

**EMPLOYEE PERCEPTION OF THE EFFECTIVENESS OF IN HOUSE
TRAINING PROGRAMS AT KCB BANK**

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**A Research project submitted in partial fulfillment of the requirements for the
Degree of a Master of Business Administration (MBA), School of Business,
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DECLARATION

Student's Declaration

I declare that this research project is my original work and has never been submitted for award of a degree in any other University. No part of this project can be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the author and/ or University of Nairobi.

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Supervisor's Declaration

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DEDICATION

To my motivation in pursuing my studies at the University of Nairobi, my wife Norah, daughter Jade and all those who supported me in the completion of this project. I hope readers will find this work useful, enjoyable and valuable resource.

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ABBREVIATIONS

AE	-	Active Experimentation
CE	-	Concrete Experience
HR	-	Human Resource
ICT	-	Information Communication Technology
KCB	-	Kenya Commercial Bank
OJT	-	On-the-Job-Training
RO	-	Reflective Observation
SPSS	-	Statistical Package for the Social Sciences
T&D	-	Training and Development

TABLE OF CONTENTS

Content	Page
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABBREVIATIONS	v
LIST OF TABLES	x
LIST OF FIGURES	xiii
ABSTARCT	xvi
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study	1
1.1.1 Concept of Perception	2
1.1.2 In-house training programs	2
1.1.3 Kenya Commercial Bank	3
1.2 Research Problem	5
1.3 Research Objectives	7
1.4 Value of the study	7
CHAPTER TWO: LITERATURE REVIEW	8
2.0 Introduction	8
2.1 Theoretical Foundation of the Study.....	8
2.1.1 Learning Theory	8
2.1.2 Human Capital Theory	9
2.2 In-house Training Structure	10
2.3 Effective Training Programs.....	13
2.4 Benefits of In-House Training	14
CHAPTER THREE: METHODOLOGY	16
3.1 Introduction.....	16
3.2 Research Design.....	16
3.3 Study population	16
3. 4 Sample design	16
3.5 Data collection Instruments	17
3.6 Data analysis and presentation.....	17
3.7 Pilot Testing.....	17
CHAPTER FOUR:DATA ANALYSIS AND PRESENTATION OF RESULTS.....	18

4.1 Introduction.....	18
4.2 Response Rate.....	18
4.3: Demographic and general information	18
4.3.1 Age	18
4.3.2 Gender orientation.....	19
4.3.3 Educational / professional background	20
4.3.4: Employment Status	21
4.3.5: Wealth of experience in KCB.	22
4.4: The structure of in-house programme.....	23
4.4.1: Identifying Objectives for in-house training.....	23
4.4.2: Specific sequences of training	24
4.4.3: Appropriateness of choices learning methods	25
4.4.4: conduciveness of location Chosen.....	26
4.4.5: Tightness of a Choice of training programme	27
4.4.6: Involvement of employees in Drawing up of the training programs	28
4.4.7: Employee participate in Orientation training.....	29
4.4.8: Employee attendance of in-house training sitting to each other	30
4.4.9: Attending Mentoring programme	31
4.4.10: Attending training via Secondment	32
4.4.11: Attending training on specific projects.....	33
4.4.12: Attending training through Conference/teleconferencing/seminar.....	34
4.4.13: Attending training through a self-guided reading and/ or degree courses	35
4.4.14: Attending training through an apprenticeship	36
4.4.15: Attending training through Job instruction.....	37
4.4.16: Attending training via simulations.....	38
4.4.17: Training enhances understanding of the vision, mission and objectives of KCB	40
4.5: Perception of In-House Training programs:	41
4.5.1: Training has improved my understanding of the vision, mission and objectives	41
4.5.2: Training improves employee mind set.....	42
4.5.3: Training improves employee Performance.....	43
4.5.4: Training enhance skills in Sales, marketing, loyalty, communication and integrity	44
4.5.5: Job rotation enables employee to gain knowledge on other units or departments	47
4.5.6: In-house training enables employees to gain insight in Mentoring skills.....	48
4.5.7: In-house training enables employees to do better in e-learning courses	49
4.5.8: In-house training enables employees to know the whole organization through orientation	50

4.5.9: In-house training enables employees to cope with changes in technology	51
4.5.10: In-house training enables employees to be motivated at work and I have come to appreciate my work.....	52
4.5.11: In-house training enables employees to post positive results at work	53
4.5.12: Managers actively involve employee in selecting training courses.....	54
4.5.13: Managers allows free flow of ideas and innovations ability from the individuals	55
4.5.14: Relevance of in-house training programme to the mission and objectives of KCB.....	56
4.5.15: Training enables employees to be highly productive at work place.....	57
4.5.16: In-house training improves employee quality of work.....	58
4.5.17: There is a reduced period for training when it is being systematically ordered	59
4.5.18: In-house training has reduced cost of service provision.....	60
4.5.19: In-house training has eliminated job discrepancies/inconsistencies and rates of accidents	61
4.5.20: In-house training has improved morale as well as job satisfaction	62
4.5.21: In-house training enables employees to adapt to the changing technology....	63
4.5.22: In-house training helps employees to relate well with colleagues and customers at work.....	64
4.5.23: Training enables employees to organize and improve work environment	65
4.5.24: Relevance of training to employee career development and other development opportunities.....	66
4.5.25: KCB communication of its vision, mission and values	67
4.5.26: Employee reaction of on the positivity of in-house training	68
4.5.27: Execution of the objectives of the learning by the instructors that employees can say learning took place	69
4.5.28: There has been observable change in attitude, knowledge and skills in employees	70
4.5.29: Employee responses on improved performance owing to attending in-house training.....	71
4.5.30: Availability of methods used to evaluate in-house training at KCB	72
4.5.31: Timing of training evaluation	74
4.5.32: The thoughts of employees on instruments for evaluating effectiveness of training.....	75
4.5.33: Overall satisfaction of employees with the evaluation of in-house training at KCB.....	76
4.5.34: Employees responses on their preparation for test evaluations for in-house training.....	77

4.5.35: Employees responses on the adequacy of evaluation forms fill-up for evaluations of the effectiveness of in-house training.....	78
4.5.36: Employees understanding on how their performance on the job is evaluated	79
CHAPTER FIVE:SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.	82
5.1 Introduction.....	82
5.2 Summary of findings.....	82
5.3 Conclusions.....	85
5.4 Recommendations.....	86
5.5 Suggestions for further research	86
REFERENCES.....	87
APPENDICES	89
APPENDIX 1: QUESTIONNAIRE	91
APPENDIX III: RESEARCH WORK PLAN	96
APPENDIX IV: RESEARCH BUDGET	97

LIST OF TABLES

Table 3.1: Target population and sample of the population	16
Table 1: Age.....	18
Table 2: Gender orientation	19
Table 3: Educational / professional background.....	20
Table 4: Employment Status.....	21
Table: 5: Period of experience in KCB.....	22
Table 6: Objectives for in-house training	23
Table 7: Specific sequences of training	24
Table 8: Appropriate learning methods	25
Table 9: Choosing conducive location of training.....	26
Table: 10: Tightness of a Choice of training programme	27
Table 11: Employees Involvement in Drawing up of the training programs	28
Table 12: Orientation training.....	29
Table 13: Employee attending in-house training sitting to each other	30
Table 14: Attending Mentoring programme	31
Table 15: Training via Secondment.....	32
Table 16: Training on specific projects	33
Table 17: Attending training through Conference/teleconferencing/seminar	34
Table 18: Self-guided reading and/ or degree courses training	35
Table 4.19: Apprenticeship training	36
Table 4.20: Job instruction training	37
Table 21: Attending training via simulations.....	38
Table 22: Attending/undergoing training through Coaching.....	39

Table 23: Employee understanding of the vision, mission and objectives	40
Table 24: Improved understanding of the vision, mission and objectives.....	41
Table 25: Training improves employee mind set	42
Table 26: Training improves employee Performance.....	43
Table 27: Benefits of training in enhancing skills in Sales, marketing, loyalty, communication and integrity in KCB	45
Table 28: Benefits of in-house training in improving employee team spirit and interaction	46
Table 29: Benefits of job rotation to employee in gaining knowledge on other units or departments	47
Table 30: Benefits of in-house training to employees in gaining insight in Mentoring skills	48
Table 31: In-house training enables employees to do better in e-learning courses	49
Table 32: In-house training enables employees to know the whole organization through orientation	50
Table 33: In-house training enables employees to cope with changes in technology	51
Table 34: In-house training enables employees to be motivated at work and I have come to appreciate my work.....	52
Table 35: Benefits of in-house training to employees in posting positive results	53
Table 36: Managers involvement of employee in selecting training courses.....	54
Table 37: Managers allows free flow of ideas and innovations ability from the individuals	55
Table 38: Relevance of in-house training programme to the mission and objectives of KCB	56
Table 39: Training accrue benefits in improving employee productivity at work place ..	57
Table 40: In-house training improves employee quality of work.....	58
Table 41: Training duration is reduced when it is being systematically ordered	59

Table 42: In-house training reduces cost of service provision	60
Table 43: In-house training eliminates job discrepancies/inconsistencies and rates of accidents.....	61
Table 44: In-house training improves employee morale as well as job satisfaction	62
Table 45: In-house training enables employees to adapt to the changing technology.....	63
Table 46: In-house training helps employees to relate well at work	64
Table 47: Training enables employees to organize and improve work environment.....	65
Table 48: Relevance of training to employee career development opportunities.....	66
Table 49: Communication of Bank`s vision, mission and values.....	67
Table 50: Reaction of employee on the positivity of in-house training.....	68
Table 51: Effective execution of the objectives of learning by the instructors	69
Table 52: Training accrue change in attitude, knowledge and skills in employees.....	70
Table 53: in-house training ensures improved performance in KCB	71
Table 54: Availability of methods used to evaluate in-house training at KCB	72
Table 55: Methods used to evaluate in-house training are satisfactory	73
Table: 56: Timing of training evaluation	74
Table 57: Employees responses on instruments for evaluating training effectiveness.....	75
Table 58: Employee overall satisfaction on the evaluation of in-house training.....	76
Table 59: Employee preparation for test evaluations for in-house training.....	77
Table 60: Employees responses on the adequacy of evaluation forms fill-up for evaluations of the effectiveness of in-house training.....	78
Table 61: Employee understanding on how their performance is evaluated	79

LIST OF FIGURES

Fig. 1: Age	19
Fig. 2: Gender Orientation	20
Fig: 3 Educational / professional background	21
Fig: 4: Employment Status.....	22
Fig. 5: Period of experience in KCB.....	23
Fig. 6: Objectives for in-house training	24
Fig. 7: Specific sequences of training	25
Fig 8: Appropriate learning methods	26
Fig 9: Choosing conducive location of training.....	27
Fig: 10: Tightness of a Choice of training programme.....	28
Fig 11: Employees Involvement in Drawing up of the training programs	29
Fig. 12: Orientation training	30
Fig. 13: Employee attending in-house training sitting to each other	31
Fig. 14: Mentoring programme.....	32
Fig. 15: Training via Secondment.....	33
Fig. 16: Training on specific projects	34
Fig. 17: Training through Conference/teleconferencing/seminar	35
Fig. 18: Self-guided reading and/ or degree courses training	36
Fig. 19: Training through an apprenticeship.....	37
Fig. 20: Job instruction training	38
Fig. 21: Simulations training.....	39
Fig. 22: Employee training through Coaching.....	40
Fig. 23: Employee understanding of the vision, mission and objectives.....	41
Fig. 24: Improved understanding of the vision, mission and objectives	42

Fig. 25: Benefits of training improving employee mind set	43
Fig. 26: Benefits of training in improving employee Performance	44
Fig. 27: Benefits of training in enhancing skills in Sales, marketing, loyalty, communication and integrity in KCB	45
Fig. 28: Benefits of in-house training improving employee team spirit and interaction ..	46
Fig. 29: Benefits of job rotation to employee in gaining knowledge on other units or departments	47
Fig. 30: Benefits of in-house training to employees in gaining insight in Mentoring skills	48
Figure 31: In-house training enables employees to do better in e-learning courses	49
Fig. 32: In-house training enables employees to know the whole organization through orientation.....	50
Fig. 33: Benefits of in-house training to employees in coping up with changes in technology	51
Fig. 34: Benefits of in-house training in motivating employees to appreciate their work	52
Fig. 35: Benefits of in-house training to employees in posting positive results	53
Fig. 36: Managers involvement of employee in selecting training courses.....	54
Fig. 37: Managers allows free flow of ideas and innovations ability from the individuals	55
Fig. 38: Relevance of in-house training programme to the mission and objectives of KCB	56
Fig. 39: Training accrue benefits in improving employee productivity at work place.....	57
Fig. 40: In-house training improves employee quality of work.....	58
Fig 41: Training duration is reduced when it is being systematically ordered	59
Fig. 42: In-house training reduces the cost of service provision	60
Fig. 43: in-house training has eliminated job discrepancies/ inconsistencies and rates of accidents	61

Fig.44: in-house training improves of employee morale as well as job satisfaction	62
Fig. 45: Benefits of in-house training to employees in adapt to the changing technology	63
Fig. 46: In-house training helps employees to relate well at work	64
Fig. 47: Training enables employees to organize and improve work environment.....	65
Fig.48: Relevance of training to employee career development opportunities	66
Fig. 49: Communication of bank`s vision, mission and values	67
Fig. 50: Reaction of employee on the positivity of in-house training	68
Fig. 51: Effective execution of the objectives of learning by the instructors	69
Fig. 52: Training accrue change in attitude, knowledge and skills in employees	70
Fig. 53: in-house training ensures improved performance in KCB	71
Fig. 54: Availability of methods used to evaluate in-house training at KCB.....	73
Fig. 55: Methods used to evaluate in-house training are satisfactory.....	74
Fig: 56: Timing of training evaluation.....	75
Fig. 57: Employees responses on instruments for evaluating training effectiveness	76
Fig. 58: Employee overall satisfaction on the evaluation of in-house training	77
Fig. 59: Employee preparation for test evaluations for in-house training	78
Fig. 60: Employees responses on the adequacy of evaluation forms fill-up for evaluations of the effectiveness of in-house training.....	79
Fig. 61: Employee understanding on how their job performance is evaluated.....	80

ABSTARCT

This project examines the perception of employees on in-house training programs at KCB. The objective of study was to establish the effectiveness of In-House Training Programs at KCB. The study used questions to serve as guideline to establish the effectiveness of In-House Training Programs at KCB whose summary is indicated in the study. However, the secondary information was used as a rationale to develop the study where issues on in-house training were reviewed on implications employee performance in facilitating business operations. Consequently, the Target population was 1400 employees sampled randomly - 200 selected from 3 categories of employee namely; Managers, Permanent employees (Clerks) and Contract employees. A stratified random sampling technique was used to pick the employees. Closed questionnaire were used to collect data. The respondents were given 3 weeks to answer the questions in the questionnaires. The analysis of the data was to verify the relationship between data collected and the topic of study whose basis was the findings from the responses recorded. The data were classified and coded appropriately, summarized and tabulated to assist in drawing inferences, conclusions and recommendations. They were presented in quantitative form using frequency table, pie charts and percentages. The study established that the evaluations forms fill-up ware adequate for the evaluation of the effectiveness of in-house training. This benefit was demonstrated by the ability of employees in identifying the objectives of in-house training that seeks to bolster the levels of performance in the Bank. In addition, the study also established that a design of Specific sequences of training is made available to employees to enable them to prepare adequately in the event they are nominated for the in-house training. Further, the study indicates that the choices of the methods of learning are appropriate to satisfy the bank`s in-house training needs. The study notes that the instruments for evaluating the effectiveness of training are used in other purposes other than the training at KCB. This is done by the use of evaluations forms fill-up that are adequate for the evaluation of the effectiveness of in-house training, In view of this, the study recommends that the bank should strive to develop employee capacity to enable them to identify the objectives of in-house training thereby understand its vision, mission and objectives. The study also recommends that the location selected for the training should be conducive for learning and the bank should consider various methods of training to be used to deliver in-house training. This can be done in line with developing a clear communication policy to communicate its vision, mission and values.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Organizations need to take cognizance to the fact that for them to become competitive in the industry, they need to deeply reflect on their employee performance in the light of skills, qualities, beliefs, values and assumptions and by becoming aware of how those underpin their actions and by recognizing which are positive and which may be negative. As such they will be able to take stock of what needs to change to what extent are their employees' relationships with others. The major portion of training done in industry concerns itself with the rank and file; therefore most of the personnel of an organization fall in this category (Nzuve & Singh, 1992). The effective operations of any enterprise or system require that the individual involved learn to perform the functions of their current job at satisfactory level of proficiency. Thus an organization needs to provide opportunities for the capabilities for other jobs (Nzuve & Singh, 1992). The common techniques used to meet training needs are orientation training, on the job training, vestibule training, job method training, job or shop training, apprenticeship training part and whole training.

The study leaned on two theories, that is, learning theory and human capital theory. In the first approach, the learning theory saw the two competing but similar view of several scholars; those who view learning from a behaviorist and the psychologist perspective. Kolb et al. (1984) took a critical look at the process by which learning can be achieved and observed in his learning cycle that there are two dimensions to learning concrete/abstract (involvement/detachment) and active /reflective (actor/observer). He stated that learning is an integrated cognitive and effective process moving in a cyclical manner from concrete experience (CE) through reflective observation (RO) and abstract conceptualization (AC) to active experimentation(AE) and so on (Kolb,1983). Nertherimer (1980-1943) came up with perceptive model. He was interested with the subject of perception by stating that learning is a matter of assembling ones world into meaningful patterns rather than connecting separate elements. The view on perception was captured as the whole is greater than the sum of its parts. Human capital theory was

first propagated by Schultz (1961) which states that human capital consider all human abilities to be either innate or acquired. He insisted that with HR capital, sustainable competitive advantage is attained when the firm has a HR pool that cannot be imitated or substituted by its rivals (Armstrong, 2005).

1.1.1 Concept of Perception

Perception is the process by which an individual select, organize, and interpret information he or she receive from the environment (Sheth & Mittal, 2006). Bartlett (2001) states that perceived access of training enables employees to feel free to obtain training opportunities which enhances awareness, skills and ability needed for the existing job as well as reducing organizational bottlenecks for employees to participate in training. Perception creates for each individual a unique picture of the world. To achieve these, perception uses all the sensory inputs of sight, hearing, taste, touch, smell, and feelings (Demler, 1960). People select, analyze, and interpret sensory stimuli. The process of perception tend to be influenced by many factors like expectations, wants, background, experiences, values, beliefs , interest, attitude, general views, and incentives.

Social perception plays a vital role in interviewing and in employment situations since it attempts to explain how one person perceive another in terms of perceived profile, perceived context, attribution ,stereotyping, halo-effect, and perceptual barriers (Betts, 2000). Human knowledge forms diverse realities and truths given that minds are able to contemplate to what environment expose them to. According to Price et al., (2005) training programs are deemed effective if perceived as useful and available to employees who need them. Robinson (2006) states that we use perceptual filters to identify or ignore sensory data. These perception filters can be external or internal where attention is drawn to stimuli that either bright or internally where perceptual process is influenced by past learning experiences.

1.1.2In-house training programs

Training refers to improving competencies needed today or very soon and development refers to improving competencies over the long term (Jackson & Schuler, 2009).

Learning is a process underpinned by a belief in individual: a way of learning for our actions, and what happens to us, and around us, by taking time to question, understand and reflect, to gain insight and consider how to act in future (Weinstein, 2009). Learning and development process within the organization which results in the capacity for change performance which can be related to experience rather than maturation (Ribeaux & Poppleton, 1978). Honey (1998) states that learning is the central issue for the 21st Century. Organizations view training as categorized broadly as off-the-job location and on-the-job location; where off-the-job location takes the form of ; lectures, class room instruction, programmed instruction, group discussions, case –study analysis, simulation exercises. While on-the-job location embodies job instructions, learning from experienced workmates, coaching, delegation, second-meant, special project (Cole, 2002).

Tsui & Gomez-Mejia (2008) postulate that companies rely on in-house programs because they can be tied directly to business needs, easily evaluated using company matrix, and can get senior level management involved. Organization have invested heavily in training and development and have built institutes within their premises for learning with high tech classrooms, residential for out of town employees, presentation halls, and entertainment places set aside. Wide range of courses and programs tailored for in-house training has been directly linked to business strategies. These courses include coaching, risk management, apprenticeship etc. The in-house trainings have been believed to provide immediate benefits to the company since participants provide solution to issues faced by the company. Evaluation has been proven to determine the success of the program. Employee survey on the other hand has been relied to measure quality and relevance of the programs. All the in-house trainings are provided with emphasis placed on the theory and application.

1.1.3 Kenya Commercial Bank

KCB, East Africa's oldest and largest commercial bank stated its operations in Zanzibar as a branch of National Bank of India in 1896. In 1904 the bank extended its operations to Nairobi, which had become the headquarters of the expanding railway line to Uganda.

In 1970 the Government of Kenya acquired majority shareholding and changed the name to Kenya Commercial Bank. In 1997 to 2012 the bank resolved to spread its operations to various markets in the region starting with Tanzania, South Sudan, Uganda, Rwanda and Burundi. According to KCB policy statement on training the emphasis is on the all employees of the KCB group with the aim of delivering capacity to achieve Banks vision, mission and strategy with keen focus on organization needs and individual needs (<http://kcbworldweb.kcbad.com>).

HR Learning & Development is responsible for executing the entire training process, needs assessment, development and/or outsourcing of training programs, including content, delivering of training programs and evaluation of effectiveness of training. Researches and recommends a complement of internal and external learning programs that align with the organizations business objectives and employee needs. Lead the design, development, implementation and maintenance of a skills inventory to assist in human resource planning and identification of learning needs.

A number of training and development techniques are employed in KCB to acquaint employees with the requisite self-directed, work-based, proficiencies and knowledge and adaptive capacities which enables the Bank employees' to gain competitive advantage. The training and development techniques decreed by KCB include: on-the -job training , job rotation, e-learning, coaching & mentoring, job shadowing, exchange program, short-term special assignments, job-instruction-training, group training program, talent pool, conferencing and seminars, critical role, apprenticeship, international training program, and global competencies. Learning and development in KCB is funded through an annual approved budget under HRM function (<https://academy.kcbgroup.com>).

The effectiveness of in-house training program at KCB is achieved by evaluation of the employees who identify a deficit in knowledge in the course of his duties. The learner request a course or training online or through his supervisor and ones approved by HR the individual proceeds to do the e-learning or pursue the course off his unit , in another department .evaluation is achieved through test and observation by instructors . A

certificate is issued to those who meet the pass mark. The learners are also issued with a structured survey to fill which will inform the HR on what needs to be included in the course. The feedback goes a long way to building a big HR knowledge base for future tailored courses (<https://academy.kcbgroup.com>)

1.2 Research Problem

In-house training programs occur when trainees are placed on a regular job and taught the skills necessary to perform them. The trainee learns under the guidance and supervision of the supervisor or an instructor. The trainee learns by observing and handling the job; therefore it has come to be known as learning by doing. Several methods have been employed to provide in-house training such as coaching, job rotation, mentoring, self-development, e-learning, training manuals and demonstrations (Gupta, 2011).

According to IntraHealth (2002) effective training programs can be achieved by taking deeper cognizance of well-set short and long term goals that involve all learners in order to foster their sense of belonging. Again the company should assess learners, the work and job task in the light of educational background, work experience, and job responsibilities. Additionally, effective programs should embody well set standards of performance in terms of what to do and the results expected for satisfactory job as well as developed training objective that are based on essential skills for each job. Relevant and applicable current knowledge coupled with a good choice of appropriate trainer with well-grounded combination of skills and experiences that match the knowledge gaps of learners will foster effective training programs. The need to spur performance of employees in order to compete effectively in the banking industry has forced human resource managers to take a systemic approach of employee training needs arising from the requirement of newcomers, shortfall in employee performance, organizational change, and individuals expressed needs. Although other measures have mushroomed in the recent times, training is among the key measures KCB use as its strongest weapon in its armory to attract and retain competent staff. A number of in-house training programs have been embraced in KCB which include Orientation training-normally undertaken by KCB to new employees who are taken through a thorough step by step in house training

in an off the working environment at a designated KCB leadership training Centre at Karen with a view to have them align to the organization procedures, policies, products, culture and norms etc. Job Rotation exposes an employee to different areas and teams of work in order to build well roundedness of experience, skills, competencies and exposure to the Bank. The bank considers training through job rotation a reason that brings to fore the up skilling of staff in preparedness of utilizing insufficient resources.

In-house training at KCB focuses on topics which include Business strategy, communication, managerial economics, social responsibilities, organization behavior, and problem solving. It is worth noting that in-house training affords KCB many benefits which include increased productivity by staff, improved quality of work, enhanced skills and knowledge, they gain high understanding & positive attitude towards change, it has helped optimize utilization of scarce resources, staff tend to gain some sense of self-worth and dignity as well as improved wellbeing.

A number of studies have been carried out by several researchers about employee perception on training; Kuiru (2011) did a study on employee perception on training at UNICEF Kenya country office and the findings were that 68.5% of respondents had not attended training for 5 years, an indication that supervisors were not supporting them to access training. Jelita (2011) studied perception of employees on the relationship between training and employees performance: a survey of the ministry of Agriculture Headquarters and found that training enabled employees to reduce work related accidents in organizations. Ituu (2010) did a study on strategic human resource training and development practice for cooperative Bank of Kenya and found that the bank did not use apprenticeship as training practice nor did it use role modeling. Musili (2010) did a study on perceived effectiveness of training and development on performance of In-flight attendance in Kenya Airways limit and found out that there was a believe that it was because of training that they were able to adjust well to the changing technological changes happening within Kenya Airways. Riungu (2014) studied Relationship between training and development and competitive advantage in the micro-finance industry and found out that T&D among employees lead to increased job satisfaction and

competitiveness, the researcher also found that T&D lead to increased performance and productivity because organization had clarity of goals, policies for assessing and measuring results.

Drawing from the above researchers therefore, it is evident that the a gap exist and the researcher is tasked with closing by taking an in-depth understanding on employee perception of the effectiveness of in-house training programs at Kenya Commercial Bank. The researcher in his quest to fill up the knowledge gap attempts to answer the research question; what is the perception of employees on in-house training programs at KCB?

1.3 Research Objective

The objective of the study was to establish the effectiveness of In-House Training Programs at KCB.

1.4 Value of the study

The study informs the KCB management on the exact value addition of In-House training of employees and how it has influenced their performance therefore acting as a tool for changing training approaches to more robust ones and offering good feedback that management would use to add more modules on training. The policy makers find this work handy given that the In-house training findings may be incorporated in formulating guidelines for training. This will act as a bench mark from which policies may be built. They can easily point out gaps in policy and find corrective actions. Academics and scholars find this piece of work of great input since it acts as a foundation for them to carry out the further studies. As such it boosts the creation among scholars to find it a reference point hence furthering In-house training knowledge base.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter focuses on the review of existing knowledge on the effectiveness of in-house training programs to enhance employee performance. It provides a rationale for the study and it is done by reviewing primary and secondary literature, including presentation of the conceptual framework to depict the relationship between the independent and depended variables and the Kenya Commercial bank profile. This information was sourced from journals, Seminar papers, Newspapers and manuscripts and were appropriate to the research questions and objectives.

2.1 Theoretical Foundation of the Study

Learning is the central issue for the 21st century (Honey, 1998). The new ways of working are demanding not just extensive training in new task skills, but new ways of thinking about work, and relating with one another. Individuals needs to challenge traditional ways of thinking and working, think and work outside the box of traditional job description, and work without prior experience, clear guidelines or close supervision be flexible, prepare to change, undertake new task or move to a different organization (Ian et al., 2004). Theories tend to be adapted and integrated observations into complex but logical sound theories: they think problem through in a vertical disparate facts into coherent theories (foot &cook, 2008). In order to gain insight into the study, the research will lean on the two theories of learning theory and human capital theories. It is no doubt that psychologist have been deeply interested on how individuals learn and as such may have come up with theory to try and shed light into how people come to learn. Learning is a common theme underpinning concept of training (Robin, 2006).

2.1.1 Learning Theory

Learning is a complex process of acquiring knowledge, understanding, skills and values in order to adapt to the environment in which we live (Cole, 2011). Cognitive theory of learning lead by Max Weitheimer (1880-1943) and a group of psychologist were interested in the subject of perception. In this regard how human beings and animals see

their world. They demonstrated that learning is a matter of assembling one's world into meaningful patterns rather than just making connections between separate elements. Weitheimer perception was encapsulated in the statement that the whole is greater than the sum of its part. He conducted a classic experiment in which he showed his subjects three dots on a sheet of paper and asked them what they could see and the response was a triangle. He later concluded that shapes and patterns were more perceived than individual parts.

According to Robinson (2006) cognitive learning theory has significance for organization HR strategy and practice. Models of training, learning and development are informed by a view of learning as a series of stage incorporating motivation insight, information processing, understanding memory and emotion. Stewart (2002) asserts that cognitive theory provides a theoretical foundation for culture change programs whereby organization defines the type of behavior employees are expected to demonstrate.

2.1.2 Human Capital Theory

A shortage of skilled people can act as a limiting factor on individual organizations and on the economy as a whole. It is the interest of any country to minimize its human resource by investing in the skills of its workforce (Price, 2007). Human capital concept suggests that economic growth, employment levels and the availability of skilled workforce are interrelated. Schultz (1961) originated the concept of human resource capital by stating that acquired wealth of nations derives from the acquired abilities of people in terms of their education, experience, skills and health. Armstrong (2012) defined human capital as consisting of intellectual, social and organizational capital. Youdt (2000) states that organizational capital is the institutionalized knowledge stored in databases, manuals etc. human capital helps in determining the impact of people on the business and their contribution to shareholders value. It can be a good predictor of gaps in knowledge that exist among employees given that it offers a platform where seamless human activities that occur in an organization. It is seen in the light of a unifying concept that links four major people management activities-resources, assessment, development and reward. It can be said therefore that from an individual view point the matter of

training is a delicate balance where young employees have a likelihood of pursuing higher learning with an anticipation of a benefit of better pay in the future unlike old employees.

2.2 In-house Training Structure

Stern & Sommerlad (1999) refers to in-house training as the internal operation of an organization, and activities which are carried out by internal staff and employees. They noted that it is a process of teaching work-related skills, or knowledge, to employees with the aim of increasing their effectiveness and efficiency in service delivery. Therefore, when we talk about in house training we are referring to the facilitation of learning for employees led by the company itself. Frequently, in-house training involves the development of training materials, courses, assessment and supervision. In House Training does not have to take place within the physical premises of the organization and can take place at a training Centre, hotel or conference facility.

Armstrong (2006) postulates that a training program consists of three parts: pre-training phase, the training and post-training phase. This program is logically structured into the following phases. Structure of in-house training stipulates the various activities involved in in-house training. It gives a clear outline on how planned training will be conducted. A good structure begins after the needs analysis has been done and the task that follows include sorting training priorities , drawing up initial plan, costing and submission of plan for approval by senior management. The training plan spells out the key areas for training which are: number of training required, duration of the training programs (time tabling), and the cost to be incurred (Cole, 2006).

Armstrong (2006) provides that one of the major benefits of in-house training is the flexibility it offers organizations seeking to implement bespoke training, which will address its specific business' needs. Armstrong (2006) notes further that the design of companies in- House Training depends on a range of factors including; organizational size, number of trainees, number of trainers, facilities available, and desired outcomes of the training.

Effective design of an in-house Training program for organizations embodies needs Assessment. Stewart & Tansley (2002) states that in order to successfully design an In House Training program, an organization should first need to carry out a Training Needs Assessment. It argues that some important questions are to be considered such as; does your company need a one-off or regular training program, and what key issues would this training aim to improve?

According to Beard and Holden (1994), the design of the in-house training materials can take many forms, including; presentations, seminars, workshops, regular assessment, exams, and so on. It asserts that to design a successful in-house training program the company needs to decide what it will include in a toolkit, what resources it needs to develop this toolkit, and who will oversee this process?. Beard and Holden (1994) further argues that the Company should strive to validate the in-house training before rolling it out on a large scale, or to new employees. It notes that this can be done by the use current employees as a focus group, or use a small number of new employees in a pilot program. Beard and Holden (1994) also notes that the Company should evaluate the strengths and weaknesses of the new in-house training program with a small group which will help to make any necessary changes to the program at this initial stage. This it argues is followed by training the trainers to equip the resources persons with the necessary skills to effectively deliver the in-house Training. Beard and Holden (1994) observes that this might require prior training from in-house HR managers.

Beard and Holden (1994) Postulates that when carrying out the Training Needs Analysis, the Organization needs to structure in-house training program. This it notes will vary depending on what type of training to be delivered, and how much time and resources are available. Beard and Holden (1994) argues that Considerations for structuring an in-house program include: Time:-Realistically how much time does the Organization to train your employees? Does the organization need them to be ready to start work within a given time frame like one week, or is it aiming for long-term development? It notes that if the Organization has a short period of time available, it should consider a more intense and compact training course. Resources:-Does the available resources the Organization

have fit with the type of training it wants to deliver? The organization has to consider what kind of budget it needs to deliver the training, how many staff will be involved, and whether it needs to gather specific resources before training can begin (Beard & Holden, 1994).

Beard and Holden (1994) further argues that the Organization should consider what kind of space it needs, whether it will be a class room or computer suite, or even an open space. Are there restrictions on where it can deliver its training that will make certain planned activities difficult or even impossible? It also notes that the number of people to be trained has to be considered. This it observes whether the organization needs to structure in multiple training sessions to accommodate larger numbers with multiple trainers. Beard and Holden (1994) also notes that the Company should observe the extent to which the style of training may restrict the numbers? Trainers:-Once the organization have identified who will be delivering the in-house Training, it can be a helpful exercise to consult with the trainers about the training structure itself. It is worth noting that experienced trainers are able to offer key insights into how best to structure the desired learning outcomes for a program observes (Beard & Holden, 1994).

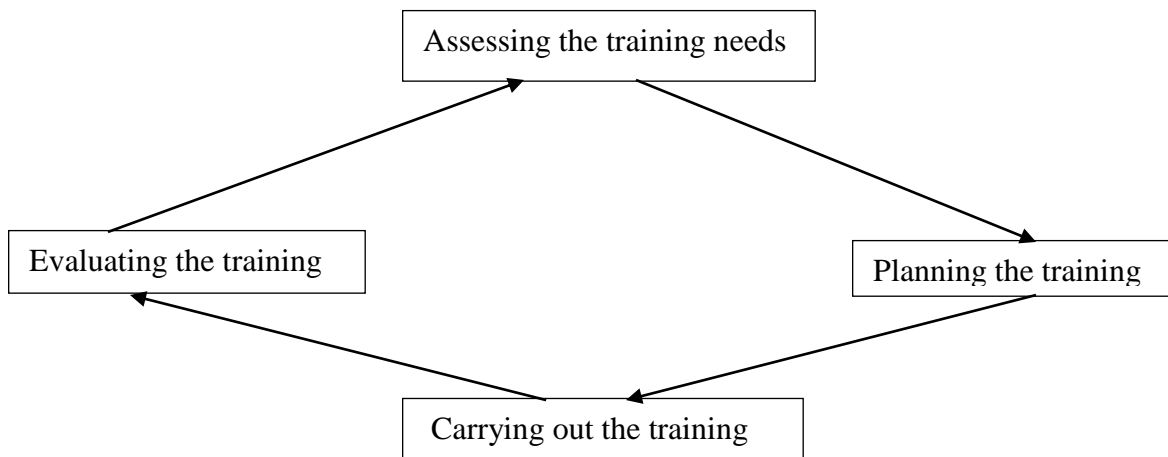
Beard and Holden (1994) argues that Organizations may choose not to deliver an in house training course itself. In this case, it may well engage an external training company to deliver a training course on-site where a training consultant may be in contact to understand its needs and propose an in house training solution, Beard and Holden (1994) observes that a Generic, tailored and customized courses in-house. Customized and tailored training allows organization flexibility in relation to content, structure and length of each course. Organization's culture can also be integrated into the course to increase effectiveness of learning.

Generic Training: This is where off-the-shelf training courses are provided. It delivers a seminar or course exclusively to employees at a location and time of choice. And the generic training provides a good option if organizations have a number of employees who are attending the seminar or course. Customized Training: This is where customized

course to a specific requirements or interests. Customized training can often be a more effective alternative to other training options and has the added advantage of meeting the specific issues and needs of organization (Beard & Holden, 1994).

2.3 Effective Training Programs

Effectiveness of training programs can be best understood by following the training cycle. The systematic training cycle was developed to help organization move away from ad hoc non evaluated training to and replace it with orderly sequence of training activities (Torrington & Taylor, 2005).



Source: Buckley and Caple (2004), p.25

The effectiveness of the training programs therefore follows the four stages of the training cycle which begins with the assessment of the training need-most companies undertake training on the basis of need to rectify skill deficiency, prepare employee for role (Jackson et al., 2009). Learning needs may be identified by an individual, organization or in partnership (Torrington and Taylor, 2008). Organizations have in many cases analyzed needs by matching individual competencies with the requirements of the job profile.

Planning the training stage occurs when a gap is identified from the needs analysis from where the learning objectives are developed. Planning and design is a systematic statement of training intentions and means by which they are to be achieved and measured. It may embrace the whole organization or part of it (Cole, 2011). This stage encompasses program aims, target group, target number, contents, evaluation methods, cost and training staff.

Once the planning and design has been done then the courses, whether on the on the job or off the job training can commence. Training methods is a means of communicating information, ideas, attitude and feeling to learner (Cole, 2011). The disadvantages that come with in-house training can be minimized by combining with off the job training i.e. apprenticeship, internship, and assistantship (Jackson at al., 2009).

Evaluation which is the last stage of the training cycle is where the effectiveness of training experience is tested. While it is easy to evaluate a formal off the job course , in-house training often occurs in an informal setting , usually subjective and open to interpretation (Holden, 1991). Evaluation can be conducted by reviewing the objectives to establish whether they have been met (Nzuve, 2010). Evaluation methods include Questionnaire, test or exam, projects, structured exercise, case studies, interviews of trainees, observation, participation and discussion and appraisal of the trainees (Ian et al., 2004). Although there is no single best method, a combination of the methods can yield a desired outcome to assess how behavior and performance have changed (Torrington & Taylor, 2008).

2.4 Benefits of In-House Training

Training allow better use to be made of HR, by giving employees a feeling of mastery over their work and of recognition by management which in turn increases their job satisfaction (Graham & Bennett , 1998). High productivity:–the trend is that employee tends to enjoy an improved level of performance at work place. This is boosted especially where trainees incline towards performing better by using better methods of work. Better quality of work: - in an informal training, the best methods are normally standardized and

taught to employees. Less learning period: - when employees embrace a systematic training program it is possible that this will go a long way in helping out in reducing time and cost involved in learning (Graham & Bennett, 1998). Organization overall cost reduction:-most often than not, trained employees make use of materials and machinery. Where reduction of wastage coupled with an equal amount of spoilage and together with increased productivity minimizes operational cost per unit. Reduced Supervision:-well trained employees tend to be self-reliant and motivated. Low accident rate:-they adapt to the right work methods and use the prescribed safety devices. High Morale: proper and continuous training can develop a positive attitude among employees. Job satisfaction and morale are improved due to rise in earning and job security. Personal growth:-training enhances knowledge and skills of participant (Graham & Bennett, 1998). Therefore well trained personnel can grow faster in career and prevent obsolescence of skills. Organizational climate-training tend to be boost industrial relation and discipline (Gupta, 1996).

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This section discusses the research design, target population, sampling design, data collection instruments and processing, analysis and presentation of data.

3.2 Research Design

Research design is the allocation of the perceivable limited or scarce resources by identifying crucial choices in methodology (Cooper & Schindler, 2007). The researcher employed a descriptive survey research design. Sekaran (1992) states that descriptive design is used where there is need to describe the characteristics of variables in a situation.

3.3 Study population

The target population were employees at the KCB head office totaling 1400.

3.4 Sample design

The study employed stratified random sampling technique where 15% of employees from each category of Managers, Clerks, and contract employees were selected for the study. This selection was done to conform to Kothari (2000) which states that a representative sample is one that is at least 10% of the entire population

Table 3.1: Target population and sample of the population

Category of population	Target population	Percentage 15%	Sample size
Managers	300	15%	40
Permanent employees (Clerks)	900	15%	140
Contract employees	200	15%	20
Total	1400	15%	200

3.5 Data collection Instruments

Emory (1985) states that the quality of research depends on the data collection procedure. The study will employ secondary data and primary data collection methods with the aid of a well-structured questionnaire to be filled by respondents. The questionnaire consists of open and closed ended questions which were divided into three main parts. Part A forms the demographic. Part B covers the structure of in-house training and Part C captures issues of Perception of In-house training programs. The questionnaires were administered through a drop and pick hard copies method. Secondary data was collected from HR department on in house training programs from 2009-2015. This data was procured from the employee files and HR shared folder /portal from which feedback of employees was analyzed. Cover letters accompanied the questionnaires to assure the respondents of the objective of the study and the confidentiality of their information.

3.6 Data analysis and presentation

Sigh (2007) states that data analysis is the study of the tabulated materials in order to determine facts or meaning. In this study, the data was analyzed using descriptive statistics such as percentages and frequencies which assisted the researcher in establishing inherent patterns and trends which are vital in understanding and interpreting the implications of the findings. The data was presented in form of tables and pie charts.

3.7 Pilot Testing

Pilot testing is a small scale preliminary study conducted in order to evaluate feasibility, time, cost, adverse events, and effect size (statistical variability) in an attempt to predict an appropriate sample size and improve upon the study design prior to performance of a full-scale research project. The researcher conducted a pilot test in ICT department in the bank with a sample size of 10 respondents to test the reliability of the study. The researcher sought to gauge whether the respondents are capable of understanding the research instrument and also to determine the possible barriers that may be encountered during the research work and determine how to mitigate them.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter analyses, presents and discusses the results from the data collected. The data presented include; background of the respondents in respect of their demographic and general information. It analyses various elements on the structure and the general perception of in-house training.

The data was appropriately classified, summarized and tabulated based on the questionnaires collected in order to assist the study to draw inference, conclusions and recommendations.

4.2 Response Rate

The target population of this study was two hundred employees. However, out of the 200 questionnaires distributed, 191 questionnaires were filled up and returned. This therefore means the response rate was 95.5% of the total distributed questionnaires. The data was accordingly analyzed based on 191 collected questionnaires as shown in Table 1 below.

4.3 Demographic and general information

4.3.1 Age

The table and pie chart below present information about Age of the respondents.

Table 1. Age

Age	Frequency (F)	Percentage (%)
18-29	79	41
30-39	76	40
40-49	22	11
>50	11	6
No Responses	3	2
Total	191	100

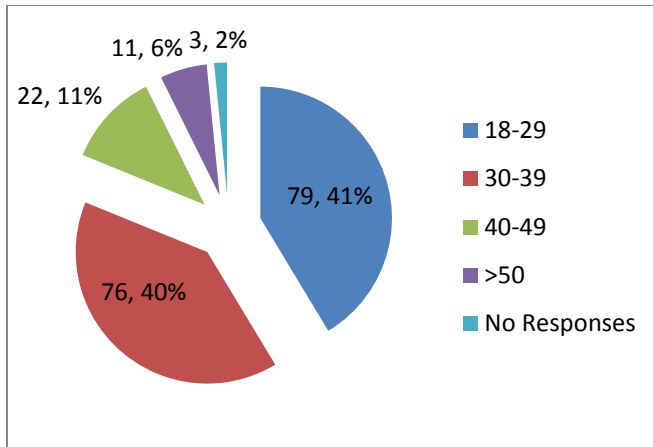


Fig 1. Age

From the table and pie chart above, 41% of the respondents fall in the 18-29 years age bracket, while those aged between years 30-39 are represented by 40% of the population. However, 11% of the respondents lie between 40-49 years and 6% are aged over 50 years. There were 2% of the respondents who did not respond. This means that majority of the workers fall between.

4.3.2 Gender orientation

The table and pie chart below present information on employees' gender orientation.

Table 2. Gender orientation

Responses	Frequency (f)	Percentage (%)
Male	141	74
Female	47	25
No Response	3	1
Total	191	100

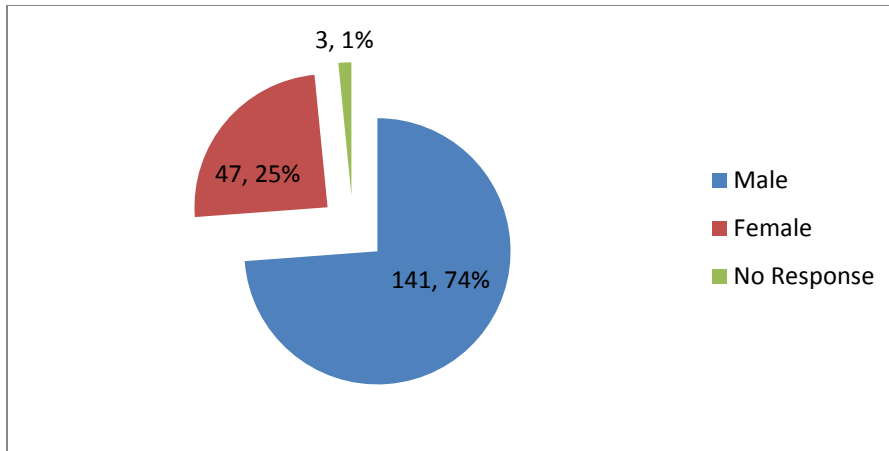


Fig 2. Gender Orientation

From the table and pie chart above, 74% of the respondents were males and 25% were females. This conforms with Kenya's national statistics census of year 2009 which indicated that the banking job market is male dominated.

4.3.3 Educational / professional background

The table and pie chart below present information on the level of education of KCB employees under the study.

Table 3. Educational / professional background

Level of education	Frequency	Percentage (%)
Secondary certificate	31	16
College diploma	47	25
University degree	60	31
Post graduate	41	21
Professional qualification	9	5
No Responses	3	2
Total	191	100

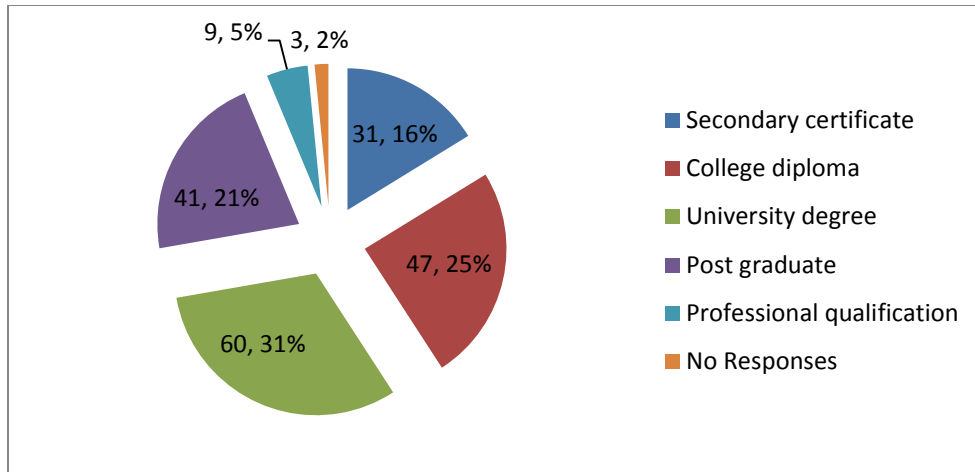


Fig 3 Educational / professional background

From the table and pie chart above, the study implies that most employees shown by 60% of the population have University degrees, While 47 % of the respondents had College Diploma. It can be concluded that the Bank recruit qualified personnel to carry out its functions as exhibited by majority having diplomas and above.

4.3.4 Employment Status

The table and pie chart below present information on the employment status of employees within the Bank

Table 4 Employment Status

Responses	Frequency (F)	Percentage (%)
Contract employee	57	30%
Permanent employee	100	52%
Management	23	12%
No Response	11	6%
Total	191	100

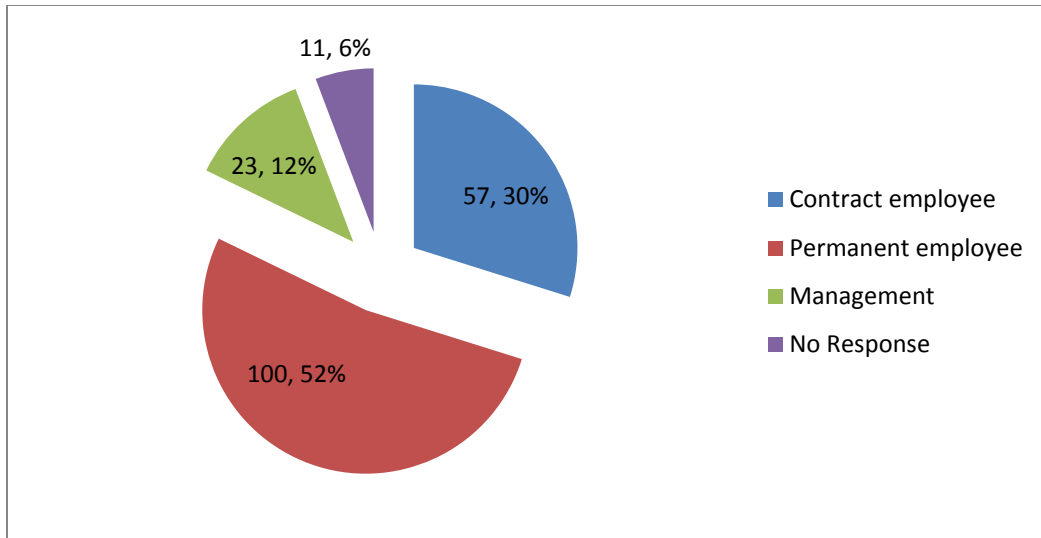


Fig 4. Employment Status

The findings above indicates that majority of the workers represented by 52% of the population are permanent employees. This seems to suggest that the bank designs its training program on the account these employees` needs.

4.3.5 Wealth of experience in KCB.

The table and pie chart below present information on the wealth of experience of employees in the Bank.

Table 5 Period of experience in KCB.

Responses	Frequency (F)	Percentage (%)
0-1Yrs	52	27
1-5Yrs	66	35
5-10Yrs	46	24
>10Yrs	23	12
No Response	4	2
Total	191	100

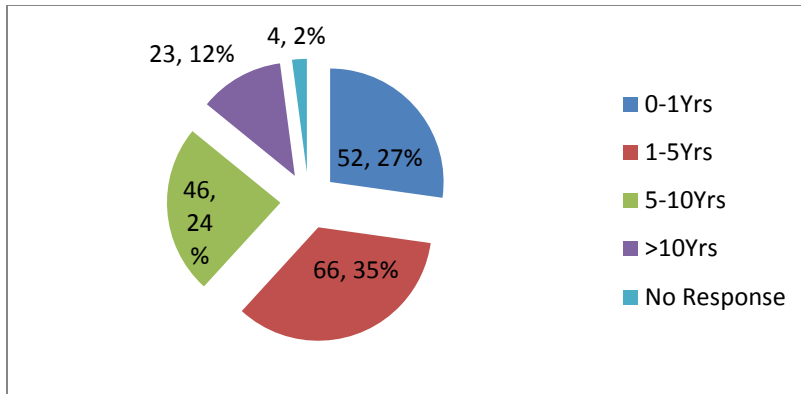


Fig 5 Period of experience in KCB.

The period of interaction of employees with their respective roles within the Bank was essential to the researcher. This was necessary to determine the effectiveness and relevance of the in-house training. The pie chart above shows that 66% of the respondents had 1– 5 years’ experience with the Bank stands to be the majority, followed by 52% of those with 0-1 year experience. The findings herein emerges that most respondents had 1-5 years of experience in the bank and therefore provides the management with information that will enable it to design a suitable training programme for these groups of employees.

4.4 The structure of in-house programme

4.4.1 Identifying Objectives for in-house training

The table and pie chart below present information on the ability of employees to identify the objectives of in-house training.

Table 6. Objectives for in-house training

Responses	Frequency (F)	Percentage (%)
Yes	180	94
No	9	5
No Response	2	1
Total	191	100

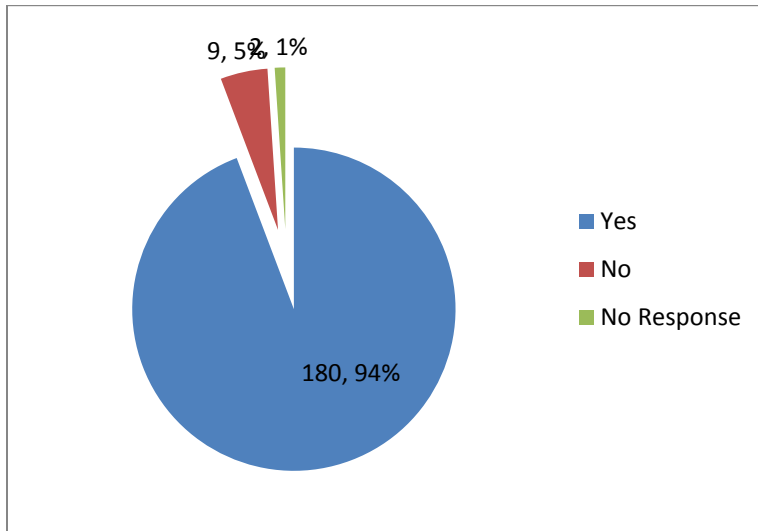


Fig 6. Objectives for in-house training

In the table and pie chart above, the study sought to establish whether employees are able to identify objectives of in-house training. The outcome showed that 94% of the population are were able to identify the in-house training objectives while a paltry 5% of the population indicate they are able to identify the in-house training objectives. This is a pointer that demonstrates the benefits accruing from in-house training and aims at bolstering the levels of performance in the Bank.

4.4.2 Specific sequences of training

The table and pie chart below present information on design of Specific sequences of training available to employees.

Table 7 Specific sequences of training

Responses	Frequency (f)	Percentage (%)
Yes	168	88
No	20	10
No Response	3	2
Total	191	100

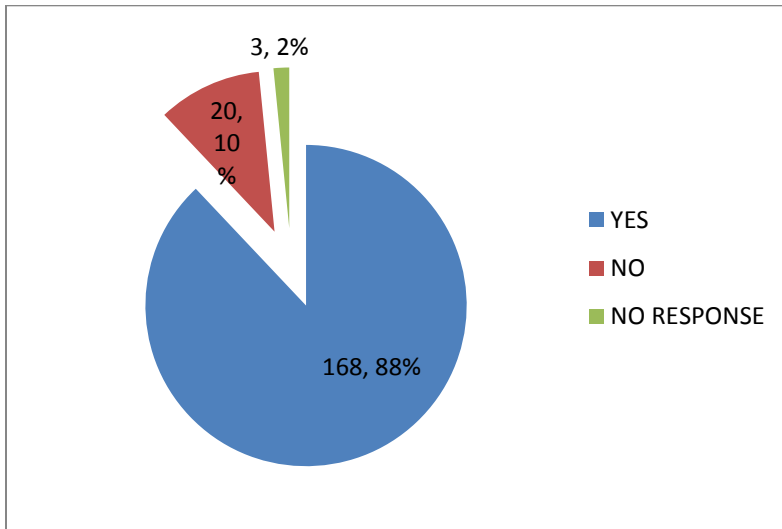


Fig 7. Specific sequences of training

The study in the table and pie chart above endeavored to establish whether a design of Specific sequences of training is made available to employees in KCB. The results indicate that 88 % answer to the affirmative, while 11% were of the contrary opinion. This therefore the bank avails design of specified sequence of training to its employees.

4.4.3 Appropriateness of choices learning methods

The table and pie chart below present information on the appropriateness of learning methods.

Table 8. Appropriate learning methods

Responses	Frequency (F)	Percentage (%)
Yes	177	93
No	11	6
No Response	3	1
Total	191	100

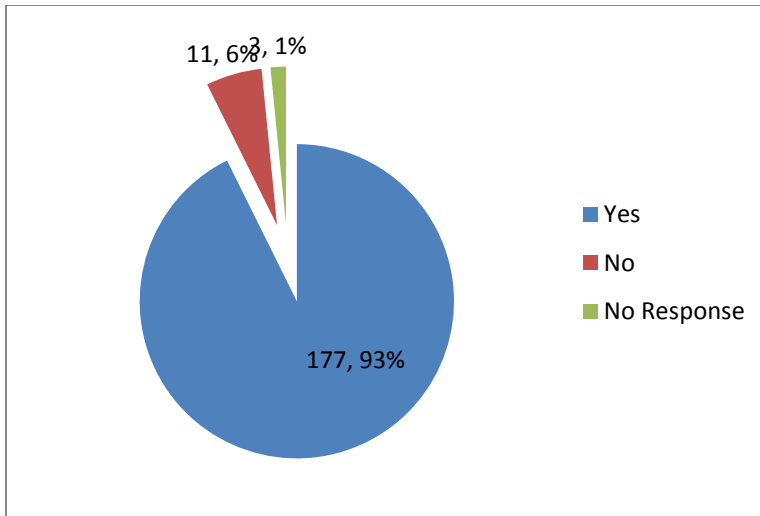


Fig 8. Appropriate learning methods

The study in exhibit above sought to establish whether the choices of the methods of learning are appropriate to satisfy the banks in-house training needs. The response shows that 93% of the population agrees that the choices are appropriate while 6% indicate that the choices are no appropriate, this suggests that the designs appropriate training choices for its employees.

4.4.4 Conduciveness of location Chosen

The table and pie below present's information on conduciveness of the location chosen for the in house training.

Table 9. Choosing conducive location of training

Responses	Frequency (F)	Percentage (%)
Yes	168	88
No	20	10
No Response	3	2
Total	191	100

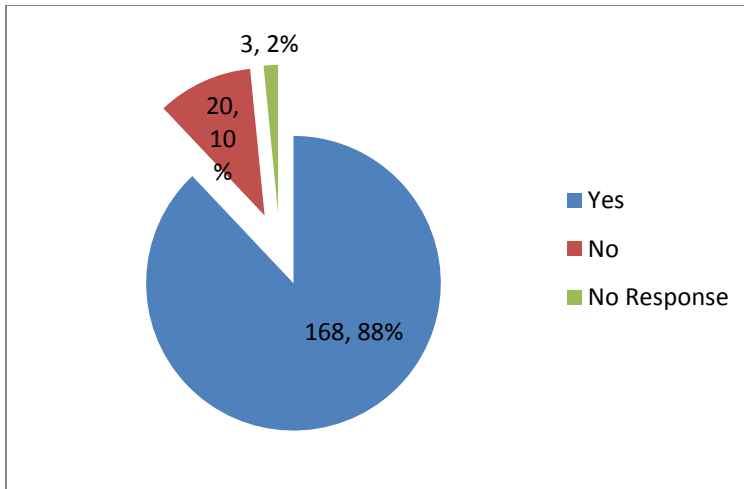


Fig 9. Choosing conducive location of training

From the table and pie chart above, it can be deduced that majority of the respondents 88% agree that the location selected for the training is conducive for learning where as 10% disagrees. It can therefore be concluded that by virtue of these majority the location chosen for the training is conducive.

4.4.5 Tightness of a Choice of training programme

The following table and pie chart presents information on tightness of the Choice of in-training programme.

Table 10. Tightness of a Choice of training programme

Responses	Frequency (F)	Percentage (%)
Yes	100	52
No	85	45
No Response	6	3
Total	191	100

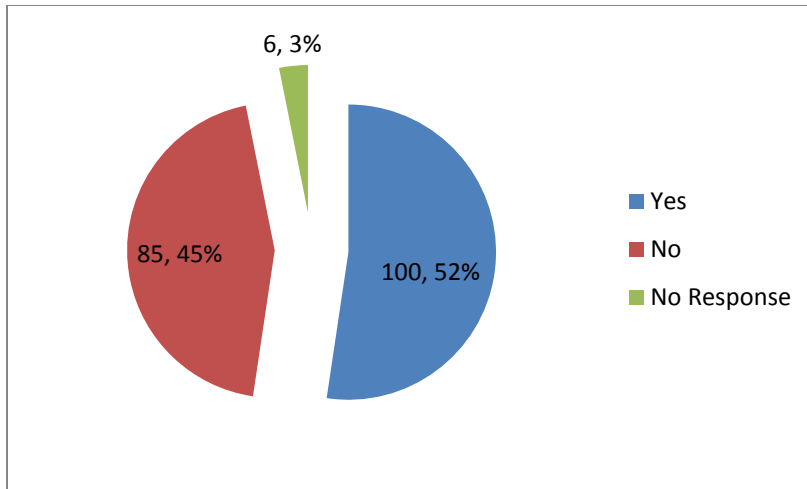


Fig 10 Tightness of a Choice of training programme

The study in the table and pie chart sought to establish the flexibility of in-house training to employees in terms of tightness. The findings indicate that 52% of total respondents agree while 45% disagrees with this. However, 3% of the respondents were indifferent. It can therefore be concluded that the training is somewhat tight to the employees.

4.4.6 Involvement of employees in Drawing up of the training programs

The table and pie chart below present information on the involvement of employees in Drawing up of the training programs.

Table 11. Employees Involvement in Drawing up of the training programs

Responses	Frequency (F)	Percentage (%)
Yes	88	46
No	97	51
No Response	6	3
Total	191	100

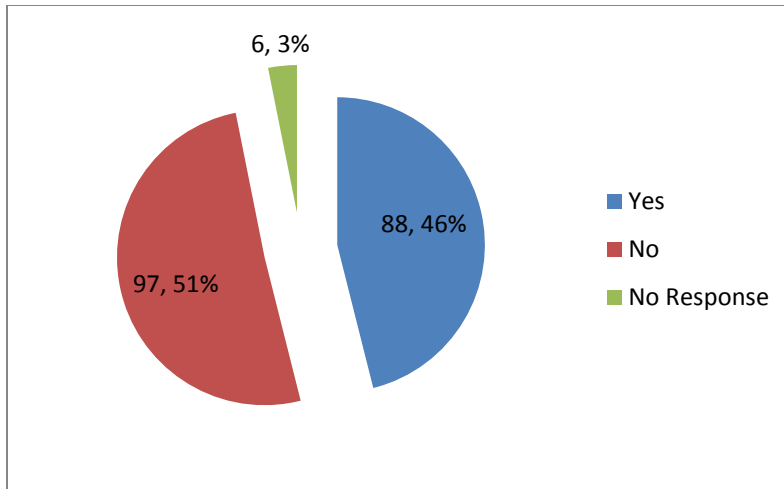


Fig 11. Employees Involvement in Drawing up of the training programs

The response presented by the employees point out to the fact that majority of them (51%) are not involved in the drawing of the training programme whereas 46% of the respondents are involved. This can be concluded that slightly half of employees are involved in the design of the training programme.

4.4.7 Employee participate in Orientation training

The table and pie chart below present information on employee participation in a training programme.

Table 12. Orientation training

Responses	Frequency (F)	Percentage (%)
Yes	162	85
No	26	14
No Response	3	1
Total	191	100

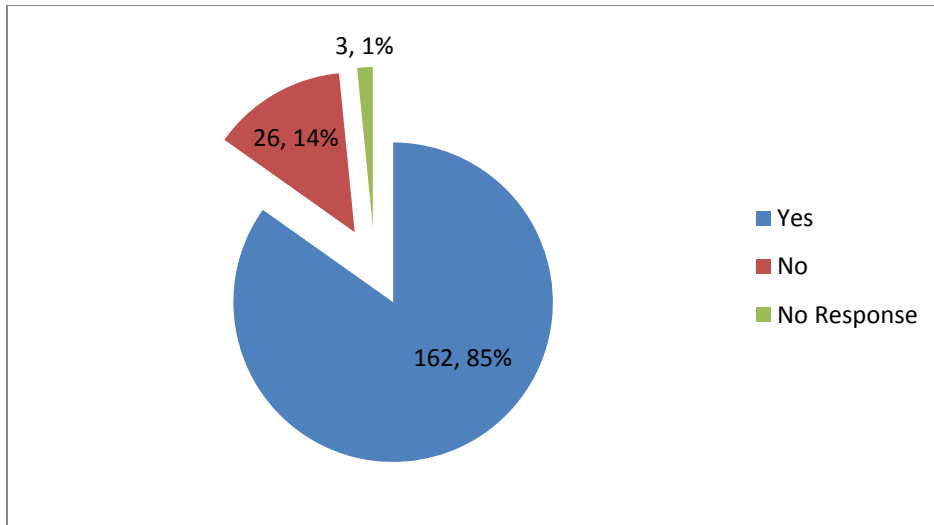


Fig 12. Orientation training

The table tabulates the responses on the account of their attendance of training by virtue of orientation. It is clear that majority of the employees 85% undergo orientation while Only14% did not under orientation training. This can be concluded that the bank exposes its workers to orientation training.

4.4.8 Employee attendance of in-house training sitting to each other

The table and pie chart below present information on participation of employees in-house training sitting next to Nellie

Table 13. Employee attending in-house training sitting to each other

Responses	Frequency (F)	Percentage (%)
Yes	108	56
No	74	39
No Response	9	5
Total	191	100

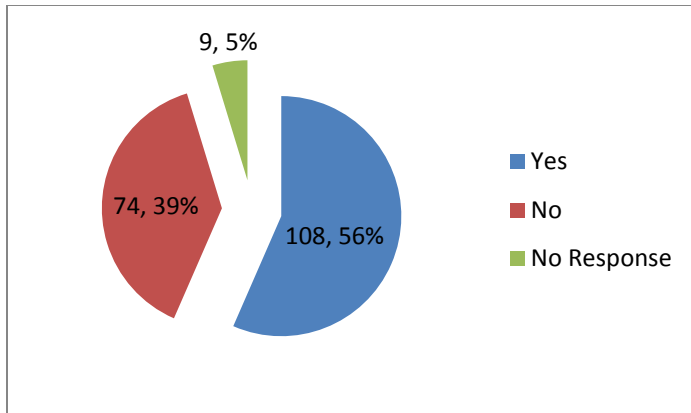


Fig 13. Employee attending in-house training sitting to each other

The study above indicates that respondents attend to in-house training setting next to Nellie. This is manifested by their numerical strength of 56% who answered to the affirmative whereas, 39% responded in their contrary.

4.4.9 Attending Mentoring programme

The table and pie chart below presents information attendance of mentoring programme.

Table 14. Attending Mentoring programme

Responses	Frequency (F)	Percentage (%)
Yes	137	72
No	51	27
No Response	3	1
Total	191	100

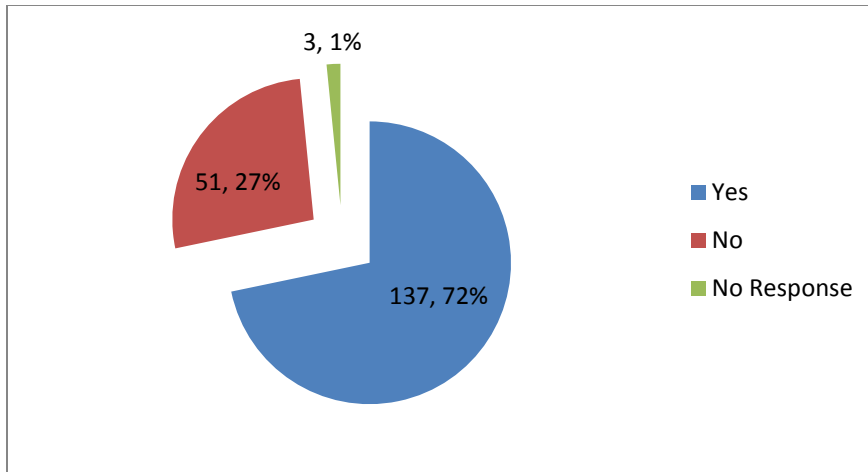


Fig 14. Mentoring programme

From the table and pie chart above, 72% of the respondents indicate that they have undergone mentoring programme. However, 27% of the respondents indicate that they have not attended to a mentoring programme. This means that majority of the workers have undergone a mentoring programme.

4.4.10 Attending training via Secondment

The table and pie chart below present information on employee attendance to a training programme through secondment/ shadowing.

Table 15. Training via Secondment

Responses	Frequency (F)	Percentage (%)
Yes	123	64
No	65	34
No Response	3	2
Total	191	100

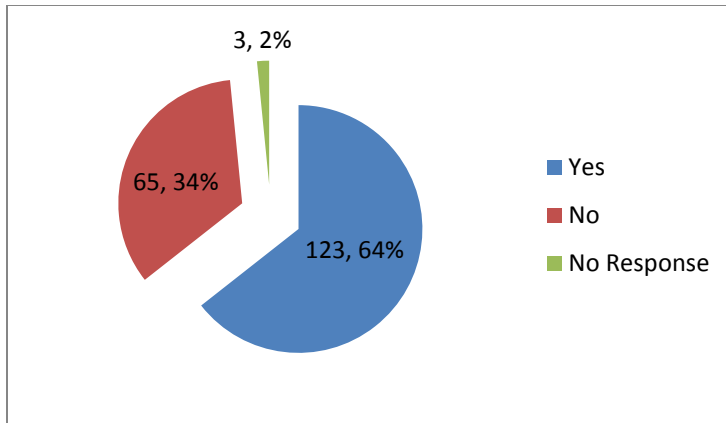


Fig 15. Training via Secondment

The study sought to find out whether employees have attended in-house training through Secondment/ shadowing. From the table, 64% of the respondents indicate that they have undergone Secondment/ shadowing. However, on the other hand, 34% of the respondents indicate that they have not attended to the programme. This means that majority of the workers have undergone a Secondment/ shadowing.

4.4.11 Attending training on specific projects

The table and pie chart below presents information employee attendance of training on specific projects.

Table 16: Training on specific projects

Responses	Frequency (F)	Percentage (%)
Yes	154	81
No	29	15
No Response	8	4
Total	191	100

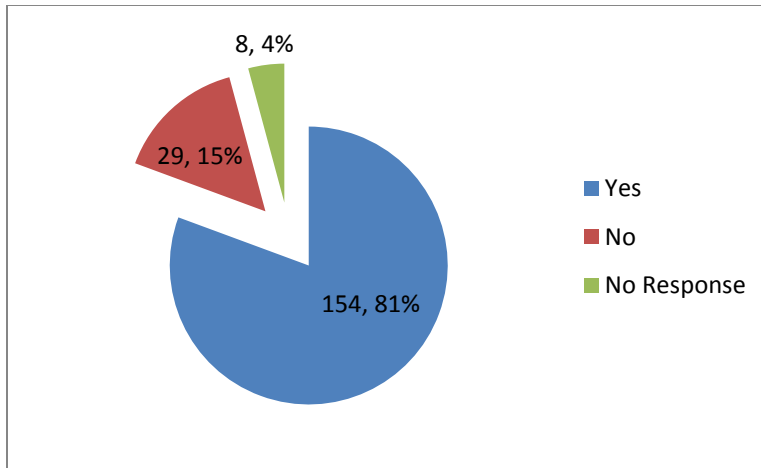


Fig 16. Training on specific projects

The study sought to find out whether employees have attended in-house training through Secondment/ shadowing. From the table, 64% of the respondents indicate that they have undergone Secondment/ shadowing. However, on the other hand, 34% of the respondents indicate that they have not attended to the programme. This means that majority of the workers have undergone a Secondment/ shadowing

4.4.12 Attending training through Conference/teleconferencing/seminar

The table and pie chart below present information on employee attendance of training through conference/ teleconferencing/seminar

Table 17. Attending training through Conference/teleconferencing/seminar

Responses	Frequency (F)	Percentage (%)
Yes	140	73
No	48	25
No Response	3	2
Total	191	100

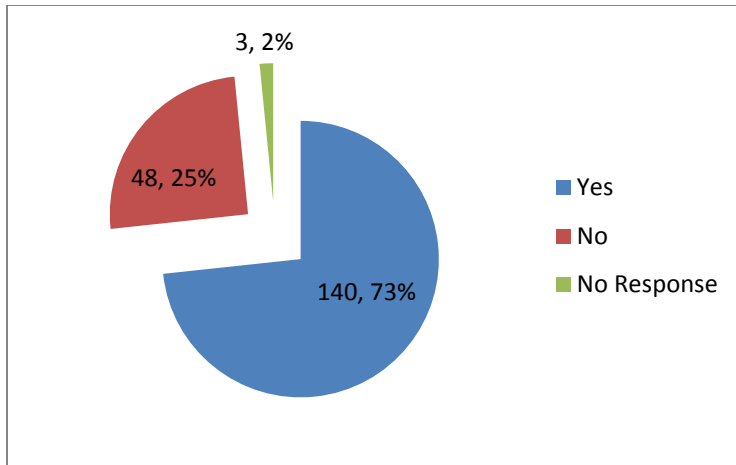


Fig 17. Training through Conference/teleconferencing/seminar

The study sought to find out whether employees have attended in-house training through conference/ teleconferencing/seminar. From the table, 73% of the respondents indicate that they have undergone conference/ teleconferencing/seminar. However, on the other hand, 25% of the respondents indicate that they have not attended to the programme. This means that majority of the workers have undergone training through a conference/ teleconferencing/seminar.

4.4.13 Attending training through a self-guided reading and/ or degree courses

The table and pie chart below present information on attendance of employees through a self-guided reading and/ or degree courses.

Table 18. Self-guided reading and/ or degree courses training

Responses	Frequency (F)	Percentage (%)
Yes	160	84
No	28	15
No Response	3	1
Total	191	100

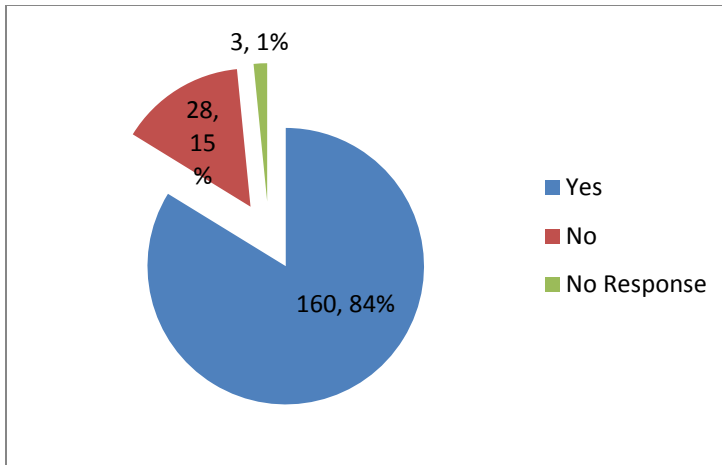


Fig 18. Self-guided reading and/ or degree courses training

The study above indicates that respondents attend to in-house training through Self-guided reading and/ or degree courses. This is manifested by 84% of the population who answer to the affirmative whereas, 15% responded to their contrary only 1% of the employee did not respond to the questionnaire.

4.4.14 Attending training through an apprenticeship

The table and pie chart below present information on attendance of training through an apprenticeship training.

Table 19. Apprenticeship training

Responses	Frequency (F)	Percentage (%)
Yes	137	72
No	51	27
No Response	3	1
Total	191	100

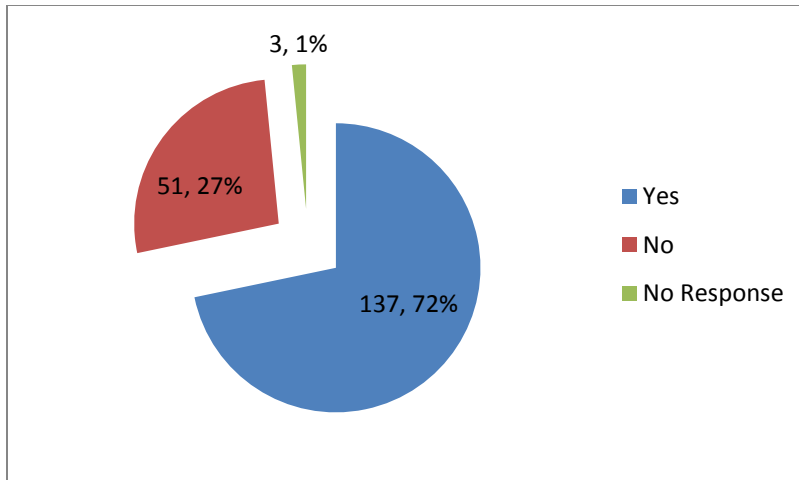


Fig 19. Training through an apprenticeship

From table and the pie chart above, the study sought to establish whether employees attend in-house training via apprenticeship. The responses indicate that 72% of the population have undergone through this programme, while only 27% answer to the contrary. However, 1% of the respondents did not respond to the questionnaire. This means that employees attend training via apprenticeship.

4.4.15 Attending training through Job instruction

The table and pie chart below present information on attendance of training through Job instruction.

Table 20. Job instruction training

Responses	Frequency (F)	Percentage (%)
Yes	165	86
No	23	12
No Response	3	2
Total	191	100

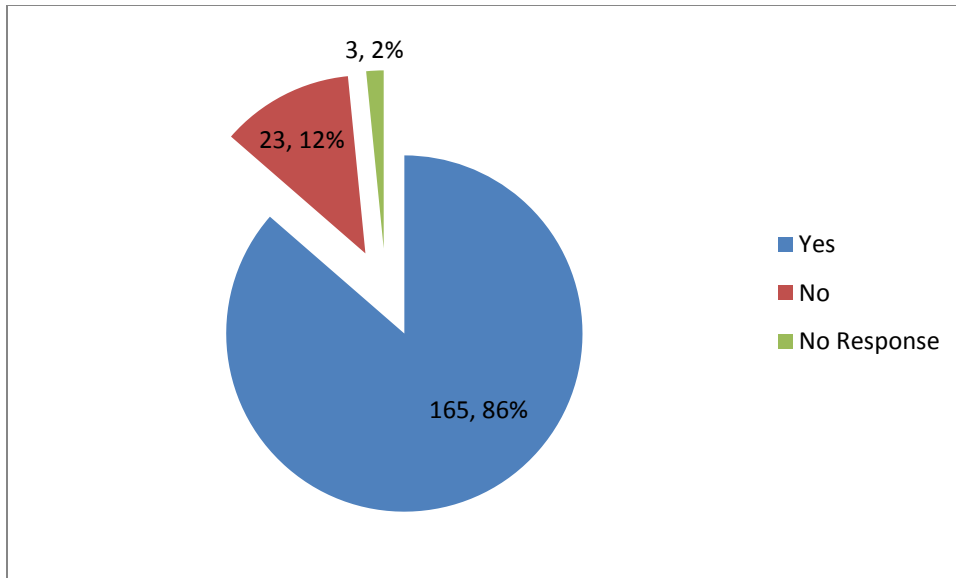


Fig 20. Job instruction training

From the table and pie chart above, the study sought to establish whether employees attend training via Job instruction. The responses indicate that 86% of the population have undergone through this programme, while only 12% answer to the contrary. However, 2% of the respondents did not respond to the questionnaire. This means that the employee attend training via Job instruction.

4.4.16 Attending training via simulations

The table and pie chart below present information on training attendance by employees through simulations.

Table 21. Attending training via simulations

Responses	Frequency (F)	Percentage (%)
Yes	131	69
No	57	30
No Response	3	1
Total	191	100

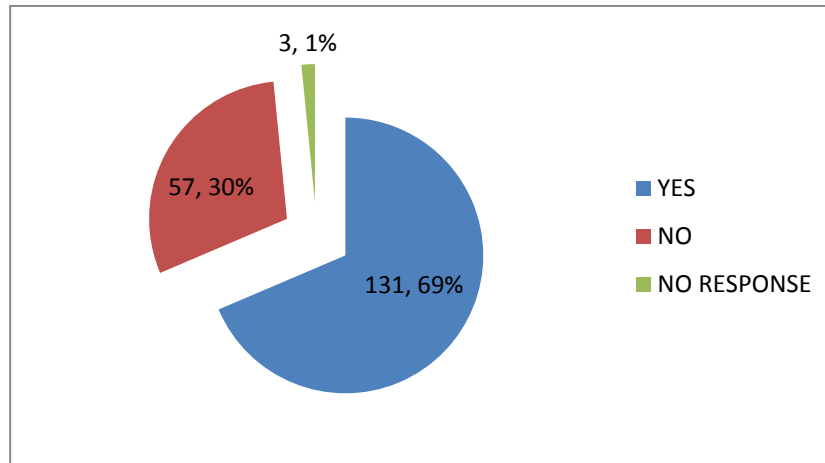


Fig 21. Simulations training

From the table and pie chart above, the study sought to establish whether employees attend training through simulations. The responses indicate that 69% of the population have undergone through this programme, while 30% answer to the contrary. However, 1% of the respondents did not respond to the questionnaire. This means that the employee attend training via simulations.

4.4.17 Attending/undergoing training through Coaching

The table and pie chart below present information on training attendance by employees through simulations.

Table 22. Attending/undergoing training through Coaching

Responses	Frequency	Percentage
Yes	140	73
No	48	25
No Response	3	2
Total	191	100

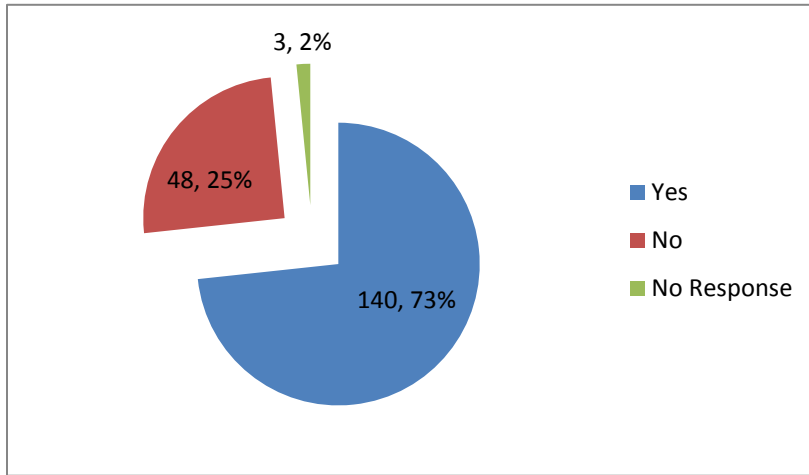


Fig 22. Employee training through Coaching

From the table and pie above, the study sought to establish whether employees attend training by way of Coaching. The responses indicate that 72% of the population have undergone Coaching programme, while 25% answer to the contrary. However, 2% of the respondents did not respond to the questionnaire. This means that the employee attend training way of Coaching.

4.4.17 Training enhances understanding of the vision, mission and objectives of KCB

The table and pie chart below present's information on the role of training in enhancing employees understanding of the vision, mission and objectives of KCB.

Table 23. Employee understanding of the vision, mission and objectives

Responses	Frequency	Percentage
Yes	162	85
No	26	14
No Response	3	1
Total	191	100

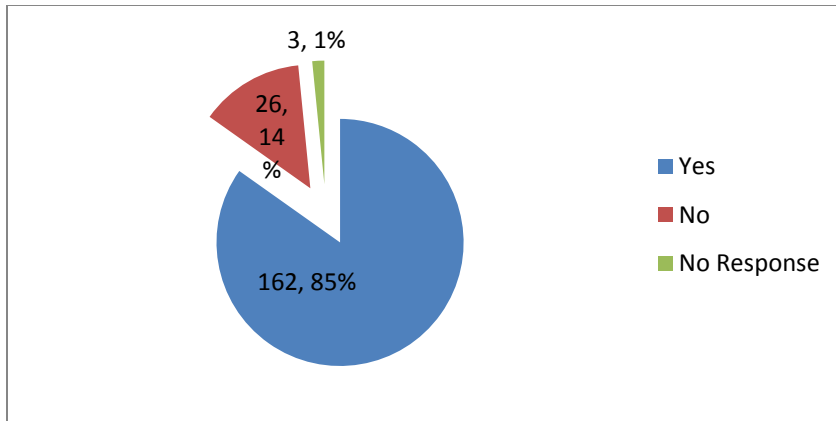


Fig 23. Employee understanding of the vision, mission and objectives

From the table and pie chart above, the study sought to establish whether employees understand the vision, mission and objectives of the bank upon attending training. It is clear from the table that 85% of the population understands the vision, mission and objectives of the bank upon attending training, while 14% answer to the contrary. However, 1% of the respondents did not respond to the questionnaire. This means that the employee understands the vision, mission and objectives of the bank upon attending training.

4.5 Perception of In-House Training programs:

4.5.1 Training has improved my understanding of the vision, mission and objectives

The table and pie chart below present information on improved understanding of the vision, mission and objectives of KCB by employees

Table 24. Improved understanding of the vision, mission and objectives

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(F)	3	0	5	90	90	3	191
Percentage (%)	2	0	3	47	47	2	100

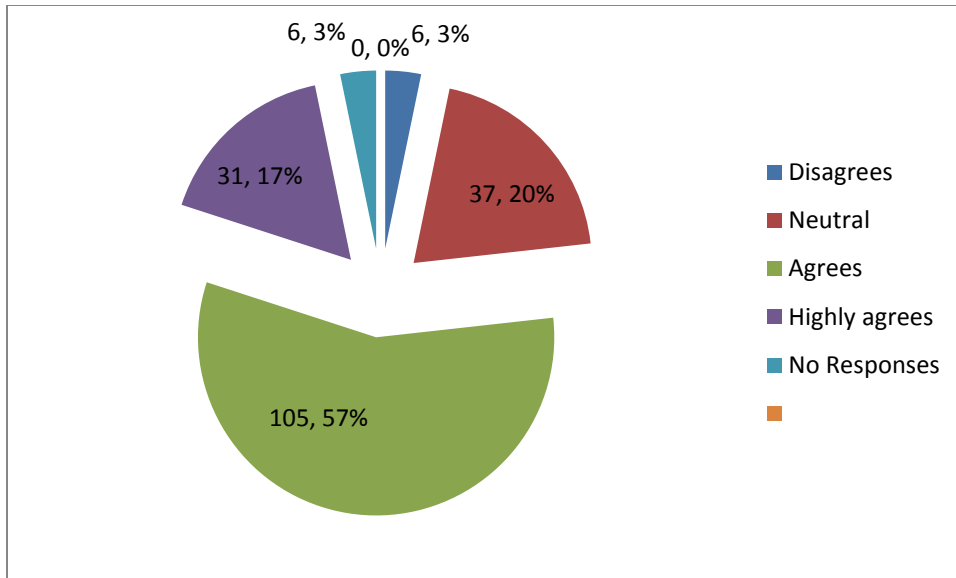


Fig 24. Improved understanding of the vision, mission and objectives

The study above sought to establish the level of to which training has helped to improve employee understanding of the vision, mission and objectives of KCB. This shows that majority of the employee at both 47% agree and highly agree respectively indicates that training has improved their understanding of the vision, mission and objectives of the Bank. 3% and 2% in that order are neutral and highly disagree. It offers a strong indicator that training has helped to improve employee understanding.

4.5.2 Training improves employee mind set

The table and pie chart below present information on improved mind set of employees after attending in-house training.

Table 25. Training improves employee mind set

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	3	3	3	114	65	3	191
Percentage (%)	1	1	2	60	34	2	100

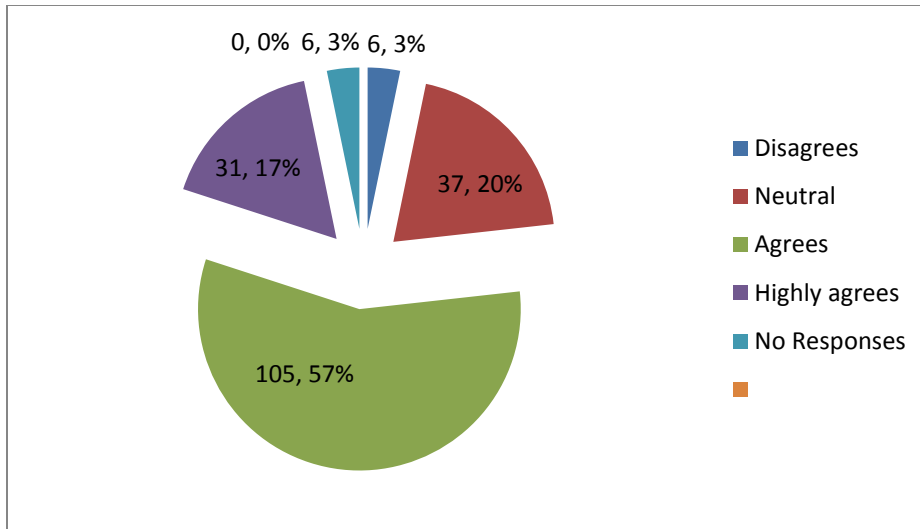


Fig 25. Benefits of training improving employee mind set

From the table and pie chart, the study sought to establish whether training has improved employees mindset towards their job. It is clear from the table that 60% of the respondents have indicated by agreeing that their mindset have improved towards their jobs, 34% highly agree that training has improved their mindset towards their job. 1% each of the respondents highly disagrees and disagrees respectively. However, 2% of the employed targeted were non-committal and 2% did not respond. From the above, it can therefore be concluded that training has helped to employees to improve their mindset towards their job.

4.5.3 Training improves employee Performance

The table and pie chart below present information on improved performance improvement of employees as a result of training.

Table 26. Training improves employee Performance

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	3	0	11	112	62	3	191
Percentage (%)	1	0	6	59	32	2	100

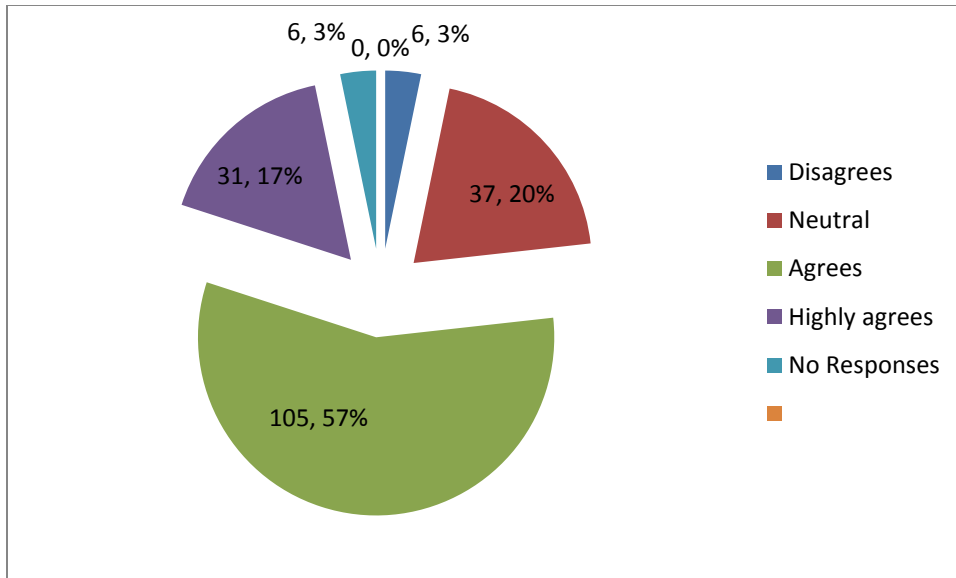


Fig 26. Benefits of training in improving employee Performance

General perception about employee improvement on their performance at work as a result of training was gauged by 191 respondents out of which 112 agreed that their performance actually improved as a result of training and 3 respondents flatly disagreed. All items were measured on a scale of 1 to 5. From the questionnaire, respondents clubbed together and average score taken to gauge their responses on the basis of performance. Out of the total respondents 59% respondents agree that their performance have improved while 32% highly agree that their performance have improved. A paltry 2% disagrees that their performance has improved. This can be concluded that having an in-house training enhances employee performance in the Bank.

4.5.4 Training enhance skills in Sales, marketing, loyalty, communication and integrity

The table and pie chart below presents information on the enhancement of employee skills in Sales, marketing, loyalty, communication, integrity as a result of training.

Table 27. Benefits of training in enhancing skills in Sales, marketing, loyalty, communication and integrity in KCB

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	3	6	19	118	42	3	191
Percentage (%)	1	3	10	62	22	2	100

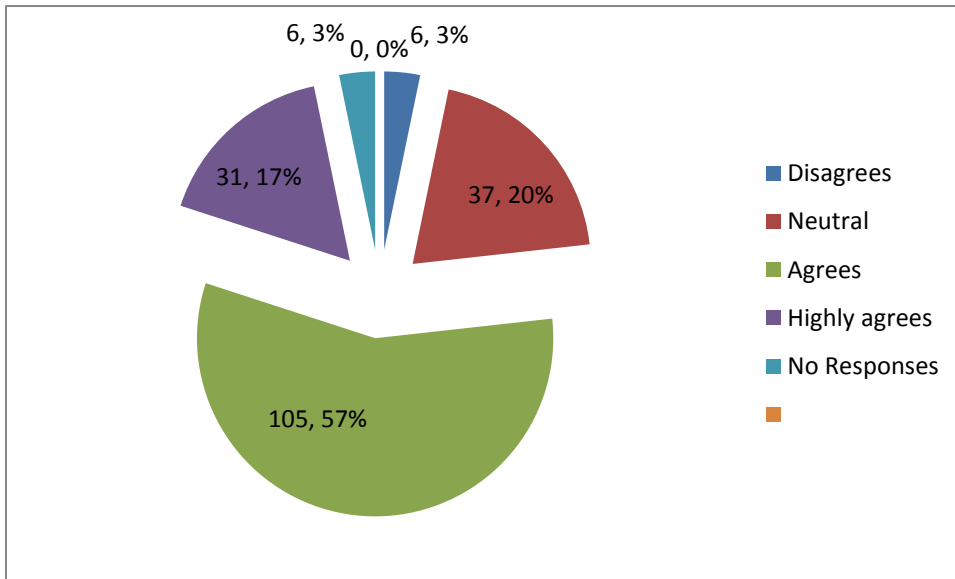


Fig 27. Benefits of training in enhancing skills in Sales, marketing, loyalty, communication and integrity in KCB

The study above sought to find out the responses of employee on how training offered has enhanced their skills in Sales, marketing, loyalty, communication, integrity etc. All items were measured on a scale of 1 to 5. The findings were clubbed together and average score taken to gauge their responses on the basis of their rating improvement. Out of the total respondents 62% respondents agree that their skills in Sales, marketing, loyalty, communication and integrity improved while 22% highly agrees that their skills have improved. A paltry 3% disagrees that their skills has improved. This can be concluded that having an in-house training enhances employee my skills in Sales, marketing, loyalty, communication, integrity etc. in the Bank.

4.5.5 In-house training improves employee team spirit and interaction

The table below presents information on the improvement of team spirit and interaction of employees as a result of training

Table 28. Benefits of in-house training in improving employee team spirit and interaction

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	total
Frequency(No)	3	3	14	117	51	3	191
Percentage (%)	2	2	7	61	27	2	100

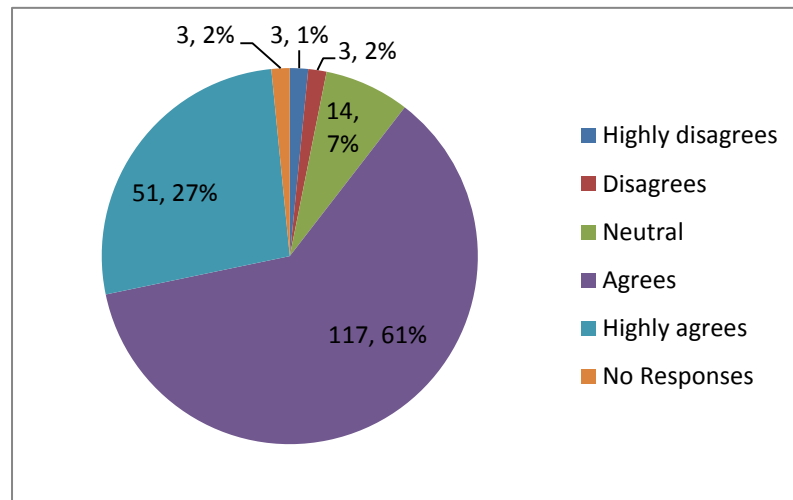


Fig 28. Benefits of in-house training improving employee team spirit and interaction

The table and pie chart above sought employees' views on whether there is an improvement in team spirit and interaction of workers by virtue of in-house training. This was gauged by the total respondents' population out of which 27% and 61% of them highly agree and agreed respectively team spirit and interaction improvement significantly in the bank while 2% disagreed. All items were measured on a scale of 1 to 5. This can be linked to the fact that having an in-house training enhances team spirit and interaction among employees in the Bank

4.5.5 Job rotation enables employee to gain knowledge on other units or departments

The table and pie chart below present information on whether employees have acquired considerable knowledge on other units and departments through job rotation.

Table 29. Benefits of job rotation to employee in gaining knowledge on other units or departments

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	9	9	25	103	42	3	191
Percentage (%)	5	5	13	54	22	1	100

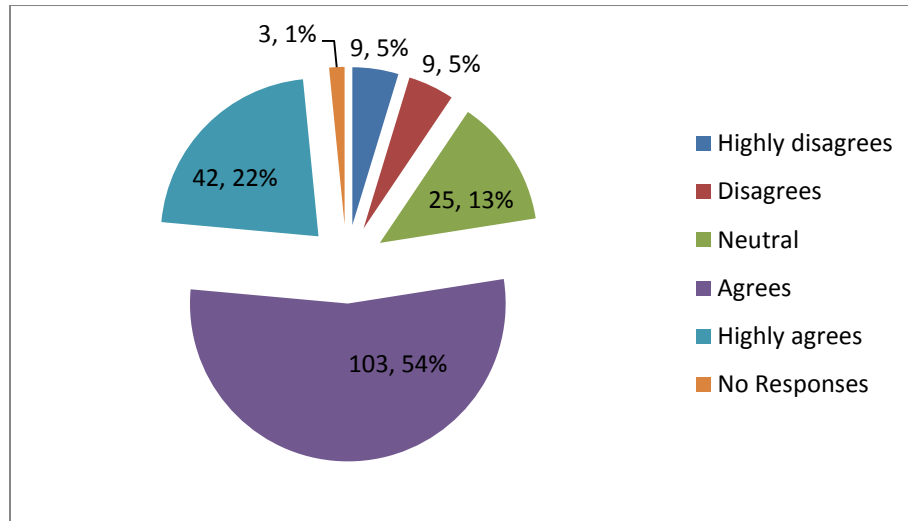


Fig 29. Benefits of job rotation to employee in gaining knowledge on other units or departments

The study above sought to find whether employees have acquired considerable knowledge on other units and departments through job rotation upon attending in-house training. In this respect, all items were measured on a scale of 1 to 5. The findings were clubbed together and average score taken to gauge their responses on the basis of the acquisition of considerable knowledge on other units and departments through job rotation upon attending in-house training. Out of the total respondents 54% of respondents agree that acquired considerable knowledge on other units and departments

through job rotation while 42% highly agrees that acquired considerable knowledge on other units and departments through job rotation, 25% were non-committal. However, 5% highly disagree and those who disagreed that they did not acquired considerable knowledge on other units and departments through job rotation. Finally 1% did not respond to the questionnaire. This means that having in-house training enable employees to acquire considerable knowledge on other units and departments in the Bank.

4.5.6 In-house training enables employees to gain insight in Mentoring skills

The table and pie chart below present information on whether In-house training enables employees gain insight in mentoring skills.

Table 30 Benefits of in-house training to employees in gaining insight in Mentoring skills

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	3	0	41	116	28	3	191
Percentage (%)	1	0	21	61	15	2	100

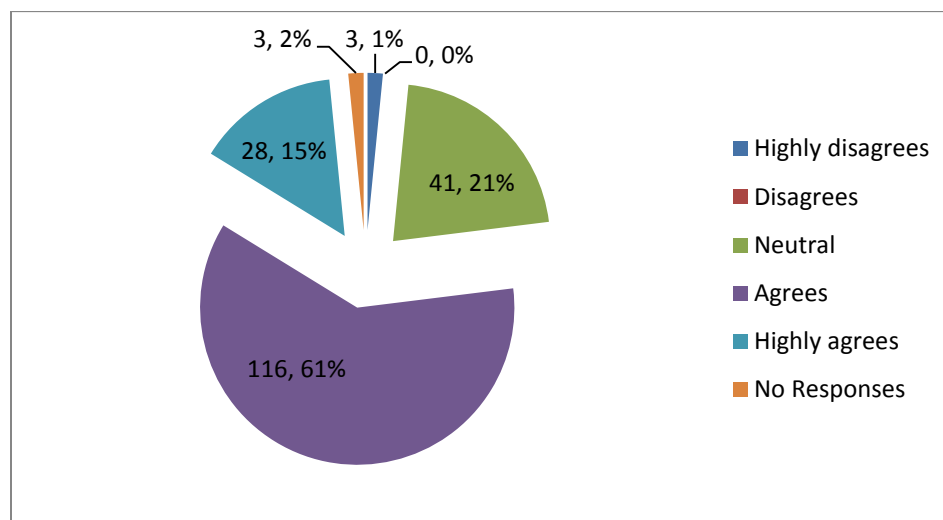


Fig 30. Benefits of in-house training to employees in gaining insight in Mentoring skills

The study above sought to find whether employees gain insight in Mentoring skills upon attending in-house training. In this respect, all items were measured on a scale of 1 to 5.

The findings were clubbed together and average score taken to gauge their responses on the basis of gain insight in Mentoring skills upon attending in-house training. Out of the total respondents 61% of respondents agree gain insight in Mentoring skills while 15% highly agrees that acquired considerable knowledge on other units and departments through job rotation, 21% were non-committal. However, 1% highly disagree that they did not gain insight in Mentoring skills. Finally 2% did not respond to the questionnaire. This means that having in-house training enable employees to gain insight in mentoring skills in the Bank

4.5.7 In-house training enables employees to do better in e-learning courses

The table and pie chart below present information on whether In-house training enables employees to do better in e-learning courses.

Table 31. In-house training enables employees to do better in e-learning courses

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	3	9	37	77	62	3	191
Percentage (%)	2	5	19	40	32	2	100

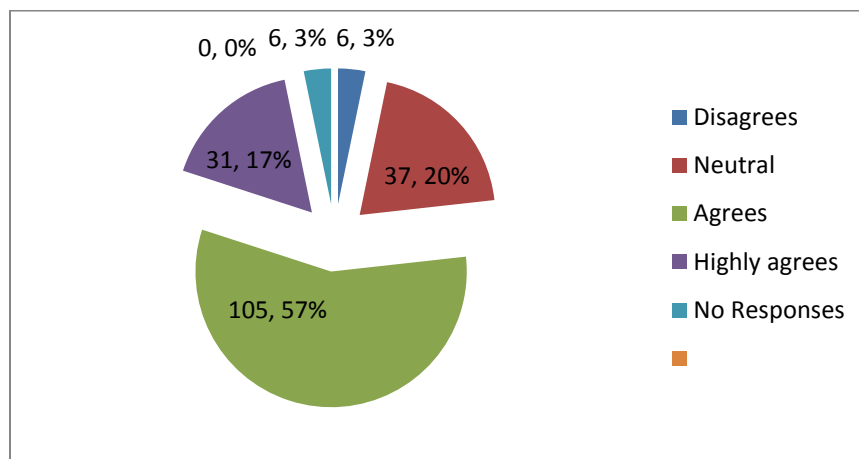


Figure 31. In-house training enables employees to do better in e-learning courses

The study above sought to establish whether in-house training enables employees to do better in e-learning courses. In this respect, all items were measured on a scale of 1 to 5. The findings were clubbed together and average score taken to gauge their responses on

what the study sought. Out of the total respondents 40% of respondents agree that they in-house training have enabled them to do better in e-learning courses while 32% highly agrees that in-house training have enabled them to do better in e-learning courses, 19% were non-committal. However, 2% highly disagree while 5% of the employees disagree that in-house training have enabled them to do better in e-learning courses. Finally 2% did not respond to the questionnaire. This means that having in-house training enable employees to do better in e-learning courses.

4.5.8 In-house training enables employees to know the whole organization through orientation

The table and pie chart below present information on whether In-house training enables employees to know the whole organization through orientation.

Table 32. In-house training enables employees to know the whole organization through orientation

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	3	6	26	97	57	3	191
Percentage (%)	1	3	13	51	30	2	100

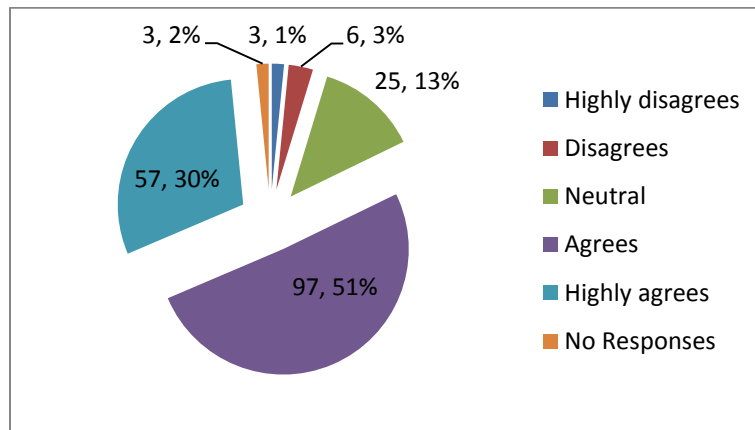


Fig 32 In-house training enables employees to know the whole organization through orientation

The study above sought to establish whether in-house training enables employees understand the whole organization through orientation. In this regard, all items were

measured on a scale of 1 to 5. The findings were put together and average score taken to gauge their responses on what the study sought. From the table above, 51% of respondents agree that the training enabled them to know the whole organization through orientation, 30% highly agree that the training has enabled them to know the whole organization through orientation. However, 13% were non-committal while 3% disagree and only 1% highly disagree that in-house training enables them understand the whole organization through orientation. Finally 2% did not respond to the questionnaire. This means that having in-house training enables employees` understand the whole organization through orientation.

4.5.9: In-house training enables employees to cope with changes in technology

The table and pie chart below present information on whether In-house training enables employees to cope with changes in technology

Table 33. In-house training enables employees to cope with changes in technology

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	3	6	29	93	57	3	191
Percentage (%)	1	3	15	49	30	2	100

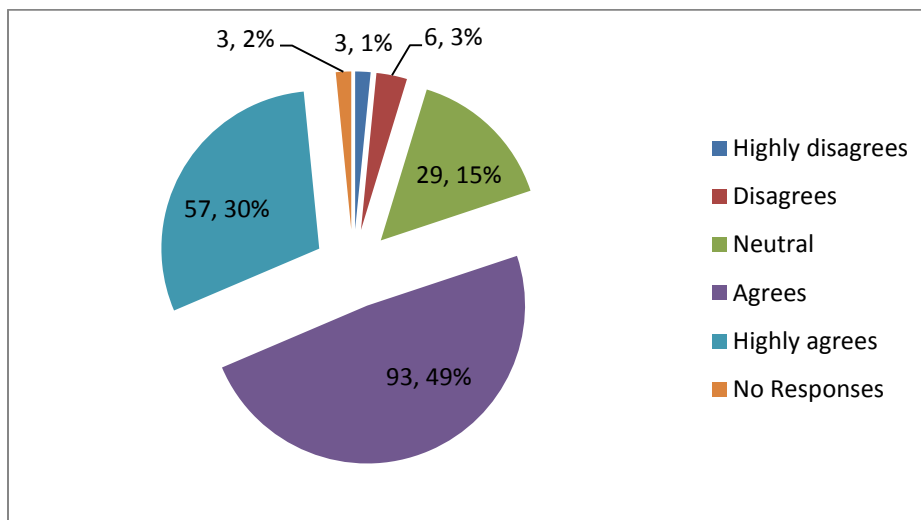


Fig 33. Benefits of in-house training to employees in coping up with changes in technology

The study above sought to establish whether in-house training enables employees to cope with changes in technology. In this regard, all items were measured on a scale of 1 to 5. The findings were clubbed together and average score taken to gauge their responses on whether in-house training enables employees to cope with changes in technology. From the table above, 49% of respondents agree that the training enables them to cope with changes in technology, 30% highly agree that the training has enabled them to cope with changes in technology. However, 15% were non-committal while 3% disagree and only 1% highly disagree that in-house training enables them to cope with changes in technology. Finally 2% did not respond to the questionnaire. This means that having in-house training enables employees to cope with changes in technology.

4.5.10 In-house training enables employees to be motivated at work and I have come to appreciate my work

The table and pie chart below present information on whether In-house training enables employees to be motivated at work and have come to appreciate their work.

Table 34. In-house training enables employees to be motivated at work and I have come to appreciate my work

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	6	6	11	94	71	3	191
Percentage (%)	3	3	6	49	37	2	100

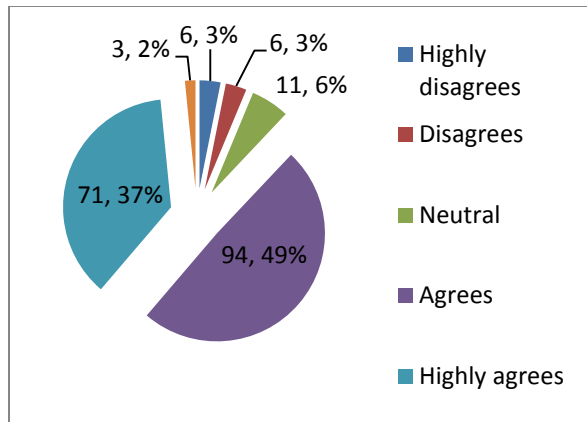


Fig 34. Benefits of in-house training in motivating employees to appreciate their work

The study above sought to establish whether in-house training enables employees to be motivated at work for them to appreciate their work. In this regard, all items were measured on a scale of 1 to 5. The findings were clubbed together and average score taken to gauge their responses on whether in-house training enables employees to be motivated at work for them to appreciate my work. From the table above, 49% of respondents agree that the training enables them to be motivated at work for them to appreciate my work, 37% highly agrees that the training has enabled them to be motivated at work for them to appreciate my work. However, 6% were non-committal while 3% disagree and only 3% highly disagree that in-house training enables them to be motivated at work for them to appreciate their work. Finally 2% did not respond to the questionnaire. This means that in-house training enables employees to be motivated at work for them to appreciate my work.

4.5.11 In-house training enables employees to post positive results at work

The table and pie chart below present information on whether In-house training enable employees to post positive results at work.

Table 35 Benefits of in-house training to employees in posting positive results

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	3	3	14	94	74	3	191
Percentage (%)	1	2	7	49	39	2	100

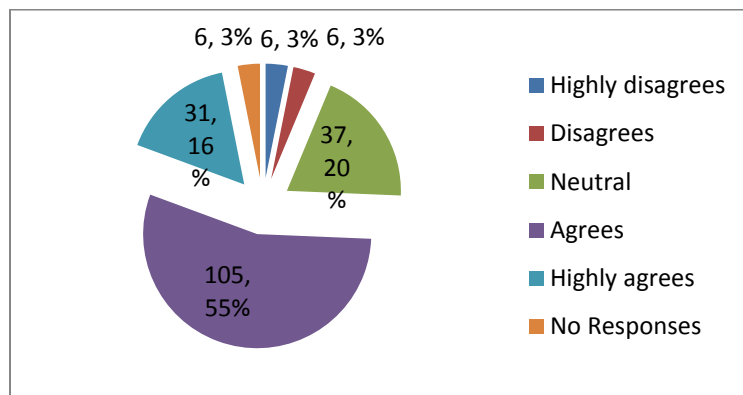


Fig 35. Benefits of in-house training to employees in posting positive results

The study above sought to establish whether in-house training enables employees to have positive results at work. In this regard, all items were measured on a scale of 1 to 5. The findings were clubbed together and average score taken to gauge their responses on whether in-house training enables them to have positive results at work. From the table above, 49% of respondents agree that the training enables them to have a positive results at work, 39% highly agrees that the training has enabled them to have a positive results at work. However, 7% were non-committal while 2% disagree and only 1% highly disagree that in-house training enables them to have a positive results at work. Finally 2% did not respond to the questionnaire. This means that in-house training enables employees to have positive results at work.

4.5.12 Managers actively involve employee in selecting training courses

The table and pie chart below present information on whether Managers actively involve employee in selecting training courses available in a given year.

Table 36. Managers involvement of employee in selecting training courses

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	14	20	48	75	31	3	191
Percentage (%)	7	11	25	39	16	2	100

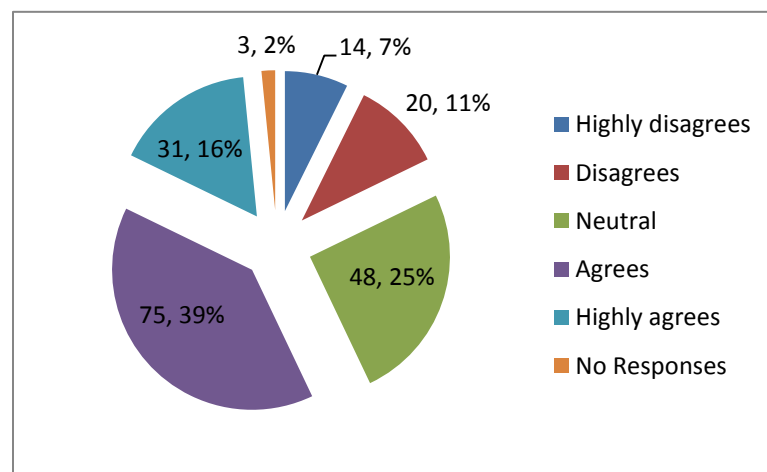


Fig 36. Managers involvement of employee in selecting training courses

The study above sought to establish whether Managers actively involve employees in selecting training courses available in a given year. From the table all items were measured on a scale of 1 to 5. The findings were clubbed together and average score taken to gauge their responses on whether in-house training enables them to have positive results at work. It is clear from the table that 39% of respondents agree that Managers actively involve them in selecting training courses available in a given year, 16% highly agrees that Managers actively involve them in selecting training courses available in a given year. However, 25% were non-committal while 11% disagree and only 7% highly disagree that Managers actively involve them in selecting training courses available in a given year. Finally 2% did not respond to the questionnaire. This means that Managers actively involve employees in selecting training courses available in a given year.

4.5.13 Managers allows free flow of ideas and innovations ability from the individuals

The table and pie chart below present information on whether managers allow free flow of ideas and innovations ability from the individuals.

Table 37. Managers allows free flow of ideas and innovations ability from the individuals

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	11	9	31	100	37	3	191
Percentage (%)	6	5	16	52	19	2	100

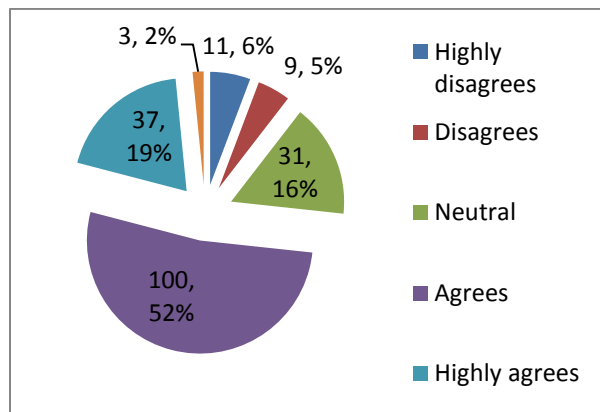


Fig 37. Managers allows free flow of ideas and innovations ability from the individuals

The study above sought to establish whether managers allow free flow of ideas and innovations from individual employees. From the table above, all items were measured on a scale of 1 to 5. The findings were clubbed together and average score taken to gauge their responses on whether managers allow free flow of ideas and innovations ability from individual employees. It is clear from the table that 52% of respondents agree that managers allow free flow of ideas and innovations from individual employees, 19% highly agree that managers allow free flow of ideas and innovations ability from individual employees. However, 16% were non-committal while 5% disagree and only 6% highly disagree that managers allow free flow of ideas and innovations ability from individual employees. Finally 2% did not respond to the questionnaire. This means that managers allow free flow of ideas and innovations ability from individual employees.

4.5.14 Relevance of in-house training programme to the mission and objectives of KCB

The table and pie chart below present information on relevance of in-house training programme to the mission and objectives of KCB

Table 38 Relevance of in-house training programme to the mission and objectives of KCB

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	3	3	17	105	60	3	191
Percentage (%)	1	2	9	55	31	2	100

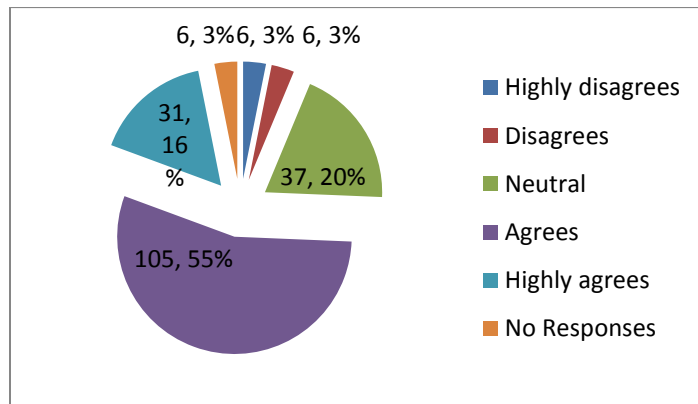


Fig 38. Relevance of in-house training programme to the mission and objectives of KCB

From the table and pie chart above, the study sought to establish whether the training programs are relevant to the organization's mission and objectives. It is clear from the table that 55% of the respondents have indicated by agreeing that the training programs are relevant to the organization mission and objectives, 31% highly agree that the training programs are relevant to the organization mission and objectives. 1% each of the respondents highly disagrees and 2% disagree that the training programs are relevant to the organization mission and objectives. However, 9% of the employed targeted were non-committal and 2% did not respond. It means from the above findings that the training programs are relevant to the organization mission and objectives.

4.5.15 Training enables employees to be highly productive at work place

The table and pie chart below presents information whether employees are highly productive when they attend in-house training.

Table 39. Training accrue benefits in improving employee productivity at work place

	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	
Frequency(No)	3	3	8	84	85	8	191
Percentage (%)	2	2	4	44	44	4	100

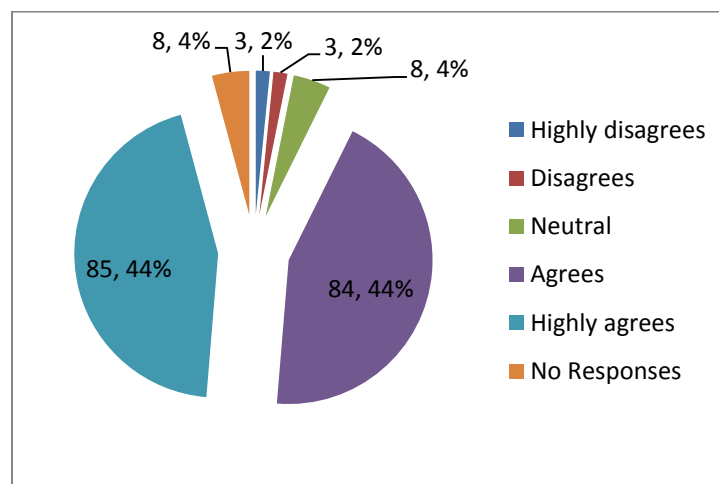


Fig 39. Training accrue benefits in improving employee productivity at work place

From the table and pie chart above, the study sought to establish whether the in-house promotes highly productivity of employees at work place. It is clear from the table that 44% of the respondents have indicated by agreeing that in-house promotes highly productivity of employees at work place, 44% highly agree that in-house promotes high productivity of employees at work place. 2% each of the respondents highly disagrees and 2% disagree that the in-house promotes highly productivity of employees at work place. However, 4% of the employed targeted were non committal and 2% did not respond. It means from the above findings that the in-house promotes highly productivity of employees at work place

4.5.16 In-house training improves employee quality of work

The table below presents information on whether In-house training improves employee quality of work.

Table 40. In-house training improves employee quality of work

	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	
Frequency(No)	3	3	3	96	77	9	191
Percentage (%)	1	2	2	50	40	5	100

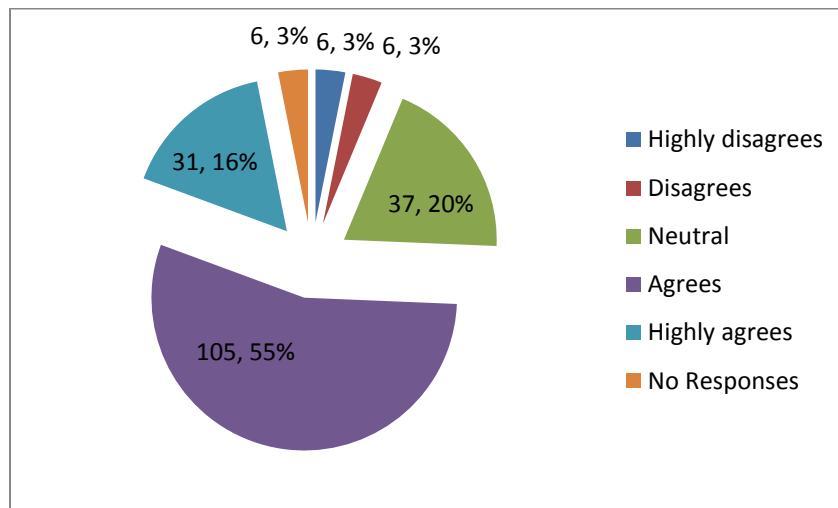


Fig 40. In-house training improves employee quality of work

In the table and pie chart above, the study sought to establish whether in-house training helps to improve quality of work. It is clear from the table that 50% of the respondents have indicated by agreeing that in-house training helps to improve quality of work, 40% highly agree that in-house training helps to improve quality of work. 1% each of the respondents highly disagrees and 2% disagree that in-house training helps to improve quality of work. However, 2% of the employees were non committal and 5% did not respond. This means that in-house training helps to improve quality of work of employees.

4.5.17 There is a reduced period for training when it is being systematically ordered

The table and pie chart below presents information on whether there is a reduction of period when the training when it is systematically ordered.

Table 41. Training duration is reduced when it is being systematically ordered

	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	
Frequency(No)	3	6	31	89	51	11	191
Percentage (%)	1	3	16	47	27	6	100

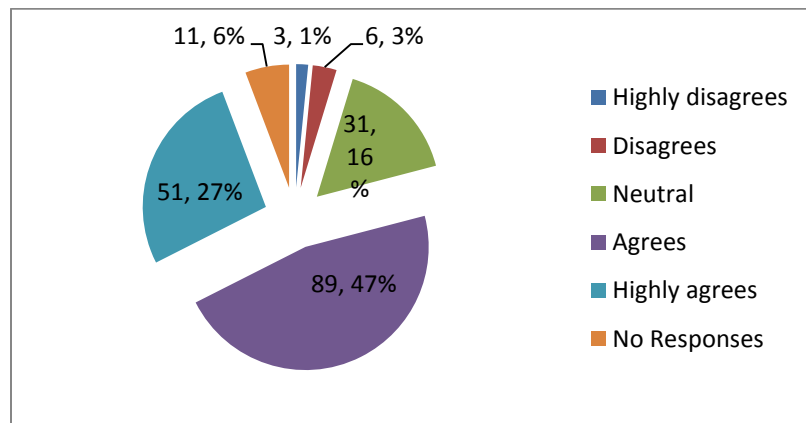


Fig 41. Training duration is reduced when it is being systematically ordered

In the table and pie chart above, the study sought to establish whether there is a reduction in the period training when it is systematically ordered. The study provides that 47% of

the respondents agree and 27% highly agree that there is a reduction in the period training when it is systematically ordered. However, 1% each of the respondents highly disagrees and 3% disagree that there is a reduction in the period training when it is systematically ordered. In addition 16% of the employees were non committal and 6% did not respond. This means that there is a reduction in the period training when it is systematically ordered.

4.5.18 In-house training has reduced cost of service provision

The table and pie chart below present information on whether an in-house training has reduced cost of service provision.

Table 42. In-house training reduces cost of service provision

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	0	6	34	106	34	11	191
Percentage (%)	0	3	18	55	18	6	100

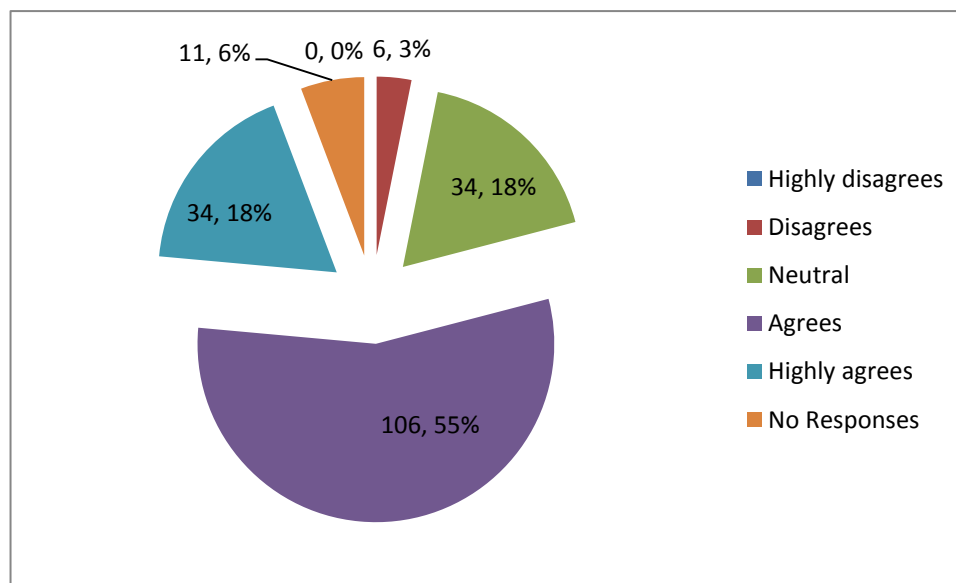


Fig 42 .In-house training reduces the cost of service provision

In the table and pie chart above, the study sought to establish whether training has enabled the bank to reduce cost of service provision. The study provides that 55% of the

respondents agree and 18% highly agree that there is a reduction in the period training when it is systematically ordered. However, 3% each of the respondents disagrees and 18% of the employees were non committal that training has enabled the bank to reduce the cost of service provision and 6% did not respond. This means that training has enabled the bank to reduce the cost of service provision.

4.5.19 In-house training has eliminated job discrepancies/inconsistencies and rates of accidents

The table and pie chart below presents information on whether an in-house training has eliminated job discrepancies/inconsistencies and rates of accidents.

Table 43. In-house training eliminates job discrepancies/inconsistencies and rates of accidents

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	3	14	43	88	32	11	191
Percentage (%)	2	7	22	46	17	6	100

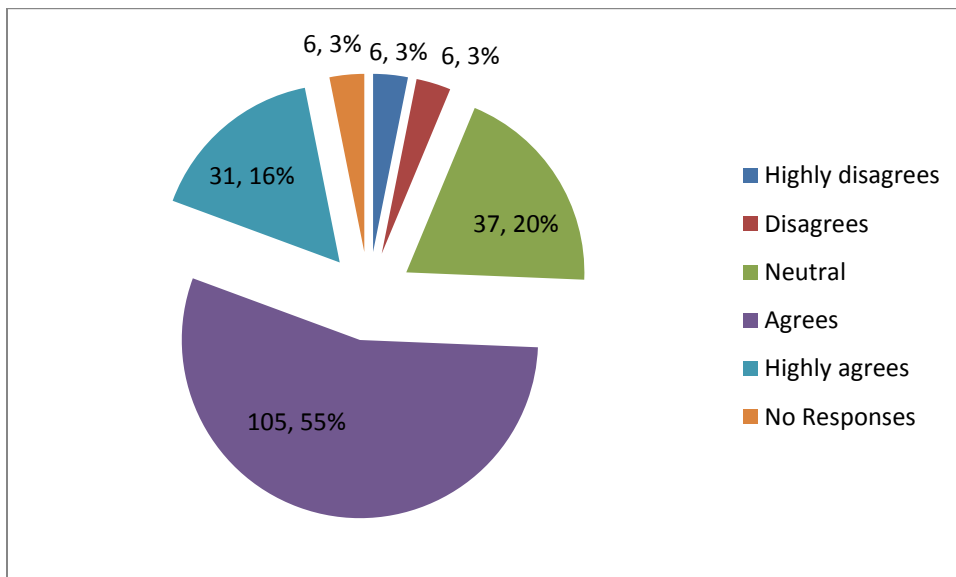


Fig 43.in-house training has eliminated job discrepancies/inconsistencies and rates of accidents

In the table and pie chart above, the study sought to establish whether training enables employees in the bank to eliminate job discrepancies/inconsistencies and/ or rates of accidents. It is clear from the above that 46% of the respondents agree and 17% highly agree that in house training has assisted in eliminating job discrepancies/inconsistencies and rates of accidents. However, 2% highly agrees and 7% disagrees that it has assisted to eliminate job discrepancies/inconsistencies and rates of accidents. However, 22% of the employees were non-committal that training has assisted to eliminate job discrepancies/inconsistencies and rates of accidents. Finally, 6% did not respond. This means that training has enabled the bank to eliminate job discrepancies/inconsistencies and rates of accidents.

4.5.20 In-house training has improved morale as well as job satisfaction

The table and pie chart below present information on whether an in-house training has improved morale as well as job satisfaction.

Table 44. In-house training improves employee morale as well as job satisfaction

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	6	2	29	90	57	7	191
Percentage (%)	3	1	15	47	30	4	100

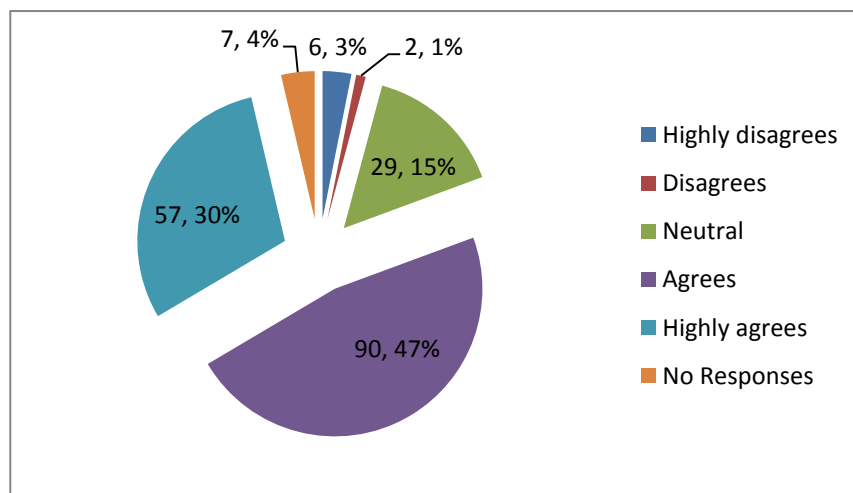


Fig 44.in-house training improves of employee morale as well as job satisfaction

From the table and pie chart above, it can be deduced that majority of respondents agrees that they have had an improved morale and job satisfaction arising from the in-house training. This therefore indicate that in-house training is necessary if employee morale and job satisfaction is to be enhanced.

4.5.21 In-house training enables employees to adapt to the changing technology

The table and pie chart below present information on whether in-house training enables employees to adapt to the changing technology.

Table 45. In-house training enables employees to adapt to the changing technology

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	3	3	14	117	48	6	191
Percentage (%)	2	2	7	61	25	3	100

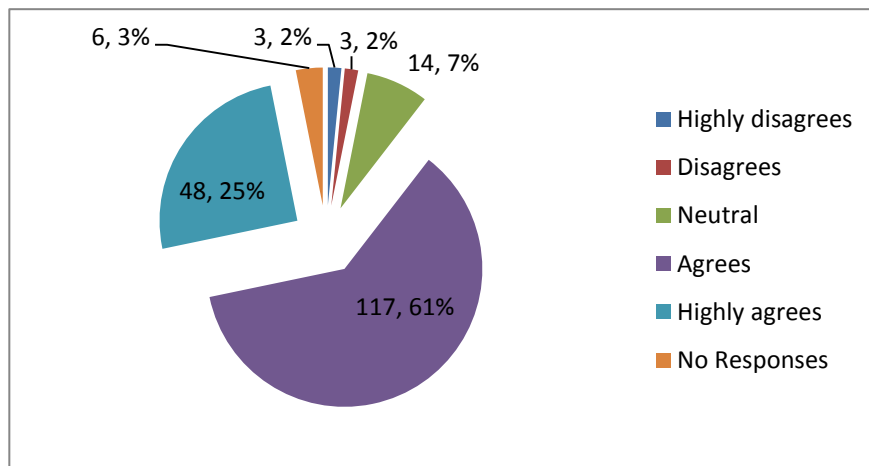


Fig 45. Benefits of in-house training to employees in adapt to the changing technology

In the table and pie chart above, the study sought to find out whether training has helped the bank adapt to the changing technology. The responses provide that 61% of the employees agree and 25% highly agree that training has helped the bank adapt to the changing technology. However, 2% highly agrees and 2% disagrees that it training has

helped the bank adapt to the changing technology. However, 7% of the employees were non-committal that training has helped the bank adapt to the changing technology. Finally, 3% did not respond. This means that training has helped the bank adapt to the changing technology.

4.5.22 In-house training helps employees to relate well with colleagues and customers at work

The table and pie chart below present information on whether in-house training helps employees to relate well with colleagues and customers at work.

Table 46. In-house training helps employees to relate well at work

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	3	0	17	83	80	8	191
Percentage (%)	2	0	9	43	42	4	100

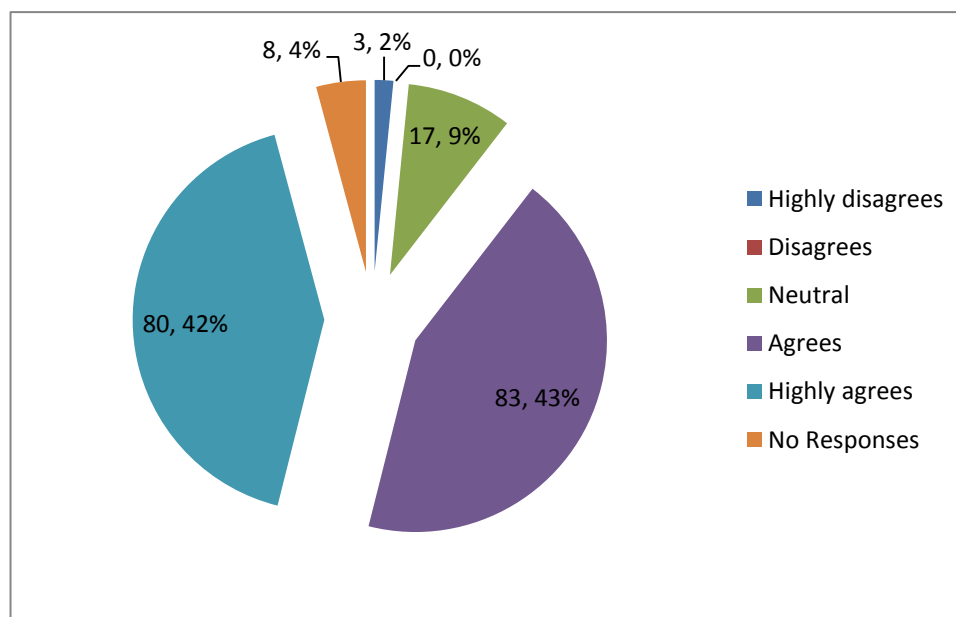


Fig 46. In-house training helps employees to relate well at work

In the table and pie chart above, the study sought to find out whether training has helped employees to relate well with colleagues and customers at work. The responses provide that 43% of the employees agree while 42% highly agree that training has helped them to relate well with colleagues and customers at work. However, 2% highly disagree that training has helped relate well with colleagues and customers at. However, 9% of the employees were non committal that training has helped them to relate well with colleagues and customers at work while 4% did not respond. This means that training has helped employees to relate well with colleagues and customers at work.

4.5.23 Training enables employees to organize and improve work environment

The table and pie chart below present information on whether in-house training enable employees organize and improve work environment.

Table 47. Training enables employees to organize and improve work environment

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	3	0	11	97	71	9	191
Percentage (%)	1	0	6	51	37	5	100

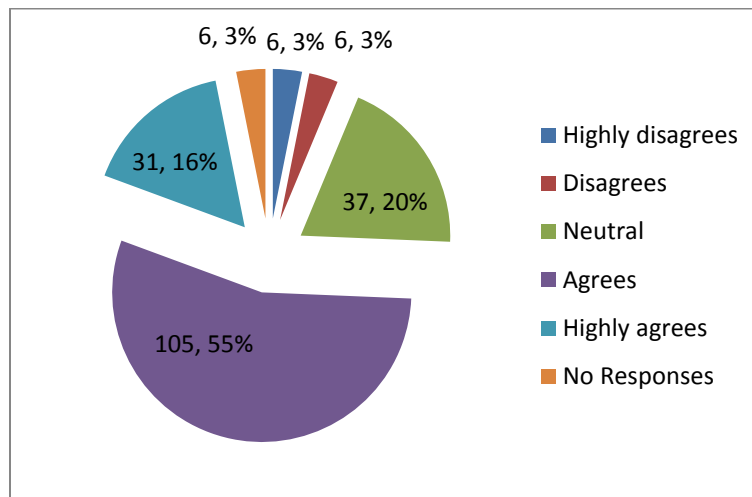


Fig 47. Training enables employees to organize and improve work environment

In the table and pie chart above, the study sought to find out whether training has helped employees to organize and improve work environment. The responses provide that 51% of the employees agree while 37% highly agree that training has helped them to organize and improve work environment. However, 1% highly disagree that training has helped them to organize and improve work environment. However, 6% of the employees were non-committal to indicate whether training has helped them to organize and improve work environment while 5% did not respond. This means that training has helped them to organize and improve work environment.

4.5.24 Relevance of training to employee career development and other development opportunities

The table and pie chart below present information on whether training offered is relevant to employee career development and other staff development opportunities.

Table 48. Relevance of training to employee career development opportunities

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	6	6	17	97	57	8	191
Percentage (%)	3	3	9	51	30	4	100

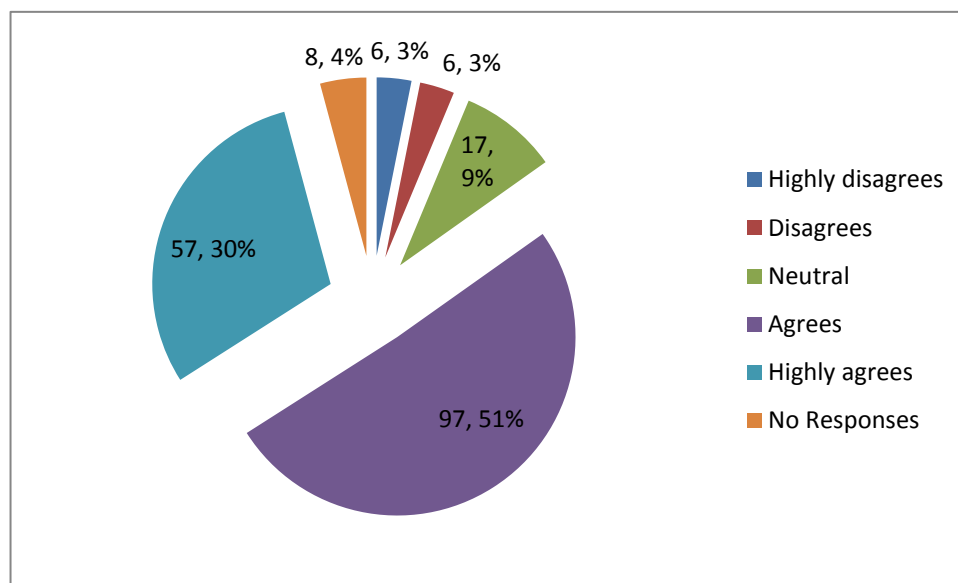


Fig 48. Relevance of training to employee career development opportunities

In the table and pie chart above, the study sought to find out whether the training provided is relevant to individual employee career development and other staff development opportunities. The responses provide that 51% of the employees agree while 30% highly agree that training provided is relevant to their individual employee career development and other staff development opportunities. However, 3% highly disagree while 3% disagree that training provided is relevant to their individual employee career development and other staff development opportunities. However, 9% of the employees were non committal to indicate whether training provided is relevant to their individual employee career development and other staff development opportunities while 4% did not respond. This means that training provided is relevant to individual employee career development and other staff development opportunities.

4.5.25 KCB communication of its vision, mission and values

The table and pie chart below present information on whether KCB clearly communicates its vision, mission and values.

Table 49. Communication of Bank`s vision, mission and values

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	3	0	14	83	82	9	191
Percentage (%)	2	0	7	43	43	5	100

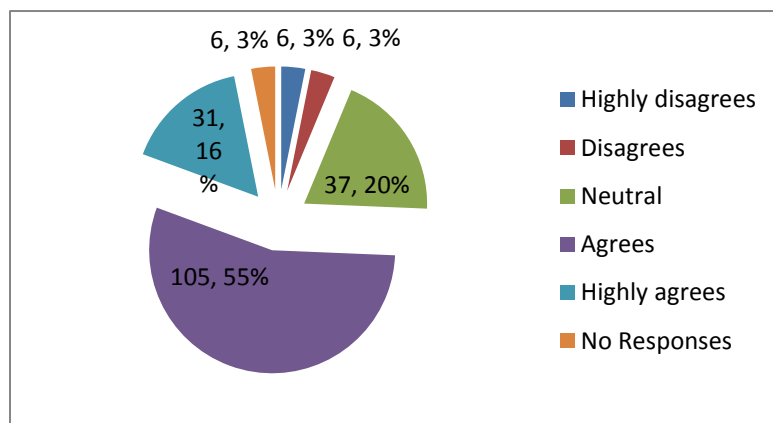


Fig 49. Communication of bank`s vision, mission and values

In the table and pie chart above, the study sought to find out whether KCB has clearly communicated its vision, mission and values. The responses provide that 43% of the employees agree while 43% highly agree that KCB has clearly communicated its vision, mission and values. However, 2% highly disagree that KCB has clearly communicated its vision, mission and values. However, 7% of the employees were non committal to indicate whether KCB has clearly communicated its vision, mission and values while 4% did not respond. This means that KCB has clearly communicated its vision, mission and values

4.5.26 Employee reaction of on the positivity of in-house training

The table and pie chart below present information on the reaction of employee on positivity of in-house training.

Table 50. Reaction of employee on the positivity of in-house training

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	3	3	17	88	66	14	191
Percentage (%)	2	2	9	46	34	7	100

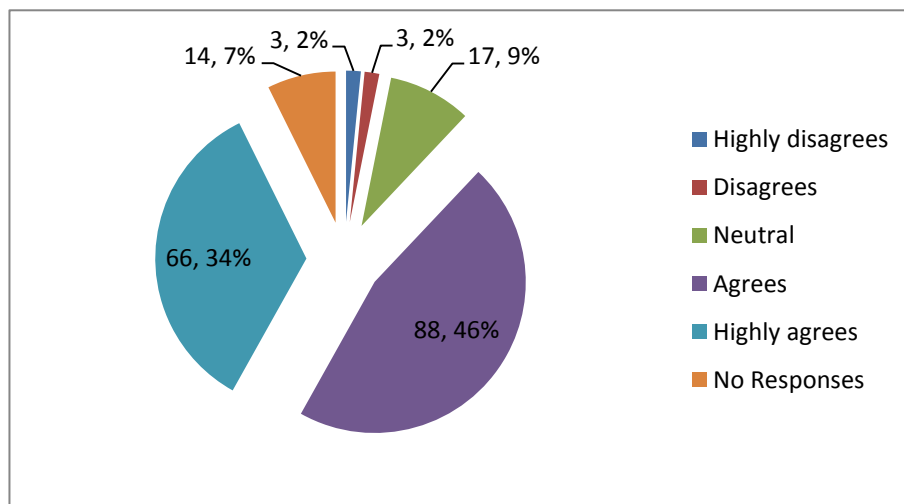


Fig 50. Reaction of employee on the positivity of in-house training

In the table and pie chart above, the study sought to find out employee reaction on in-house training. The responses provide that 46% of the employees agree while 34% highly agree that their reaction on in-house training is positive. However, 2% each highly disagree and disagree respectively answer to the contrary. However, 9% of the employees were non-committal to indicate their reaction on in-house training is positive or not while 4% did not respond. This means that employee reaction on in-house training is positive.

4.5.27 Execution of the objectives of the learning by the instructors that employees can say learning took place

The table and pie chart below present information on the execution of the objectives of the learning by the instructors that employees can say learning took place.

Table 51. Effective execution of the objectives of learning by the instructors

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	3	0	25	94	60	9	191
Percentage (%)	2	0	13	49	31	5	100

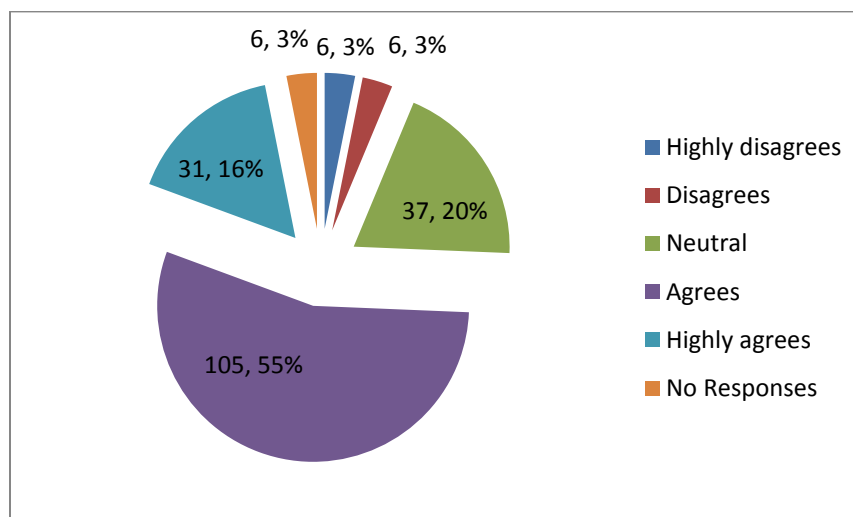


Fig 51. Effective execution of the objectives of learning by the instructors

In the table and pie chart above, the study sought to find out whether the objectives of the learning well are executed well by the instructors that employees can say learning took place. The responses provide that 49% of the employees agree while 31% highly agree that the objectives of the learning were executed well by the instructors and therefore learning took place. However, 2% highly disagree, 13% of the employees were non committal to indicate that the objectives of the learning were executed well by the instructors and therefore learning took place or not while 4% did not respond. This means that the objectives of learning were executed well by the instructors and therefore learning took place

4.5.28 There has been observable change in attitude, knowledge and skills in employees

The table and pie chart below present employee responds as to whether there has been observable change in attitude, knowledge and skills after attending in-house training.

Table 52. Training accrue change in attitude, knowledge and skills in employees

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	6	3	14	105	54	9	191
Percentage (%)	3	2	7	55	28	5	100

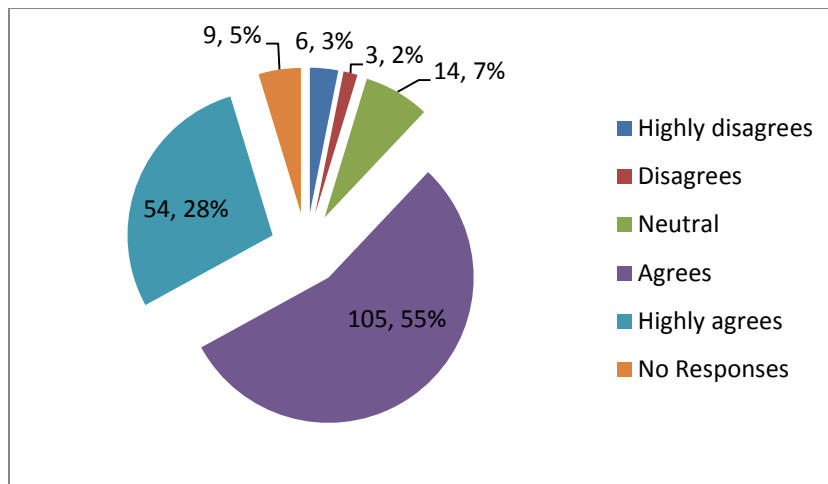


Fig 52. Training accrue change in attitude, knowledge and skills in employees

In the table and pie chart above, the study sought to find out whether employees think there is an observable change in attitude, knowledge and skills after attending in-house training. The responses indicate that 55% of the employees agree while 28% highly agree think there is an observable change in attitude, knowledge and skills after attending in-house training. However, 3% highly disagree, 2% disagree that there is an observable change in attitude; knowledge and skills after attending in-house training 7% of the employees were non committal to indicate whether there is an observable change in attitude, knowledge and skills after attending in-house training or not while 5% did not respond. This means that employees think there is an observable change in attitude, knowledge and skills after attending in-house training

4.5.29 Employee responses on improved performance owing to attending in-house training

The table and pie chart below present information regarding employee responses on whether in-house training has led to improved productivity, quality of service, reduced wastage and accidents as well as reduced turnover and absenteeism.

Table 53. In-house training ensures improved performance in KCB

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	3	0	29	91	57	11	191
Percentage (%)	1	0	15	48	30	6	100

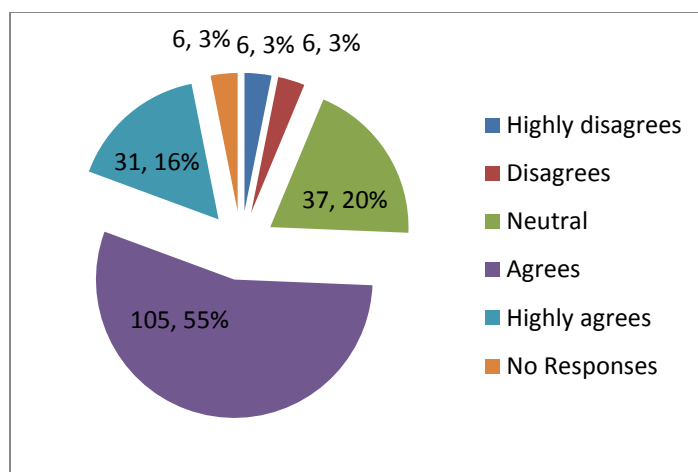


Fig 53 in-house training ensures improved performance in KCB

In the table and pie chart above, the study sought to find out whether employees agree that the in-house training has led to improved productivity, quality of service, reduced wastage and accidents as well as reduced turnover and absenteeism. The responses indicate that 48% of the employees agree while 30% highly agree that the in-house training has led to improved productivity, quality of service, reduced wastage and accidents as well as reduced turnover and absenteeism.

However, 1% highly disagree that the in-house training has led to improved productivity, quality of service, reduced wastage and accidents as well as reduced turnover and absenteeism. Conversely, 7% of the employees were non committal to indicate whether to agree that the in-house training has led to improved productivity, quality of service, reduced wastage and accidents as well as reduced turnover and absenteeism while 5% did not respond. This means that employees agree that the in-house training has led to improved productivity, quality of service, reduced wastage and accidents as well as reduced turnover and absenteeism

4.5.30 Availability of methods used to evaluate in-house training at KCB

The table and pie chart below present information regarding employee responses on whether there are available methods used to evaluate in-house training at KCB.

Table 54. Availability of methods used to evaluate in-house training at KCB

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency (No)	6	3	28	97	48	9	191
Percentage (%)	3	1	15	51	25	5	100

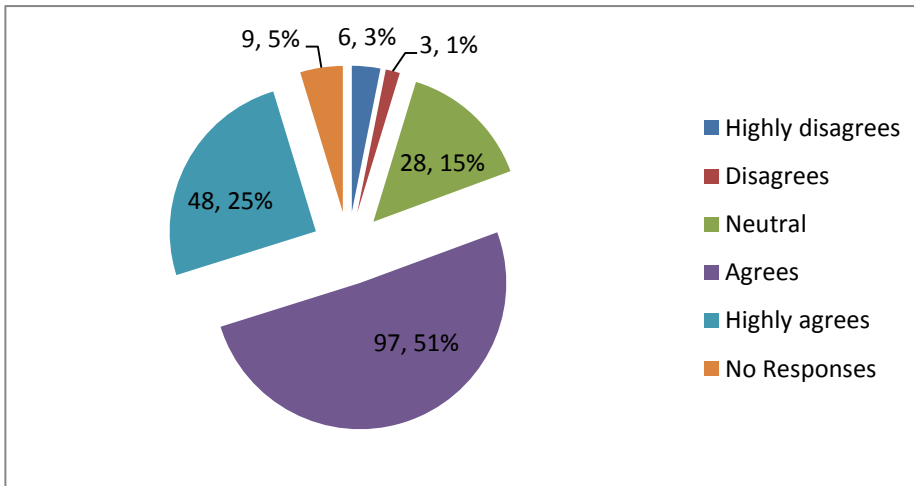


Fig 54. Availability of methods used to evaluate in-house training at KCB

In the table and pie chart above, the study sought to find out whether methods for evaluating in-house training are readily available at KCB. The responses indicate that 51% of the employees agree while 25% highly agree that methods for evaluating in-house training are readily available at KCB. However, 3% highly disagree, 1% disagree that methods for evaluating in-house training are readily available at KCB. Conversely, 15% of the employees were non committal to indicate whether methods for evaluating in-house training are readily available at KCB or not while 5% did not respond. This means that methods for evaluating in-house training are readily available at KCB.

4.5.31 Methods used to evaluate in-house training are satisfactory

The table and pie chart below present's responses on whether employees are satisfied with the methods used to evaluate in-house training at KCB.

Table 55. Methods used to evaluate in-house training are satisfactory

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	3	3	40	99	37	9	191
Percentage (%)	1	2	21	52	19	5	100

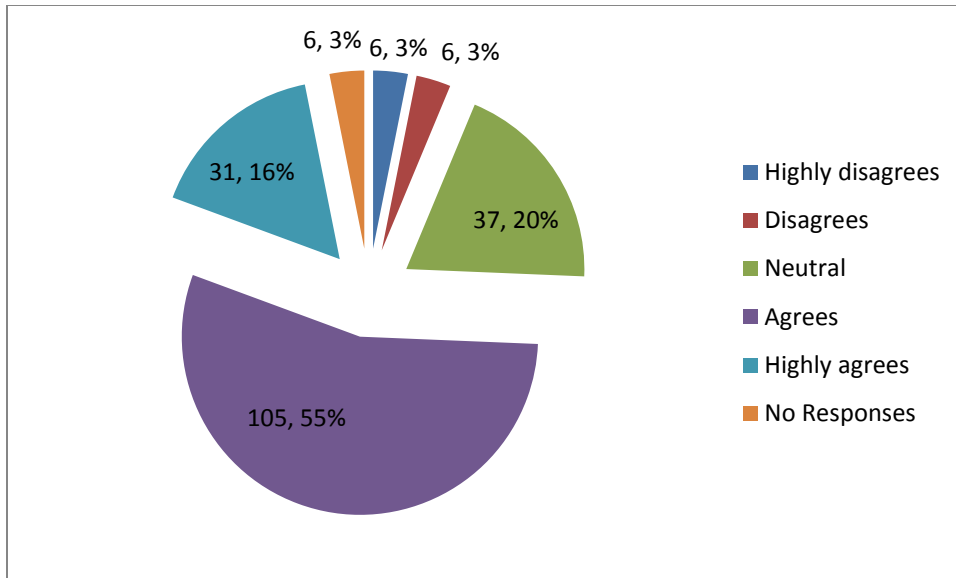


Fig 55. Methods used to evaluate in-house training are satisfactory

In the table above, the study sought to find out whether employees are satisfied with the methods used to evaluate in-house training at KCB. The responses indicate that 52% of the employees agree while 19% highly agree that they are satisfied with the methods used to evaluate in-house training at KCB. However, 1% highly disagree, 2% disagree that they are satisfied with the methods used to evaluate in-house training at KCB. Conversely, 21% of the employees were non committal to indicate whether they satisfied with the methods used to evaluate in-house training at KCB or not while 5% did not respond. This means that employees satisfied with the methods used to evaluate in-house training at KCB.

4.5.31 Timing of training evaluation

The table and pie chart below presents opinions of employees on the conduciveness of the timing of training evaluation.

Table 56. Timing of training evaluation

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	3	9	40	100	31	8	191
Percentage (%)	2	5	21	52	16	4	100

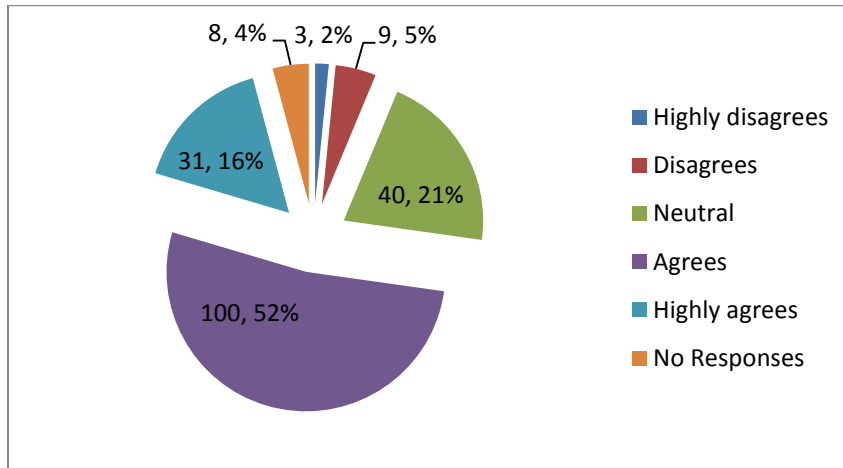


Fig 56. Timing of training evaluation

In the pie chart above, the study sought to find out opinion of employees on the conduciveness of the timing of evaluation of the training. The responses indicate that 52% of the employees agree while 16% highly agree that the timing of training evaluation is conducive. However, 2% highly disagree, 5% disagree that the timing of training evaluation conducive. Conversely, 21% of the employees were non committal to indicate whether timing of training evaluation conducive or not while 4% did not respond. This means that the timing of training evaluation is conducive at KCB.

4.5.32 The thoughts of employees on instruments for evaluating effectiveness of training

The table below presents the thoughts of employees on the instruments for evaluating the effectiveness of training whether they are used in other purposes other than training.

Table 57. Employees responses on instruments for evaluating training effectiveness

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	3	17	51	83	28	9	191
Percentage (%)	1	9	27	43	15	5	100

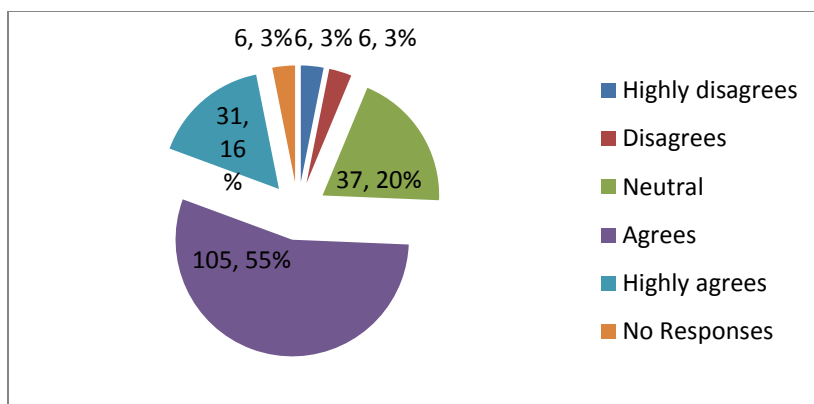


Fig 57. Employees responses on instruments for evaluating training effectiveness

In the table above, the study sought to find out whether employees think the instruments for evaluating the effectiveness of training are used in other purposes other than training. The responses indicate that 43% of the employees agree while 15% highly agree that the instruments for evaluating the effectiveness of training are used in other purposes other than training. However, 1% highly disagree, 9% disagree that the instruments for evaluating the effectiveness of training are used in other purposes other than training. Conversely, 27% of the employees were non-committal to indicate whether they think the instruments for evaluating the effectiveness of training are used in other purposes other than training or not while 4% did not respond. This means that the instruments for evaluating the effectiveness of training are used in other purposes other than training at KCB.

4.5.33 Overall satisfaction of employees with the evaluation of in-house training at KCB

The pie chart below presents the Overall satisfaction of employees with the evaluation of in-house training at KCB.

Table 58. Employee overall satisfaction on the evaluation of in-house training

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	3	6	28	108	37	9	191
Percentage (%)	2	3	15	56	19	5	100

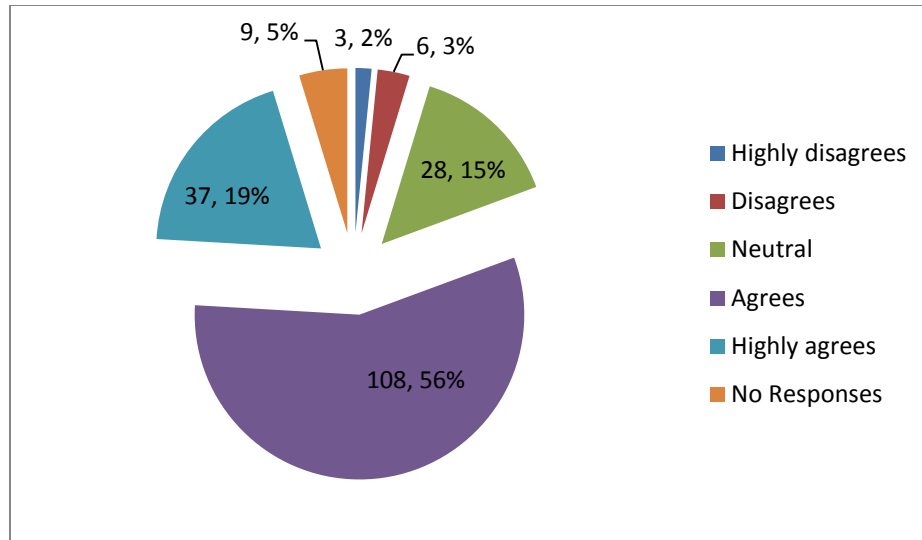


Fig 58. Employee overall satisfaction on the evaluation of in-house training

In the pie chart above, the study sought to find out overall satisfaction of employees with the evaluation of in-house training at KCB. The responses indicate that 56% of the employees agree while 19% highly agree that they satisfied with the evaluation of in-house training at KCB. However, 2% highly disagree, 3% disagree that they are satisfied with the evaluation of in-house training at KCB. Conversely, 15% of the employees were non committal to indicate whether they are satisfied with the evaluation of in-house training at KCB or not while 5% did not respond. This means that employees are satisfied with the evaluation of in-house training at KCB.

4.5.34 Employees responses on their preparation for test evaluations for in-house training

The table and pie chart below presents opinions of employees on their preparation for test evaluations for in-house training.

Table 59. Employee preparation for test evaluations for in-house training

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	6	9	11	125	31	9	191
Percentage (%)	3	5	6	65	16	5	100

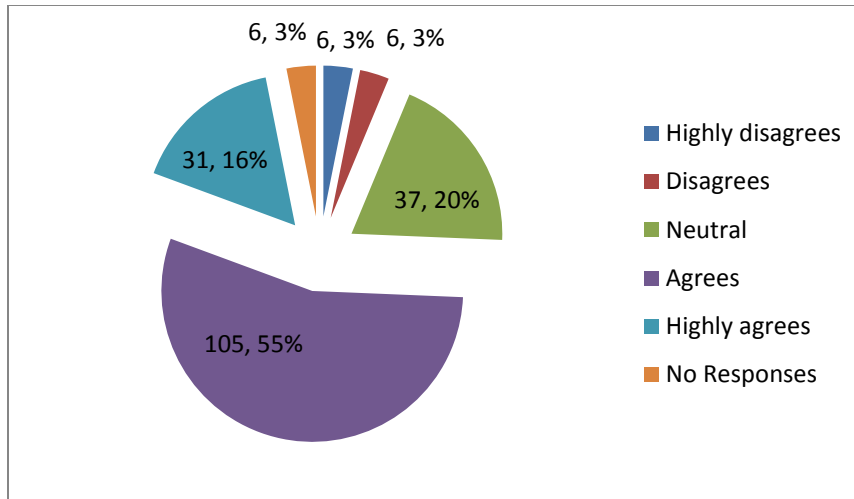


Fig 59. Employee preparation for test evaluations for in-house training

In the table above, the study sought to find out employee preparedness for test evaluations for in house training. The responses indicate that 65% of the employees agree while 16% highly agree that they preparedness for test evaluations for in house training. However, 3% highly disagree, 5% disagree that they prepared for test evaluations for in house training. Conversely, 6% of the employees were non committal to indicate whether they prepared for test evaluations for in house training or not while 5% did not respond. This means that employees are prepared for test evaluations for in house training at KCB.

4.5.35 Employees responses on the adequacy of evaluation forms fill-up for evaluations of the effectiveness of in-house training

The table below present information on evaluations forms fill-up adequacy for the evaluation of the effectiveness of in-house training.

Table 60. Employees responses on the adequacy of evaluation forms fill-up for evaluations of the effectiveness of in-house training

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	6	6	37	105	31	6	191
Percentage (%)	3	3	20	55	16	3	100

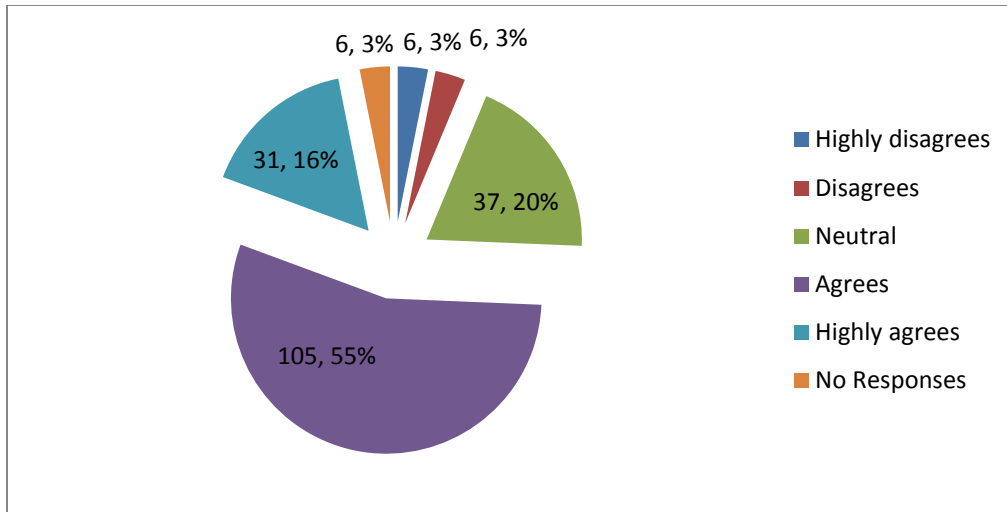


Fig 60. Employees responses on the adequacy of evaluation forms fill-up for evaluations of the effectiveness of in-house training

Table above shows responses on evaluations forms fill-up adequacy for the evaluation of the effectiveness of in-house training, majority of the respondents who were 55% agree compared to 20% who were neutral, 16% highly agree while 3% each respectively highly disagree, disagree and those who did not respond. This shows that evaluations forms fill-up are adequate for the evaluation of the effectiveness of in-house training.

4.5.36 Employees understanding on how their performance on the job is evaluated

The table and pie chart below present information on employees understanding how their performance on the job is evaluated.

Table 61. Employee understanding on how their performance is evaluated

Responses	Highly disagrees	Disagrees	Neutral	Agrees	Highly agrees	No Responses	Total
Frequency(No)	11	0	17	106	51	6	191
Percentage (%)	6	0	9	55	27	3	100

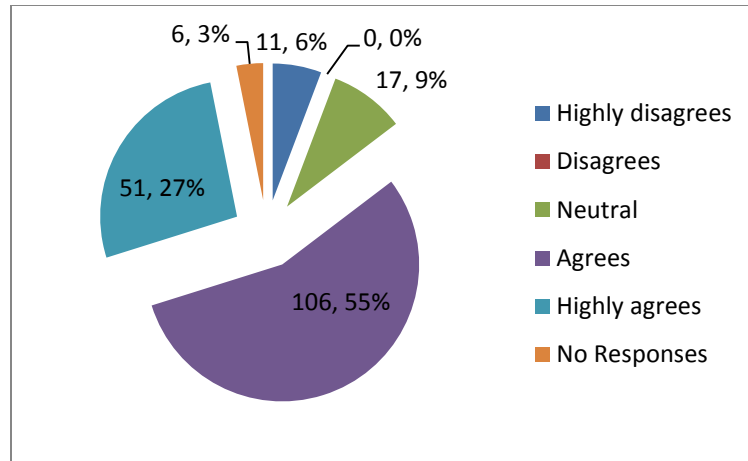


Fig 61. Employee understanding on how their job performance is evaluated

The table and pie chart above show employee understanding on how their performance on the job is evaluated by the Bank. From the information above, 55% agree, moderate effect was 27%, highly agree, while 9% were neutral, those who disagreed were 6% and 3% did not respond. This means that employees understand how their job performance are evaluated by the Bank

4.6 Discussion

The study revealed that employees have undergone training through a conference/ teleconferencing/ through Self-guided reading and/ or degree courses, apprenticeship, Job instruction, simulations, coaching. The bank equips its employees with capacity to understand the vision, mission and objectives of the bank upon attending training. In-house training enables employees to improve their mindset towards their job. In-house training enhances employee skills in sales, marketing, loyalty, communication, integrity etc. in the Bank. In-house training improves employees` team spirit and interaction in the Bank. The training enables employees to acquire considerable knowledge on other units and departments through job rotation. Employees gain insight in mentoring skills by virtue of attending in-house training. The bank communicates its vision; mission and values the objectives of the learning were well executed by the instructors. In tandem to the study findings Musili (2010) opined that there was a believe that it was because of

training that they were able to adjust well to the changing technological changes happening within Kenya Airways. Similarly, Riungu (2014) established that T&D among employees lead to increased job satisfaction and competitiveness, the researcher also found that T&D lead to increased performance and productivity because organization had clarity of goals, policies for assessing and measuring results.

The study found that employees are given opportunity to identify learning needs to pursue at the beginning of the year in order to bridge the gap in their individual knowledge. This agrees with Torrington and Taylor, (2008) who asserts that learning needs may be identified by an individual, organization or in partnership. The bank offers a number of eLearning courses which and individual or employees of a unit can pursue within a given set period of time.

The findings were consistent with Jackson et al., (2009) who argued that organisations undertake training on the basis of need to rectify skill deficiency and prepare employee for the various roles. The bank evaluates inhouse training programs by observing change in employee performance. This is in line with Ian et al. (2004) who noted that some of the evaluation methods include questionnaire, test or exams, project, structure exercise, case studies, intervals of trainees among other methods.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the results obtained from the study. In the next section, conclusions and recommendations are drawn followed by implications of the study for managers, and business leaders. The study ends the study with a brief discussion of the limitations and suggestions for further research.

5.2 Summary of findings

The objective of the study was to establish the effectiveness of in-house training Programs at KCB. The study established that the evaluations forms fill-up are adequate for the evaluation of the effectiveness of in-house training. In this case, employees endorse the in-house programmes as effective because it equips them with skills to be able to deliver excellent services to clients. This benefit is demonstrated by the ability of employees in identifying the objectives of in-house training that seeks to bolster the levels of performance in the Bank

The study also found out that the training is somewhat tight to the employees. This can be explained by the need to allow the bank to meet its day to day utilization of the available human resources operational needs. It is imperative that sufficient planning is observed by management to offer reasonable time to trainers to be able to cover the training work schedules in time that is appropriate. It was also established that employees are involved. This is somewhat contested because almost half of the respondents indicate that they are not involved. It appears therefore that a considerable number of respondents are in management. Various methods of training are offered by the bank. The study revealed that the bank`s employees are exposed to the bank`s functions and products through an orientation in-house training programme designed to enable them understand the whole organization. In the study revealed that the bank`s workers attend to in-house training sitting next to a colleague. This enables them to interact and to boost their morale and reinforce their interaction.

The study further established that employees are attending training on specific projects and that employees have undergone training through a conference/teleconferencing/seminar. Also it was established that employees have attended in-house training through Self-guided reading and/ or degree courses and that employees attend in-house training via apprenticeship. Further, it was noted that employees attend training via Job instruction, through simulations as well as coaching. All these approaches are explained by the need of the bank to equip their employees with capacity to understand its products, systems and processes.

The study established that training has helped them to improve employee understanding of the vision, mission and objectives of KCB and that training has helped employees to improve their mindset towards their job which have clearly bolstered performance. The study also found out that in-house training enhances employee skills in Sales, marketing, loyalty, communication, integrity etc. in the Bank. In addition, the study found out that in-house training improves employees` team spirit and interaction in the Bank and that it enables employees to acquire considerable knowledge on other units and departments through job rotation. The study also established that employees gain insight in Mentoring skills when attended in-house training.

The study further established that having in-house training enabled employees to do better in e-learning courses, it enabled employees to know the whole organization through orientation and that employees who had attended an in-house training were most likely to cope easily with changes in technology. Consequently, it was established that in-house training enables employees to be motivated at work, and that it enabled them to have positive results at work. The study also established that managers actively involve their subordinates in selecting training courses available in a given year. The study established that the training programs are relevant to the bank`s mission and objectives and that it helped improve quality of work. The study also established that there was a reduction in the period of training when it was systematically ordered and that it enabled the bank to reduce cost of service provision. The study also provides that the bank will eliminate job discrepancies/ inconsistencies and/ or rates of accidents. In-house training

enables employees to adapt to the changing technology and that training enables employees to relate well with colleagues and customers at work.

In addition, the study established that the training provided was relevant to individual employee career development and other staff development opportunities and that the objectives of the learning were well executed by the instructors allowing employees to say learning took place. The study also established that employees think there was an observable change in attitude, knowledge and skills after attending in-house training. The study revealed that employees attribute improved productivity, quality of service, reduced wastage and accidents as well as reduced turnover and absenteeism training. Further, it was established that there were methods for evaluating in-house training that were readily available at KCB. The study also established that there was an overall endorsement by the respondents on the evaluation of in-house training in the bank.

5.3 Conclusions

The respondents are generally a mix of all cadres of employees in KCB. Employees are able to identifying the objectives of in-house training that seeks to bolster the levels of performance in the Bank. The bank makes available the design of Specific sequences of training. The choices of the methods of learning are appropriate to satisfy the bank`s in-house training needs. The location selected for the training is conducive for learning. The training offered is somewhat tight to the employees and are involved in the drawing up of the training programmes, various methods of training are offered by the bank. These methods include orientation, employees sitting next to a colleague, mentoring programme, Secondment/ shadowing.

Employees have undergone training through a conference/ teleconferencing/ through Self-guided reading and/ or degree courses, apprenticeship, Job instruction, simulations, coaching. The bank equips its employees with capacity to understand the vision, mission and objectives of the bank upon attending training. In-house training enables employees to improve their mindset towards their job. In-house training enhances employee my skills in Sales, marketing, loyalty, communication, integrity etc. in the Bank. In-house training improves employees` team spirit and interaction in the Bank. The training enables employees to acquire considerable knowledge on other units and departments through job rotation. Employees gain insight in Mentoring skills by virtue of attending in-house training. The bank communicates its vision; mission and values the objectives of the learning were well executed by the instructors.

Employees think there is an observable change in attitude, knowledge and skills upon attending in-house training. An employee endorses the evaluation of in-house training in the bank. Employees are sufficiently prepared for test evaluations that utilize evaluations forms fill-up. There is adequate evaluation of in-house training to determine its effectiveness. Employees understand how their job performance is evaluated by the Bank.

5.4 Recommendations

This study recommended the following; the bank should ensure to strive to develop employee capacity to enable them to identifying the objectives of in-house training thereby understand its vision, mission and objectives. This is done by making available the design of Specific sequences of training. It also sought to ensure that the location selected for the training is conducive for learning. To realize training objectives, the bank ought to ensure that the training offered is convenient to the employees by sufficiently planning the timing and involve its employees in drawing up of the training programmes,

The bank should consider various methods of training to be used to deliver In-house training. This can be done in line of developing a clear communication policy meant communicate its vision, mission and values. It also has to ensure that objectives of the learning were well executed by the instructors. This therefore will lead to the appreciation where employees understand how their job performances are evaluated.

5.5 Suggestions for further research

Since this study covered the employee perception on the effectiveness of in-house training programs at KCB bank, it recommends that the same study can be replicated in other sectors to check for any variation in the responses.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE

Introduction

Based on the in-house training programs you have received at KCB, kindly populate the questionnaire. The information given will be treated as confidential as possible given academic use only and no person or group will be harmed in any way from the findings of this research.

Part A: Demographic and general information.

Kindly mark or tick in the boxes below appropriately.

Name: (Optional)

- 1. Age: 18-29 30-39 40-49 50&>
- 2. Gender: Female Male
- 3. Academic/profession: Secondary Diploma Undergraduate
 Postgraduate Professional certifications
- 4. Employment status: Contract employee Permanent employee Management
- 5. Experience in Years at KCB: 0-1Yrs 1-5Yrs 5-10Yrs >10Yrs

Part B: The structure of in-house programme

Indicate whether you agree with the design of in house training programme structure (mark as appropriate where 1 means highly disagrees 2 disagrees, 3 neutral, 4 agrees, 5highly agrees).

Phases of various forms of in-house training programme	Yes	No
Are you able to Identify learning objectives for in-house training		
Are Specific sequences of training made available to you		
Are the Choices of the learning methods appropriate		
Is the location Chosen conducive		
Is the Choice of training tight for you		
Are you involved in the Drawing up of the training programs		

Indicate whether you have attended/underwent the in house training programme (mark as appropriate whether Yes or NO).

Indicate whether you have attended/underwent the following Forms of in-house training programme	Yes	No
Orientation training		
Sitting next to Nellie		
Mentoring		
Secondment /shadowing		
Specific projects		
Conference/teleconferencing/seminar		
Self-guided reading and degree courses		
Apprenticeship training		
Job instruction		
Simulations		
Temporary assignments		
Coaching:		
Action learning method		

Part C: Perception of In-House Training programs:

Based on the training attended, state how it has impacted on your daily work performance; Please mark as appropriate where 1means highly disagrees 2 disagrees, 3 neutral, 4agrees, 5highly agrees.

Impact of In House Training Programmes

	1	2	3	4	5
1. The training program has improved my understanding of the vision, mission and objectives of KCB?					
2. The training has improved my understanding of what is required of me and my team at work?					
3. The training has improved my mind set towards my job?					
4. My performance at work has improved as a result of training?					
5. The training offered has enhanced my skills in Sales, marketing, loyalty, communication, integrity, etc?					
6. The in-house training has improved my team spirit and interaction?					
7. I have gained considerable knowledge on other units and departments through job rotation?					
8. In-house training has helped me gain insight in Mentoring skills					
9. In-house training has helped me do better in e-learning courses					
10. The training has helped me to know the whole organization through orientation?					
11. In-house training has helped me to cope with changes in Technology?					
12. Training has helped me to be motivated at work and I have come to appreciate my work					
13. Training has helped me to have a positive result at work?					
14. Managers actively involve me in selecting training courses available in a given year?					
15. My manager allows free flow of ideas and innovations ability from the individuals?					
16. The training programs are relevant to the organizations mission and objectives					

Benefits of in-house Training: In your own opinion state to what extent has in-house training programs in KCB has helped you to achieve the following:

1.	One becomes highly productive at work place					
2.	It helps Improve quality of work					
3.	Has helped reduce period for training as a result of it being systematically ordered					
4.	Has reduced cost of service provision					
5.	Has eliminated job discrepancies/inconsistencies and rates of accidents					
6.	Has improved morale as well as job satisfaction					
7.	Has helped adapt to the changing technology					
8.	Has helped relate well with colleagues and customer at work					
9.	Has helped me organize and improve work environment					
10.	The training provided is relevant to my career development and other staff development opportunities?					
11.	KCB has clearly communicated its vision, mission and values?					

Effectiveness of In-house training.

In your opinion kindly tick how you can rate evaluation of in-house training at KCB

1. Is your reaction on in-house training positive?					
2. Are the objectives of the learning well executed by the instructors that you can say leaning took place?					
3. Do you think there is an observable change in attitude, knowledge and skills after attending in-house training?					
4. Do you agree that the in-house training has led to improved productivity, quality of service, reduced wastage and accidents as well as reduced turnover and absenteeism?					
5. Does the methods for evaluating in-house training readily available at KCB?					
6. Are you satisfied with the methods used to evaluate in-house training at KCB?					
7. In our opinion is the timing of training evaluation conducive?					
8. Do you think the instruments for evaluating the effectiveness of training are used in other purposes other than training?					
9. Overall are you satisfied with the evaluation of in-house training at KCB?					
10. Are you well prepared for test evaluations for in house training?					
11. Are evaluation forms fill-up by individuals adequate for evaluation of the effectiveness of in-house training?					
12. I understand how my performance on the job is evaluated					

APPENDIX III: RESEARCH WORK PLAN

Activity	January – March 2016	April 2016	May 2016	June 2016	July 2016	August 2016
Proposal Development						
Proposal Defense						
Data Collection						
Data Analysis						
Report Writing						
Submission						

APPENDIX IV: RESEARCH BUDGET

Item/Activity	Amount (Kshs)
Typing Services	
Proposal Printing 40 pages @3x7 copies	Kshs.720
Questionnaire 7 pages @3x385	Ksh.1995
Printing of final project	5000
Data collection	1000
Telephone Expenses	Kshs.5,500
Final Project Binding	Kshs.10,000
Stationery	Kshs.10,500
Miscellaneous	Kshs.4,500
Total	Kshs.38,495