed showing that they agree whereas on training has breathed life and given hope to my career and career direction a mean of 3.56 was revealed showing that they agree. The results are shown in the table 4.8 below.

The study in this section sought from the interviewees the contribution of training to career development. The study revealed from one of the interviewees “Ann’ that ‘*training helps in the promotion of employees in the bank. This is through impacting the*

necessary skills that comes with higher position in the organization”. Both results from key informants and the staff of the organization concurs that training has contributed to their career development.

Dekker, De Grip and Heijke (2002) similarly noted that training is an avenue through which employees receive promotion reward for good performance on positive appraisal. Before a company promotes an employee to a particular position it ensures that the person is able to handle the added responsibilities by screening the employee with interviews and tests and giving them training or on-the-job experience. A promotion can involve advancement in terms of designation, salary and benefits, and in some organizations the type of job activities may change a great deal.

Burke, McKeen (2014) similarly noted that training develops the key competencies that enable individuals in organizations to perform current and future jobs through planned learning activities. Groups within organizations use training to initiate and manage change. Also, training ensures a match between individual and organizational needs.

Table 4.8: Contribution of Training to Career Development

Statement	SD	D	N	A	SA	Total		Mean
						%	N	
Employees who undergo training have better chances of getting promoted into higher positions of responsibility	17.4	17.1	20.3	25.2	19.5	100.0	123	4.01
After undergoing training activities employees often attract better salary increments	16.2	8.8	20.3	26.0	28.6	100.0	123	4.13
Training has enabled me acquire skills to better perform my job roles	13.3	8.1	20.4	34.0	24.1	100.0	123	3.37
Training enables employees to better understand their job roles hence increased efficiency in work processes and better productivity	7.4	17.3	15.4	32.3	27.5	100.0	123	3.86
Training opens opportunities for employees to grow their careers in the Bank	11.9	13.0	13.8	34.7	26.6	100.0	123	3.23
Through training motivation and confidence in employees is enhanced	11.6	6.5	15.4	29.8	36.6	100.0	123	3.67
Training has enabled employees to set proper career goals and plan their career paths	5.7	6.5	17.1	42.3	28.5	100.0	123	4.12
Training has enabled many employees get better employment opportunities even outside the Bank	19.5	1.6	20.3	32.5	26.0	100.0	123	3.67
Training has breathed life and given hope to my career and career direction	10.7	11.6	13.8	40.5	23.3	100.0	123	3.56

Key

SA: Strongly Agree; A: Agree; N: Neutral; D: Disagree; SD: Strongly Disagree

4.5 Impact of Training and Career Stages

This section of the study sought to establish the Impact of Training and Career Stages. In carrying out the task a Likert scale of 1 to 5 was used where: 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree. Table 4.9 below shows that the study established that on training was most helpful to my career when I was starting my work life, a mean of 3.31 was revealed showing that they are moderate; my career has gained more through training at later stages of my career life than before a mean of 3.56 was revealed showing that they agree; cannot say at what stage training had more impact to my career growth, a mean of 3.13 was revealed showing that they are moderate; training has been equally important at every stage of my career growth a mean of 3.45 was revealed showing that they are moderate; Training has most impact only when one is starting a fresh job at any stage of life, a mean of 2.02 was revealed showing that they disagreed; At no time is training important in developing the career of an employee in the Bank a mean of 2.07 was revealed showing that they disagreed; The impact of training depends on the specific training need of a particular employee and not the stage of work life a mean of 3.58 was revealed showing that they are moderate whereas on other factors like strategic needs of the employer determines the impact of training on the career of an employee regardless of his/her stage of work life a mean of 3.67 was revealed showing that they agreed.

This section of the study sought from the interviewees the role that training had played in their career stages. The study revealed that the organization conduct Organizational analysis to identify training needs requirement and Operational analysis. 'Otieno' one of the respondents said *'once organizations carries their own assessment in terms of pursuit*

of goals in the organization they create opportunities for the employees that has enabled them to undergo training to fill these vacancies'. 'James' on the other hand noted that particular operations in the organization requires them to undergo training where training serves to make them efficient and therefore serve better in new responsibilities assigned. These results from interviewees concurs with those of the other staff in the bank that training had impacted positively in making them more efficient in their new responsibilities assigned.

Dickmann and Harris (2005) similarly noted that training and educational development are conducted in such a manner that it remains relevant. This is done through proper alignment with an individual's aspirations and organizational needs, by organization becoming an integral part in an employee's career growth. In addition to encouraging employees to continue their education and training so as to prevent obsolescence and stimulate career growth, managers should be aware that periodic job changes can achieve similar ends.

Dickmann and Harris (2005) similarly noted that training and educational development activities reduce the possibilities that employees will find themselves with obsolete skills. When these development activities are properly aligned with an individual's aspirations and organizational needs, they become an essential element in an employee's career growth. In addition to encouraging employees to continue their education and training so as to prevent obsolescence and stimulate career growth, managers should be aware that periodic job changes can achieve similar ends. Employees who receive challenging job assignments early in their careers do better on their jobs. The degree of stimulation and

challenge in a person's initial job assignment tends to be significantly related to later career success and retention in the organization.

Table 4.9: Impact of Training and Career Stages

Statement	SD	D	N	A	SA	Total		Mean
						%	N	
Training was most helpful to my career when I was starting my work life	16.4	18.1	25.3	20.2	19.5	100.0	123	3.31
My career has gained more through training at later stages of my career life than before	24.9	38.3	13.8	23.1	23.0	100.0	123	3.56
I cannot say at what stage training had more impact to my career growth	21.6	24.6	19.5	25.0	19.3	100.0	123	3.13
Training has been equally important at every stage of my career growth	11.2	16.4	15.4	32.3	24.7	100.0	123	3.45
Training has most impact only when one is starting a fresh job at any stage of life	2.0	6.5	21.1	40.3	30.1	100.0	123	2.02
At no time is training important in developing the career of an employee in the Bank	20.4	26.5	13.0	21.7	18.1	100.0	123	2.07
The impact of training depends on the specific training need of a particular employee and not the stage of work life	10.4	1.6	14.6	40.4	31.9	100.0	123	3.58
Other factors like strategic needs of the employer determines the impact of training on the career of an employee regardless of his/her stage of work life	14.9	8.3	8.8	33.1	33.0	100.0	123	3.67

Key

SA: Strongly Agree; A: Agree; N: Neutral; D: Disagree; SD: Strongly Disagree

4.6 The Role of Training in Career Development

This section of the questionnaire sought to establish the role of training in career development. In carrying out the task a Likert scale of 1 to 5 was used where: 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree. The results of the research indicated in table 4.10 below shows that on through training I have gained useful work skills and attributes necessary for performance of my work in the Bank a mean of 3.92 was revealed showing that they agreed; training has helped me to achieve my career goals a mean of 3.87 was revealed showing that they agreed; through training my job productivity has improved a mean of 4.01 was revealed showing that they agreed; training has imparted necessary work ethics and morals highly needed in the execution of my duties a mean of 3.76 was revealed showing that they agreed; through training my inter-personal skills have sharpened enabling greater impact in performance of my job and career growth a mean of 4.05 was revealed showing that they agreed; my career choices have expanded through training enabling me greater chances of growing my career a mean of 3.78 was revealed showing that they agreed; through training I have developed confidence and morale leading to greater success in my career advancement a mean of 3.76 was revealed showing that they agreed; training has enabled learning new technological advancements necessary for career growth a mean of 4.05 was revealed showing that they agreed; can undertake greater job responsibilities due to training in the Bank 3.34 was revealed showing that they are moderate whereas training has enabled me to multitask jobs, a mean of 3.43 was revealed showing that they agreed. The results of the study as presented above is a clear indication that training has many roles to play in

organizations such as improving the employees skills, improving employees productivity, expansion of career choices as well as improving employees interpersonal skills.

This section of the study sought to find out role of training on the interviewees in terms of developing their career in the Bank. The study revealed that they have been able to get positions in higher ranks as a result of undergoing training. Available vacancies that had been advertised internally have mainly been secured by the employees themselves because of undergoing training that have imparted required skills for arising vacancies. The results from the key informants and the other staff of the organization seem to allude similarly that training had a great role in the organization by enabling the staff rise to higher positions in the organization and making them more useful and effective in their new roles assigned.

Dekker, De Grip and Heijke (2002) similarly noted that training is an avenue through which employees receive promotion reward for good performance on positive appraisal.

Brown (2015) is of similar opinion when he argued that a training program allows you to strengthen those skills that each employee needs to improve. A development program brings all employees to a higher level so they all have similar skills and knowledge. He added that an employee who receives the necessary training is better able to perform her job, becomes more aware of safety practices and proper procedures for basic tasks. The training may also build the employee's confidence because it enables a stronger understanding of the industry and the responsibilities of her job.

Table 4.10: Role of Training in Career Development

Statement	SD	D	N	A	SA	Total		Mean
						%	N	
Through training I have gained useful work skills and attributes necessary for performance of my work in the Bank.	11.6	8.1	20.3	29.8	30.1	100.0		4.31
Training has helped me to achieve my career goals	21.3	14.6	19.5	25.0	19.6	100.0	123	3.56
Through training my job productivity has improved	11.2	11.4	15.4	32.3	29.7	100.0	123	4.13
Training has imparted necessary work ethics and morals highly needed in the execution of my duties	22.0	16.5	11.1	20.3	30.1	100.0	123	3.45
Through training my inter-personal skills have sharpened enabling greater impact in performance of my job and career growth	12.2	11.4	15.7	32.4	28.3	100.0	123	3.92
My career choices have expanded through training enabling me greater chances of growing my career	8.6	6.5	21.1	40.7	23.1	100.0	123	3.87
Through training I have developed confidence and morale leading to greater success in my career advancement	8.4	16.5	10.0	31.7	33.1	100.0	123	4.01
Training has enabled learning new technological advancements necessary for career growth	11.2	6.9	21.1	30.7	30.1	100.0	123	3.76
I can undertake greater job responsibilities due to training in the Bank	13.4	11.5	13.0	31.7	30.1	100.0	123	4.05
Training has enabled me to multitask jobs	14.9	8.3	8.8	33.1	33.0	100.0	123	3.78

Key

SA: Strongly Agree, A: Agree; N: Neutral; D: Disagree; SD: Strongly Disagree

4.7 Training for Optimal Career Development

This section of the questionnaire sought to find out the kinds training that had most effect in the development of careers. In carrying out the task a Likert scale of 1 to 5 was used where: 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree. As shown in the results in table 4.11 below, the study established that on induction training being the most useful training to career of all trainings attended in the Bank, a mean of 3.13 was revealed showing that they are moderate; management development trainings have been most key in the growth of my career in the Bank, a mean of 3.47 was revealed showing that they were moderate; On-the-job training offers most impact to career development than all other kinds of training activities attended in the Bank, a mean of 3.65 was revealed showing that they agreed; Off-shore trainings away from the office have no impact to career growth, a mean of 3.12 was revealed showing that they were moderate; Leadership training has helped me most in growing my career, a mean of 3.57 was revealed showing that they agreed whereas training for technical skills is the most effective training in advancing career prospects of employees in the Bank, a mean of 4.32 was revealed showing that they agreed and planned training have more impact to development of staff careers than unplanned training, a mean of 3.57 was revealed showing that they agreed. The results presented above reveals that training had more optimal purpose to the employees when it is on the job training and not off- job training, leadership trainings had more optimal use to employees in advancing their careers and that technical trainings were the most effective in advancing careers of the employees.

This section of the study sought to find out from key informants the training that had most effect in the development of careers. The study established from 'Ann' '*I have undergone managerial and leadership trainings that have enabled me to get the position of being the head*

of human resource in this branch previous month". 'James' also eluded that technical skills and managerial skills acquired through a workshop enabled him get a position as head of human resources operations in their department. Results from both areas of respondents indicated that training have enabled them rise to their desired job ranks.

McClelland and Boyalziz (1980) similarly noted that employees need particular competencies needed to effectively perform a role in the organization realize greater responsibilities in addition to helping people develop career competencies that will help them survive in the future.

McClelland and Boyalziz (1980) noted that employees need particular competencies needed to effectively perform a role in the organization and help the business to meet its strategic objectives. Such skills are knowledge, skills and professional attributes needed in problem solving and decision making that transforms them to be transformed into behaviors as needed by the organizations to realize greater responsibilities and a larger paycheck, in addition to helping people develop career competencies that will help them survive in the future.

Table 4.11: Training for Optimal Career Development

Statement	SD	D	N	A	SA	Total %	N	Mean
Induction training was the most useful training to my career of all trainings I have attended in the Bank	13.3	13.1	25.4	23.1	29.1	100.0	123	3.13
Management development trainings have been most key in the growth of my career in the Bank	12.4	17.3	15.4	32.3	22.5	100.0	123	3.47
On-the-job training offers most impact to career development than all other kinds of training activities I have attended in the Bank	11.9	13.0	13.8	24.7	36.6	100.0	123	3.65
Off-shore trainings away from the office have no impact to career growth	11.6	14.6	19.5	25.0	29.3	100.0	123	3.12
Leadership training has helped me most in growing my career	13.5	11.4	13.4	32.3	29.4	100.0	123	3.57
Training for technical skills is the most effective training in advancing career prospects of employees in the Bank	7.6	6.5	15.1	40.7	30.1	100.0	123	4.32
Planned training has more impact to development of staff careers than unplanned training	18.4	6.5	13.0	31.7	30.1	100.0	123	3.57

Key

SA: Strongly Agree; A: Agree; N: Neutral; D: Disagree; SD: Strongly Disagree

4.8 Organizational Factors

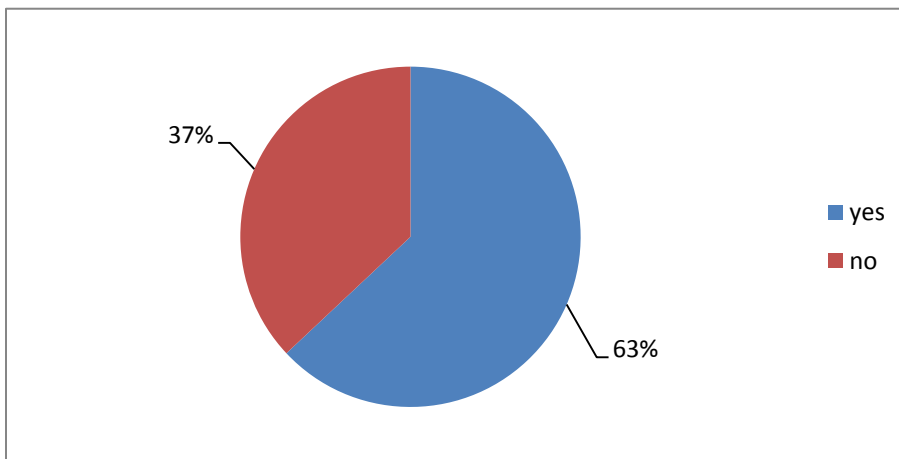
4.8.1 Support by Top Management on Training

This section of the study aimed at establishing whether and how the top management support training in the organization. The study revealed that the top management supports the trainings undertaken by the employees in the organization through allocation of resources to conduct training of the employees in the organization.

4.8.2 Availability of Resources

This section of the study aimed at seeking opinion from the respondents as to whether the resources allocated for the training are adequate. The study revealed from majority of the respondents as shown by 63% that the resources were not adequate whereas only 37% of the respondents felt that the resources were adequate. The results are as shown in figure 4.1 below.

Figure 4.1: Response whether resources allocated for training are adequate



4.8.3 Strategies Adopted to Ensure Quality Training is conducted

This section of questionnaire sought to find out the Strategies adopted to ensure Quality training is conducted. The study revealed that some of the strategies adopted to ensure quality training include motivation given to employees to ensure that they attend trainings, proper allocation of the available training resources to ensure that there is no wastage and also training employees based on their needs assessment. Poulston (2008) similarly noted that human resources motivation is an important feature of effective Human Resource Development (HRD) practices. However, their deficiencies in supporting the effectiveness of Human Resource Training and Development (HR T&D) pose a challenge to the development, management and implementation of effective HR T&D in organizations. Furthermore, the workforce's changing demographics are also seen to have an impact on HRD practices, alongside the organization's HR strategies and investments in HR T&D.

This section sought from the interviewees the organizational issues in training. On the support that the Bank provides to the training, the interviewees noted that the Bank provides training materials, caters for the trainers and the space for training which have been of great use during the trainings. The study also revealed that the bank carries out organizational and individual analysis in needs assessments in the organization. The bank was revealed to be of great relevance in provision of opportunities to the trainees after undergoing trainings by assigning employees new responsibilities that helps in employees career planning. This as well helps in the retention of a pool of employees with better skills and competence.

On what should be done to improve on training one of the interviewees 'James' recommended *'the bank needs to allocate more resource for training in their budgets'*. 'Otieno' noted that employees need better motivation to attend trainings and also experienced trainers need to be hired to make the exercise successful altogether and meet the objective of career growth for the employees. The results from both areas reveal that the organization has helped in ensuring that training are a conducted well to improve the employees productivity. However, from both areas there are indications that in terms of resources the organization has not done enough.

Dutton and Ashford (2013) noted similarly that proper allocation of training budgets and resources requires fundamental and important business decisions. Unless the organization's training function is a revenue-generating business, the demand for training most likely exceeds capacity and budgets are likely viewed as an expense which is continually scrutinized. As a result, resources need to be focused on those initiatives that are important and which can maximize the training investment and demonstrate value. Otherwise, limited resources may be improperly invested in programs that end up having minimal impact on the organization's missions/goals.

CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter summarizes the findings of the study. This is done in line with the objectives of the study, which also comes up with conclusions and recommendations. The conclusion relates directly to the specific objectives.

5.2 Summary of the Findings

5.2.1 Relationship between Training and Career Development

The study found that there is a positive relationship between training and career development. It was agreed that training; improves employee career prospects in the Bank, enhances the opportunities of employees to advance their careers in the Bank, improves understanding of the job functions hence better performance, makes employees flexible in their choice of career options in the Bank and enables employees to plan their career paths well.

5.2.2 Contribution of Training to Career Development

The study found that training contributes to career development of the employees in the bank. Study found that, training contributes to better chances of getting promoted into higher positions of responsibility, contributes to employees often attracting better salary increments, contributes to employees acquiring skills to better perform job roles, contributes to employees better understanding of their job roles hence increased

efficiency in work processes productivity and that training contributes to motivation and confidence and enabling employees get employment opportunities even outside the Bank.

5.2.3 Impact of Training and Career Stages

The study found that training impacted differently on different career stages from job entry level, promotions in the organizations to new assignments in the organization.

5.2.4 The Role of Training in Career Development

The study found that training had great role to play in the organization such as improving the employees' skills, improving employees' productivity, expansion of career choices as well as improving employees' interpersonal skills.

5.2.5 Training for Optimal Career Development

The study found that different kinds of training had differing outcomes on career development of employees. On-the-job training was more optimal in developing careers of employees as compared to off-the-job training; leadership trainings helped employees in advancing their careers and that training that was planned was most effective in advancing careers of the employees than unplanned training.

5.2.6 Support by Top Management on Training

The study found that the top management supports the trainings undertaken by the employees in the organization through allocation of resources to conduct training of the employees in the organization such as training materials, cater for the trainers and the space for training which have been of great use during the trainings. The resources were

though found not to be adequate from majority of the respondents. The bank was found to have undertaken some strategies to ensure Quality Training is conducted that include motivation given to employees to ensure that they attend trainings, proper allocation of the available training resources to ensure that there is no wastage and also training employees based on their needs assessment. The organization was also found to provide opportunities to the trainees after undergoing trainings by assigning employees new responsibilities that helps in employees career development. This as well helps in the retention of a pool of employees with better skills and competence.

5.3 Conclusions

5.3.1 Relationship between Training and Career Development

The study concluded that Training had; improved employee career prospects in the Bank, enhanced the opportunities of employees to advance their careers in the Bank, improved understanding of the job functions hence better performance, made employees flexible in their choice of career options in the Bank and enabled employees to plan their career paths well.

5.3.2 Contribution of Training to Career Development

The study concluded that employees who undergo training; have better chances of getting promoted into higher positions of responsibility, attracted better salary increments, were able to acquire skills to better perform job roles and understand better their job roles hence increased efficiency in work processes and better productivity.

5.3.3 Impact of Training and Career Stages

The study concluded that training; was useful when starting work life, is important in developing the career of an employee, impact depends on the specific training needs of a particular employee and not the stage of work life and that factors like strategic needs of the employee determine the impact of training on career development of an employee.

5.3.4 The Role of Training in Career Development

The study concluded that through training; employees had received useful work skills and attributes necessary for performance of work in the Bank, training has helped employees to achieve career goals, job productivity improved, necessary work ethics and morals highly needed in the execution of employees duties had been imparted whereas new technological advancements necessary for career growth had been learnt and employees could undertake greater job responsibilities due to training in the Bank.

5.3.5 Training for Optimal Career Development

The study concluded that induction training was the most useful training to career of all trainings attended in the Bank, management development trainings have been most key in the growth of careers in the Bank, on-the-job training offers most impact to career development, Leadership training had helped the employees most in growing career that is planned and have more impact to development of staff careers than unplanned training.

5.3.6 Support by Top Management on Training

The study concluded that the top management supports the trainings undertaken through allocation of resources to conduct training of the employees in the organization such as training materials, cater for the trainers and the space for training which have been of great use during the trainings. Though the resources were found not to be adequate from majority of the respondents the bank was found to have undertaken some strategies to ensure quality training is conducted that include motivation given to employees to ensure that they attend trainings, proper allocation of the available training resources to ensure that there is no wastage and also training employees based on their needs assessment.

5.4 Recommendations

5.4.1 Recommendations on the Findings

5.4.1.1 Relationship between Training and Career Development

The study recommended that since training had; enhanced the opportunities of employees to advance their careers in the Bank, made employees flexible in their choice of career options in the Bank and enabled employees to plan their career paths well; frequent trainings should be conducted to enable the employees learn on how they can exploit available opportunities for them to grow their career through hiring of career counselors.

5.4.1.2 Contribution of Training to Career Development

The study recommended that training should be conducted with a focus to promoting employees to higher positions of responsibility that can attract better salary increments

and enable them to acquire skills to better perform job roles that enhances their productivity. Also that training should address behavioral work aspects and ensure a sustained work-life balance of employees.

5.4.1.3 Impact of Training and Career Stages

The study recommended training to be conducted at different stages targeting a unique objective since at different career stages requirements are different and specific.

5.4.1.4 The Role of Training in Career Development

The study recommended that training be conducted in such a way that it will impact on productivity of employees and enable them take higher responsibilities in the bank.

5.4.1.5 Training for Optimal Career Development

The study recommended that management and leadership training be the main focus in the bank because it will help the employees achieve optimal career growth.

5.4.1.6 Support by top Management on Training

The study recommended that the bank increase its support through the provision of key materials for training of the employees in the organization such as tutorials and hiring of best experts to conduct training in conducive environment that will enhance proper training as a result of the motivation and therefore going a step further in assuring employees of better opportunities such as promotion, assignment of more responsibilities and retention in good placements within the organization.

5.4.2 Recommendations for Further Studies

The study recommends that a further study be done in other Banks in Kenya for the generalization of findings.

Another study where a different tool or combinations of tools like focused group discussion be done where employees themselves are engaged to see if we can receive a different perception

Another study on an evaluation of training and development methods for career development in Equity Bank is another gap that needs to be filled.

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APPENDICES

APPENDIX ONE: RESEARCH QUESTIONNAIRE

This questionnaire is designed to collect data from Equity Bank Kenya Limited which will be analyzed to establish the effect of training on career development of employees. The data will be used for academic purposes only and will be treated with strict confidence. It is to be completed by employees of the Bank at the Bank's headquarters.

The questionnaire is divided into various sections in order to adequately cover the objectives of the research. Please answer the questions as precisely as possible. Feel free to seek further clarification on the questionnaire.

PART I: SOCIAL AND DEMOGRAPHIC DATA

Name of the department

Please indicate your gender: Male () Female ()

Please indicate your age in years:

18-25 26-33 34-41 42-48 49-56 over 57

What is the nature of your employment?

Permanent Contract

How many years have you worked in this bank?

1-5 6-10 11-15 over 15

How many years have you served in your current position in this bank?

1-5 6-10 11-15 over 15

What is your highest level of education?

O-Level Diploma 1st Degree Masters Degree

PHD

PART II: RELATIONSHIP BETWEEN TRAINING AND CAREER DEVELOPMENT

Indicate to what extent you agree with the following statements about the relationship of training and career development in the bank.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

	Aspect	1	2	3	4	5
10.1	Training improves employee career prospects in the Bank					
10.2	Skills acquired through training enhances the					

	opportunities of employees to advance their careers in the Bank					
10.3	Training offered improves understanding of the job functions hence better performance					
10.4	It is through training that employees become more flexible in their choice of career options in the Bank					
10.5	Employees require little or no training at all in order to advance their careers in the Bank					
10.6	Training ensures development or necessary skills and abilities of employees enabling them to take up higher responsibilities in the Bank					
10.7	Training enables employees to plan their career paths well					

PART III: CONTRIBUTION OF TRAINING TO CAREER DEVELOPMENT

Indicate to what extent you agree with the following statements about the extent to which training contributes to career development of employees in the Bank..

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

	Aspect	1	2	3	4	5
11.1	Employees who undergo training have better chances of getting promoted into higher positions of responsibility					
11.2	After undergoing training activities employees often attract better salary increments					
11.3	Training has enabled me acquire skills to better perform my job roles					
11.4	Training enables employees to better understand their job roles hence increased efficiency in work processes and better productivity					
11.5	Training opens opportunities for employees to grow their careers in the Bank					
11.6	Through training motivation and confidence in employees is enhanced					
11.7	Training has enabled employees to set proper career					

	goals and plan their career paths					
11.8	Training has enabled many employees get better employment opportunities even outside the Bank					
11.9	Training has breathed life and given hope to my career and career direction					

PART IV: IMPACT OF TRAINING AND CAREER STAGES

Indicate to what extent you agree with the following statements about the Impact of training at different career stages.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

	Aspect	1	2	3	4	5
11.1	Training was most helpful to my career when I was starting my work life					
11.2	My career has gained more through training at later stages of my career life than before					
11.3	I cannot say at what stage training had more impact to					

	my career growth					
11.4	Training has been equally important at every stage of my career growth					
11.5	Training has most impact only when one is starting a fresh job at any stage of life					
11.6	At no time is training important in developing the career of an employee in the Bank					
11.7	The impact of training depends on the specific training need of a particular employee and not the stage of work life					
11.8	Other factors like strategic needs of the employer determines the impact of training on the career of an employee regardless of his/her stage of work life					

PART V: THE ROLE OF TRAINING IN CAREER DEVELOPMENT

Indicate to what extent you agree with the following statements about the role of training in developing careers of employees in the Bank.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

	Aspect	1	2	3	4	5
11.1	Through training I have gained useful work skills and attributes necessary for performance of my work in the Bank.					
11.2	Training has helped me to achieve my career goals					
11.3	Through training my job productivity has improved					
11.4	Training has imparted necessary work ethics and morals highly needed in the execution of my duties					
11.5	Through training my inter-personal skills have sharpened enabling greater impact in performance of my job and career growth					
11.6	My career choices have expanded through training enabling me greater chances of growing my career					
11.7	Through training I have developed confidence and morale leading to greater success in my career					

	advancement					
11.8	Training has enabled learning new technological advancements necessary for career growth					
11.9	I can undertake greater job responsibilities due to training in the Bank					
11.10	Training has enabled me to multitask jobs					

PART VI: TRAINING FOR OPTIMAL CAREER DEVELOPMENT

Indicate to what extent you agree with the following statements about the nature of training needed for optimal career development.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

	Aspect	1	2	3	4	5
11.1	Induction training was the most useful training to my career of all trainings I have attended in the Bank					

11.2	Management development trainings have been most key in the growth of my career in the Bank					
11.3	On-the-job training offers most impact to career development than all other kinds of training activities I have attended in the Bank					
11.4	Off-shore trainings away from the office have no impact to career growth					
11.5	Leadership training has helped me most in growing my career					
11.6	Training for technical skills is the most effective training in advancing career prospects of employees in the Bank					
11.7	Planned trainings have more impact to development of staff careers than unplanned training					

PART VII: ORGANIZATIONAL CHARACTERISTICS

In your own observation, does the Bank support the training function? If yes, in what way?

.....
.....

Do you think the top management of the Bank recognizes the need for training of employees and in what way?

Do you think the resources allocated to training function are adequate? Please tick your answer. Yes () or No ().

What strategies has the Bank put in place to ensure that employees undergo quality training?

.....
.....
.....

APPENDIX TWO: KEY INFORMANT INTERVIEW QUESTIONS

This document contains key informant interview and is designed to collect data from Equity Bank Kenya Limited which will be analyzed to establish the effect of training on career development of employees. The data will be used for academic purposes only and will be treated with strict confidence.

I am conducting the research and will interview you based on your long experience and knowledge of the Bank.

Your answers will be very valuable to this research. This interview should last 20 minutes. Do you have any questions or concerns before we begin?

PART I: GENERAL INFORMATION

Tell me about yourself:

What is the name of your department?

How long have you worked in the Bank?

What position do you hold?

What does your current job entail?

Have you worked in any other department in the Bank?

PART II: HOW TRAINING RELATES TO CAREER DEVELOPMENT

1. Tell me about training methods in the Bank

2. Have you attended trainings and what was their nature?

3. Do other employees in the Bank willingly participate in training activities? ...

PART III: CONTRIBUTION OF TRAINING TO CAREER DEVELOPMENT

4. What is the role of training in respect to promotions in the Bank?

PART IV: TRAINING AND CAREER STAGES

5. Can you identify particular times when training is needed and how it is important in career stages?

PART V: ROLE OF TRAINING IN CAREER DEVELOPMENT

6. What has training done to you in terms of developing your career in the Bank?

PART VI: HOW TRAINING RELATES TO OPTIMAL CAREER DEVELOPMENT

7. What sort of training had most effect in the development of your career and why?

PART VII: ORGANIZATIONAL FACTORS

8. Please tell me about the support the Bank offers to the training activities. To what extent does the Bank support training and development of skills in its employees?

9. Are there training needs assessment processes in the Bank? Which ones if any?

10. Does the Bank assist individual employees in planning for their careers? And how does it ensure trained employees are retained?

11. Do skills gained in training lead to assignment of greater job roles in the Bank?
12. Is improved performance resulting from training rewarded in the bank, and how?
13. Do you think the organizational structure of the Bank supports development of careers of employees?
14. What recommendations would you suggest to improve training activities in the Bank?

Thank you