EMPLOYEE PERCEPTION OF PERFORMANCE IMPROVEMENT PROGRAMS IN KENYA COMMERCIAL BANK LIMITED, NAIROBI

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF MASTER OF BUSINESS ADMINISTRATION, SCHOOL OF BUSINESS, UNIVERSITY OF NAIROBI

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Declaration
I declare that this research project is my original work and has never been presented to any examining body for the award of certificate, diploma or degree.

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

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Date: 

SCHOOL OF BUSINESS
UNIVERSITY OF NAIROBI
Dedication

I dedicate this work to my family and all those who supported me in the completion of this project.
Acknowledgement

I would like to thank God Almighty for His able guidance throughout my studies. My heartfelt appreciation also goes to my supervisor, Mr. George Omondifor his invaluable professional advice and guidance throughout this project, I am very grateful to you sir. To all the respondents involved in the data collection process, I say thank for your time spent and quality responses.

My special gratitude to my parents and siblings for their prayers, support, encouragement and understanding throughout my study period, may God bless you all.

Finally, my sincere appreciation goes to all my friends and colleagues who continued to encourage me throughout this period.
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ABSTRACT

According to Armstrong and Baron (2005) employee performance management is the directing and supporting employees to work as effectively and efficiently as possible in line with the needs of the organisation. The research objective was to determine employee perception of performance improvement programs at Kenya Commercial Bank Branch, Nairobi. The research adopted a descriptive research design. The population of this study consists of all 2,047 employees of Kenya Commercial Bank Limited employees in Nairobi region as at June 2013 (Kenya Commercial Bank, 2012/2013 annual report). The study applied purposive sampling to select Nairobi region because of easy of accessibility. Primary data was collected using a semi-structured questionnaire. Data collected was analyzed using descriptive statistics comprising of mean scores, standard deviation, frequency distribution and percentages then presented using tables.

Performance monitoring plays a central role in the process of problem solving at the bank and monitoring has helped increase efficiency, develop customer service and improve the evaluation process of the employees at the bank. Coaching helps in promoting and stimulating the learning and development of employee at the bank as well as helping individual employee realize their own potential and improve their performance. The bank encourages employees to further their knowledge in their areas of operations and finally the company releases employees from regular work to attend training and even sponsor them where possible. The study concluded that the performance improvement programs affect employees’ performance to a great extent and that coaching helps in promoting and stimulating the learning and development of employee at the bank as well as helping individual employee realize their own potential and improve their performance. The study recommends that the management should provide ongoing monitoring to employees so as to check the opportunity on how well employees are meeting predetermined standards and to make changes to unrealistic or problematic standards. The study recommends that further research should be done on all commercial banks in Kenya so as to get comprehensive information on how the other players will respond to performance improvement programs in the sector.
CHAPTER ONE : INTRODUCTION

1.1. Background of the Study

According to Armstrong and Baron (2005) employee performance management is the directing and supporting employees to work as effectively and efficiently as possible in line with the needs of the organisation. Performance management is concerned with: aligning individual objectives to organizational objectives and encouraging individuals to uphold corporate core values; enabling expectations to be defined and agreed in terms of role responsibilities and accountabilities (expected to do), skills (expected to have) and behaviours (expected to be); providing opportunities for individuals to identify their own goals and develop their skills and competencies (Armstrong, 2009). Armstrong and Baron (2005) stated that the purpose of performance management is to achieve high performance by organisation and employees, and by ‘high performance’ they mean reaching goals such as speed and quality of customer service, amount of productivity, profits and other targets.

Performance management of individual employees includes: planning work, setting goals, offering feedback and reviews, offering opportunities to learn more and rewarding employees who perform well. Employee performance management works best when work is planned and goals are consistent (Armstrong and Baron, 2005). This may mean having a clear way to communicate regarding work expected at the moment and upcoming work. Performance management involves giving feedback to employees on a more consistent basis than the average annual review. Instead, an employee’s ability to exceed or failure to meet goals may be monitored on a monthly basis. This provides the employee with either the opportunity to receive compliments...
and rewards fairly regularly or to make behaviour changes sooner if performance is not up to par (Russell, 2011).

1.1.1 The Concept of Perception

Perception is closely related to attitudes. Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world (Lindsay & Norman, 1977). In other words, a person is confronted with a situation or stimuli. The person interprets the stimuli into something meaningful to him based on prior experiences. The perception process follows four stages: stimulation, registration, organization, and interpretation. A person’s awareness and acceptance of the stimuli play an important role in the perception process. Receptiveness to the stimuli is highly selective and may be limited by a person’s existing beliefs, attitude, motivation, and personality (Assael, 1995).

Broadbent (1958) addressed the concept of perceptual vigilance with his filter model. He argued that, on the one hand, due to limited capacity, a person must process information selectively and, therefore, when presented with information from two different channels (methods of delivery such as visual and auditory), an individual’s perceptual system processes only that which it believes to be most relevant. Selective perception occurs when an individual limits the processing of external stimuli by selectively interpreting what he or she sees based on beliefs, experience, or attitudes (Sherif & Cantril, 1945).

1.1.2 Employee Performance Improvement Programs

Employee performance improvement program refers to a set of goals given to an employee as a result of the employee's poor performance (Sahoo and Mishra, 2012). The performance improvement program gives specific details of the areas in which
The employee needs to improve and stipulates the period of time during which that improvement should occur (Daniels and Daniels, 2004). Performance improvement program is designed to facilitate constructive discussion between a staff member and his or her supervisor and to clarify the work performance to be improved (Armstrong and Baron, 2005). Performance Improvement programs are implemented to aid in correcting performance challenges associated with the skills and expertise of employees and not be used to correct inappropriate behavioral conduct or a violation of work rules (Russell, 2011). Behavior problems include misconduct, insubordination and other issues related to an employee’s conduct or behavior. Performance deficiencies are associated with skills that cause the employees to fall short of the performance standards required by their job (Sahoo and Mishra, 2012).

The performance improvement component of the performance management process consists of both informal actions and formal actions. Informal actions are appropriate for situations when minor performance improvement is needed, when it is the first time the employee has been in need of performance improvement intervention, or if there is a clearly defined skills mismatch (Russell, 2011). The formal actions for performance improvement include an oral reminder, a written reminder, and a final warning accompanied by a decision-making leave. At each step, managers must meet with the employee. Managers should consult with the Human Resource Generalist for assistance before initiating formal action (Armstrong and Baron, 2005). These programs are initiated in an organization as soon as it becomes apparent that an employee is not meeting expected performance standards.
1.1.3 Kenya Commercial Bank, Kenya

The bank’s vision is to be the preferred financial solution provider in Africa with a global reach. Its mission is to drive efficiency whilst growing market share in order to be the preferred financial solution provider in Africa with a global reach. The Kenya Commercial Bank limited group is the largest financial services in East Africa, with an asset base estimated at over US$2.5 million. As at March 2012, Kenya Commercial Bank group had the widest network of banking outlets covering Kenya, Uganda, South Sudan, Rwanda, Tanzania, and Burundi (KCB Financial Statements, 2012).

Kenya Commercial Bank views employees as a critical resource and organizational culture as one of the key determinants of employee commitment and organizational performance. This is evidenced by the HR strategic objectives of the company, namely: to attract and develop competent employees in order to be an employer of choice, to create a positive work environment enabled by the Kenya Commercial Bank values and enabling leadership and to be a performance driven organization. Kenya Commercial Bank culture is perhaps summarized best in its five core values: putting the customer first, working as a team, being professional in everything we do, a willingness to change and caring for the community.

1.2. Research Problem

Perception is a cognitive process that lets a person make sense of stimuli from the environment. Perception is influenced by internal and external factors leading people to see some perceived events differently. Performance of any organization largely depends on the performance of its employees. Successful organizations are increasingly realizing that there are number of factors that contribute to performance
but employee perception is clearly the most critical (Mello, 2005). In spite of the size and nature of an organization, the activity it undertakes, and the environment in which it operates, its success depends on its employee’s decisions and their behavior. Considerable research has also shown that perceptions of fairness are associated with positive organisational commitment (Kim and Mauborgne, 1993). Based on the above research findings and discussions, it is possible to conclude that there is a positive association between employee perceptions and performance. Human resource policies and practices of an organization are significantly important forces for determining employees’ perception.

The Kenya Commercial Bank Limited has faced several challenges in its bid to deliver quality banking services to its customers. This includes, long customer queues in its banking halls as customers’ complaints take long to be resolved. To ensure high employee productivity and manage employee turnover, the bank developed several employee improvement programs like offering its staff education loans at no interest so as to encourage as many as are willing to further their education, the bank has also invested in on and off-job training programs, further the bank also has a reward system for employee based on individual balance score card. Challenges at the bank in regard to the implementation of performance improvement programs touch on the perception of fairness in compensation which affects the relationship among employees and influence motivation to work (Kenya Commercial Bank, 2013).

Several studies have been done on performance improvement programs and the overall concept of performance management in organizations. For instance, Owalla (2011) did a study on the employee performance management practices among major supermarkets in Kisumu municipality-Kenya. The findings showed that supermarkets
in Kisumu Municipality were at the infant stage of embracing employee performance management practices, Ng'ang'a (2012) did an assessment of employees' perception of performance appraisal using a case study of the Department of Immigration Nairobi. The study findings revealed that though performance appraisal on paper was built on solid principles, its implementation as relates to the scope of application, highlights of the old performance appraisal system, implementation of the new system, training as a direct result of performance appraisal, advantages and shortcomings of appraisal in the Department including; appraisal interviews, feedback process and quality and the relationship between appraisal and performance, motivation, reward and sanction management to a large extent fall short and thus greater sensitization was required to harness its full potential and benefits.

Njenga (2007) did a study on the employee perception of labour relations in Kenya commercial bank. The study revealed that the main cause of moderate labour relations in the bank in the sense of flow of information from the managers to the employees under them and the main cause of conflicts is poor communication, followed by social relationships and tribalism in that order. Mutinda (2009) did a study on the factors influencing employee perception of equity in compensation in medium sized commercial banks in Nairobi. The study found out that perception of fairness in compensation affects the relationship with your colleagues as well as perception of fairness in compensation influence your motivation to work, external equity influence on wages over internal equity influence, workers often rank job security, working conditions, advancement opportunities, management appreciation, relations with co-workers, and flexibility of hours or job assignment ahead of compensation. From the above studies, there is no study that has concentrated on performance improvement programmes by Kenya Commercial Bank Limited. This study will therefore seek to
fill this research gap by answering one research question: What is the employee perception performance programs adopted in Kenya Commercial Bank Limited, Nairobi?

1.3. Research Objective

To determine employee perception of performance improvement programs at Kenya Commercial Bank Branch, Nairobi.

1.4 Value of the Study

The findings of this study would be valuable to policy makers in the area of human resource management in their bid to ensure employee development for sustained organizational performance.

It is hoped that the information obtained from this study would provide commercial bank managers and decision makers with better insights into employee perception of performance improvement programs that banks can use in meeting diverse customers’ banking needs. This would help bank Human Resource Managers to develop more precise programs in order to improve employee performance.

This study is expected to contribute to the existence literature relating to employee perception of performance improvement programs adopted by various banks in Kenya. The study would extend the knowledge on the performance improvement programmes where future researchers and scholars can review. In addition, this study will enrich existing literature in the area of employee performance improvement programs by suggesting areas for further research where future scholars can research on.
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter summarizes the information from other researchers who have carried out studies on performance improvement programs. Materials have been drawn from several sources which are closely related to the theme and the objectives of the study. The influencing variables include employee welfare schemes and employee training programs and the influence of every variable on employees’ improvement is discussed in detail.

2.2 Performance Management

Performance management recognized that performance is a result of a combination of factors staff, protocols, systems etc and not just the sum performance by various individuals. Indeed performance management is viewed as an open process where teams, rather than individuals, set and discuss openly objectives and targets set, and where staff and line managers participate equally in such discussions (Philpott and Sheppard, 1992). Performance management is the central tool used to align employee behaviour and organizational objectives, especially in the hard model (Priti, 2009). He also found that performance management processes tend to be inflexible, highly resistant to change and subject to rapid classification.

Performance management is a tool, which the personnel managers are with the ultimate goal of securing a competitive advantage of the organization (Guest, 1995). Performance management is held to be an important driver in determining valuable outputs such as employee commitment. Identification by employees with the organization in terms of adherence to its values, goals and desired behaviours is
assumed to bring a strong culture and contribution to organizational success. Employees must know what they need to do to perform their jobs successfully (Davis, 1985).

Planning means setting performance expectations and goals for individuals and groups to channel their efforts toward achieving organizational objectives. Getting employees involved in the planning process helps them understand the goals of the organization, what needs to be done, why it needs to be done, and how well it should be done. The shared view can be expressed in a variety of ways such as the job description (Torrington 1995) or assignment instructions in the case of security industry. Planning employee’s performances include establishing the elements and standards of the performance appraisal plans. Performance elements and standards should be measurable, verifiable, equitable and achievable. Armstrong, (2003) observes that employee performance management is increasingly coming to mean a general, integrated human resource strategy that seeks to create a shared division of the purpose, aims, and values of the organization.

2.3 Performance Improvement Programs

Employee performance improvement program refers to a set of goals given to an employee as a result of the employee's poor performance which is designed to facilitate constructive discussion between a staff member and his or her supervisor and to clarify the work performance to be improved (Armstrong and Baron, 2005). Performance Improvement programs are implemented to aid in correcting performance challenges associated with the skills and expertise of employees and not be used to correct inappropriate behavioral conduct or a violation of work rules (Russell, 2011).
2.3.1 Employee Monitoring Programs

According to Hartman and Bucci, (1999) in an effective organization, assignments and projects are monitored continually. Monitoring well means consistently measuring performance and providing ongoing feedback to employees and work groups on their progress toward reaching their goals. Regulatory requirements for monitoring performance include conducting progress reviews with employees where their performance is compared against their elements and standards. Ongoing monitoring provides the opportunity to check how well employees are meeting predetermined standards and to make changes to unrealistic or problematic standards. And by monitoring continually, unacceptable performance can be identified at any time during the appraisal period and assistance provided to address such performance rather than wait until the end of the period when summary rating levels are assigned (Hartman, 1998).

Monitoring should not be done at the same time on the same day. It should be randomly selected to establish accurate results and samples. The observer should also listen to the entire conversation of the phone call. By listening to just parts of the conversation, the observer chances catching the employee at a bad time. If he or she ceases to listen after this point, he could risk missing the employee improve after self-realizing the mistake made (Shostak and Wong, 1999).

The observations being made should also be kept on file. The manager can then monitor trends of improvement or failures over a period of time. Each employee within a department can then be analyzed continuously and given help on a need basis (Shostak and Wong, 1999). The statistics kept on the various calls screened will eventually lead to better customer service because the employees will know exactly
what they are doing wrong. By listening to a phone representatives’ call, the observer can identify strengths and weaknesses in call handling and help him or her understand how calls can be improved (Riechly, 1996). Because of this reason, all employees should be monitored on a regular basis. As a result, each employee will then always be aware of the areas they need to improve on. When giving the employees feedback, each manager should communicate the results supportively and immediately after the event. "In addition to the timing of the feedback, the content of the feedback, and the motivation guiding the feedback process, can have a powerful impact on the target individual's willingness and ability to improve (Whetten and Cameron, 1998). Each employee needs to be motivated to perform to his or her best effort and potential through the feedback. When making employees aware of their mistakes, the supervisor should also give the employee ideas on how to improve. That way the supervisor is not just reprimanding the employee, he or she is also giving advice (Shostak and Wong, 1999).

Lastly, there should be an allowance for a right of redress by the employee being monitored. The employee may feel that the observer took something out of context or misunderstood a certain situation. If the employee feels this way, he or she can then give an explanation on the occurrence. The supervisor can help think of different ways to handle the situation next time (Shostak and Wong, 1999). Computer-based monitoring is the use of computerized systems to automatically collect information about how an employee is performing his or her job (George, 1996). There are programs available that can track Internet activity by storing the websites the employee visits and record the time spent on that website (Xenakis, 1998). Some companies use a video display terminal which can track the number of mistakes an employee makes on the keypad, the speed of their typing, the accuracy of the typing.
and the number of jobs they are performing at once (Mishra and Crampton, 1998). By using this system, a supervisor can keep a record of an employee's particular performance. Also, it makes it easier to give advice to the employee on how they can improve in their position. This type of system makes it easier for supervisors to perform other responsibilities without having to constantly watch over the employees (Mishra and Crampton, 1998).

Tracking employees' e-mail is an important part of this system. Having e-mail available for the employees has greatly increased their ability to communicate. Every time the employee sends an e-mail from their job, the company's name is embedded in the address. To ensure the quality of a company's good name, the employer has the right to monitor the e-mails sent and received (Hartman and Bucci, 1999). Some monitoring systems can select and view e-mails on a random basis. They can also be programmed to check for certain key words that could signal a problem with the employee (Hartman and Bucci, 1999).

Some companies use this system to ensure that the e-mail is only being used for company situations (Hartman, 1998). Monitoring an employee's time on the Internet can also tell a company a great deal about the employees. First, if a certain employee is not performing up to standards and seems to be lagging behind, their activity on the Internet can be a crucial factor linked to their performance. The employee could be wasting time visiting various sites, causing their customer service skills to suffer (Hartman and Bucci, 1999). Employees can also unintentionally bring viruses into the company's system by downloading from the Internet. If a company uses a computer-monitoring system, they can prevent a situation like this from occurring.
In order to make the computer-monitoring program successful, a company should establish a policy and follow a set of guidelines. A way to make the employees appreciate the monitoring system is by allowing the employees to help in the policy creation process. This is a way of finding common ground with them (Schulman, 1998). The policy should state that the company e-mail and the Internet should only be used for company reasons. Also, it should state that the employees' activity could be monitored at anytime. This way an employee will be aware that their private lives should stay out of the workplace (Shostak and Wong, 1999). Next, the supervisors should inform employees that e-mail is company property and not private, even if a password is required to access the E-mail system (Shostak and Wong, 1999). This knowledge could act as a deterrent for misuse of the computer system. Another guideline that should be implemented is letting the employees have access to any information found on them through the monitoring system (Hartman, 1999).

If a company is going to discipline based on the monitoring system, the employee should have the right to see exactly what they did wrong. Next, a company should state in its policy that any type of information found on the Internet or sent through the e-mail should be of taste and not discriminatory, racist, or defamatory (Shostak and Wong, 1999). An employee could find useful information on the Internet that could improve his or her performance, but it must maintain ethical and professional standards. Last, a company should make sure that each employee sign a policy informing the company that they are aware of the monitoring guidelines, policies, and procedures (Shostak and Wong, 1999). Performance monitoring plays a central role in the process as it not only helps with problem identification but also with measuring and monitoring changes in service characteristics following implementation. The type of monitoring system that is most effective depends on the type of workplace it is to
be implemented (Hartman and Bucci, 1999). Many employers feel that employee monitoring through call-monitoring, video surveillance, or computer monitoring, has helped increase efficiency, develop customer service and improve the evaluation process of the employees. However, stress and other human aspects should also be considered when choosing a monitoring system. According to the law, it is legal to view employees and the equipment they use. It is up to each company to implement a policy on monitoring and plan for whatever the future may hold (Hartman, 1999).

2.3.2 Employee Coaching Programs

The demands of today’s competitive business environment, coupled with customers’ increasing expectations, put an emphasis on the performance of an organisation; to compete, organisations must continually improve their performance. Firms have increasingly recognised the potential for their people to be a source of competitive advantage (Pfeffer, 1994). Continually learning, adjusting, and developing an organisation is a way to continually improve performance (Van der Sluis and Schreiner, 2001). This, in turn, could be attained by promoting and stimulating the learning and development of an individual. Coaching offers optimal opportunities to achieve this. Creating competitive advantage through people requires careful attention to the practices that best leverage these assets (Wright et al., 2003). Coaching can be seen as one of these practices; helping individuals realise their own potential and improve their performance (Edwards et al., 2003).

For decades, athletes have turned to coaches to help them perform better. A concept, which has been extremely popular in the world of sports for a long time, has made its entrance into the world of human resource management. The rise of coaching into the world of business is emphasised by the fact that the first quantitative research to
the acquaintance, the use, and the affectivity of the human resource development instrument only recently took place (Klip and Matthijssen, 2004). According to this national research executed by TNS NIPO, coaching has conquered a place in the top five of the most effective human resource development instruments; as managers have shifted from controlling to empowering their employees, coaching has become a vital managerial tool (Wright et al., 2003).

Coaching links up with the requirements needed to make an individual (employee) perform: the physical and mental abilities to perform, the motivation to perform, and the necessary feedback to be able to improve performance. Reasons to start a coaching relationship relate to this performance: a poor level of personal functioning, or (expected) function change / alteration, career-projects and change processes on departmental / organisational level (Schabracq, 1998). The aim of the coach is not to solve one particular problem, but to help the individual himself or herself so that he or she can cope better with present and future challenges one is bound to encounter. The coach acknowledges the potential self-sufficiency of individuals, and he / she increases the opportunities for them to confidently rise to new challenges (Chiaramonte and Higgings, 1993).

The importance of confidence in oneself is also stressed by the exponential learning curve. This curve (according to Chiaramonte and Higgings, 1993) states that with an investment of time and resources in the early stages of any growth process, each step along the way will require less effort and support to produce higher gains. It is a self-propelling force of nature that the high-performance coach strives to enhance and support. According to this curve, the level of self-confidence of the employee increases more dramatically as the individual’s experience increases during each
phase of development. Then, the coach is able to step back and let the high performer function more confidently and more effectively on his or her own.

Coaching is an approach to strengthen the self-improving and self-learning character of their proteges also returns in the research of (Schabracq, 1998). According to Schabracq coaching is aimed to achieve self-steering, which is aimed at the desired state. The advantage of this system is the increase in the level of effectiveness, pleasure and personal development of the individual. Thus, one could say that the advantage of this method is in the maximum development of the individual’s own talents and competencies. Tannenbaum (1997) suggested that support and feedback from supervisors, as part of the learning environment, improves performance and development on the long term. And, if supervisors coach and develop staff actively, this will have a positive effect on performance and job and career satisfaction. Coaching cannot only increase employee performance (in an indirect way) and satisfaction, but it also provides the organisation with a systematic way to monitor the development of human resources in the firm (Noe et al., 2003; Cummings and Worley, 2004).

2.3.2 Employee Training Programs

The purpose of training and management development programs is to improve employee capabilities and organizational capabilities. When the organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees (Gardner, 2002). Training and development programs may be focused on individual performance or team performance. The creation and implementation of training and management development programs should be based on training and management development
needs identified by a training needs analysis so that the time and money invested in training and management development is linked to the mission or core business of the organization (Watad & Ospina, 1999).

To be effective, training and management development programs need to take into account that employees are adult learners (Forrest & Peterson, 2006). According to Frank and Taylor (2004), although training is no longer the same as development though development is no longer synonymous with training but it is still the most used approach. The development of management can be enhanced by foundational managerial education and leadership development. The latter that can only be delivered in a face-to-face environment where the instructor is a well respected senior leader within the organization. This becomes an arena for development based on the solving of real and important business problems. Foundational managerial education on the other hand, is the knowledge of academic disciplines taught in executive education programs which become particularly useful for those facing transitions in their careers (Garrow & Hirsh, 2009).

Daniels (2003) note that it is how the training will be integrated into the job which is the main consideration of these approaches. According to Michaels, Handfield-Jones, and Axelrod (2001), these programs have in common that they introduce new skills, concepts and knowledge. The high-impact leadership approach also provides a powerful action-learning format. Further, this approach to development immerses the employee in the leadership principles and values of the company, and also facilitates the creation of trust-based networks and spontaneous mentoring relationships. It becomes important to implement this way of developing into the mindsets of the participants so that they learn firsthand what it takes to successfully lead the
organization (Deloitte, 2005). As training easily becomes a high cost activity for any company, Daniels (2003) goes through the evaluation of training and the importance of looking at its impact on the organization. Training must never be seen as a panacea as it does not eliminate core organizational problems however, it can provide vast improvements.

Although, Frank and Taylor (2004) provides a different view, in their analysis of future trends within Talent Management, when arguing that technology based learning systems will become readily available and provide effective solutions to training needs.

Cunningham (2007) explains that through career management, the main focus is on the individual’s career options and on his/her own capability of growth, rather than on what position he/she is to fill. In this increasingly changing work environment and the diversity of capabilities that each and everyone could contribute to the corporate, climbing vertically is not necessarily the only way up. The point is that future development opportunities can be the essential for the individual rather than vertical promotion without it (Serrat, 2010).

When an employee's level of responsibility increases, and they get the opportunity to try new tasks, it's inevitable that they will learn new skills. An employee who is responsible for making decisions within an organization might also come up with decisions that help an organization in achieving its objectives (Buchanan and Huczynski, 2004). When employees are given a greater depth of tasks through job enrichment, they may not be skilled or experienced in the new tasks they're asked to perform. The lack of training may be a disadvantage for employees and employers,
and lead to problems such as lower productivity. Job enrichment can only be truly successful if planning includes support for all phases of the initiative (Kohn, 2002).
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this chapter provided an insight on the research design adopted, the target population studied, sample design, data collection methods employed, and last but not least the data analysis method used when organizing and analyzing the data for interpretation in chapter four.

3.2 Research Design

The research adopted a descriptive research design. Descriptive research design is appropriate for this study because it allows the respondents to give information about peoples’ attitudes, opinions, habits or any of the variety of social issues. The researcher applied a descriptive design. Mugenda and Mugenda (2003) describe descriptive research design as a systematic, empirical inquiry in which the researcher does not have a direct control of independent variable because they inherently cannot be manipulated.

3.3 Population

The population of this study consists of all 2,047 employees of Kenya Commercial Bank Limited employees in Nairobi region as at June 2013 (Kenya Commercial Bank, 2012/2013 annual report).

3.4 Sample Design

The study applied purposive sampling to select Nairobi region because of easy of accessibility. The study then used cluster sampling method to group the target
population according job titles, and thereafter 10% of the respondents were selected from each stratum of the Nairobi region as shown in the table 3.2 below:

Table 3.1: Sample Size

<table>
<thead>
<tr>
<th>Population group</th>
<th>Target population</th>
<th>Sample Proportion</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managers</td>
<td>749</td>
<td>10%</td>
<td>74</td>
</tr>
<tr>
<td>Section Heads</td>
<td>45</td>
<td>10%</td>
<td>6</td>
</tr>
<tr>
<td>Clerical Staff</td>
<td>1,210</td>
<td>10%</td>
<td>121</td>
</tr>
<tr>
<td>Subordinate Staff</td>
<td>43</td>
<td>10%</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,047</strong></td>
<td></td>
<td><strong>205</strong></td>
</tr>
</tbody>
</table>

3.5 Data Collection

The researcher used a questionnaire as primary data collection instrument. Primary data was collected using a semi-structured questionnaire. The questionnaire is divided into two parts. Part A is on general information; part B contains questions on the perception of employees of performance improvement programs. The questionnaire was administered through a drop and pick method.

3.6 Data Analysis

Data collected was analyzed using descriptive statistics comprising of mean scores, standard deviation, frequency distribution and percentages then presented using tables and figures.
CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction
This chapter presents analysis, findings and discussion of the study.

4.2 Response Rate
The study targeted a sample of 205 Kenya Commercial Bank Nairobi staff, out of which 162 filled in and returned the questionnaire giving a response rate of 79%.

4.3 Demographic Characteristics

4.3.1 Gender
Majority (51%) of the respondents were female while 49% of them were male.

4.3.2 Age of the respondents

Figure 4.1: Age of the respondents

From the study findings, 18% of the respondents were below 25 years, 19% of the respondents were between 26-35 years, 29% of the respondents were between 36-45 years, 20% of the respondents were between 46-55 years and 14% of the respondents were between 56-60 years.

4.3.3 Highest Academic Qualification

Table 4.1: Highest academic qualification

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>2</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
</tr>
<tr>
<td>Bachelors’ Degree</td>
<td>76</td>
</tr>
<tr>
<td>Post Graduate Diploma</td>
<td>48</td>
</tr>
</tbody>
</table>
The study findings indicated that, 1% of the respondents had certificates, 3% of the respondents had diplomas, and 47% of the respondents had Bachelor’s Degrees. 30% of the respondents had postgraduate diplomas, 18% of the respondents had masters while as only 1% of the respondents had PhD. These findings imply that respondents were well educated.

### 4.3.4 Length of Service

**Table 4.2: Years Worked at KCB**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 1 year</td>
<td>21</td>
</tr>
<tr>
<td>1 year to 3 years</td>
<td>32</td>
</tr>
<tr>
<td>4 years to 6 years</td>
<td>67</td>
</tr>
<tr>
<td>Above 6 years</td>
<td>42</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>162</strong></td>
</tr>
</tbody>
</table>

From the study findings, 13% of the respondents had worked in the bank for below 1 year, 20% of the respondents had worked in the bank for between 1-3 years, 41% of the respondents had worked in the bank for between 4-6 years while as 26% of the respondents had worked in the bank for above 6 years. It can therefore be deduced that majority of the respondents had been working in the bank for more than four years hence were more knowledgeable on the issues raised in this study.

### 4.4 Performance Improvement Programs

#### 4.4.1 Effects of Performance Improvement Programs in employees’ performance
The study sought to establish the extent to which performance improvement programs affect employees’ performance and employee monitoring programs influences employee performance at Kenya commercial bank limited.

4.4.1 Effects of performance improvement programs on employees’ performance

Table 4.3: Performance improvement programs on employees’ performance

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a very great extent</td>
<td>42</td>
</tr>
<tr>
<td>To a great extent</td>
<td>73</td>
</tr>
<tr>
<td>To a moderate extent</td>
<td>29</td>
</tr>
<tr>
<td>To a little extent</td>
<td>13</td>
</tr>
<tr>
<td>To no extent</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>162</td>
</tr>
</tbody>
</table>

As shown in the above table, 26% of the respondents indicated that performance improvement programs affect employees’ performance to a very great extent. 45% of the respondents indicated that performance improvement programs affect employees’ performance to a great extent. 18% of the respondents indicated that performance improvement programs affect employees’ performance to a moderate extent. 8% of the respondents indicated that performance improvement programs affect employees’ performance to a little extent and 26% of the respondents indicated that performance improvement programs affect employees’ performance to a no extent. These findings are in line with those of Russell, (2011) who indicated that performance improvement programs are implemented to aid in correcting performance challenges associated with the skills and expertise of employees and not be used to correct inappropriate behavioral conduct or a violation of work rules.

4.4.2 Influences of Employee Monitoring Programs on Employee Performance
The study sought to indicate the level of agreement on how employee monitoring programs influences employee performance at Kenya commercial bank limited.

Table 4.4: Influences of Employee Monitoring Programs on Employee Performance

<table>
<thead>
<tr>
<th>Employee Monitoring Programs</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ongoing monitoring in the bank has provided an opportunity to check how well employees are meeting predetermined standards</td>
<td>39</td>
<td>58</td>
<td>24</td>
<td>19</td>
<td>22</td>
<td>162</td>
</tr>
<tr>
<td>Monitoring continually helps to identify unacceptable performance</td>
<td>31</td>
<td>67</td>
<td>40</td>
<td>11</td>
<td>13</td>
<td>162</td>
</tr>
<tr>
<td>The bank offers an allowance for a right of redress by the employee being monitored.</td>
<td>19</td>
<td>22</td>
<td>69</td>
<td>42</td>
<td>10</td>
<td>162</td>
</tr>
<tr>
<td>The employees help in the policy creation process as a way to make them appreciate the monitoring system</td>
<td>11</td>
<td>13</td>
<td>68</td>
<td>44</td>
<td>26</td>
<td>162</td>
</tr>
<tr>
<td>If the bank is going to discipline based on the monitoring system, the employee have right to see exactly what they did wrong.</td>
<td>89</td>
<td>34</td>
<td>19</td>
<td>11</td>
<td>9</td>
<td>162</td>
</tr>
<tr>
<td>Performance monitoring plays a central role in the process of problem solving at the bank</td>
<td>27</td>
<td>51</td>
<td>39</td>
<td>23</td>
<td>22</td>
<td>162</td>
</tr>
<tr>
<td>Monitoring has helped increase efficiency, develop customer service and improve the evaluation process of the employees at the bank</td>
<td>35</td>
<td>39</td>
<td>52</td>
<td>27</td>
<td>9</td>
<td>162</td>
</tr>
</tbody>
</table>

Majority (38%) of the respondents agreed that the ongoing monitoring in the bank has provided an opportunity to check how well employees are meeting predetermined standards. 41% of the respondents agreed as indicated that the monitoring continually helps to identify unacceptable performance. Asked if the bank offers an allowance for a right of redress by the employee being monitored, 43% of the respondents were neutral with this statement. Majority (42%) of the respondents were neutral when asked if the employees’ help in the policy creation process as a way to make them appreciate the monitoring system. 55% of the respondents strongly agreed that if a bank is going to discipline based on the monitoring system, the employee have right
to see exactly what they did wrong. Concerning whether performance monitoring plays a central role in the process of problem at the bank the 31% respondents were agreed to it. Finally whether monitoring, has helped increase efficiency, develop customer service and improve the evaluation process of the employees at the bank, majority (32%) of the respondents were neutral. According to Hartman (1998) ongoing monitoring provides the opportunity to check how well employees are meeting predetermined standards and to make changes to unrealistic or problematic standards. Hartman further indicated by monitoring continually, unacceptable performance can be identified at any time during the appraisal period and assistance provided to address such performance rather than wait until the end of the period when summary rating levels are assigned.

4.4.2 Employee Coaching Programs

Table 4.5: Employee Coaching Programs

<table>
<thead>
<tr>
<th>Employee Coaching Programs</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching helps in promoting and stimulating the learning and development of employee at the bank.</td>
<td>77</td>
<td>38</td>
<td>22</td>
<td>19</td>
<td>6</td>
<td>162</td>
</tr>
<tr>
<td>Coaching helps individual employee realise their own potential and improve their performance</td>
<td>67</td>
<td>54</td>
<td>31</td>
<td>7</td>
<td>3</td>
<td>162</td>
</tr>
<tr>
<td>Coaching helps one to cope better with present and future challenges one is bound to encounter.</td>
<td>39</td>
<td>61</td>
<td>33</td>
<td>21</td>
<td>8</td>
<td>162</td>
</tr>
<tr>
<td>Coaching provides the bank with a systematic way to monitor the development of its human resources.</td>
<td>24</td>
<td>29</td>
<td>66</td>
<td>31</td>
<td>12</td>
<td>162</td>
</tr>
<tr>
<td>Coaching provides the maximum development of the individual’s own talents and competencies</td>
<td>42</td>
<td>71</td>
<td>38</td>
<td>8</td>
<td>3</td>
<td>162</td>
</tr>
<tr>
<td>Coaching helps in the increasing of the level of effectively, pleasure and personal development of the individual in the bank</td>
<td>75</td>
<td>58</td>
<td>21</td>
<td>6</td>
<td>2</td>
<td>162</td>
</tr>
</tbody>
</table>
Majority (48%) of the respondents strongly agreed that coaching helps in promoting and stimulating the learning and development of employee at the bank. On if coaching helps individual employee realize their own potential and improve their performance 41% of the respondents strongly agreed. Majority (38%) of the respondents agreed that coaching helps one to cope better with present and future challenges one is bound to encounter. On if coaching provides the bank with a systematic way to monitor the development of its human resources 41% of the respondents were neutral about it. Majority (38%) of the respondents agreed that coaching provides the maximum development of the individual’s own talents and competencies and finally on if coaching helps in the increasing of the level of effectively, pleasure and personal development of the individual in the bank most (46%) the respondents strongly agreed. These findings are consistent with those of Van der Sluis and Schreiner (2001) who indicated that continually learning, adjusting, and developing an organisation is a way to continually improve performance.

### 4.4.3 Employee Training

**Table 4.6: Employee Training**

<table>
<thead>
<tr>
<th>Employee Training</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bank has been organizing for specialized training for its staff</td>
<td>63</td>
<td>37</td>
<td>24</td>
<td>22</td>
<td>16</td>
<td>162</td>
</tr>
<tr>
<td>The bank employees receive training in the work place on regular bases.</td>
<td>55</td>
<td>49</td>
<td>28</td>
<td>19</td>
<td>11</td>
<td>162</td>
</tr>
<tr>
<td>Employee training benefits the employer.</td>
<td>70</td>
<td>67</td>
<td>11</td>
<td>8</td>
<td>6</td>
<td>162</td>
</tr>
<tr>
<td>The Bank encourages employees to further their knowledge in their areas of operations</td>
<td>76</td>
<td>56</td>
<td>21</td>
<td>7</td>
<td>2</td>
<td>162</td>
</tr>
<tr>
<td>The bank sponsors specialized training for employees in the different areas of operations</td>
<td>55</td>
<td>61</td>
<td>23</td>
<td>16</td>
<td>7</td>
<td>162</td>
</tr>
<tr>
<td>Employee training motivates me thus encouraging me to stay in the company</td>
<td>61</td>
<td>50</td>
<td>31</td>
<td>14</td>
<td>6</td>
<td>162</td>
</tr>
<tr>
<td>I am satisfied with the training offered to me by the company.</td>
<td>46</td>
<td>40</td>
<td>58</td>
<td>11</td>
<td>7</td>
<td>162</td>
</tr>
<tr>
<td>The training and career development offered encourages people to remain in the company</td>
<td>59</td>
<td>55</td>
<td>39</td>
<td>3</td>
<td>6</td>
<td>162</td>
</tr>
</tbody>
</table>
Most (39%) the respondents strongly agreed that the bank has been organizing for specialized training for its staff. 34% the respondents strongly agreed that the bank employees receive training in the work place on regular bases. On if the employee training benefits the employer 43% the respondents strongly agreed. Most (47%) the respondents strongly agreed that the Bank encourages employees to further their knowledge in their areas of operations. Most (38%) the respondents agreed that the bank sponsors specialized training for employees in the different areas of operations. 38% the respondents strongly agreed that training motivates me thus encouraging me to stay in the company. Majority 36% the respondents were neutral that they are satisfied with the training offered to me by the company. 36% the respondents strongly agreed that the training and career development offered encourages people to remain in the company. Majority (48%) of the respondents agreed that the employee training programs offered are developed and monitored for all employees and finally 38% the respondents were neutral on if the company releases employees from regular work to attend training and even sponsor them where possible. The findings are in line with those of Watad & Ospina, (1999) who revealed that training and development programs may be focused on individual performance or team performance. Watad & Ospina further indicated that the creation and implementation of training and management development programs should be based on training and management development needs identified by a training needs analysis so that the time and money invested in
training and management development is linked to the mission or core business of the organization.
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of the findings from chapter four, and also gives the conclusions and recommendations of the study.

5.2 Summary

Majority 51% of the respondents were male while 18% of the respondents were below 25 years and 14% of the respondents were between 56-60 years. Further the findings indicated that, 12% of the respondents had certificates while as only, 13% of the respondents had worked in the bank for below 1 year and while as 26% of the respondents had worked in the bank for above 6 years.

45% of the respondents indicated that performance improvement programs affect employees’ performance to a great extent. Majority (38%) of the respondents agreed that the ongoing monitoring in the bank has provided an opportunity to check how well employees are meeting predetermined standards. 55% of the respondents strongly agreed that if a bank is going to discipline based on the monitoring system, the employee have right to see exactly what they did wrong. Finally, whether monitoring, has helped increase efficiency, develop customer service and improve the evaluation process of the employees at the bank, majority (32%) of the respondents were neutral.

Majority (48%) of the respondents strongly agreed that coaching helps in promoting and stimulating the learning and development of employee at the bank. On if coaching helps individual employee realize their own potential and improve their performance 41% of the respondents strongly agreed. On if coaching provides the bank with a
systematic way to monitor the development of its human resources 41% of the respondents were neutral about it. Majority (38%) of the respondents agreed that coaching provides the maximum development of the individual’s own talents and competencies and finally on if coaching helps in the increasing of the level of effectively, pleasure and personal development of the individual in the bank most (46%) the respondents strongly agreed.

Most (39%) the respondents strongly agreed that the bank has been organizing for specialized training for its staff. 34% the respondents strongly agreed that the bank employees receive training in the work place on regular bases. On if the employee training benefits the employer 43% the respondents strongly agreed. Majority 36% the respondents were neutral that they are satisfied with the training offered to me by the company. 36% the respondents strongly agreed that the training and career development offered encourages people to remain in the company and finally 38% the respondents were neutral on if the company releases employees from regular

5.3 Conclusions

The performance improvement programs affect employees’ performance to a great extent while the ongoing monitoring in the bank has provided an opportunity to check how well employees are meeting predetermined standards. Performance monitoring plays a central role in the process of problem solving at the bank and monitoring has helped increase efficiency, develop customer service and improve the evaluation process of the employees at the bank.

Coaching helps in promoting and stimulating the learning and development of employee at the bank as well as helping individual employee realize their own
potential and improve their performance. Further the study concludes that coaching helps one to cope better with present and future challenges one is bound to encounter.

The bank has been organizing for specialized training for its staff and the bank employees receive training in the workplace on regular bases. The bank encourages employees to further their knowledge in their areas of operations and finally the company releases employees from regular work to attend training and even sponsor them where possible.

5.4 Recommendations

It is recommended that the management should provide ongoing monitoring to employees so as to check the opportunity on how well employees are meeting predetermined standards and to make changes to unrealistic or problematic standards. And by monitoring continually, unacceptable performance can be identified at any time during the appraisal period and assistance provided to address such performance rather than wait until the end of the period when summary rating levels are assigned.

5.5 Suggestions for Further Research

The study recommends that further research should be done on other organizations in the banking sector so as to get comprehensive information on how the other players in the sector have responded towards performance improvement programs.

5.6 Limitations of the study

A limitation in this study was defined as any condition that was present and affected and the achievements of the objectives of the study. The study faced a limitation as
regards achievement of the objective of the study. One of the main limitations of this study was that the respondents were reluctant in giving full information fearing that the information asked would be used to intimidate them or paint a negative image about them or the firm. The researcher handled this problem by carrying an introduction letter from the University and assured the respondents that the information they gave would be treated with confidentiality and would be used purely for academic purposes.

The study faced both time and financial limitations. The duration that the study was to be conducted was limited hence exhaustive and extremely comprehensive research could not be carried out. However, the researcher countered this limitation by carrying out the research across the department and management levels in the organization to enable generalization of the study findings.
REFERENCES


Russell, K. (2011). A polished performance advice to managers on how to carry out performance management on employees that are showing signs of not being able to cope. *Human Resource Management International Digest*, Volume: 19 Issue: 4


APPENDICES

Appendix I: Letter of Introduction

The Branch Manager

Kenya Commercial Bank Limited

Dear Sir / Madam,

Re:MASTER OF BUSINESS ADMINISTRATION (MBA) – HUMAN RESOURCE MANAGEMENT PROJECT

I am post graduate student at the University of Nairobi pursuing a Master of Business Administration degree with specialization in Human Resource Management. Currently, I am carrying out a research project which is a requirement for the fulfilment of part II for the MBA degree award. The research aims at establishing employee perception of performance improvement programs in Kenya Commercial Bank Limited, Nairobi.

In this regard, I kindly request that you assist in completing the research questionnaire attached. I hereby commit myself to treat the information obtained from you with utmost confidentiality and for academic purposes only.

Thank you in advance.

Yours faithfully,

Brigid Cheyech Teko

Student Registration No: D61/70318/2008
Appendix II: Questionnaire

Part A: General Information

1. Kindly indicate your gender
   A. Male [ ]  B. Female [ ]

2. Kindly indicate your job title in the Bank____________________________

3. Please indicate your age bracket from the choices below
   - Below 25 years [ ]
   - 26-35 years [ ]
   - 36-45 years [ ]
   - 46-55 years [ ]
   - 56-60 years [ ]

4. Kindly indicate your highest academic qualification
   - Certificate [ ]
   - Diploma [ ]
   - Bachelors’ Degree [ ]
   - Post Graduate Diploma [ ]
   - Masters [ ]
   - PhD [ ]
   - Any other (Specify)…………………………..

5. How long have you worked at KCB?
   - Below 1 year [ ]
   - 1 year to 3 years [ ]
   - 4 years to 6 years [ ]
   - Above 6 years [ ]

Part B: PERFORMANCE IMPROVEMENT PROGRAMS

Below is a list of different how employee monitoring programs influences employee performance. (Use a scale of 5-1 where 5= strongly agree, 4=agree, 3= neutral, 2= disagree and 1= strongly disagree), please indicate your level of agreement as to the application of these programs at Kenya commercial bank limited.

<table>
<thead>
<tr>
<th>Employee Monitoring Programs</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. The ongoing monitoring in the bank has provided an opportunity to check how well employees are meeting predetermined standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Monitoring continually helps to identify unacceptable performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

48
8. The bank offers an allowance for a right of redress by the employee being monitored.

9. The employees help in the policy creation process as a way to make them appreciate the monitoring system.

10. If the bank is going to discipline based on the monitoring system, the employee have right to see exactly what they did wrong.

11. Performance monitoring plays a central role in the process of problem solving at the bank.

12. Monitoring has helped increase efficiency, develop customer service and improve the evaluation process of the employees at the bank.

Please indicate the extent to which you agree with each statement below on how employee coaching programs influences employee performance. Use a scale of 5-1 where 5= strongly agree, 4=agree, 3= neutral, 2= disagree and 1= strongly disagree. (Please tick one per statement).

<table>
<thead>
<tr>
<th>Employee Coaching Programs</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Coaching helps in promoting and stimulating the learning and development of employee at the bank.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Coaching helps individual employee realise their own potential and improve their performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Coaching helps one to cope better with present and future challenges one is bound to encounter.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Coaching provides the bank with a systematic way to monitor the development of its human resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Coaching provides the maximum development of the individual's own talents and competencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Coaching helps to increase the level of effectiveness, pleasure and personal development of the employees in the bank.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please indicate the extent to which you agree with each statement below on how employee training programs influences employee performance. Use a scale of 5-1 where 5= strongly agree, 4=agree, 3= neutral, 2= disagree and 1= strongly disagree. (Please tick one per statement).
The bank has been organizing for specialized training for its staff.

The bank employees receive training in the workplace on regular bases.

Employee training benefits the employer.

The Bank encourages employees to further their knowledge in their areas of operations.

The bank sponsors specialized training for employees in the different areas of operations.

Employee training motivates me thus encouraging me to stay in the company.

I am satisfied with the training offered to me by the company.

The training and career development offered encourages people to remain in the company.

Employee training programs offered are developed and monitored for all employees.

The company releases employees from regular work to attend training and even sponsor them where possible.

To what extent does the application of performance improvement programs affect employees’ performance?

- To a very great extent [ ]
- To a great extent [  ]
- To a moderate extent [  ]
- To a little extent [  ]
- To no extent [  ]