

**THE EFFECT OF EMPLOYEE DEVELOPMENT  
ON STAFF PRODUCTIVITY IN COMMERCIAL  
BANKS.**

**CASE STUDY: DFCU BANK  
BRANCHES' EMPLOYEES.**

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## **DEDICATION**

I dedicate this dissertation to my mother.

May the Almighty God Bless you abundantly.

## **ACKNOWLEDGEMENT**

First and foremost, I would like to thank God for the precious life, wisdom, courage and determination. It is by His Grace that I have this work completed.

I wish to extend my sincere gratitude to my supervisors; for the professional guidance extended to me, without which, completion of this research dissertation would not have been possible.

My sincere thanks go to the Management of DFCU bank, who accepted me to conduct a research with the DFCU staff members.

## **ABSTRACT**

This study examined the effect of employee development on staff productivity at DFCU bank. Specifically, the study examined the relationship between information sharing and staff productivity at DFCU bank, to establish the effect of staff training on productivity of DFCU staff, to identify the effect of employee participation and delegation on staff productivity at DFCU.

The study used a descriptive research design. The study used a sample of 133 respondents selected from a staff of 210 employees from the various departments to provide information on the effect of employee development on employee productivity at DFCU. Stratified simple random sampling was used to select the respondents to take part in the study.

Descriptive analysis, Correlational analysis and Multiple Regression analysis were employed to conduct analysis of data. Findings showed that there is a positive and significant relationship between employee development and staff productivity. Findings also revealed that independent variables (Training, Information Sharing, and Participation) predicted (53.7%) of the variations in Staff Productivity. Findings also revealed Decision making (Participation) was the strongest predictor whereas Participation of employees was the weakest predictor.

The study concluded that employee development positively influences staff productivity. The study recommended that the organizations should put into consideration issues related to employee inclusion in decision making for the good of performance improvements. Secondly, the study recommends that the organization improve on the training offered to the employees to help them improve via commitment, motivation and the skills which would help them improve in terms of efficiency and hence the performance of the entire organization.

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## ABBREVIATIONS

<b>BOU</b>	Bank of Uganda
<b>DFCU</b>	Development Finance Company of Uganda
<b>GTB</b>	Global Trust Bank
<b>HPA</b>	Humanistic Psychology Approach
<b>HQ</b>	Headquarters
<b>HR</b>	Human Resource
<b>HRM</b>	Human Resource Management
<b>IR</b>	Industrial Relations
<b>IRA</b>	Industrial Relations Approach
<b>IS</b>	Information Sharing
<b>IT</b>	Information Technology
<b>MA</b>	Management Approach
<b>OC</b>	Organizational Commitment
<b>SPSS</b>	Statistical Package for Social Scientists
<b>SRS</b>	Simple Random Sampling
<b>TNA</b>	Training Needs Assessment

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## **CHAPTER ONE: GENERAL INTRODUCTION**

### **1.1 Introduction**

The study sought to investigate the effect of employee development on staff productivity in Commercial banks in Uganda, a case of DFCU bank. This chapter provides the background to the study and context as well as the case background. The problem under investigation is also explained in depth; the chapter further provides the study objectives, justification, significance and the conceptual framework which is the basis of the study.

Employee development in organizations is of great importance and it has been widely recognized as an essential contributor to organizational success as employees are one of the determining factors for the success of the company. When considerable efforts are invested in staff development they become more satisfied with the job, more committed with the job and staff productivity increases (Hameed& Waheed 2010).

Employees like to learn new skills and meet challenges and they are more motivated when they feel there is great potential for personal growth. When the company shows interest in employee development, the employee naturally has a greater interest in the organizations development too. Once organizations are committed towards the employee development activities, the employees work hard; utilize their full skills and efforts to achieve the goals of the organizations. They register high staff productivity evidenced in terms of reduced error rates, excellent customer service with ability to make quick decision and respond quickly to any changes in environment. Empowering employees enables organizations to be more flexible and responsive and can lead to improvements in both individual and organizational productivity. The more capable and qualified the employees the better the productivity of the company.

Employee development refers to increased capacity of the employee and also providing freedom of work which builds the confidence among the employees. This goes along with having higher degree of responsibility and accountability (Blanchard et al., 1996). Employee development allows for delegation, employee participation, continued learning which translates into job involvement, motivation, employee satisfaction and ultimately quality service and productivity.

### **1.1.1 Background to the Study**

One of the major factors that determine the success of a business entity is the availability and commitment of quality human resources. Sheri-lyne &Parbudyal (2007) as cited by Hameed (2010) notes that employee development is becoming an increasingly critical and strategic imperative for organizations in the current business environment. Today's changing business environment has made commercial banks today to be more susceptible to failure than before (Mostafa, 2005) as cited by Mwesigwa and Namiyingo (2014), although many factors may influence the success of an organization, there can be little doubt about the quality of staff employed.

The productivity of an organization and ultimately its success is dependent on the quality of the workforce at all levels since an organization cannot progress without the employees and are the most valued assets of the organization. Therefore for any organization to achieve its objectives, it needs to have staff that are competent enough to execute their responsibilities in a professional manner and dedicated to the organizational Objectives (Debebe, 2007). Related to this, Swanson and Holton (2001) as cited by Wanyama and Mutsotso (2010) asserts that due to the current expansion of the global economy and the fast-changing evolution of technology and innovation, organizations are facing an on-going need for employee learning and development. Therefore for an organization to survive in the current turbulent times there is need to invest in employee development activities given the benefits that accrue.

Mwanje (2010) notes that one of the most significant developments in the banking industry today is the increasing importance given to human resources. Torrington and HaII (1987) agree and point out that due to their use of labor intensive activities and increasing competition within the industry, financial services in general and banks in particular have embarked on considerable investment in training.

The resource base approach contends that the organization can develop a sustainable competitive advantage only if its activities create value in a unique way, in that competitors cannot easily copy. The human capital cannot be easily copied once they acquire the expertise and the necessary skills and knowledge in their workplace (Otuko et al., 2013). The development and usage of new ideas allowing commercial banks to exploit opportunities and be able to compete in the changing business is of paramount importance. The development of people, their competencies and the process of development of the total organization are the main concerns of human resource management especially in the current times where knowledge workers are more prevalent and organizations are moving towards decentralized, organic type organizational structures.

This implies that management must empower their employees so that they can be motivated, committed to enable the organization achieve its objectives. Mwanje (2010) asserts that employees who have the necessary knowledge and skills can make an effective contribution as drivers towards achieving a competitive edge. Therefore, vision of a competent, confident, loyal and valued workforce delivering high quality, person-centered services is rightly ambitious. Companies with the strongest financial productivities often had employee populations reporting high levels of employee satisfaction; companies with poor financial productivity also had high levels of employee satisfaction (Bruce and Kay,(2002) as cited by (Wanyama and Mutsotso,

2010)). Therefore, staff development is one of the human resource management functions that is critical and requires to be managed to the great details.

### **1.1.2 Background to the Case Study**

DFCU Bank, registered as the Development Finance Company of Uganda Bank Limited and commonly known as DFCU, is a commercial bank in Uganda. It is a regulated financial institution and licensed by the Bank of Uganda (BOU). DFCU Bank was established in 1964 as the Development Finance Company of Uganda. In 2000, DFCU acquired Gold Trust Bank (GTB), transforming itself into a commercial bank at that time. In 2014, the bank was the fifth-largest commercial bank in Uganda, by assets, accounting for approximately 7.7 percent of all bank assets in the country. On 25 July

2014, DFCU Bank acquired some of the assets and liabilities of the former GTB, a small retail financial institution that the Bank of Uganda had closed. The bank has 45 branches countywide with a total of staff of 600+. The bank has its HQ located on at 26 Kyaddondo Road, on Nakasero Hill.

### **1.2 Statement of the Problem**

Employee development is an important variable in increasing organizational productivity (Malaolu and Ogbuabor, 2013) and therefore important for the success & survival of an organization.

Organizations that are committed to employee's development are in position to motivate and retain their employees (Hameed and Waheed, 2010); leading to improved productivity and job satisfaction (Nick et al., 1994 as cited by Ongoli, 2009).

Many of the organizations are investing in employee development (Hameed & Waheed,

2010), where a number of banking institutions in Uganda have integrated employee development in their programs to increase staff productivity for instance DFCU Bank has developed training and career development policies, to facilitate among others career promotion, professional development, synchronization of required knowledge, skills and attitudes to the need for productivity improvement.

However, despite the efforts in staff development many commercial banks have continued to register low employee productivity evidenced in terms of poor service quality, customer defections, increased customer complaints, increased e-fraud and error rates (Opolot, 2011). This may be attributed to several factors, the study intended to establish the effect of employee development on staff productivity in commercial banks in Uganda, DFCU bank was used as the case study.

### **1.3 Objectives of the Study**

#### **1.3.1 General Objective**

The general objective of this study was to examine the effect of employee development on staff productivity at DFCU bank.

#### **1.3.2 Specific Objectives**

- i. To examine the effect of staff training on productivity of DFCU staff.
- ii. To examine the relationship between information sharing and staff productivity at DFCU bank.
- iii. To examine the effect of employee participation and delegation on staff productivity at DFCU.

## **1.4 Research Questions**

- i. What is the effect of staff training on staff productivity at DFCU bank?
- ii. What is the relationship between information sharing and staff productivity at DFCU bank?
- iii. What is the effect of employee participation and delegation on staff productivity at DFCU bank?

## **1.5 Scope of the Study**

### **1.5.1 Geographical Scope**

The study was carried out at DFCU bank Head office which is located at 26 Kyaddondo Road, at the corner with Kafu Road, on Nakasero Hill, an upscale neighborhood in the central business district of Kampala. The coordinates of DFCU House are 0°19'36.0"N and 32°34'56.0"E.

### **1.5.2 Content Scope**

The study was limited to employee development and staff productivity, focusing on these variables; employee development was used as the independent variable with; information sharing, staff training, employee participation as indicators whereas staff productivity is the dependent variable in the study conceptualized as employee executing specified duties, service quality and team work.

### **1.5.3 Time Scope**

The time scope focused on the period from 2008-2015. This period was selected because the years fell in the period after the introduction of the Commercial banks career development policies launched in 2001 by Bank Of Uganda. The study was done from July 2015 to August 2015. This helped in exploring the effect of employee development on staff productivity.



## **1.6 Significance of the Study**

The study may be of significance to three parties i.e. the students and future researchers, the policy makers and the management of commercial banks in Uganda.

The research may also provide a contribution to the general body of knowledge which can be used by other researchers interested in exploring the field of employee development and staff productivity.

From a managerial perspective, the study results may improve our understanding of how employee development can enhance employee productivity. This implies that employee development may be more emphasized in commercial banks and be able to integrate it in their policies and also support initiatives such as employee training that help positively shape the organizational future.

The study results and recommendations may be of significant help to policy makers especially corporate businesses to design development strategies that enhance employee productivity.

## **1.7 Justification of the Study**

If the problem is not investigated, error rates will continue, service quality will continue to decline in commercial banks, leading to customer defections. Staff productivity will continue to decline and the banks may continue to register high customer complaints, error rates and customer defections.

## **1.8 Definition of Key Terms**

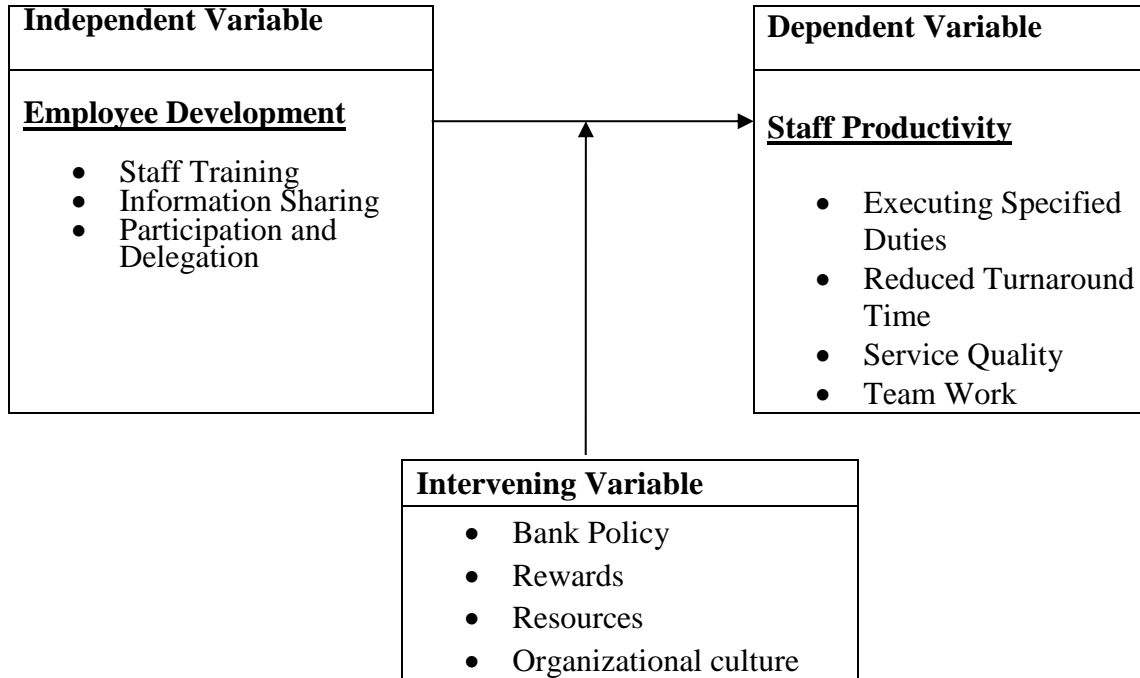
- **Employee development** means to increase the capacity of the employee and also provide freedom of work which will build the confidence among the employees
- **Staff productivity** is operationalized as the ability of the employee to execute his/her duties efficiently, excellent customer service and team work.

### 1.9 Conceptual Framework

With the conceptual framework we analyze the several variations and contexts. In this we show the independent and dependent variables and how they link to one another to constitute Staff productivity.

This is presented in figure 1.1 of this section.

**Figure 1.1: Conceptual Framework on Employee Development at DFCU**



*Source: Developed from Armstrong, 2010; Hameed and Waheed, 2010*

The above framework shows that employee development influences staff productivity.

Employee development is shown to influence staff development through the objectives of employee development namely staff training, information sharing, participation and delegation.

The framework shows that from employee development results into increased ability to execute specified duties, reduced turnaround time, increased service quality and better team work.

However there intervening variables that may affect the relationship between employee development and staff productivity. These include bank policy that may not encourage some of the employee development ideas, rewards that may go to specific staff and not others, resources, organizational culture.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

This chapter presents a review of the existing literature on the effects of employee development on employee productivity at DFCU bank with specific reference to the effects of employee training, information sharing and participation on staff productivity.

### **2.1 Theoretical Review**

This study was based on two learning theories namely cognitive learning theory and the social learning theory. Learning theories provided some key principles of learning so that implication of these principles in training may provide opportunities of trainees' motivation and facilitating their learning. This section (literature review) provides a solid body of knowledge about how individuals learn the different processes of learning involved and significant factors that affects individual learning. This literature can significantly contribute to the training plans and program alike.

With regard to cognitive learning theory, Mukokoma, (2008) noted that behaviorism cannot easily explain the natural curiosity that individuals have the great desire to learn, to make sense of the environment and to feel competent in activities. Thus cognitive factors have to be taken into account to understand how people learn not only by association rewards but by having knowledge of their results and by receiving feedback. So cognitive learning is about the change in what the learner knows rather than what he/she does.

According to Ormord, (1999) cognitive theory focuses on an observable change in mental knowledge. While Braton et al, (2007) noted that the origins of the cognitive approach to learning can be traced back to research by three prominent European psychologists Max Wertheimer, Wolfgang Kohlar and Kurt Lewin, known as the Gestalt theorists, proposing that human consciousness cannot be

investigated adequately by unscrambling its component but only by investigating its overall shape or pattern.

McKenna (2006) identified that insight learning and latent learning are the two components of cognitive learning. Braton et al, (2007) suggested that mental process of (trial and error) gives the insight learning, as an individual evaluates results, composes it with logical alternatives and chooses an option that is likely to aid decision making.

Braton et al (2007) explained social learning theory of Bandura which emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others, which means that people learn from observing other people. Merriam and Caffarella, (1991) have said that basically the idea of learning by observing is produced by behaviorists but the later researcher Albert Bandura looked to interaction and cognitive processes, and noted that observation let people to see the consequences of other's behaviors, resulting that people can gain some idea of what might flow from acting in one way or the other.

## **2.2 ACTUAL REVIEW.**

### **2.2.1 The Effect of Employee Training on Employee Productivity**

It is worth nothing that, as researchers continue with their quest into the training research area, they also continue their arguments into its importance. Some of these researchers argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized (Beardwell et al. 2004).

Related to the above, Beardwell et al. (2004) add that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and

abilities of their employees, thus a need for considerable and continuous investment in training and development.

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. There are so many benefits associated with training. In the real world, organizational growth and development is affected by a number of factors. In light with the present research during the development of organizations, employee training plays a vital role in improving productivity as well as increasing productivity.

This in turn leads to placing organizations in the better positions to face competition and stay at the top. This therefore implies an existence of a significant difference between the organizations that train their employees and organizations that do not. Existing literature presents evidence of an existence of obvious effects of training and development on employee productivity. Some studies have proceeded by looking at productivity in terms of employee productivity in particular (Purcell, Kinnie & Hutchinson 2003; Harrison 2000) while others have extended to a general outlook of organizational productivity (Swart et al. 2005)

In one way or another, the two are related in the sense that employee productivity is a function of organizational productivity since employee productivity influences general organizational productivity. In relation to the above, Wright & Geroy (2001) note that employee competencies change through effective training programs. It therefore not only improves the overall productivity of the employees to effectively perform their current jobs but also enhances the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational productivity.

The branch of earlier research on training and employee productivity has discovered interesting findings regarding this relationship. Training has been proved to generate productivity improvement related benefits for the employee as well as for the organization by positively influencing employee productivity through the development of employee knowledge, skills, ability, competencies and behavior (Appiah 2010; Harrison 2000).

Moreover, other studies for example one by Swart et al. (2005) elaborate on training as a means of dealing with skill deficits and productivity gaps as a way of improving employee productivity. According to Swart et al., (2005), bridging the productivity gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee productivity. They further elaborate the concept by stating that training facilitates organizations to recognize that its workers are not performing well and as thus their knowledge, skills and attitudes needs to be molded according to the firm needs. It is always so that employees possess a certain amount of knowledge related to different jobs.

However, it is important to note that this is not enough and employees need to constantly adapt to new requirements of job productivity. In other words, organizations need to have continuous policies of training and retaining of employees and thus not to wait for occurrences of skill and productivity gaps.

According to Wright & Geroy (2001), employee competencies change through effective training programs. It not only improves the overall productivity of the employees to effectively perform the current job but also enhances the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational productivity. Through training the

employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner.

Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities (Pigors & Myers 1989).

With employee training, deadlines are met and this implies that costs are controlled. Armstrong (2006) has argued that training should be systematic in that it is specifically designed, planned and implemented to meet defined needs. It is provided by people who know how to train and the impact of training is carefully evaluated. The systematic training model comprises of four stages; Identify training needs, decide what type of training is required to satisfy these needs, use experienced and trained trainers to implement training, and evaluate the training to ensure its effectiveness.

Maskevich (2005) points out that Training Needs Assessment (TNA) is rarely done in most organizations before a training intervention is done and yet they anticipate that it will improve performance. Since any good training needs management is all about improving organizational performance, the assessment of training needs should begin with the identification of the organizations objectives.

According to Manase et al., (2009), employee training encourages the acquisition of rightful work related skills which creates room for effective and quality productivity in the organization. He believes that through training of employees, employees acquire the necessary work skills and knowledge needed in executing their duties in the organization.



According to Andrewartha (1998), employees are motivated from the training as a matter of fact that their skills are improved. With skills improvement, there is a possibility of inclusion in decision making which is a mandatory factor with regard to motivation and employee performance in general.

According to Bright (2004), most of the employees who undergo training on particular work fields become very creative as they add value by identifying more developmental ideas and way of doing things in the organization hence making work simple and easy to the organizational management.

### **2.2.2 Effect of Information Sharing on Staff Productivity**

Organizations are increasingly assigning complex decision making tasks to teams rather than to lone individuals. Personnel selection decisions usually require input from a selection committee rather than a single hiring manager; homicide investigations are typically conducted by a group of detectives rather than by a single officer; the assignment of guilt or innocence to an accused criminal is the responsibility of a jury rather than a judge.

A primary advantage of using small groups and teams in these situations is to expand the pool of available information, thereby enabling groups to reach higher quality solutions than could be reached by any one individual. Still, superior solutions to complex decision tasks require members to effectively integrate unique, relevant, and often diverse informational sets.

Despite the intuitive importance of effective information sharing (IS) for team decision- making (e.g., Bunderson & Sutcliffe, 2002), past research has shown teams often deviate from the optimal utilization of information when making decisions; discussion often serves to strengthen individual pre-discussion preferences rather than as a venue to share new information (i.e. biased information sampling model; Stasser & Titus, 1985).

Differing theoretical and operational definitions of IS in teams may partially explain discrepant findings reported in the extant literature regarding the role of IS in performance. Most prior work on IS originates with Stasser and Titus's (1985, 1987) biased information sampling model, which demonstrates that groups spend more time discussing shared information (information already known by all group members) than unshared information (information uniquely held by one group member; Stasser & Titus, 1985, 1987).

Empirical studies conducted within either domain demonstrate the importance of effective IS to team performance. Conceptually, these two aspects of IS parallel the two basic aspects of teamwork: task and socio-emotional functioning. Uniqueness captures the extent to which teams are utilizing members' distinctive knowledge sets for the team's benefit. Increasing uniqueness means teams are expanding the pool of knowledge available for processing and therefore ought to increase team task performance.

Although greater openness does not necessarily imply an increase in the team's available knowledge stock, there are several ways openness could indirectly enhance performance (e.g., by enhancing team socio-emotional functioning, the depth of team information processing, and/or the opportunity for unique information to be shared). Overtly sharing information with teammates promotes positive climactic states (e.g., trust, cohesion), which ought to improve team socio-emotional outcomes and, in turn, team task performance (Beal, Cohen, Burke, & McLendon, 2003).

Both operationalization of IS ought to relate to team performance, but because of its direct link to team task functioning, uniqueness ought to be more strongly related to performance than openness. In addition to these construct-based reasons, there are also methodological differences within these

streams of research that may yield differential relationships to performance (e.g., reliance upon manipulations vs. self-report measures, ad hoc vs. intact teams, objective vs. subjective performance criteria).

Studies in this area do not, by and large, make a clear distinction between the process and the content of information sharing, between the various communication mechanisms that are used in organizations and the actual content of the information that is disclosed to employees. In practice, information sharing is often operationalized in process rather than in content terms, focusing on the extent to which organizations use a range of possible practices and mechanisms to communicate with employees, such as the management chain, team briefings, consultative committees, and so on (Addison and Belfield, 2001; Forth and Millward, 2002). In some cases, information sharing is operationalized in both process and content terms (Appelbaum *et al*, 2000).

However, few studies focus explicitly on the substantive content of disclosure practice, and those which do often treat disclosure as part of a broader bundle of HR practices, rather than looking at the impact which disclosure itself has on outcomes (Guest *et al*, 2000).

Our interest here is in the substantive aspects of information sharing. Specifically, our interest is in the extent to which management disclosure of different types of information to employees, either directly or through representatives, affects key aspects of organizational performance, including labour productivity and product/service quality. To this end, we focus on the disclosure of three main types of information to employees at the level of the establishment.

These include the extent to which management provides information to employees on (1) various aspects of the overall financial and staffing position of the establishment, (2) more specific production, quality, and operational targets set at the establishment, and (3) gives feedback on the

achievement of these targets. We refer to these three areas of disclosure as general information provision, disclosure of performance targets, and disclosure of performance results or performance feedback respectively.

The second point concerns the theoretical explanations of the link between information sharing and performance outcomes, which are advanced in the HRM literature and underpin the universalistic argument.

Central to this argument is the idea that information sharing contributes to organizational performance by helping to align individual and organizational goals and by helping to enhance general levels of employee identification and integration at work (McElroy, 2001).

In other words, information sharing is hypothesized to contribute to the development of organizational commitment (OC), defined as the extent to which employees identify with their organization and shares its goals (Guest *et al*, 2000). In turn, OC is hypothesized to have a positive impact on organizational performance by increasing employees' willingness to exert effort on the job and to engage in various forms of discretionary behavior at work that are of direct benefit to the organization.

Evidence of the link both between information sharing and employee commitment and between commitment and organizational performance is mixed (Ramsey *et al*, 2000). Based on the available evidence and on the core commitment arguments outlined above, however, we expect information sharing to have a positive impact on employee organizational commitment and employee commitment to have a positive impact on organizational performance.

Information sharing may be one of the most important managerial tools available to the organization. A workforce without the needed information to conduct their responsibilities, effectively and efficiently, can cost the organization a great deal of money. The lack of necessary and accurate information can inhibit workers or managers from being able to respond properly to many different aspects of their jobs. Real time decision making can only be effective if the decision makers have the necessary

Information to make informed and accurate decisions. In this competitive and information driven market it is imperative that organizational decisions are made timely and accurately. Information sharing can enable the work team to become self managed from the bottom up.

Shared information is important in a learning organization as compared to an efficient performance organization because, sharing information promotes communications and collaboration so that everyone is involved in identifying and solving various problems, thus enabling the organization to continuously experiment, improve, and increase its capability (Axley, 2000).

Moreover, in the learning organization sharing information keeps the organization functioning at an optimum level, rather than using information to control employees, a significant part of the managers' job is to find ways to open up channels of communication so that ideas flow in all directions (Barua, Ravindran & Whinston, 2007).

Furthermore, learning organizations maintain open lines of communication with customers, suppliers and even competitors to enhance learning capabilities. In addition when an Information Technology (IT) process is implemented properly it plays a great role of keeping people across the organization connected (Bock, Zmud, Kim & Lee, 2007).

Organization approach to information sharing might be related to other elements of organization design such as structure, task, strategy and culture. First let's check on the correlation between information sharing and the structures.

Since the time of Adam Smith (1776) organizations information was kept by the top executives and the design of the organizations were structured vertically for the purpose of efficient productions and in-depth skill development.

The hierarchy of authority provided sensible mechanism for supervision and total control in large organizations, and strategy was formulated by top management and imposed on the organization. Major decisions such as, how the organization can best respond to competition, efficient use of resources and environmental changes were made by the executive (Borgatti & Cross, 2003).

However, with rapid changes with unpredictable environment most organizations are changing from the traditional vertical structures into horizontal structures such as learning organization. The new structures disband the boundaries between the top management and the workers in the technical core dramatically flattening the vertical structures (Dantas & Seville, 2006).

The change of the structures engineers changes in tasks performances from routine tasks to empowered roles. The vertical structures advocated precisely defining each job and how it should be performed. For example, tasks were broken down into specialized separate parts as in a machine, and then a task was assigned to a worker (Dhillon & Ward, 2002). However, the new structure calls upon the empowering of the workforce and role playing is mandatory. Moreover, the role has discretion and responsibility, allowing the person to use his/ her discretion and ability to achieve an outcome or meet certain goals. The trained employee changes the strategy of doing business. For

example in a learning organization since all employees are in touch with customers, suppliers and interconnected with technology, they help in identifying needs and find solutions thus participating in strategy making. Moreover, strategy emerges from partnerships with suppliers, customers, and even competitors experimenting to find the best way to learn and adapt (Fairchild, 2006).

### **2.2.3 Effect of Participation on Employee Productivity.**

According to Apostolou, (2002) if the employee involvement process is sincere and valid, it should meet the following six conditions where Management involves the Union at the highest levels as an equal partner from planning through implementation, and evaluation of employee involvement; the Union equally selects with management any consultants who are hired to set up and coordinate employee involvement committee.

It is a voluntary process for both union and company. The Union selects elects or appoints its representatives on the committees that deal with employee involvement. Collective bargaining and grievance matters are not a part of the program. These subjects remain outside of employee involvement.

Management must also agree to the proposition in writing that no workers can be laid off or downgraded as a result of ideas generated by the workers in employee involvement committees. Money savings of employee involvement are shared with workers through items such as more money in the paycheck, free training, upgrading, a shorter workweek, etc. The union and management jointly determine this. Management actions on cooperation should be the same as management words. Management encourages a good relationship in its labor relations with the union as it simultaneously seeks to settle grievances at the lower levels. The right hand of management employee involvement co-operations should not be chopped off by the left hand of management

hostility and confrontation with the union. Words and actions must be consistent. According to Apostolou (2000), if the above terms are not followed by management, then the workers and union can quite rightly suspect that the program or process is a fraud designed to weaken if not bust the union.

Employee involvement programs can take a variety of forms including job participation, consisting of permanent programs in which employees take a formal, direct role in decisions relating to job issues; consultative participation, including long term interventions like quality circles and employee suggestion schemes, in which employees' opinions are sought as managers engage in decision-making. It could also use representative participation, in which employees elect councils or board members to represent their interests to management or downward communication, through newsletters and team briefings and various forms of financial participation via gain-sharing, profit-sharing and employee-ownership schemes (Lawler, 1996). According to Lawler (1986), it is however incorrect to assume that the mere existence of such organizational programs as proxies for individual feelings toward involvement, and the individual acceptance of these practices.

The Managerial Approach (MA), which is inspired by productivity and efficiency goals (Participation is organized at a lower level in order to relieve worker dissatisfaction and Morale problems). A key issue in this approach is the extent to which management delegates or retains the power to initiate, frame, and terminative participative processes. It also reflects management's view that the direct participation of workers undermines union power.

The Humanist Psychology Approach (HPA), which is inspired by human growth and development goal (participation as a way to enhance the well-being of the individual by promoting individual creativity, self-esteem, and ego strength).



This approach reflects the movement led by Elton Mayo. It reflects a much more positive view of human nature and emphasizes the need to retrain managers to develop their participative leadership skills and unlearn authoritarian behaviors. It acknowledges the societal function of the workplace and the benefit of participatory restructuring of the workplace, given the central role it plays in the lives of most ordinary people (Pateman, 1970).

The Industrial Relations Approach (IRA), which is inspired by democratic goals (participation is not only a means to an end in itself but also a way to create a strongly democratic society, characterized by active participative citizens). Industrial democracy is still a central theme in industrial relations (IR) debate and research. Industrial democracy refers to worker participation in both its direct and indirect or representative forms. Direct participation refers to employees' immediate communication, interaction, and co-decision making with management; indirect participation to one or more employees who act in a representative function for other employees in dealings with management. This happens in a vast variety of organizational forms including committees, councils and unions (Kaufman & Levine, 2000; Taras & Kaufman, 2006).

The global economic downturn in the mid-1980s pushed adherents to the emerging human resource management (HRM) rhetoric to advocate one-sided employer demands, undermining IR's position in teaching and research (themes) (Clarke et al., 2009). One of the most influential HRM models (e.g., Beer, Spector, Lawrence, Quinn Mills, & Walton, 1984) advocated worker participation as one of the so-called "high performance management practices" that contribute to organizational effectiveness and later research supported this assumption (e.g., Addison et al., 2000, 2003; Frick & Moller, 2003).

However, compared to other practices such as job design, pay, and development opportunities, participation – particularly indirect forms – and its effects have received relatively little interest in HRM studies. Many IR scholars also remained silent on the relationship between worker participation and organizational performance. This is not surprising given IR's traditional view that worker participation epitomizes industrial democracy.

Yet, an increasing number of IR scholars focused attention on the fact that worker participation, and mainly nonunion representation on the firm level, also has a fundamental economic value. These researchers emphasize that from a managerial point of view employee involvement can be seen as a business tool: worker participation as a means to reduce transaction costs associated with the employee-organization relations and, consequently, improving productivity (e.g., Colling, 2003; Gollan, 2006, 2010; Kaufman & Taras, 2000; Kaufman & Levine, 2000).

Direct participation can potentially touch all workers directly in relation to their work tasks, work organization, and working conditions. Such participation is strongly contingent on a voluntary management decision and can be seen as an HRM-practice. Despite the vast amount of research on the performance effects of HRM-practices, very little work has been done to illuminate the contribution of direct participation to organizational performance. The EPOC Group's research (European Foundation for the Improvement of Living and Working Conditions, 1997) showed it was valuable to investigate this relationship.

The EPOC Research Group studied direct participation in 10 Western European countries. Close to 6,000 general managers participated in this survey about the coverage, scope, and intensity of different forms of direct participation (total response rate: 17.8%). They found evidence of direct participation in 82% of the workplaces in Western European countries, with group consultation in

permanent groups as the leading form (43% of the workplaces: 29% permanent and 14% temporary), followed by individual consultation (33%), group delegation (13%), and individual delegation (11%). The Netherlands and Sweden had the highest scores in workplaces with direct forms of participation: 90% and 89% of the workplaces (see also Gill & Krieger, 1999). This means that in almost all workplaces in these countries, forms of direct participation exist.

Like other HR policies and practices, direct participation influences employee attitudes which in turn support employee behavior that is beneficial for organizational performance (e.g., reduced turnover and absenteeism, improved productivity and product quality; see also Dundon, Wilkinson, Marchington, & Ackers, 2004). Recent findings support the assumed relationships: Torka, Schyns, and Looise (2010) found direct participation is significantly connected to affective organizational commitment, and Meyer et al's (2002) meta-analysis shows that this form of commitment strongly influences employee health and well-being, turnover, absenteeism as well as task- and extra-role performance (i.e., OCB). Thus, direct participation can impact organizational performance indirectly through the just mentioned employee outcomes.

Research in other countries shows a positive relationship between (the presence of) representative participation in firms and performance. Concerning unions on the firm level, research by Addison (2005) and Sengupta (2008) highlights the importance of unions for high-performance work systems and firm performance. Concerning works councils, Kleiner and Lee's (1997) research among large South Korean firms shows effective works councils can be associated with higher levels of employee satisfaction and productivity.

Indirect channel contributes to organizational performance through an enhanced positive organizational climate. Organizational climate is the overall meaning derived from the aggregation

of individual perceptions of a work environment (James et al., 2008, p. 15), and research shows that a positive climate affects employee and organizational outcomes in a favorable way. Climate is a critical mediating construct for exploring the relationship between HRM and performance. In a strong positive climate organizational members display significant congruence concerning organizational values, and routinely act according to these values by contributing to organizational performance through, for example, accomplishing cost effectiveness, quality, and innovativeness (Bowen & Ostroff, 2004; Ostroff, Shin, & Kinicki, 2005).

Employee involvement is a process of participation and empowerment of employees in order to use their input towards achieving higher individual and organizational performance. Involvement refers to the employee participation in decision making and problem solving, and increased autonomy in work processes. As a result, employees are expected to be more motivated, more committed, more productive and more satisfied with their work.

Basic dimensions of involvement are: employee participation (as individuals or in teams), empowerment and self-managed teams. Employee participation is a management initiative and, as a concept means that the employees are given the opportunity to discuss issues relating to their work, to influence managerial decisions, but management reserves the right to govern.

## **CHAPTER THREE: METHODOLOGY**

### **3.0 Introduction**

This section describes the research design, study population, sample size and sampling techniques, the data collection tools and data analysis that were used by the researcher in carrying out this study.

### **3.1 Research Design**

The study used a case study design and cross-sectional design. The case study was adopted because a single unit is studied as basis for providing a general understanding of a phenomenon using a particular case (Laws & McLeod, 2004). Above all, the design allows the use of both quantitative and qualitative data. The cross-sectional design is appropriate in producing data required for qualitative analysis, allowing simultaneous description of views, opinions, perceptions and beliefs at a single point in time. This allowed collection of views at a single point in time as this design involved observation of an entire population as suggested by Olsen & Marie (2004). The study was analyzed quantitatively and qualitatively as these methods allowed the use of both questionnaire and interviews.

### **3.2 Area of Study**

The study was carried out at the DUFC bank central business district branches that include Kikubo branch, Market Street (Mega Standard Supermarket), Ndeeba branch, Acacia branch, Makerere branch, Lugogo branch, Impala branch, Kampala Road branch, Bugolobi branch. From a pilot study, the number of employees with sufficient knowledge on the two variables formed a basis for this study.

### **3.3 Study Population**

The study population comprised of the staff at DFCU bank headquarters and the Central business district branches including managers, supervisors and Junior employees. From a pilot study, the total population of the staff at the bank is 600+ (Human Resource Office DFCU Bank) though the Central business district branches have a total of 210 employees. Kikubo branch -18, Market Street(Mega Standard Supermarket) - 23, Ndeeba branch - 30, Acacia branch - 25, Makerere branch - 22, Lugogo branch - 16, Impala branch - 33, Kampala Road branch - 22, Bugolobi branch - 21.

### **3.4 Sampling Procedure**

The study used stratified simple random sampling (SSRS) in the selection of the respondents to include in the study. The study's use of stratified simple random sampling is based on the fact that it is easy to construct and gives all the employees an equal chance of participation in the study.

### **3.5 Sample Size**

According to Roscoe (1975), samples of 30 or more are recommended in most ex post facto and experimental research.

The total sample determined for the study was 133 respondents for each category of the respondents determined using Slovin's formula of sample size for a given margin of error and population size. The formula used was;

$$n = \frac{N}{1 + Ne^2}$$

n= Number of samples

N= Total population

e= Error tolerance

**Table 3.1: Sample Size**

<b>BRANCH</b>	<b>TARGET POPULATION</b>	<b>SAMPLE POPULATION</b>
KIKUBO	18	11
MARKET STREET	23	15
NDEEBA	30	19
ACACIA	25	16
MAKERERE	22	14
LUGOGO	16	10
IMPALA	33	21
KAMPALA ROAD	22	14
BUGOLOBI	21	13
<b>TOTAL</b>	<b>210</b>	<b>133</b>

**Source: Adopted after calculation by the researcher**

### **3.6 Sample Techniques**

Stratified simple random sampling was used to select the respondents to take part in the study. The method of sample selection was used basing on the fact that it is easier to construct this mode of sampling.

Branches were purposively selected within Kampala's Central Business District.

### **3.7 Data Collection Methods**

In this study, two main data collection tools were used. These included questionnaires and interview guides. The questionnaires were used to collect the relevant information from the respondents.

#### **3.7.1 Questionnaire**

The study used a specially designed closed ended questionnaire using a five point Liker scale. The use of a closed ended questionnaire is because of the need to reduce errors of non-response as well as cases of wrong or incorrect responses.

The questionnaire is based on the need to minimize cases of interviewer bias during data collection.

The questionnaires were delivered to the respondents for filling by hand.

### **3.7.2 Interview Guide**

Some data could not be collected by means of a questionnaire. In this case, the study therefore used interview guide to collect qualitative data as a backup to explain the relationship between the variables, using the managers and the top administrators.

### **3.8 Data Management and Analysis**

After data collection, questionnaires were edited and errors were removed. Data entry was done with the use of a system questionnaire in Excel. Quantitative data analysis was descriptive and inferential in nature and was guided with the use of frequency tables, bar graphs, SPSS chi square Cross tables and pie charts. Qualitative data analysis was guided by in-depth interviews from the top management on the relationship between the two variables.

### **3.9 Reliability and Validity**

#### **3.9.1 Reliability**

The researcher employed Cronbach's  $\alpha$  (alpha) as a coefficient of reliability to measure the internal consistency for the study variables. Cronbach coefficients of (0.7) and above were considered adequate. Using SPSS analysis the different dimensions of the variables were tested.



Tables 3.2 below the summary of the reliability of measurements of the overall questionnaire.

### Reliability of the Instrument (questionnaire)

**Table 3.2: Reliability of the overall questionnaire**

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based On Standardized Items	N of Items
<b>0.897</b>	<b>0.899</b>	<b>20</b>

**Source: SPSS Software**

The Alpha for the overall questionnaire (Table 3.2) was (0.897) which is above 0.7 which indicated the reliability of the questionnaire.

### 3.9.2 Validity

The researcher used a couple of measures to ensure the validity of the research instruments and findings.

These included;

**Question Design;** the questions developed in the questionnaire and interview guide were in line with the research objectives and the research questions.

**Face Validity;** the questionnaire was given to experts within the field of Human capital who read through and advised accordingly.

**Pilot Study Method;** the questionnaire was tried out on a small sample of the population before making a final copy for the respondents. While piloting, the researcher addressed the following; whether the questions were measuring the research variables, clarity of the wording, response provoking and research bias.

### 3.10 Ethical Considerations

Permission was sort from DFCU Bank through the bank's Human Resource manager and the researcher presented an introductory letter from the university to all the respondents assuring them of

the academic purpose of this proposed project. The researcher assured the respondents of the fact that the information provided will be treated with utmost confidentiality and this catalyzed the respondent's urge to provide all the required data.

The study avoided asking touching (life pinning) questions so as to obtain unbiased responses. The interviewer also minimized presence in order to eliminate interviewer bias and also, the researcher assured the respondents that she bore all the responsibility over the data collected.

No one accessed the filled questionnaires until they were corded and sorted to generate information.

### **3.11 Limitations of the Study**

The researcher faced a problem of exaggeration or underplay of events. This was because of corporate reasons and the need to prove to the researcher that the problem is either small or very big or not worth studying. This was overcome by indicating to the respondents that the data was strictly confidential and for academic purposes only.

Secondly, the study faced a challenge of delays in data collection as some of the respondents claimed to be too busy to allocate sufficient time to the answering of the questionnaires correctly. This was overcome by the researcher exhibiting a lot of patience and keeping away from the respondents to minimize interviewer bias in a bid to collect all the required data.

Third, the study faced a challenge of time and financial constraints. This is because of the unexpected changes in price of commodities and the fact that the researcher had to cater for the research process, the lecture room issues and the work issues. This was overcome by the researcher designing a budget and a work plan to aid her in the collection of data.

## **CHAPTER FOUR: ANALYSIS, PRESENTATIONS AND DISCUSSION OF THE FINDINGS.**

### **4.0 Introduction**

In this chapter, the researcher presents and discusses the research findings objective by objective. The findings are based on primary Quantitative and Qualitative data that was collected from the respondents who were selected in accordance with the sampling procedure that was presented in Chapter three. The analysis was based on objectives set out to establish the relationship between employee development and staff productivity.

The presentation is organized as follows; Respondents Identification; the relationship between Training and Employee Productivity; the relationship between Information Sharing and Employee Productivity; the relationship between Participation and Employee Productivity.

### **4.1 Response Rate**

The researcher sent out 210 questionnaires and received back 133 questionnaires. Therefore the Response rate was;

$$(133/210)*100 = 63.3\%.$$

This was considered sufficient respondents because according to Taylor-Powell & Hermann (2000) indicated that a response rate of 60% and above is acceptable.

### **4.2 Bio Data**

The following tables and figures show the demographic distributions of the respondents who included the management/staff of DFCU Bank.

#### 4.2.1 Age of Respondents

**Table 4.1: Age Distribution of Respondents**

Age	Frequency	Cumulative Frequency	Percent	Cumulative %
20-29	29	29	21.8	21.8
30-39	56	85	42.1	63.9
40-49	20	105	15	78.9
50-59	17	122	12.8	91.7
60 and above	11	133	8.3	100
<b>Total</b>	<b>133</b>		<b>100</b>	

**Source: Research Survey data**

The researcher asked a question about the respondent's age. Findings revealed that most respondents were between the ages of 30 to 39 (42%), followed by those of ages 20 to 29 (22%), followed by 40 to 49 (15%), followed by 50 to 59 (13%) and then those of 60 years and above (1%).

With the majority of the respondents being between 30 to 39 (42%) means that they are young and trainable and this is important to the bank.

#### 4.2.2 Gender of Respondents

**Table 4.2: Respondents Gender Distribution**

Gender	Frequency	Cumulative Frequency	Percent	Cumulative %
Male	54	54	40.6	40.6
Female	79	133	59.4	100
<b>Total</b>	<b>133</b>		<b>100</b>	

**Source: Research Survey data**

The researcher asked a question about the respondent's gender. Findings revealed that amongst the respondents, there were more female respondents (59%) than male respondents (41%). From the above table the researcher noted that the bank puts emphasis on a gender balanced staff team.

### 4.2.3 Marital Status

**Table 4.3: Marital Status of Respondents**

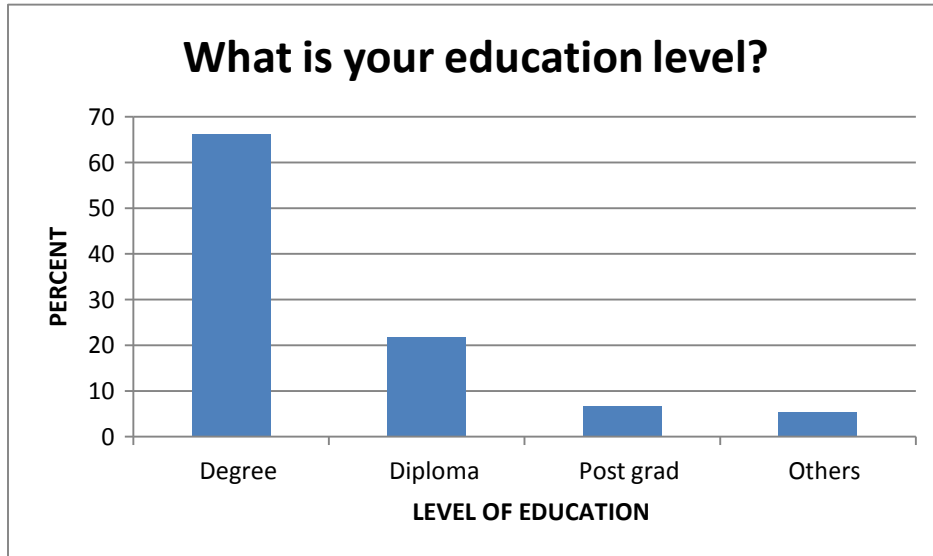
<b>What is your marital status?</b>	<b>Frequency</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative %</b>
Divorced	2	2	1.5	1.5
Married	73	75	54.9	56.4
Single	55	130	41.4	97.7
Widowed	3	133	2.3	100
<b>Total</b>	<b>133</b>		<b>100</b>	

**Source: Research Survey data**

The researcher asked a question about the respondent's marital status. Findings revealed that more than half of the respondents were married (55%) as compared to the single ones (41%). The other respondents were either widowed (2%) or divorced (2%). The research found that majority of the respondents were Married (55%) which is a quality of maturity and responsibility and this benefits the bank in service delivery.

#### 4.2.4 Highest Level of Education

**Figure 4.2: Respondents Highest Level of Education**



The researcher asked a question about the respondent’s highest level of education. Findings revealed that for the highest level of education attained, about two thirds of the respondents have only Degrees (66%), as compared to those who have Diplomas (22%), Post Graduates (7%) and others (5%).

**Table 4.4: Respondents Highest Level of Education**

What is your educational level?	Frequency	Cumulative Frequency	Percent	Cumulative %
Degree	88	88	66.2	66.2
Diploma	29	117	21.8	88
Post grad	7	124	5.3	93.2
Others	9	133	6.8	100
<b>Total</b>	<b>133</b>		<b>100</b>	

From the table, we notice that for the highest level of education attained, about two thirds of the respondents have only Degrees (66%), as compared to those who have Diplomas (22%), Post Graduates (7%) and others (5%). From figure 4.2 and table 4.4 the researcher noted that the bank invests in Degree holders which indicates a knowledgeable staff.

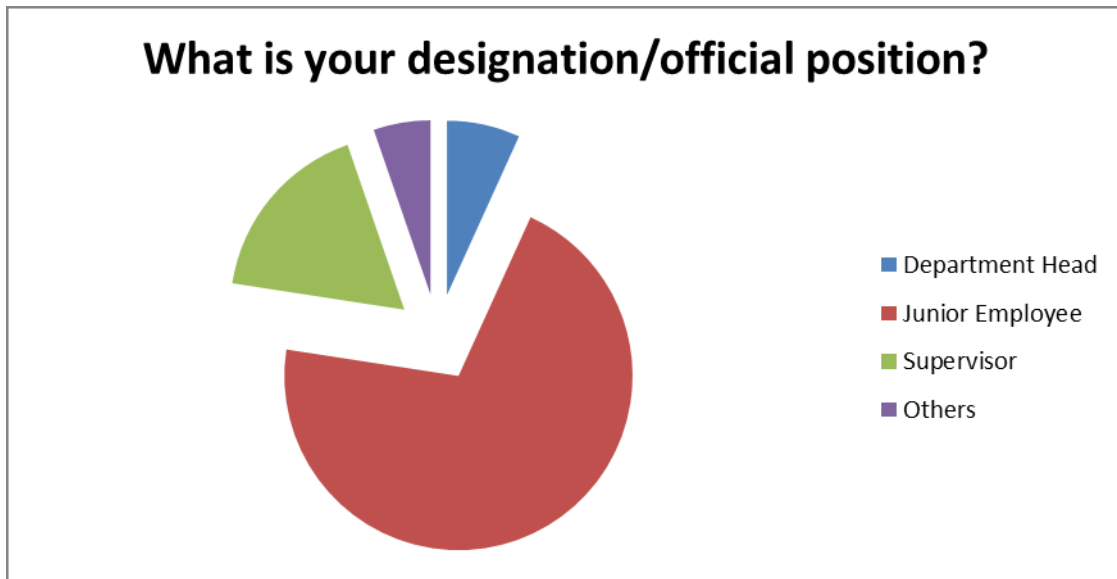
#### 4.2.5 Designation or Official Position

**Table 4.5: What is your designation/official position?**

<b>What is your designation or official position?</b>	<b>Frequency</b>	<b>Cumulative Frequency</b>	<b>Percent</b>	<b>Cumulative %</b>
Department Head	9	9	6.8	6.8
Supervisor	7	110	5.3	82.7
Junior Employee	94	103	70.7	77.4
Others	23	133	17.3	100
<b>Total</b>	<b>133</b>		<b>100</b>	

Respondents were asked about their designation/official position and findings revealed that most respondents were junior employees (71%), followed by supervisors (17%), then department heads (7%) and others (5%). The researcher noted that majority of the staff (71%) are Junior Employees this is an indication that bank is heavily invested in trainable staff.

**Figure 4.3: What is your designation/official position?**



### **4.3 Effect of Training**

The first objective of the study was to establish the effect of Training on staff productivity. In order to achieve this objective, a five point likert scale with numerical values ranging from 1-5 (1= Strongly agree, 2= Agree, 3= Not Sure, 4= Disagree, 5= Strongly disagree) was used. The average mean was 3. Therefore all responses below the mean (3) accounted for Agree whereas all responses above the mean (3) accounted for Disagree. The findings on the selected items were analyzed to provide descriptive statistics, Pearson’s correlation and the multiple regression model. The findings are expounded further below;



### 4.3.1 Descriptive Statistics for Training

**Table 4.6: Descriptive Statistics for Training**

		<b>Strongly Agree</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	
<b>Item</b>	<b>N</b>	<b>Frequency ( Percentage)</b>					<b>Mean</b>
The Bank uses off job training to provide employees a chance to learn away from their work setting.	133	37(27.8)	58(43.6)	13(9.8)	16(12)	9(6.8)	2.26
In order to get the best results, sometimes our bosses use the on the job training techniques.	133	48(36.1)	60(45.1)	17(12.8)	5(3.8)	3(2.3)	1.91
The bank also uses coaching as a training technique for the employees.	133	31(23.3)	43(32.3)	13(9.8)	29(21.8)	17(12.8)	2.68
Sometimes, the employees are mentored as another method of employee training.	133	0(0)	28(21.1)	36(27.1)	40(30)	29(21.8)	3.53
<b>Valid N (listwise)</b>	<b>133</b>						
<b>Overall Mean</b>							<b>2.6</b>

**Source: Research Survey data (2015)**

From table 4.6; the overall mean is 2.6 which is below the average mean. This indicates that majority of respondents agreed that the bank supports training.

On the issue of off the job training (item 1) table 4.6 the mean was 2.26 which is below the average mean indicating that majority of the respondents agreed with the statement “The Bank uses off job training to provide employees a chance to learn away from their work setting”. This is consistent with Gordon (1992, 235) who observed that organizations who have planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the level of knowledge, skills, competencies and abilities to carry out their work effectively therefore enhancing productivity.

On the issue of on the job training (item 2) table 4.6 the mean was 1.91 which is below the average mean indicating that majority of the respondents agreed with the statement “In order to get the best results, sometimes our bosses use the on the job training techniques”. This is consistent with Beardwell et al (2004) who observed that organizations realization that their success depends on the skills and abilities of their employees motivated them to train their staff to chance their productivity.

On the issue of coaching (item 3) table 4.6 the mean was 2.68 which is below the average mean indicating that majority of the respondents agreed with the statement “The bank also uses coaching as a training technique for the employees”. This is after the organizations’ realization that their success depends on the coaches motivating employees to develop their skills and abilities to enhance their productivity.

However, on the issue of use of mentoring as a training technique (item 4) table 4.6 the mean was 3.53 which is above the average mean indicating that majority of the respondents disagreed with the statement “ Sometimes, the employees are mentored as another method of employee training.

#### 4.4 Effect of Information Sharing

The second objective of the study was to establish the effect of Information Sharing on staff productivity. In order to achieve this objective, a five point likert scale with numerical values ranging from 1-5 (1= Strongly agree, 2= Agree, 3= Not Sure, 4= Disagree, 5= Strongly disagree) was used.

The average mean was 3. Therefore all responses below the mean (3) accounted for Agree whereas all responses above the mean (3) accounted for Disagree. The findings on the selected items were analyzed to provide descriptive statistics, Pearson's correlation and the multiple regression model.

The findings are expounded further below;

##### 4.4.1 Descriptive Statistics for Information Sharing

**Table 4.7: Descriptive Statistics for Information Sharing**

		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	
Item	N	Frequency ( Percentage)					Mean
All employees should receive some form regular, one to one communication with their manager, whether it is through a formal meeting or an informal chat at the canteen.	133	39(29.3)	57(42.9)	20(15)	11(8.3)	6(4.5)	2.16
Team briefing is a way of passing information from the top of the business down to all employees and allow employees feedback to the top management	133	67(50.4)	33(24.8)	12(9)	21(15.8)	0(0)	1.90
The bank may also train members in team communication skills to get the most out of the initiative.	133	11(8.3)	9(6.8)	14(10.5)	46(34.6)	53(39.8)	3.91
The email can be an effective work place communication method if handled properly	133	54(40.6)	60(45.1)	15(11.3)	4(3)	0(0)	1.77
<b>Valid N (listwise)</b>	<b>133</b>						
<b>Overall Mean</b>							<b>2.44</b>

Source: Research Survey data (2015)

From table 4.8; the overall mean is 2.44 which is below the average mean. This indicates that majority of respondents agreed that the bank supports information sharing.

On the issue of Regular communication (item 1) table 4.8 the mean was 2.16 which is below the average mean indicating that majority of the respondents agreed with the statement “All employees should receive some form regular, one to one communication with their manager, whether it is through a formal meeting or an informal chat at the canteen”. This is consistent with Beal, Cohen, Burke, & McLendon 2003 who observed that organizations’ who promoted information sharing among teams promotes positive climatic states e.g trust and cohesion, which improves team socio-emotional outcomes and in turn team task performance hence enhancing employee productivity.

On the issue of Team briefing (item 2) table 4.8 the mean was 1.90 which is below the average mean indicating that majority of the respondents agreed with the statement “Team briefing is a way of passing information from the top of the business down to all employees and allow employees feedback to the top management”. This is consistent with McElroy, 2001 who observed that team briefing contributes to organizational performance by helping to align individual and organization goals and by helping to enhance general levels of employee identification and integration at work.

On the issue of Team communication (item 3) table 4.8 the mean was 3.91 which is above the average mean indicating that majority of the respondents disagreed with the statement “The bank may also train members in team communication skills to get the most out of the initiative”. This is consistent with Guest et al, 2001 who observed that employees viewed team communication as a broader bundle of HR practices, rather than motivation in the work place.

On the issue of Email use (item 4) table 4.8 the mean was 1.77 which is below the average mean indicating that majority of the respondents agreed with the statement “The email can be an effective work place communication method if handled properly”. The researcher observed that email

communication is effective since when its sent all tagged people receive the email so there is assured reception across all branches and departments.

#### **4.5 Effect of Participation**

The third objective of the study was to establish the effect of Participation on staff productivity. In order to achieve this objective, a five point likert scale with numerical values ranging from 1-5 (1= Strongly agree, 2= Agree, 3= Not Sure, 4= Disagree, 5= Strongly disagree) was used. The average mean was 3. Therefore all responses below the mean (3) accounted for Agree whereas all responses above the mean (3) accounted for Disagree. The findings on the selected items were analyzed to provide descriptive statistics, Pearson's correlation and the multiple regression model. The findings are expounded further below;

#### 4.5.1 Descriptive statistics for Participation

**Table 4.8 Descriptive statistics for Participation**

		<b>Strongly Agree</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	
<b>Item</b>	<b>N</b>	<b>Frequency ( Percentage)</b>					<b>Mean</b>
Participation in decision making at your bank is not very open to all employees	<b>133</b>	48(36.1)	52(39.1)	16(12)	11(8.3)	6(4.5)	2.06
For the employees that are included in decision making, commitment at work is improved	<b>133</b>	36(27.1)	55(41.4)	10(7.5)	32(24.1)	0(0)	2.29
The motivation of included employees is much higher than that of excluded employees	<b>133</b>	9(6.8)	9(6.8)	10(7.5)	55(41.4)	50(37.6)	3.96
Task performance of the employees is heavily influenced by the inclusion of the employees at your bank	<b>133</b>	13(9.8)	3(2.3)	11(8.3)	45(33.8)	61(45.9)	4.04
Those employees that are included are more satisfied compared to their counterparts	<b>133</b>	3(2.3)	11(8.3)	21(15.8)	55(41.4)	43(32.3)	3.93
Participation of the employees is crucial for improving context performance of the employees	<b>133</b>	61(45.9)	33(24.8)	22(16.5)	14(10.5)	3(2.3)	1.98
In general, the participation of employees at your bank improves their productivity levels	<b>133</b>	40(30.1)	56(42.1)	21(15.8)	11(8.3)	5(3.8)	2.14
<b>Valid N (listwise)</b>	<b>133</b>						
<b>Overall Mean</b>							<b>2.91</b>

**Source: Research Survey data (2015)**

From table 4.10; The overall mean is 2.91 which is below the average mean. This indicates the majority of the respondents agreed that the bank supports Participation.

On the issue of participation in Decision making (item 1) table 4.10 the mean was 2.06 which is below the average mean indicating that majority of the respondents agreed with the statement, “Participation in decision making at your bank is not very open to all employees”. This is consistent with Addison et al, 2000, 2003 who observed that employee participation is one of the “High performance management practices” that contribute to organizational effectiveness.

On the issue of Commitment at the work places (item 2) table 4.10 the mean was 2.29 which is below the average mean indicating that majority of the respondents agreed with the statement, “For the employees that are included in decision making, commitment at work is improved”. The researcher observed that from a managerial point of view employee involvement can be used as a business tool: worker participation as a means to reduce transaction costs associated with the employee-organization relations and consequently improving productivity as is supported by (Colling, 2003; Gollan, 2006).

On the issue of Motivation of included employees (item 3) table 4.10 the mean was 3.96 which is above the average mean indicating that majority of the respondents disagreed with the statement, “The motivation of included employees is much higher than that of excluded employees”. This is consistent with Lawler (1986), who observed that it was incorrect to assume that the mere existence of such organizational programs as proxies for individual feelings toward involvement, and the individual acceptance of these practices.

On the issue of Task performance (item 4) table 4.10 the mean was 4.04 which is above the average mean indicating that majority of the respondents disagreed with the statement, “Task performance of the employees is heavily influenced by the inclusion of the employees at your bank”. The researcher observed that the employees did not believe their performance was influenced in any way by involvement in bank policy development.

On the issue of Satisfied employees (item 5) table 4.10 the mean was 3.93 which is above the average mean indicating the majority of the respondents disagreed with the statement, “Those employees that are included are more satisfied compared to their counterparts”. The researcher observed that the employees did not believe their being satisfied at work had anything to do with inclusion in policy making, they believe their satisfaction was due to incentives such as bonuses and medical insurance. On the issue of Context performance (item 6) table 4.10 the mean was 1.98 which is below the average mean indicating the majority of the respondents agreed with the statement, “Participation of the employees is crucial for improving context performance of the employees”. The researcher observed that this was consistent with Torka, Schyns, and Looise (2010) who found direct participation is significantly connected to affect organizational commitment and performance.

On the issue of Participation of employees (item 7) table 4.10 the mean was 2.14 which is below the average mean indicating the majority of the respondents agreed with the statement, “In general, the participation of employees at your bank improves their productivity levels”. This consistent with Dundon, Wilkinson, Marchington & Ackers (2004) who observed that direct participation influences employee attitude which in turn support employee behavior that lead to improved productivity.

#### **4.6 Staff Productivity**

Staff productivity was the dependent variable of the study. It was measured using 5 items in the questionnaire, to which respondents were asked to rate the level of staff productivity, by indicating the extent to which they agree or disagree with each statement, where (1 = Strongly Agree, 2 = Agree, 3 = Not Sure, 4 = Disagree, 5 = Strongly Disagree). The responses were analyzed using descriptive statistics as indicated in table 4.12;



#### 4.6.1 Descriptive statistics for Staff productivity

**Table 4.9 Descriptive statistics for Staff productivity**

		<b>Strongly Agree</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	
<b>Item</b>	<b>N</b>	<b>Frequency ( Percentage)</b>					<b>Mean</b>
Investment in employee development increases productivity in the Long run	133	8(6)	18(13.5)	8(6)	56(42.1)	43(32.3)	3.81
Investment in employee development increases productivity in the Short run	133	9(6.8)	20(15)	8(6)	63(47.4)	33(24.8)	3.68
Productivity remained constant even with investment in employee development	133	12(9)	12(9)	14(10.5)	51(38.3)	44(33.1)	3.77
Productivity at the bank is currently decreasing despite investment in employee development	133	9(6.8)	9(6.8)	8(6)	52(39.1)	55(41.1)	4.02
Productivity at the bank is currently increasing with investment in employee development	133	5(3.8)	6(4.5)	3(2.3)	61(45.9)	58(43.6)	4.21
<b>Valid N (listwise)</b>	<b>133</b>						
<b>Overall Mean</b>							<b>3.9</b>

**Source: Research Survey data (2015)**

From the table 4.15; the overall mean is 3.9 which is above the average mean indicating that majority of the respondents disagree that investment in staff development affects staff productivity.

## 4.7 Correlation Analysis

Correlation analysis was conducted to determine the degree of the relationship between the independent variables (Training, Information Sharing, Participation) and the dependent variable (Staff Productivity).

### 4.7.1 Correlation between Training and Staff Productivity

Pearson correlation coefficient was conducted to determine the degree of the relationship between Training and Staff productivity. The results are illustrated in the table below.

**Table 4.10: The Relationship between Training and Staff productivity**

		Training	Staff Productivity
Training	Pearson Correlation	1	.257**
	Sig. (2-tailed)		.003
	N	133	133
Staff Productivity	Pearson Correlation	.257**	1
	Sig. (2-tailed)	.003	
	N	133	133

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

**Source: Research Survey data (2015)**

From table 4.10; findings show that there is a positive correlation between Training and staff productivity which is significant at 0.01 level ( $r=0.257$ ,  $p \leq 0.01$ ).

This implies that Training influences staff productivity. This is consistent with Bright (2004), most of the employees who undergo training on a particular work fields become very creative as they add value by identifying more development ideas and way of doing things in the organization hence making work simple and easy to the organizational management thus enhancing productivity.

#### 4.7.2 Correlation between Information Sharing and Staff productivity

Pearson Correlation coefficient was conducted to determine the degree of the relationship between information sharing and staff productivity. The results are illustrated in the table below.

**Table 4.11: The Effect of Information Sharing on Staff Productivity**

		Information Sharing	Staff Productivity
Information Sharing	Pearson Correlation	1	.434**
	Sig. (2-tailed)		.000
	N	133	133
Staff Productivity	Pearson Correlation	.434**	1
	Sig. (2-tailed)	.000	
	N	133	133

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

**Source: Research data (2015)**

From the table 4.11; findings show that there is a positive correlation between Information sharing and staff productivity which is significant at 0.01 level ( $r=0.434$ ,  $p \leq 0.01$ ).

This implies that Information Sharing influences staff productivity. This is consistent with Beal, Cohen, Burke, & McLendon (2003) who observed that organizations who promoted information sharing among teams promoted positive climatic states e.g trust and cohesion, which improves team socio-emotional outcomes and in turn team task performance hence enhancing employee productivity.

#### 4.7.3 Correlation between Participation and Staff productivity

Pearson Correlation coefficient was conducted to determine the degree of the relationship between Participation and staff productivity. The results are illustrated in the table below.

**Table 4.12: The Effect of Participation on Staff productivity.**

		Participation	Staff Productivity
Participation	Pearson Correlation	1	.734**
	Sig. (2-tailed)		.000
	N	133	133
Staff Productivity	Pearson Correlation	.734**	1
	Sig. (2-tailed)	.000	
	N	133	133

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

**Source: Research data (2015)**

From the table 4.12; findings show that there is a positive correlation between Participation and staff productivity which is significant at 0.01 level ( $r=0.734$ ,  $p\leq 0.01$ ).

This implies that Participation influences staff productivity. This is consistent with Dundon, Wilkinson, Marchington & Ackers (2004) who observed that direct participation influences employee attitude which in turn supports employee behavior that leads to improved productivity.

**4.8 Multiple Regression Analysis**

A Multiple Regression was run to determine the extent to which independent variables (Training, Information Sharing, Participation) explain the variations in the dependent variable (Staff productivity). It was also run to find out which independent variables has a great contribution in explaining the variations in the dependent variable. The results are summarized in the output below (table 4.16).

#### 4.6.1 Multiple Regression Analysis Model

**Table 4.13 Multiple Regression Analysis Model**

Model		R		R Square	Adjusted R Square	Std. Error of the Estimate
1		.740 <sup>a</sup>		.548	.537	.57061
Coefficients		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.445	.216		6.696	.000
	Training	.013	.068	.014	.188	.851
	Information Sharing	.094	.082	.096	1.145	.254
	Participation	.753	.074	.684	10.110	.000
a. Dependent Variable: Staff Productivity						

Based on the model (Table 4.13), it can be explained that the independent variables (Training, Information sharing, Participation) explain variations in the dependent variable

(Staff productivity) by (Adjusted R Square =  $0.537 \times 100$ ) which is 53.7%. This implies that the balance ( $100 - 53.7\% = 46.3\%$ ) can be explained by the variables not examined in this study.

The model (Table 4.13) also shows that the standard error is very small at (0.57061). This implies that the errors are minimized in this model hence justifying its accuracy and appropriateness in measuring the relationship between employee development and staff productivity.

In addition, based on analysis of the coefficients of Beta (Table 4.13), Participation appears to have contributed greatly in explaining the variation positively (with a value of 0.684), followed by Information sharing (with a value of 0.096) and lastly Training (with a value of 0.14) of staff productivity.

## **CHAPTER FIVE : RECOMMENDATIONS AND CONCLUSIONS**

### **5.0 Introduction**

The study was aimed at examining the effect of employee development on staff productivity in commercial banks. This chapter therefore summaries the main findings, draws conclusions, makes recommendations and suggestions for further research.

### **5.1 Summary of Key Findings**

Interpretation and analysis of data collected provided the following findings that are summarized here under;

#### **5.1.1 Effect of Training on Employee Productivity**

It was discovered that there is a positive relationship ( $r= 0.257, p \leq 0.01$ ) between employee training and employee productivity at DFCU bank.

With regard to the effects of training on the performance of the employees, the study results showed that there are positive effects on the task completion and the creativity of the employees at work. A properly trained employee becomes more informed about procedures for various tasks. The worker confidence is also boosted by training and development. This confidence comes from the fact that the employee is fully aware of his/her roles and responsibilities. It helps the worker carry out the duties in better way and even find new ideas to incorporate in the daily execution of duty.

A well-organized training and development program gives the workers constant knowledge and experience. Consistency is very vital when it comes to the bank's procedures and policies. This mostly includes administrative procedures and ethics during execution of duty.

Training and development makes the employee also feel satisfied with the role they play in the company or organization. This is driven by the great ability they gain to execute their duties. They feel they belong to the company or the organization that they work for and the only way to reward it is giving the best services they can.

Through training and development the employee acquires all the knowledge and skills needed in their day to day tasks. Workers can perform at a faster rate and with efficiency thus increasing overall productivity of the company. They also gain new tactics of overcoming challenges when they face them.

The moment the employees gain the necessary skills and knowledge, employees will become more confident. They will become self-reliant and require only little guidance as they perform their tasks. The supervisor can depend on the employee's decision to give quality output. This relieves supervisors the burden of constantly having to give directives on what should be done.

### **5.1.2 Effect of Information Sharing on Employee Productivity**

It was discovered that there is a positive relationship ( $r=0.434, p \leq 0.01$ ) between information sharing and employee productivity at DFCU bank.

This also implies that an increase or decrease in the information sharing at the bank will have a similar effect on the productivity of the employees at DFCU bank.

With respect to the effect of information sharing on employee productivity, the study results indicated that effective information sharing improves employee inclusion for improved employee performance. Secondly, effective information sharing improves employee job satisfaction and this improves overall performance of DFCU.

Lastly, it improves effective client satisfaction through improved customer care. The direct effects of effective information sharing include improvements in the efficiency of the employees while the indirect effects include implications include those related with client satisfaction and purchase intentions.

In the review of the literature, Shah & Amir (2007), Sithole M (2013) and Smidts et al., (2001) also noted direct and indirect effects of effective information sharing on the performance of the employees.

### **5.1.3 Effect of Participation on Employee Productivity**

It was discovered that there is a positive relationship ( $r=0.734, p \leq 0.01$ ) between employee participation and employee productivity at DFCU bank.

This also implies that an increase or decrease in employee participation by the bank will have a similar effect on the productivity of the employees at DFCU bank.

With inclusion in decision making or participation, the results indicated that complaints are always handled and investigation of grievances is efficient which is critical for improvements in the efficiency of teams for better performance and the fact that the administrators ensure that the staff welfare is appropriate which also improves the motivation of the employees to work harder. The results also indicated that the workers believed that with the current practices, they are able to work under minimal supervision which reduces the fatigue that the employee may have while performing under strict supervision.

According to the key informants, the current HR practices are favorable to the employees in that they are free to express their views is good for their profession and the good of the bank subject to



whatever they were taught at first entry to their work stations and being given a channel to voice their views.

This is good for performance improvement purposes of the employee and it is consistent with the scholarly work of Ahmad & Schroeder (2003) and this means that with the use of a different method of analysis and different sampling frames, the study is an addition to the body of knowledge.

#### **5.1.4 Findings from Interview Guide.**

After doing the interview for the managers and the coordinators and the poll for the employees, it was detected that the company under study is facing some problems related to lack of motivation and lack of working enthusiasm in their employees. After the analysis of the poll for the employees, the main reasons were identified: training, workloads and salary were the principal factors that affected motivation.

Analyzing the results, it was seen that especially the youngest employees are having more problems with the company. It is difficult for them to balance their personal goals and their needs with their workloads. Another important factor is the training programs, because the youngest employees are not feeling supported by the company in terms of working skills.

The third factor is the salary, which somehow could not reach their expectations. After analyzing the academic references, some recommendations are given by targeting and solving the three main factors mentioned before. Concerning the salary, the rewarding system should be changed. The new rewarding system should be based on an objective plan and timeline of each employee to determine productivity and an equal benefit.

To deal with the problem of the workload, a new workload analysis system should be developed in order to achieve three objectives in: Time, Effort and Resources. This system will help the company to detect the problems of performance, to reorganize the team, to distribute the workloads and to accomplish the better results.

## **5.2 Conclusions**

### **5.2.1 Conclusion on Employee Training**

Employee training is essential for an organization's success. Despite the importance of training, a trainer can encounter resistance from both employees and managers. Both groups may claim that training is taking them away from their work. However, a trainer can combat this by demonstrating that training is actually a crucial part of employees' and managers' work.

Training presents a prime opportunity to expand the knowledge base of all employees, but many employers find the development opportunities expensive. Employees also miss out on work time while attending training sessions, which may delay the completion of projects. Despite the potential drawbacks, training and development provides both the company as a whole and the individual employees with benefits that make the cost and time a worthwhile investment.

A structured training and development program ensures that employees have a consistent experience and background knowledge. The consistency is particularly relevant for the company's basic policies and procedures. All employees need to be aware of the expectations and procedures within the company. This includes safety, discrimination and administrative tasks. Putting all employees through regular training in these areas ensures that all staff members at least have exposure to the information.

From the findings we notice that the relationship between employee training and employee productivity is significant. This implies that an increase or decrease in the training efforts put in by the bank will have a similar effect in the productivity of the employees at DFCU bank. Therefore there is a significant influence of employee training on staff productivity in commercial banks.

### **5.2.2 Conclusion on Information Sharing.**

Results also showed that information sharing positively influenced the employees' motivation in work. This finding was in accordance with the results of study of Puck, Mohr, & Rygl (2008). They studied the adjustment to work of public employees and found information sharing among public employees was one of the influential factors in their adjustment to their work. Understanding of cultural difference of the service receivers is another way to motivate effective public service. It is suggested that public employees be educated or trained in information sharing so that they are aware of it and adapt and develop their working and communication skills to communicate more effectively with people from different cultures (Taylor- Ritzler, et al., 2008). Knowledge, skills and attitudes towards communication can be gained from training (Luger, 2011) and this awareness of cultural diversity will reflect in better public service (Jackson & Samuels, 2011).

From the findings we notice that the relationship between information sharing and employee productivity is significant. This implies that an increase or decrease in the information sharing at the bank will have a similar effect in the productivity of the employees at DFCU bank. Therefore there is a significant influence of information sharing on staff productivity in commercial banks.

### **5.2.3 Conclusion on Participation**

Involving employees in decisions and policy changes that directly affect their job, while empowering employees to be more autonomous, greatly improves morale at large.

When employees are treated as an asset and their input is given consideration, confidence increases among every team member, and the company sees significant gains in different facets such as productivity and loyalty.

Employee involvement and empowerment translates directly into increased productivity. Employees with an investment in the bank's best interest increase their role in the company, fostering a stronger work ethic. When employees are given independence and expected to be more self-sufficient, they become more efficient over time, as they learn to navigate their responsibilities with minimal interference and/or relying less on managerial staff for direction. This allows managerial staff more time to attend to responsibilities other than giving assignments to subordinates and decreases micromanagement, which retards productivity.

From the findings we notice that the relationship between employee participation and employee productivity is significant. This implies that an increase or decrease in the employee participation at the bank will have a similar effect in the productivity of the employees at DFCU bank. Therefore there is a significant influence of employee participation on staff productivity in commercial banks.

### **5.3 Recommendations**

The researcher recommends that the organization put more emphasis on employee participation for the good of performance improvements. With regard to the analysis of the coefficients of Beta (Table 4.13), Participation appears to have contributed greatly in explaining the variation positively (with a value of 0.684) of staff productivity. This implies that the different elements of Employee Participation (Commitment at work place, Context performance, Decision making, Motivation of included employees, Satisfied employees, Task performance, Participation of employee) are helping enhance staff productivity.

The researcher also recommends that the organization improves on methods or occurrence of information sharing so as to have improved performances. With regards to the analysis of coefficients of Beta (Table 4.13), Information sharing comes 2<sup>nd</sup> in contributing towards explaining the variation positively (with a value of 0.096) of staff productivity. This implies that the different methods of Information Sharing (Regular communication, Team briefing, Team Communication, Email) are either not regularly used or the way they are used is not sufficient thus the need to improve there use and increase there occurrence with in the organization.

The researcher further recommends that the organization improves on methods used in training there employees so as to improve performances. With regard to the analysis of coefficients of Beta (Table 4.13), Training contributed lowly towards explaining the variation positively (with a value of 0.014) of staff productivity. This implies that the different methods of Training (Off Job, On Job, Coaching, Mentoring) are either not sufficient enough or are not being adopted well by the employees. Therefore the researcher recommends that the organization invests in new methods of training which may include training happening at the different branches the employees being trained don't work at.

#### **5.4 Recommendation for further areas of study**

Recommendation for further research to be carried out in the area of banking, risk management, monitoring of the growth in numbers of nonperforming loans, study on E-banking channels and ATM frauds.

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## Appendix 1. Questionnaire

Dear respondent,

My name is Sandra Nakibuuka, currently pursuing a Masters of Business Administration with Uganda Martyrs University. The topic of my dissertation is **The influence of employee development on staff productivity in Commercial banks**. Your response will help us understand how employee development influences staff productivity in commercial banks in Ugandan.

The information provided will be strictly academic and utmost confidentiality will be guaranteed. Please answer the questions by ticking in the appropriate box.

### Section a: Respondents' demographic characteristics

1. What is your age group?

20-29

40-49

30-39

50-59

2. What is your gender?

Male

Female

3. What is your marital status?

Single

Married

Widowed

Divorced

4. What is your highest level of education?

Diploma

Degree

Post Graduate

### Section b: Training

5. The following are some of the effects of training on employee productivity. Please indicate by ticking in the boxes that form the table below. Note: SA stands for Strongly Agree, A stands for Agree, N stands for Not Sure, D stands for Disagree and SD for Strongly Disagree.

No.	Statement	SA	A	N	D	SD
1	This bank uses off the job training to provide employees a chance to learn away from their work setting					
2	In order to get the best results, sometimes our bosses use the on the job training techniques					
3	The bank also uses coaching as a training technique for the employees					
4	Sometimes, the employees are mentored as another method of employee training					
5	Employee training improves the employee work related performance and abilities					
6	Employee training at your bank encourages skill development and innovation					
7	Training is fundamental in promoting creativity of the employees at Your Bank					
8	The bank has a clear policy on Training					
9	Your bank's training encourages motivation of the employees at work					

### Section c: Information sharing

1. The following are some of the effects of information sharing on employee productivity. Please indicate by ticking in the boxes that form the table below. Note: SA stands for Strongly Agree, A stands for Agree, N stands for Not Sure, D stands for Disagree and SD for Strongly Disagree.

No.	Statement	SA	A	N	D	SD
1	All employees should receive some form of regular, one to one communication with their manager, whether it is through a formal meeting or an informal chat in the canteen.					
2	Team briefing is a way of passing information from the top of the business down to all employees, and allowing employees to send feedback to the top management.					
3	The company may also train team members in team communication skills to get the most out of the initiative.					
4	The email can be an effective workplace communication method - if handled properly.					

### Section d: Participation

2. The following are the effects of participation on employee productivity. Please indicate by ticking in the boxes that form the table below. Note: SA stands for Strongly Agree, A stands for Agree, N stands for Not Sure, D stands for Disagree and SD for Strongly Disagree

No.		SA	A	N	D	SD
1	Participation in decision making at Your bank is not very open to all employees					
2	For the employees that are included in decision making, commitment at work is improved					
3	The motivation of included employees is much higher than that of the excluded employees					
4	Task performance of the employees is heavily impacted on by the inclusion of the employees at Your bank					
5	In general, the participation of the employees at Your bank improves their productivity levels					
6	Those employees that are included in decision making are more motivated than those not involved					
7	Participation of employees is crucial for improving context performance of the employees					

### Section e: Staff Productivity

1. Please indicate by ticking in the boxes that form the table below. Note: SA stands for Strongly Agree, A stands for Agree, N stands for Not Sure, D stands for Disagree and SD for Strongly Disagree

No.		SA	A	N	D	SD
1	Productivity of employees is satisfactory					
2	Employees and Management are committed to providing quality services					
3	Employee deliver their work in a unique and a different way					
4	Employees are willing and encouraged to ask questions on how to improve their jobs					
5	The bank is focused on meeting the needs of the clients					
6	The bank is superior in terms of provision of services					
7	The bank promotes and encourages provision of quality services at all levels					

## **Appendix 2: Interview Guide**

1. What is your designation/official position?
2. Other than the stated effects, please state the effects of training on employee productivity
3. Does the bank's employee development consider the children and spouses of these employees? Please justify your response?
4. Other than the stated effects, please state the effects of information sharing on employee productivity
5. How can your bank encourage information sharing among its employees?
6. Other than the stated effects, please state the effects of participation on employee productivity.
7. What would be some of the signs of low employee productivity?
8. If participation does not affect productivity, please provide a justification for your response.
9. What are the other areas that you would recommend to be researched in regard to employee productivity?
10. Other than the stated effects, please state the effects employee productivity
11. What would be some of the signs of low employee productivity?
12. If motivation does not affect productivity, please provide a justification for your response
13. What are the other areas that you would recommend to be researched in regard to employee productivity?