

**Career Development Programmes and Employee Job Performance
in the Banking Sector in Uganda**

Case Study: Centenary Bank Entebbe Road

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2013-M102-20024



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**A Research Dissertation Presented to
The Faculty of Business Administration and Management
in Partial Fulfilment of the Requirement for
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DEDICATION

This work is dedicated to my lovely eight year old daughter Hailey Namugga. You have given me a new appreciation for the meaning of Love and importance of Faith. You are facing autism bravely and this gives me Hope that we can do all things through Christ.

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ABSTRACT

This study examined the effects of career development programmes on employee job performance in the banking sector. The objectives of the study were to establish the effects of employee job orientation on job performance in the banking sector; to analyse the effects of training on employee job performance in the banking sector; and to assess the effects of promotion on employee job performance in the banking sector. The study adopted a cross sectional – case study design on a sample of 82 respondents. Data was collected by use of questionnaire and interviews, and analysed quantitatively and qualitatively. Quantitative data was analysed using the Statistical Package for Social Scientists version 22.0 (SPSS). At univariate level, data was analysed basing on the frequencies, percentages, mean and standard deviation. At bivariate level, data was analysed basing on correlational analysis and at multivariate level data analysis was carried out using multiple linear regression. Qualitative data was analysed by content analysis basing on study themes. The findings of the study revealed that employee job orientation were the mean = 3.62 and the standard deviation = 0.588, training were the mean = 3.08 and the standard deviation = 0.873 and promotion were the mean = 3.59 and the standard deviation = 0.725 had a positive and significant effect on employee job performance. Therefore, it was concluded that employee job orientation is a prerequisite for job performance in the banking sector, training is a necessary condition job performance in the banking sector and promotion enhances job performance in the banking sector. Hence, it was recommended that managers of organisations should implement employee job orientation programmes for their employees, managers of organisations should provide training to their employees, and managers of organisations should streamline promotion opportunities such that all those who deserve have the opportunity.

CHAPTER ONE

INTRODUCTION

The business world is undergoing unprecedented change because of competition. These changes have elevated the importance of managing people at work, and in particular, the planning and managing of their careers (Harold & Kumar, 2011). Career development of employees plays an important role in enriching the human capital component of a company (Khan, Rajasekar & Al-Asfour, 2015). In this study, it was therefore conceived that career development programmes influence employee job performance. Chapter one of the study presents the background of the study, statement of the problem, objectives of the study, research questions, scope of the study, significance of the study, justification of the study, definition of key terms used in the study and the conceptual framework.

1.1 Background to the Study

The term career development emerged at the end of the twentieth century (Currie-Alder, 2016). The term described both the total constellation of psychological, sociological, educational, physical, economic and chance factors that combine to shape individual career behaviour over the life span and the interventions or practices that are used to enhance a person's career development or to enable that person to make more effective career decisions (Puah & Ananthram, 2006). In the 1960s interest grew in employee career development. Managers and researchers realised that even though employees were given better working conditions,

improvement in work effort was not proportionate. Managers and social scientists concluded that workers needed training in order to produce more (Heskett, 2007). It was recognised that it was necessary to optimise employee skills through training and development to create a more valuable, skilled workforce (Storey, Wright & Ulrich 2009). Organisation started to implement career development which according to Armstrong (2010) includes planning careers in terms of employee orientation, training and promoting staff in accordance with their capabilities, taking care not to over- or under-promote.

The slow change of available technologies in the 1960s and 1970s favoured specialised skills development and more or less guaranteed a career for life. The more rapid pace of technological change, particularly in developed countries, has contributed to the increasing importance of general education that helps workers to perform within the high-productivity sectors. Therefore, a move from specific job skills training ('a career for life' reality, immediate and long-term relevance to occupational requirements) to flexible training ('no life time job security' reality, rapidly re deployable labour force requirement) has been observed (Maclean, Jagannathan & Sarvi, 2012). Owing to the importance of career development, today, the world talks of lifelong learning, learning organisations and a learning society. The need for employees to be more skilled and multi-skilled than in the past is receiving greater attention (Raggatt, Edwards & Small, 2013). In the US alone, over \$ 210 billion is spent every year on employee development, yet the US lags behind Europe in emphasising the same (Ford, Kozlowski, Kraiger, Salas & Teachout (2014).

The European Union launched the European Employment Strategy (EES) at the European summit meeting in Luxembourg on November 1997. In 2005 the strategy was analysed and reformulated and 2008 the guidelines were updated to policies about employment rate for 2008-2010. The European Council in October 2012 released a report, entitled "Implementation of the Pact for Growth and Jobs." The report states that member states should continue to work to address economic and social challenges posed by high unemployment and demographic changes (Cîmpan, 2013). States are required to make efforts to reduce unemployment, to align their legislation with EU requirements and must encourage individual career development. The policy outlines that career is an evolutionary sequence of activities and professional positions that reach a person, also attitudes, knowledge and associated skills that develops over time (Terziev & Arabska, 2015).

The term of European career has psychological significance. It is being seen by managers and staff alike as an opportunity to professionally grow in different organisations. Eurocareer means freedom of movement; it expresses the ability of employees to harness knowledge and means more potential for development (Cîmpan, 2013). There are several advantages of a European career, such as: improving skills, creating a global mentality, developing managerial skills, increasing adaptability rank to new situations, identifying specific behaviours and values of European life, substantial material rewards, professional development and opportunities for promotion, personal development and possibility to benefit from the transfer of managerial know-how (Maclean et al., 2012).

In the developing countries of the world specifically in Asia, career development is also receiving enormous attention. However, compared to other regions of the world, Asia's performance in human development is only slightly better than that of sub-Saharan Africa and has continued to lag behind other regions by a wide margin (Maclean et al., 2012). Nevertheless, in Asian countries such as Malaysia, for some categories of staff in the public sector, completion of training is stipulated as a condition for further career advancement (Ndanyi, 2013). Asia's 3Es of education, employment and employability opportunity is probably one of the biggest opportunities on the planet in the next 20 years. The focus is on flow of the one million young people joining the labour force every month for the next 20 years – but a bigger opportunity is stock – retooling the 200 million who are already in the labour force but stuck at low productivity in farms and elsewhere. There has been creation of institutions which innovate at the intersection of the 3Es (Maclean et al., 2012). However, in Africa, the public sector and private companies also recognise the importance of employee development. For instance, in the Nigerian banking sector, training and development are given importance in building an effective human capital (Aigboduwa & Oisamoje, 2013).

In Uganda, both the public and private sector were giving attention to employee career development. In the Public sector, the Civil Service Reform Programme of 1992 guides career development (Mpanga, 2009). In the private sector such as banking, employee career development programmes is seen as an engine for employee performance (Chakrabarty, 2012). For instance, the Centenary Annual Report (2015) showed that the bank puts employee career development at the forefront. New employees receive a comprehensive induction pack containing a wide range of information on the Bank. All employees are offered opportunities to

enhance their technical and managerial skills and develop their careers through various development programmes such as, coaching and mentoring, in-house training programmes and customer service training, among many others. Promotions for staff are based on merit to create staff motivation.

1.2 Statement of the Problem

Centenary Bank had invested in a number of career development programmes as a measure to enhance employee job performance. New employees received a comprehensive induction pack, employees were offered training opportunities and promotions were based on merit (Centenary Annual Report, 2015). Despite effort of the bank to enhance performance of employees through career development, job performance employees remained poor. Employees of the bank did not work with creativity, effectiveness and efficiency with some exhibiting poor attitude towards customers with some of the staff speaking rudely to customers (Nsambu, 2015). Customers complained that a number of staff were slow to respond to their requests, did not promptly return calls, were inflexible to customer demands and some demanded bribes to extend services especially during loans processing. There were also staff that connived with the borrowers and overvalued collateral causing the bank to lose as customers failed to repay the loans because of the low value of their property whose sell could not enable the bank recover money extended to the customers. Some staff also assessed customers poorly leading to lending to high risk customers (Nayiga, 2013). Employees also defrauded the bank through fraudulent transactions on customers' accounts (Anyoli, 2015). To address the problem of poor job performance of the staff of Centenary Bank, this study sought to unravel the unanswered empirical question as to

what was the relationship between career development programmes and employee job performance.

1.3 Purpose of the Study

This study sought to examine the effects of career development programmes on employee job performance in the banking sector.

1.4 Objectives of the Study

The study sought;

- i. To establish the effects of employee job orientation on job performance in the banking sector.
- ii. To analyse the effects of training on employee job performance in the banking sector.
- iii. To assess the effects of promotion on employee job performance in the banking sector.

1.5 Research questions of the study

The study was guided by the following research questions;

- i. What is the effect of employee job orientation on job performance in the banking sector?
- ii. What is the effect of training on employee job performance in the banking sector?
- iii. What is the effect of promotion on employee job performance in the banking sector?

1.6 Research hypotheses

The study was analysed along the following research hypotheses;

- i. Employee job orientation has an effect on job performance in the banking sector.
- ii. Training has an effect on employee job performance in the banking sector.
- iii. Promotion has an effect on employee job performance in the banking sector.

1.7 Scope of the study

1.7.1 Geographical scope

The geographical study was Centenary Bank, Entebbe Road Branch in Kampala. The branch comprised of two units that were Talenta House on Plot 7 and Entebbe Road Annex plots 18-20 Entebbe Road. Centenary Rural Development Bank Ltd started as an initiative of the Uganda National Lay Apostolate in 1983 as a credit Trust and it began operations in 1985 with the main objective of serving the rural poor and contributing to the overall economic development of the country. In 1993, Centenary Rural Development Bank Ltd was registered as a full service commercial Bank. Today it is the leading Microfinance Commercial Bank in Uganda serving over 1,400,000 customers. Our services can be accessed across our 69 branches, 172 ATMs and the phone banking (CenteMobile) platform. Entebbe Road branch was selected because it was one of the branches with a higher number of staff that could provide an appropriate sample necessary for statistical analysis to make inferences for generalisation of the findings.

1.7.2 Content scope

The content scope of the study covered career development programmes and employee job performance. Career development programmes were studied in terms of employee job orientation, training and promotion. Job performance was studied in terms of employee

creativity, effectiveness, efficiency and team effort output. This was because the study sought to propose the most appropriate career management practices that could be used by banks to enhance job performance of their employees.

1.7.3 Time scope

The time scope to be covered by the study was the period from 2014 – 2017. This was the period characterised by poor performance of banks in Uganda with a big number of non-performing loans in the banking sector. This helped in establishing how career development programmes affected the performance of banks in the time of crisis.

1.8 Significance of the study

To businesses organisations, the study is hoped to help business organisations to base on career development programmes established by the study to harmonise the employee management, reducing staff discontent enhancing better job performance.

To human resource managers, the findings of the study will help by making suggestions on how to improve job performance of employees in the banking sector using career development programmes. Therefore, Human Resource Managers in banks can adopt the recommendations in their efforts of designing appropriate policies for improving job performance of employees in their banks.

To scholars, this study will contribute valuable knowledge to the existing body of knowledge on career development programmes and employee job performance. This will be a basis for future research by interested scholars.

To the researcher, there is a great hope also that the study will be a source of great experience and a contribution to the academic career of the researcher as it's done as a partial fulfilment of the requirements for the attainment of a Master degree of Business Administration.

1.9 Justification for the study

Poor job performance of employees in the banking sector negatively impacts on the performance of banks in terms of slow growth and unprofitability (Iqbal, Ijaz, Latif & Mushtaq, 2015). This is because employees who are less creative, inefficient and ineffective lead to dissatisfaction of customers, which lead to customer defection and consequent loss of business. This is most likely the explanation for poor performance of banks shown by increasing non-performing loans and reduced deposits due to failure to attract customers (Alnaqbi, 2011). Previous studies are skewed outside the Ugandan banking sector. For instance studies (e.g. Plakoyiannaki et al., 2008; Truitt, 2011) were carried out in the Western World, studies (Alipour, Salehi & Shahnava, 2009; Cheng & Ho, 2001; Dar et al., 2014) were carried out in Asia while studies (e.g. Alabi, 2004; Kavoo-Linge & Kiruri, 2013; Kebenei, 2014; Osibanjo, 2014) were carried out in African countries other than Uganda. This gap made it necessary for this study in the context of Uganda to seek to establish the relationship between career development programmes and employee job performance in banks.

10.0 Definition of key terms

Career development programmes: Career development refers to planning careers and promoting staff in accordance with their capabilities, taking care not to over- or under-promote (Armstrong, 2010). Career development programmes were therefore arrangements for planning of careers and promoting staff in accordance with their capabilities. In this study, they are regarded to include employee orientation, training and promotion.

Employee Job Performance: Job performance means the effectiveness of employees in attempting to attain the institutional or organisational set goals (George & Jones, 2002). This study conceptualised job performance to involve employee creativity, efficiency, effectiveness and team effort output.

Job Orientation: This concept refers to an initial process that provides easy access to basic information, programs and services, gives clarification and allows new employees to take an active role in their organisation (Wallace, 2009). In this study, job orientation referred to job procedures briefing, work assignments and acclimatisation that help new employees to settle in an organisation.

Promotion: Promotion is an upward shift of the employee in the organisational hierarchy by an employee and moves to a place of greater responsibility (Dessler, 2008). In this study, promotion referred to horizontal promotion and vertical promotion.

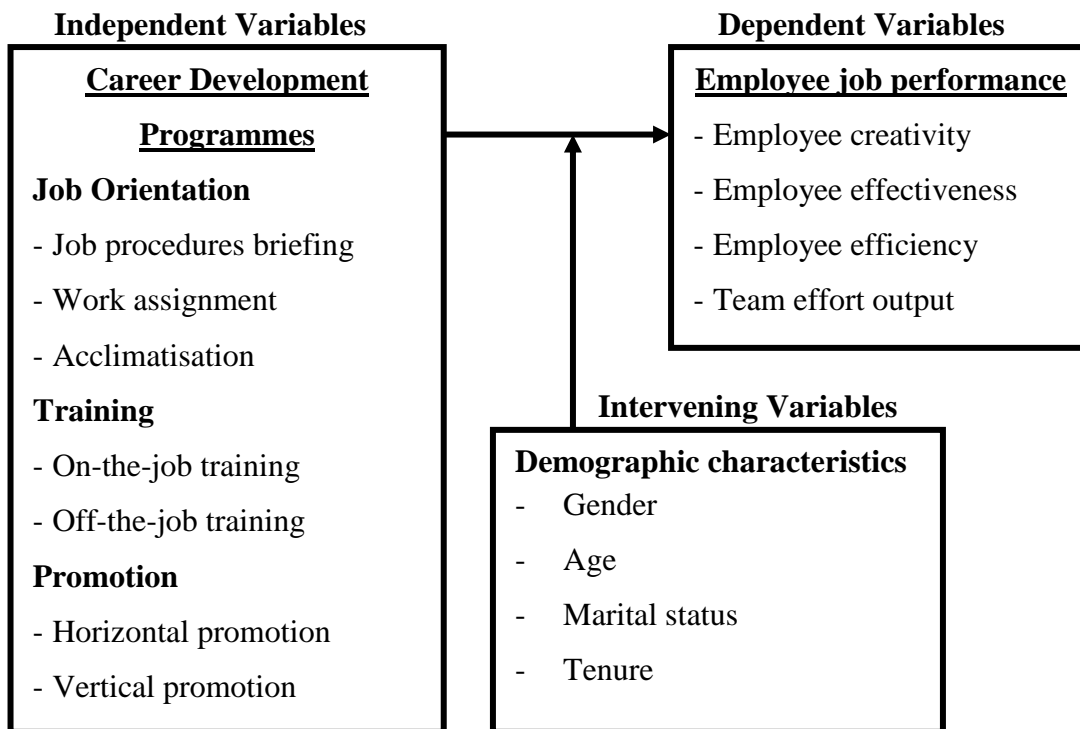
Training: This is a type of planned, systematic activity and results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Khattak, Yuanguan, Irfan, Khattak & Khattak, 2012). Operationally, it referred to on-the-job and off-the-job training.

11.0 The conceptual framework

There is a relationship between career development programmes and employee job performance.

The framework here under describes the relationship.

Conceptual framework



Source: Drawn basing on idea adopted from Armstrong (2010); Dessler (2008); George and Jones (2002); Khattak et al. (2012); and Wallace (2009).

Figure 1.1 above describes the relationship between career development programmes and employee performance. The framework shows that career development programmes are categorised job orientation, training and promotion. Job orientation is shown as including job procedures briefing, work assignment and acclimatisation. Training constituting on-the-job training and off-the-job training. Promotion constitutes horizontal and vertical training. The above variables are shown to relate to the dependent variable of job performance in terms of employee creativity, employee effectiveness, employee efficiency and team effort output.

However, the framework shows that there are intervening variables, that is demographic characteristics in terms of gender, age, marital status, and tenure. With gender, Men and women differ significantly in their characteristics. Although sex refers to the biological differences between male and females, the list of actual differences is potentially long. Males are more physically active than females. Females tend to be more verbal than males. Men value independence and achievement, women value intimacy and attachment. However, Kundson (1982) believes that women were as able as men if given similar exposure. In terms of marital status, employees who hold both work and family are presumed to be more responsible though also those without families tend to be more reliable. A more diverse workforce in terms of age, older and younger people are more likely to interact. As job tenure increases, employees are likely to become more bored and less motivated. The intervening variables also affect employee creativity, employee effectiveness, employee efficiency and team effort output.

12.0 Conclusion

In conclusion, this chapter presents the background to the study, statement of the problem, objectives of the study, research questions, research hypothesis, and scope of the study,

justification of the study, definition of concepts and the conceptual framework. This section provided the basis for the study and identified the variables that were studied which were employee reinvention, training and promotions and how they related to employee job performance.

CHAPTER TWO

INTRODUCTION

This chapter generates relevant information to the topic under study. It reviews the theories that will guide the study and the review of related literature. While reviewing literature, gaps and trends on job satisfaction and job performance were evaluated. Therefore, what different authors had written on career development programmes and job performance was reviewed.

2.0 Theoretical Review

Two theories, namely Social Exchange Theory and Perceived organisational support Theory informed this study.

2.0.1 Social exchange Theory

The Social Exchange Theory (SET) was introduced by Homans in 1961 and further developed by Blau in 1964. Homans in 1961 sought to explain how social behaviour and forms of social organisation produced by social interaction influence one another (Cook, Cheshire, Rice & Nakagawa, 2013). Homans defined Accordingly, exchanges between people are not limited to material goods like money or resources, but they also include symbolic values like respect or prestige (Holthausen, 2010). On the other hand, Blau (1964) analysed exchange processes as the micro-foundation of macro-sociological phenomena indicating that mutual bonds emerge in social interaction as persons who incur obligations reciprocate (Cook Cheshire, Rice & Nakagawa, 2013).

Blau defined social exchange as voluntary actions of individuals that are motivated by the returns they are expected to bring and typically in fact bring from others (Chiu & Ng, 2013). SET indicates that social exchange comprises actions contingent on the rewarding reactions of others, which over time provide for mutually and rewarding transactions and relationships (Cropanzano & Mitchell, 2005). The theory suggests that when a person gives another person a reward, resource or other perceived commodity, there is an expectation of future return from the other party (Chiu & Ng, 2013). SET indicates that humans interact in social behaviour in order to maximize benefits and minimize costs, which then leads to a positive outcome such as job satisfaction (Holthausen, 2010). Therefore, interactions between persons are an exchange of goods, material and non-material (Majiros, 2013).

The social exchange relationship rests on the norm of reciprocity. An exchange starts with one party giving a benefit such as satisfying career development programmes by the employer to the employee. If the recipient reciprocates, and consequently a series of beneficial exchanges occurs, feelings of mutual obligation between the parties result. A broad notion of reciprocity encompasses a feeling of an obligation to repay favourable treatment. Exchange or reciprocation in social relationships becomes stronger when both partners are willing to provide resources valuable to the other. Whereas employees value beneficial treatment, employers seek loyalty and dedication (Wikhamn & Hall, 2012). Better job performance is social an exchange outcome because it reflects a perception of the exchange quality of which the employee and the working organisation are required to fulfil their obligations to each other and establish ongoing reciprocity (Chiu & Ng, 2013).

Nevertheless, the weakness of SET is that it is a heartless generalised method for interpreting human interaction. This is because the theory assumes that individuals are innately selfish, ready to terminate relationships where the costs outweigh the benefits but this is always not an accurate assumption (Miller, 2005). SET focuses too much on the individuals' perspective and ignoring social aspects of the relationship with the organisation. SET emphasises the selfish nature people indicating that workers are only motivated to maintain relationships out of hedonistic (selfish) concerns (Chiu & Ng, 2013). However, basing on SET, it was inferred that exchanges such as satisfying career development are reciprocated by better performance by employees. This theory was used to relate career development programmes and employee job performance.

2.0.2 Perceived Organisational Support Theory

The Perceived organisational support Theory (POS) is the brainchild of Eisenberger, Huntington, Hutchinson and Sowa (1986). The core concept behind the perceived organisational support theory is perceived organisational support, which is based on the relationship of employee and organisation. They defined perceived organisational support (POS) as an employee's perception that the organisation values his or her contribution and cares about the employee's well-being (Ahmed, Khairuzzaman & Ismail, 2011). POS postulates that employees develop global beliefs concerning the extent to which the organisation values their contribution and cares about their well-being. Employees perceive their organisation as supportive when they are rewarded beyond their contractual agreements. POS also postulates that employees develop perceptions of support to meet socio-emotional needs and to determine the organisation's readiness to reward increased efforts made on its behalf (Boateng, 2014).

The theory indicates that POS strongly depends on employees' attributions concerning the organisation's intent behind their receipt of favourable or unfavourable treatment. In turn, POS initiates social exchange process wherein employees feel obligated to help the organisation achieve its goals and objectives and expect that increased efforts on the organisation's behalf will lead to greater rewards (Kurtessis et al. 2015). Perceived Organisational Support Theory holds that in order to meet socio-emotional needs and to assess the benefits of increased work effort, employees form a general perception concerning the extent to which the organisation values their contributions and cares about their well-being (Krishnan & Sheela, 2012). When employees feel that they are supported by the organisation, they reciprocate it with increased level of job satisfaction, commitment, better performance and high work efforts. A sense of reciprocity is created when employees feel that they are supported by organisation (Ahmed et al., 2011).

POS is influenced by various aspects of treatment of employees by the organisation and its managers, including praise and approval, pay, rank, job enrichment and organisational policies. This judgment is made through the process of personification (Nasurdin, Hemd & Guat, 2008) that is, the employees' tendency to assign humanlike characteristics to the organisation that support the development of POS (Gokul, Sridevi & Srinivasan, 2012). Employees tend to view actions taken by agents of the organisation as indications of the organisation's intention as a whole (Wahab, Quaddus & Nowak, 2009). Perceived organisational support is directly linked with three categories of favourable treatment received by employees, such as, organisational rewards and favourable job conditions, fairness and supervisor support, in return favourable outcomes are achieved such as job satisfaction (Beheshtifar & Heart, 2013). Since supportive career development programmes represent discretionary treatment by the organisation that is

likely to benefit the employee, they serve as indicators that the organisation cares about its employees' well-being and therefore are counted on for subsequent rewards. Such positive evaluation enhances employees' judgment about organisational support. Career development programmes that serve as signals about an employee's potential are bound to increase his/ her accumulation of rewards and recognition over time. If these favourable work experiences reflect voluntary and positive valuation of employees' contributions, POS is strengthened (Nasurdin et al., 2008).

However, the weakness of POS Theory is that employees hold the organisation partly responsible for abusive supervision. This is because employees might identify the supervisor with the organization (supervisor's organisational embodiment). Therefore, expected abusive supervision is associated with low perceived organizational support (POS) and consequently with retribution against the organization in form of counterproductive work behaviour directed against the organization and lowered in-role and extra-role performance. Employees attribute abusive supervision to negative valuation by the organisation and, consequently, behave negatively toward and withhold positive contributions to it ().

However, overall POS revealed that POS is reciprocated with increased level of job performance. This theory further helped in relating career development programmes and employee job performance.

2.1 Literature Review

2.1.1 Job Orientation and Job Performance

Orientation is a special kind of training designed to help new employees to learn about their tasks, co-workers and to settle in their work situation. Employee orientation is a socialisation process that initialise in all employees the prevailing attitudes, standards, values and patterns of behaviour that are expected by the organisation. Therefore, a high degree of employee orientation cultivates a set of shared values and beliefs leading to job satisfaction (Nandi, 2015). Rahman and Rahman (2013) indicate that some companies today have found that new employee orientation is a key to success, so they are spreading it out over several months so that employees understand the company, its products, its culture, its policies, and its competition. Different scholars such have studied orientation and employee performance, For instance, as Alabi (2004) studied the relevance of staff development programmes to staff performance in the school system using teachers in Nigeria as units of analysis. Longitudinal results of the study revealed that orientation programmes fell into two categories namely, informational on matters such as pay and work schedules, and personal adjustment programmes for meaningful interactions between the new employee and other people for whom and with whom he/she will work. Orientation programme could last for between a day and a week, and involved activities such as visitation, seminars and meetings. The results further showed that orientation given to new employees gave them a good start for better performance because it provided new employees with basic information regarding working conditions, policies, procedures, pays and benefits, and introduced management and co-workers.

Brockman and Morgan (2003) carried out a study on the role of existing knowledge in new product innovativeness and performance in a critical review. The findings of their study showed that employee orientation enabled learning and sharing by employees which helped them to better understand customer needs and be more responsive to market opportunities. Janz and Prasarnphanich (2003) sought to understand the antecedents of effective knowledge management basis their analysis on existing literature. The findings of their study revealed that employees providing employee orientation was focus on employee well-being providing a healthy environment for employees, which reduced their stress and enhanced their satisfaction and commitment hence better job performance. Further, their study revealed that, an employee-oriented climate facilitates cooperative learning and knowledge sharing which promoted job performance.

Kavoo-Linge and Kiruri (2013) studied the effect of placement practices employee performance using staff of small service firms in the information technology sector in Kenya. Placement which implied orientation was studied in terms of induction policy, guidance, initial training, bonding and providing job information. Correlational results of the study established strong association between employee placement and job performance. Kebenei (2014) studied effects of induction (orientation) programs on employee job performance with staff of Eldoret water and sanitation as units of analysis. Descriptive findings of the study indicated that induction programs enhanced employee job performance. This was because induction provided new employees with information, conveyed employers' expectations relieving the new employees' anxieties about the job and built workplace relationships by allowing two way interactions.

Plakoyiannaki, Tzokas, Dimitratos and Saren (2008) studied how critical was employee orientation for customer relationship management using employees of an express service operating in the UK automotive services industry as the study sample. Through interviews, the study found out that orientation reflected an organisation's value system in terms of rewards and provided a warm and supportive environment to the employees enhancing their job performance. Zhang (2010) studied employee orientation and performance staff of wholly owned subsidiaries of multinational companies operating in China as units of analysis. Regression results of the study revealed that employee orientation had a significant relationship with a subsidiary's innovation and financial performance because orientation indicated acting responsibly toward employees and they reciprocated this with higher performance.

The studies above suggested that scholars had expended sufficient effort to relate job orientation and employee job performance. However, a number of gaps arose at conceptual and methodological levels. At contextual level, all the studies above were not carried out in Uganda and outside banks. For instance, the study by Alabi (2004) was carried out in Nigeria, study by Plakoyiannaki et al. (2008) in the UK and the studies by Kavoo-Linge and Kiruri (2013) and Kebenei (2014) in Kenya. At methodological level, the studies by Brockman and Morgan (2003) and Janz and Prasarnphanich (2003) were critical reviews based on literature reviews. These gaps thus called for this empirical study basing on the context of a Ugandan Bank.

2.1.2 Training and Job Performance

Training is all about improving the skills that seem to be necessary for the achievement of organisational goals (Elnaga & Imran, 2013). There are two major arrangements of training that

on-the -job training and off- the -job training. On-the-job training is a form of training that is normally handled by colleagues, supervisors, managers and mentors' to help employees adjust to their work and to equip them with appropriate job related skills. On-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. On-the-job training may also consist individual or group assignments and projects and the use of team leaders and managers (Obisi, 2011).

Pulley (2010) indicates that on-job training includes training on the job that is a very popular method of teaching new skills and methods to employees. With this arrangement, the employee observes a senior experienced worker and learns what to do. Sam-Okere and Agbeniga (2014) explain that the advantage here is that this fits the requirements of the organisation. The disadvantages are that the senior worker is not usually trained in the skills and methods of training therefore it can be a process that may be time consuming as a new comer struggles to cope with the senior worker's explanations. What is more significant is the use of a senior or experienced worker who is trained in instruction or training method and is equipped with teaching skills that are coordinated with a developed program linked to off-the-job courses.

Training relates to employee job performance in a way that training programs both on-the-job and off-the -job may help employees to decrease their anxiety or frustration, originated by the work on job. Those workers who feel unable to perform a task with the desired level of performance often decide to leave the firm (Ngui, 2015). The greater the gap between the skills necessary and those possessed by the workforce, the higher the job dissatisfaction of the workers. Trained employees are able to satisfy customers and employees who learn because of training

program show superior performance (Elnaga & Imran, 2013). Alipour, Salehi and Shahnava (2009) analysed on the job training effectiveness with top managers in Tehran province, Iran as units of analysis. On the job training was operationalised in terms of job instruction technique, job rotation, coaching and apprenticeship training. The study results revealed that on the job training strongly positively affected creativity, achieving organizational objectives and improves work quality.

Bakanye (2013) studied the impact of employee training and employee performance with staff of Mityana District local government, Uganda as a unit of analysis. Employee training was conceptualised as off job and job training. On job training also was studied in terms of job rotation, coaching and mentoring. Off job training was studied in terms of training employees received when off from work to pursue training and included classes, demonstrations, lectures, simulations, and many other resources aiming at developing new skills to make an employee more useful and more flexible. The findings of the study revealed that a significant positive correlation between employees training programmes namely on-job training and off-job training with employee performance. The qualitative results of the study revealed that training increased the employees' capacity to perform hence improved employee performance.

Cheng and Ho (2001) carried out a study on the influence of job and career attitudes on learning motivation and transfer using MBA graduates in Hong Kong not more than one year before. Structural equation modelling (SEM) results indicated that that adequate training produced marked improvements in employee communication and proficiency of performances as well as extending retention time. They reported that when programs targeted communication skills with

co-workers, there were significant increases in profit as well as a greater number of reported positive working relationships that were formed. Employees with good communication skills gathered more information concerning procedures and technologies related to job performances, thus assuming greater accountability and subsequent responsibility, both of which effect improve proficiency. Further, the study established that some employees looked for improving their job performance as well as enhancing their future career prospects. Thus when these employees transferred their positive learning content to their job, a win-win solution for the organizations and employees was accomplished. They concluded that when employees are provided better and more intensive training, the result is an increase itself-worth and greater job performance proficiency.

Jagero et al. (2012) investigated the relationship between on the job training and employee's performance of staff in courier companies in Dar es Salaam, Tanzania. The descriptive findings showed that different programs of on-the-job training were conducted such as mentoring, coaching and job rotation among others mainly according to the general need of the company or due to the normal changes took place in the company. The study results indicated that there was a big relationship between on-the-job training and employee performance. Truitt (2011) studied the effect of training and development on employee attitude as it relates to training and work proficiency with full-time salaried/exempt and hourly/ non-exempt employees from an academic institution and three businesses in the states of Maryland, Delaware, and Arizona in the USA. The gamma calculations found strong significant associations between those employees who fully agreed that they had updated training and subsequent positive training attitudes, as well a feeling of increased job proficiency. The results also showed that those employees who fully

agreed that they received effective coaching and those who fully agreed they received meaningful coaching felt they demonstrated an increase in job proficiency.

The literature above showed that scholars had made attempt to relate training and employee performance. However, contextual gaps arose. For instance all the studies such as the study by Alipour, Salehi and Shahnava (2009), Cheng and Ho (2001), Jagero, Komba and Mlingi (2012) and Truitt (2011) were carried out outside Uganda with only one side by Bakanye (2013) carried out in Uganda. Besides, all the studies were carried outside Banks. These contextual gaps thus called for this study to be carried out in the Uganda context and on a bank.

2.1.3 Promotion and Job Performance

Promotion is about an upward shift in the organisational hierarchy by an employee and moves to a place of greater responsibility (Dessler, 2008). The movement of an employee upward in the hierarchy of the organization, typically that leads to enhancement of responsibility and rank and an improved compensation package, is a promotion (Malik, Danish & Munir, 2012). Promotion can make a significant increase in the salary of an employee as well as in the span of authority and control. It will help the competitors to identify the most productive employees in the business world at the same time the employees are being recognised by their own organisation (Naveed, Ahmad & Bushra, 2011).

A promotion policy should state the organisation's intention to promote from within wherever this is appropriate as a means of satisfying its requirements for high-quality staff. The policy

should however recognise that there are occasions when the organisation's present and future needs can only be met by recruitment from outside. The point should be made that a vigorous organization needs infusions of fresh blood from time to time if it is not to stagnate (Armstrong, 2010). In addition, the policy might state that employees will be encouraged to apply for internally advertised jobs and will not be held back from promotion by their managers, however reluctant the latter may be to lose them. The policy should define the approach the organization adopts to engaging, promoting and training older employees. It should emphasize that the only criterion for selection or promotion should be ability to do the job and for training with the belief that irrespective of age, the employee will benefit (Armstrong, 2012).

Rupia, Musa, Nandi and Odera (2012) indicate that promotion based on merit is seen as a fair method of rewarding those whose performance is considered exemplary and in the process encourages everyone to strive and perform better. Promotions create the opportunity for personal growth, increased levels of responsibility and an increase on social standing leading to higher job performance (Danish & Usman, 2010). Due to promotion, employees themselves feel to be effective contributors and thus become more satisfied with their jobs increasing their job performance. Therefore, promotion can be used as an incentive tool. Once promotion is used as a reward for meeting organisational goals, it serves a dual purpose of synchronising the organisational and employees' goals. There is a direct positive correlation between promotion opportunities and employee job performance because of perceived justice by workers. When organisations promote employees, it considers their worth in that way, as they are placed in positions of greater authority and control. Promotion is an important factor for better employee job performance because employees are expected to be satisfied with their work when they

consider themselves part of the productive process of the organisation (Naveed, Ahmad & Bushra, 2011).

Shields and Ward (2001) postulate that the employees who are dissatisfied with the opportunity available for promotion, show a great intention to leave the organisation. Nevertheless, when employees perceive that there are greater chances of promotion, the higher will be the job satisfaction and job performance. They increase their job performance for that respective place in the organisation. Scholars such as Dar, Bashir, Ghazanfar and Abrar (2014) explored the mediating role of employee motivation in the relationship between post-selection human resource management (HRM) practices and perceived performance of Islamic Banks operating in Pakistan. Hierarchical regression revealed that development of progressive career paths was associated with higher performance. Hailesilassie (2009) sought to explain the determinants of employees' performance in Ethiopian public organizations, by examining the determinant factors of motivation, ability and role perception in seven different public organizations that reengineered their business processes. The findings revealed that employee promotion had a positive significant influence on employees' performance.

Khan, Nawaz, Aleem and Hamed (2012) sought to identify factors that influenced level of job satisfaction among the workforce of autonomous medical institutions of Punjab in Pakistan. Their regression analysis revealed that facets including promotion affected the job satisfaction and performance. Muchhal (2014) investigated the nature and pattern of the relationship between HR practices that were namely compensation, performance evaluation process and promotion and employee job performance. The findings revealed that promotion practices

correlated with employee job performance. Oduma and Were (2014) sought to determine the influence of career development on employee performance in the Public University with reference to Kenyatta University. The descriptive results revealed that promotional which gave priority to existing staff was a great morale booster and led to greater efficiency.

Osibanjo, Oyewunmi and Ojo (2014) examined the effect of career development on organisational growth using staff from the Nigerian Banking Industry. Descriptive results showed that skills career development that in terms of promotion and experience positively influenced organisational growth. The literature above shows that scholars have made attempt to relate employee promotion and employee performance. However, contextual gaps emerge. For instance, all the studies such as the study were carried out outside Uganda and only two studies, that is, Dar et al. (2014) and Osibanjo carried out (2014) in banks. These gaps made it imperative for this study in the context of a bank in Uganda to seek to establish the influence of employee promotion on job performance.

2.2 Conclusion

The literature above revealed that career development programmes in terms of job orientation, training and promotion related to employee job performance. However, gaps arose at contextual and methodological levels. For example, most of the studies were carried out outside Uganda and a few in banks. In addition some studies were not empirical studies but critical reviews. These gaps made it necessary for this empirical study in the context of Uganda and a bank to investigate the relationship between career development programmes in terms of orientation, training and employee promotion and employee job performance.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter outlines the methodology that was used by the researcher in this study. It outlines the research design, study population, sample size and selection, sampling techniques, data collection methods, data collection instruments, procedure of data collection, reliability and validity of instruments, data analysis and measurement of variables.

3.1 Research Design

The study adopted a cross sectional – case study design. By cross sectional design information gathered represents what is going on at a particular point in time. This significantly helped in obtaining useful data in a relatively short period (Bordens & Abbott, 2011). By case study design, one entity was studied to enable the researcher to closely examine the data within a specific context. A case study design selects a small unit for study that allows exploration. The case study design is robust particularly when a holistic, in-depth investigation is required (Zainal, 2007). The study used both the quantitative and qualitative research approaches for the study involved both statistical and interpretive data from interviews for in-depth analysis. The quantitative approach was used for descriptive statistics and statistical inferences while the qualitative approach provided data for in-depth analysis (Fassinger & Morrow, 2013). These research designs and approaches enabled the researcher to analyse data both quantitatively and

qualitatively as they allowed collection of data using a questionnaire survey and an interview guide.

3.2 Study Population

The population of the study was 105 staff of Centenary Bank Entebbe Road Branch. This was the total population of the staff of the Entebbe Road Centenary Bank Branch. The population provided the necessary sample to whom the questionnaire survey was served.

3.3 Sample Size and Selection

The sample size comprised 84 respondents. These were drawn from the different departments of the Bank. This sample was determined by the Small Sample Technique by Krejcie and Morgan (1970) (see Appendix A). The sample from each category of the respondents was determined by proportionate sampling.

Population Distribution of the Bank Branch

	Category	Population	Sample	Sampling Techniques
1	Loans Officers	$30/105 \times 84$	24	Simple random
2	Banking Officers	$60/105 \times 84$	48	Simple random
3	Sales representatives	$10/105 \times 84$	8	Simple random
4	Grants Management	2	2	Purposive
5	Customer Service Consultants	3	2	Purposive
	Total	105	84	

Source: Centenary Bank Entebbe Road Branch (2015)

3.4 Sampling Techniques

The study used both simple random sampling and purposive sampling techniques.

3.4.1 Simple Random

Simple random sampling is a sampling technique by which each individual is chosen randomly and entirely by chance, giving each individual in the population the same probability of being chosen for the study (Roy & Zeng, 2014). A simple random sample is one in which each unit (e.g., persons, cases) in the accessible population has an equal chance of being included in the sample, and the probability of a unit being selected is not affected by the selection of other units from the accessible population that the selections are made independently (Teddlie & Yu, 2007). Simple random sample selection was done by drawing numbers assigned to staff of the bank out of a box.

3.4.2 Purposive Sampling

Purposive sampling technique is a non-probability sampling or purposeful sampling used to collect qualitative data. Purposive sampling involves selecting certain units or cases based on a specific purpose (Teddlie & Yu, 2007). Using purposive sampling, the researcher selected particular people to provide in-depth views since the study was both qualitative and quantitative. Purposive sampling allows the researcher to select a small number of rich cases that provides in-depth information and knowledge of a phenomenon of interest (Bordens & Abbott, 2011). The method of purposive sampling used was intensity purposive sampling. Intensity sampling allowed the researcher to select a small number of rich cases that provided in depth information and knowledge of a phenomenon of interest.

3.5 Data Collection Methods

Data collection methods refer to the techniques used in data collection (Hox & Boeije, 2005). The study used three data collection methods, namely questionnaire survey, interview and documentary review.

3.5.1 Research Questionnaire Survey

The study adopted a questionnaire survey for data collection. A questionnaire survey is a data collection method by which the participants are directly questioned about their feelings on the study problem. By this, only the most important alternative is chosen preventing the respondent from expressing their preference over the others (Bordens & Abbott, 2011). The responses were based on a five – point Likert scale with 5 intervals: (1 = Strongly Disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = Strongly Agree). This method was selected because it had the ability to collect data from a large pool of participants relatively easily compared to other methods such as observation or content analysis (Cheung & Hew, 2009). The SAQ based method was also very suitable for the sampled respondents because they easily responded to the questions because of their proficiency in the English Language which was used in the questionnaire survey.

3.5.2 Interview

Interview is a method that is used when a specific target population is involved. A personal interview survey is conducted to explore the responses of the people through gathering more detailed information (Bordens & Abbott, 2011). The method was chosen for the study because

the respondents largely readily answered live questions because they found it more convenient to give long answers orally than in writing. The researcher conducted four interviews from senior staff of the bank.

3.6 Data Collection Instruments

A data collection instrument is the tool or device used in the collection of data (Zaza et al., 2000). This study used three data collection instruments, namely; a research questionnaire, interview guide and documentary review checklist.

3.6.1 Research Questionnaire

A self-administered questionnaire (SAQ) was administered on the respondents. The questionnaire was chosen because it served to collect appropriate data, making data comparable and amenable to analysis, minimising biases in formulating and asking of the questions and making questions varied. The questionnaire had identical sets of items for all respondents. The researcher used close ended questionnaire for all respondents. The use of questionnaire enabled the collection of data from a large number of respondents and also enabled respondents to give sensitive information without fear as their personal identity did not need to be revealed on the questionnaire. Questionnaires offer greater assurance of anonymity thus enabling the respondents to give sensitive information without fear (Whelan, 2007). The questionnaire contained two sections, with section (A) on background characteristics being nominal questions with appropriate options given. Questions in section (B) were scaled using the five-point Likert from

a minimum of 1 through 5. This instrument helped in collecting data that was quantitative in nature.

3.6.2 Interview Guide

An interview guide is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation to explore issues in depth (Boyce, 2006). Interviews were conducted on four respondents for in-depth analysis.

3.7 Data Quality Control

3.7.1 Validity

Content related validity was considered in this study and was achieved through consultation with the supervisor and fellow students who read the questionnaire to help validate the items. The test of content validity was established through inter judge with two research consultants. Each judge rated the items on a two point rating scale of Relevant (R) and Irrelevant (IR). The computation of CVI (Content Validity Index) was done by summing up the judges ratings on either side of the scale and dividing by two to get the average. The items rated irrelevant were replaced with relevant ones. The formula used to calculate CVI was;

$$CVI = n/N$$

Where: n = number of items rated as relevant

N= Total number of items in the instrument

The CVI for the questionnaire was valid at above 0.70 because the least CVI recommended in a survey study should be 0.7 (Yau et al., 2015). The test results are presented in appendix D. Some adjustments were made by discarding and replacing items rated irrelevant with relevant ones. The results were as presented in Table 3.2.

Table 3.7.1: Content Validity Index

Items	Number of Items	Content Validity Index
Performance	13	0.769
Job Orientation	9	0.722
Training	7	0.857
Promotion	7	0.785

Source: Primary Data

3.7.2 Reliability

Reliability is the extent to which results are repeatable on different occasions, under different conditions. It is the consistency of measurement or stability of measurement over a variety of conditions obtaining same results (Drost, 2011). Reliability for the qualitative instrument was achieved through consultation with the supervisor, prolonged engagement and audit trails. Data collected was systematically checked, focus maintained and errors identified and corrected (Morse, Barrett, Mayan, Olson & Spiers, 2002). Reliability for quantitative data was determined by calculating Cronbach Alpha using SPSS 24.0 (Statistical Package for Social Scientists). The

instrument was found valid at above 0.70 (70) after a pilot study. Tavakol and Dennick (2011) indicate that a reliability index of 0.70 suggests consistency in the scores produced by the instrument as indicated in appendix D. Hence, quality control of the instrument was ensured. The Cronbach Alpha (α) results are presented in Table 3.3.

Table 3.7.2: Reliability Indices

Items	Number of Items	Cronbach alpha (α)
Performance	13	0.880
Job Orientation	9	0.723
Training	7	0.761
Promotion	7	0.779

Source: Primary Data

3.8 Data Analysis

3.8.1 Quantitative Data

Quantitative data was analysed at three levels that are namely univariate, bivariate and multivariate. The data analysis at univariate level involved use of descriptive statistics that were frequencies, percentages and the mean. At bivariate level, the dependent variable employee job performance was correlated with each of the three independent variables from which hypotheses were developed, namely; job orientation, training and promotion. At multivariate level, the dependent variable was regressed on the three independent variables. The Statistical Package for Social Sciences (SPSS 24.0) was used in carrying out analysis.

3.8.2 Qualitative Data

To analyse qualitative data, the data collected was coded and analysed by discursive and thematic methods of data analysis. The discursive method focussed on the detail of the text (Madill & Gough, 2008) and interpreting the analysed text attributing meaning (Devetak, Glažar & Vogrinc, 2010). With thematic analysis, clusters of text with similar meaning were presented together (Madill & Gough, 2008). Then patterns and connections within and between categories of data collected were identified and data presented in form of notes, word-for-word transcripts, single words, brief phrases and full paragraphs.

3.9 Ethical consideration

The researcher sought permission from the management of the bank. Consent was obtained from all the respondents that participated in the study. Anonymity was observed as not all respondents wanted their names taken. The researcher observed extreme confidentiality while handling the responses. Information was availed to the respondents that the research would not endanger them directly or indirectly and that participation was voluntary.

3.9.1 Limitations of the study

The researcher encountered a number of limitations while carrying out this study. Some of the targeted respondents showed indifference and refused to cooperate with the researcher. However, the researcher made effort to build a good rapport with the respondents and finally she was able to collect sufficient data. The researcher also faced financial constraints to facilitate the study in

terms of transport, typesetting and printing the work. However, this was overcome by mobilising the necessary resources and working with limited resources through spending cheaply.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents, analyses and interprets the results of this study on career development programmes and employee job performance in the banking sector in Uganda. The findings of the study are based on the objectives of the study that sought to examine the effects of employee job orientation, training and promotion on employee job performance in the banking sector.

4.1 Response Rate

The researcher anticipated to collect data from 84 staff of the bank that is 80 for the questionnaire survey data and four for interview data. However, not all questionnaires retrieved contained appropriate data. The response rate is presented in Table 4.1

Table 4.1: Response Rate for the Study

Instruments	Selected Sample	Responding Sample	Response Rate
Questionnaires	80	78	97.5%
Interview	4	4	100%
Total	84	82	97.6%

Source: Primary Data

The results in Table 4.1 indicated that questionnaire data was collected from 78 (97.5%) out of the initially anticipated 80 anticipated to provide data. With respect to interview data, data were collected from all 4 (100%) respondents initially determined to provide interview data. The overall response rate for both questionnaire survey and interviews was 97.6. This was an appropriate response rate because Nulty (2008) suggest that in social research a response rate of 50.0% is acceptable.

4.2 Background Characteristics

This section presents facts about the respondents, namely; gender, age category, education levels, working experience and positions of the respondents in the bank. The data on background characteristics of the respondents is given in Table 4.1.

Table 4.2: Respondents Background Characteristics

Item	Categories	Frequency	Percent
Gender of the Respondents	Male	42	53.8
	Female	36	46.2
	Total	78	100.0
Age Groups	Below 30 Years	14	17.9
	30-40 Years	33	42.3
	41-50 Years	25	32.1
	Above 50 Years	6	7.7
	Total	78	100.0
Education levels	Diploma	5	6.4
	Bachelor's Degree	66	84.6
	Post graduate qualifications	7	9.0
	Total	78	100.0
Positions in the Bank	Loans Officers	23	29.5
	Banking Officers	47	60.3
	Sales representatives	8	10.3
	Total	78	100.0
Working	Less than 5 years	18	23.1

experience	6-10 years	37	47.4
	10 and above years	23	29.5
	Total	78	100.0

Source: Primary Data (2017)

The data on gender showed that the modal percentage (53.8%) was of the males with 46.2% being females. This means that the larger percentage of the respondents was that of males. Nevertheless, the gap between the two gender groups was small, that is 7.6%. This meant that the views obtained represented both gender groups. The results on age groups of the respondents in years revealed that the modal percentage (42.3%) of the respondents was of those that were between 30-40 years followed by 32.1% who were between 41-50 years. Those below 30 years followed at 17.9% and the lesser percentage (7.7%) was of those who were above 50. This suggested that most of the respondents were above 30 years. With most of the respondents in the higher age categories, this suggested they had enough experience working with the bank. Thus, owing to their experience they provided reliable data because of information accumulated over time on career development programmes and employee job performance of the bank.

The results on the highest level of education attained by the respondents revealed that the modal percentage (84.6%) of the respondents was of those with bachelor degrees, those who had post graduate qualifications followed at 9.0% diplomas and 6.4% had diplomas. These results suggested most of the respondents had the higher levels of education that is bachelor degrees and above. Therefore, they provided appropriate data because of their adeptness in English, the language used in the questionnaire survey. The results on positions of the respondents in the bank reveal that the modal percentage (60.3%) of the respondents comprised banking officers, these were followed by loans officers who 29.5% and 4.3% who were sales officers. This means

the majority category of the respondents was that of banking officers. Involving different categories of staff helped in obtaining data representative of the views of individuals on career development programmes and employee job performance in the banking sector. The data on the working experience of the respondents, the modal percentage (47.4%) had the experience of 6-10 years, followed by 29.5% who had experience of 10 and above years while the remaining 23.1% had experience of less than five years. The results suggest that most of the respondents had working experience of more than five years. Therefore, these respondents gave based on experience which reflected what was going on in the bank in relation to career development programmes and employee job performance in the banking sector.

4.3 Descriptive of the Dependent Variable: Employee Job Performance

The self-administered questionnaire (see Appendix B) reveals that employee job performance by staff in the banking sector was measured using 13 items. The 13 items measuring common employee job performance are presented in Table 4.2. The items were scaled using the five-point Likert scale where code 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree. Basing on the five-point Likert scale that was used, the median score of three was considered undecided. Thus interpretation of the means was as follows, 1.0-1.49 strongly disagree, 1.4-2.45 disagree, 2.5-3.49 undecided, 3.5-4.49 agree and 4.5 and above strongly agree. For each of the above items measuring employee job performance, descriptive statistics that include frequencies, percentages and means are presented. The results are as presented in Table 4.2.

Table 4.2: Frequencies, Percentages and Means of Employee Job Performance

Employee Job Performance	F/%	SD	D	U	A	SA	Mean
I serve customers with promptness	F %	5 6.4	11 14.1	- -	46 59.0	16 20.5	3.73
I give customers' maximum attention	F %	4 5.1	13 16.7	- -	48 61.5	13 16.7	3.67
I make myself easily accessible to customers	F %	9 11.5	13 16.7	- -	48 61.5	8 10.3	3.42
I take my time to help customers	F %	6 7.7	10 12.8	- -	48 61.5	14 17.9	3.69
I make effort to accomplish my tasks in time	F %	8 10.3	14 17.9	- -	43 55.1	13 16.7	3.50
I actively participate in all activities of the bank that require my input	F %	5 6.4	19 24.4	- -	39 50.0	15 19.2	3.51
I sometimes help colleagues when they have heavy work loads	F %	7 9.0	16 20.5	- -	37 47.4	18 23.1	3.55
I step in to cover for colleagues who are absent	F %	15 19.2	25 32.1	- -	27 34.6	11 14.1	2.92
I go out of way to help new employees be able to accomplish their tasks	F %	14 17.9	29 37.2	- -	30 38.5	5 6.4	2.78
I use personal time and effort accomplish challenging tasks for bank	F %	5 6.4	11 14.1	- -	33 42.3	16 20.5 20.5	3.56
Even when I am not paid for it I work overtime to accomplish my tasks in time	F %	9 11.5	26 33.3	12 15.4	24 30.8	7 9.0	2.92
I take time to volunteer on some tasks of the bank	F %	9 11.5	21 26.9	- -	33 42.3	15 19.2	3.12
I make suggestions to improve performance of the bank when required	F %	10 12.8	20 25.6	- -	40 51.3	8 10.3	2.96

Source: Primary Data

Key: F = Frequencies, % = Percentages

The results in Table 4.2 in the first row on whether the respondents served customers with promptness showed that cumulatively, the majority percentage (79.5%) agreed with 20.5% disagreeing. The mean = 3.73 suggested that the respondents agreed. Therefore, this meant that staff of the bank served customers with promptness. In relation to the above, the respondents were asked to tell whether they gave customers maximum attention. Cumulatively, the majority percentage (78.2%) agreed with 21.8% disagreeing. The mean = 3.67 suggested that the respondents agreed that they gave customers maximum attention. The results above suggest that staff of the bank served customers with promptness hence they gave them maximum attention.

In their open responses of the questionnaire, all the respondents revealed that they served customers with promptness. The respondents revealed that they ensured turnaround time in provision of services. One respondent stated, *“Services provision is done considering turnaround time as determined by the bank policies. For instance, offering a loan when the documents of a customer are in order can be done within 24 hours.”* Another respondent stated, *“Customers are served promptly and in case of a promise of a service, feedback is given to the customer immediately.”* Another respondent indicated, *“As I serve customers, I follow the principle which the bank demands from its entire staff that they should serve customers fast and quickly.”* In the interviews, the respondents revealed that staff were required to serve customers very fast but ensuring that risks were avoided. It was revealed that turnaround time was set for every activity staff of the bank had to offer. This means that in the offering of services, staff ensured that they provide prompt services.

The finding above that staff served customers with promptness is consistent with the findings of previous scholars who emphasise the promptness of services. For instance, Rampal and Gupta (2000) revealed that a successful service organisation sets speed of service standards for service delivery from customers' point of view rather than organisation's point of view. Naik, Gantasala and Prabhakar (2010) revealed that customers reported highest satisfaction for promptness and speed of service along with accuracy of transactions at cash counters. Therefore, this means that staff performance is achieved when there is promptness of services.

As to whether the respondents were easily accessible to customers, cumulatively the majority percentage (71.8%) agreed with 28.2% disagreeing. The mean = 3.42 meant that the respondents fairly were accessible to customers. Therefore, fairly staff of the bank made themselves accessible to customers. In relation to the above, as to whether staff took time to help customers, cumulatively the majority percentage (79.4%) agreed with 20.5% disagreeing. The mean = 3.69 suggested that the respondents agreed that they gave customers maximum attention. The results above suggest that the staff of the bank largely were accessible to the customers hence giving the attention.

In the open responses of the questionnaire nearly all the staff revealed that they gave full attention to customers. One respondent stated, *"When a customer appears at my desk, I attend to him fast."* Customers are served on the principle of first come first served" Another staff stated, *"We are required to respect customers' time. Each staff thus has to be available at his/ her desk to be accessible to customers and give them maximum attention."* In the interviews, the respondents revealed that all staff were aware that they had to be accessible to customers and

give them maximum attention. One respondent stated, *“No staff is supposed to leave his/ her desk for a longer period when no one has stepped in to be at the desk. Staff are also not allowed to spend long time making telephone calls. All staff are briefed about ensuring that they accessible to the customers and give them maximum attention.”* Another respondent remarked, *“In the banking industry, a bank can survive when the customers are happy. Therefore, the bank management ensures that staff are accessible to customers and give them maximum attention.”* Therefore, staff of the bank were accessible to customers and gave them maximum attention.

The above finding that staff of the bank recognised their being accessible to customers hence giving them attention is supported by previous scholars. For instance, Brady and Cronin (2001) revealed that a firm’s responsiveness to customer information predicted its performance. Mohammad and Alhamadani (2011) revealed individualised attention was a significant positive antecedent of customer satisfaction. Tolpa (2012) revealed that it is extremely important not only to understand the perception of clients of services offered, but as well find out what they expect from the services and what kind of services customers consider most important. It is important that staff being accessible to customers hence giving them attention is very important.

With respect to whether staff of the bank made effort to accomplish their tasks in time, cumulatively the majority (71.8%) percentage agreed with 28.2% disagreeing. The mean = 3.50 suggested that the respondents agreed that they made effort to accomplish their tasks in time. With regard to whether staff of the bank actively participated in all activities of the bank that require their input, cumulatively the majority (69.2%) percentage agreed with 30.8% disagreeing. The mean = 3.51 suggested that the staff of the bank actively participated in all

activities of the bank that require their input. This means that staff accomplishing their tasks and actively participating in all activities of the bank is important. The importance of staff accomplishing their tasks in time is supported by previous scholars. Irefin and Mechanic (2014) reported that there was a high relationship between employee commitment to their tasks and organisational performance. Similarly, Sabir, Majid, Nawal and Majid (2015) revealed that employee commitment to accomplishment of their tasks had a positive effect on the organizational performance. This means that staff making effort to accomplish their tasks in time is very important.

Regarding whether sometimes the respondents helped colleagues when they had heavy workloads, cumulatively the majority (71.8%) percentage agreed with 28.2% disagreeing. The mean = 3.50 suggested that the respondents agreed that they made effort to accomplish their tasks in time. With regard to whether staff stepped in to cover for colleagues who were absent, cumulatively the majority (48.7%) percentage agreed with 51.3% disagreeing. The mean = 2.92 suggested that the staff of the bank actively participated in all activities of the bank that require their input. This means that staff sometimes helped colleagues with heavy load however, largely did not step in to cover for colleagues who were absent.

In the open responses, the respondents revealed that bank activities required each individual to be present to his/ her desk because of work pressure. However, a number of respondents indicated that there were times when one could step in for a colleague if they carried out similar tasks. However, for a staff to be absent permission had to be granted by management, thus management had to find a way of finding someone to temporary step in for staff that is absent. In

the interviews with senior staff, it was indicated that management of the bank ensured that staff were present all the time and if one could not be present because a health issue or any other issue, management came in to find a way of filling the vacuum. Overall, staff of the bank indicated that sometimes they helped one other.

The finding to the effect that staff sometimes stepped in to help colleagues is consistent with the views of previous scholars. For instance, Manzoor, Ullah, Hussain and Ahmad (2011) indicated that teamwork (Esprit De corps) is important in organisations. With esprit de corps or team spirit employee shares their work problem with each other within the organization. Zincirkiran, Emhan and Yasar (2015) indicates that in organisations it is imperative that employees help one another acknowledging themselves in one or more large social systems within an entire social system. The common objective is working together to accomplish a common objective. Therefore, employees helping colleagues who have higher load is important for organisational performance.

About staff going out of way to help new employees to be able to accomplish their tasks, the larger number of the respondents 55.1% disagreed with 44.9% agreeing. The mean = 2.78 suggested that the respondents were undecided. The results mean that the staff fairly helped new employees to be able to accomplish their tasks. In the interviews with the respondents, it was revealed that experienced staff mentoring new staff was an important activity promoted by the bank. One respondent stated, *“experienced staff are called upon to guide junior and new staff accomplish their tasks and perform better. New staff can refer to them if there is something they cannot handle on their own.”* Another respondent stated, *“Staff mentor new ones helping them to accomplish their tasks. This task is promoted because enhances performance of the bank.”*

This means that staff going out of way to help new employees to be able to accomplish their tasks was carried.

The importance of staff going out of way to help new employees to be able to accomplish their tasks is recognised by other scholars. For instance, McKimm, Jollie and Hatter (2007) explain that transfer of knowledge and experiences between employees of different generations is a key aspect of job performance of experienced employees. Tewari and Sharma (2014) indicate that experienced staff helping new staff is important it helps in reducing the stress and anxiety of the new comer, provides orientation and promotes the creation of better norms of collegiality and collaboration to support and guidance offered by the mentoring. The employees feel positive, secure and confident of the environment in which they work. Therefore, in organisations it is imperative that staff going out of way to help new employees to be able to accomplish their tasks.

With respect to whether even when not paid for it staff would work overtime to accomplish their tasks in time, cumulatively the larger percentage (44.8%) of the respondents disagreed while 39.8% agreed and 15.4% were undecided. The mean = 2.92 suggested that fairly, the respondents would work overtime to accomplish their tasks in time. As to whether staff would take time to volunteer on some tasks of the bank, cumulatively the larger percentage (61.5%) of the respondents agreed with 38.4% disagreeing. The results above suggest that fairly staff of the bank worked overtime to accomplish their tasks in time and volunteered on some of the tasks of the bank. The importance of staff of organisation carrying out free overtime to accomplish their tasks in time and volunteering on some of the tasks is consistent with the views of previous

scholars. King, George and Hebl (2005) indicate that in many organisations employees put in extra effort not prescribed by rules and are a result of contextual performance. Such include helping a co-worker accomplish as activity or helping another group solve a problem are all examples of voluntary acts that in organisations. Mossholder, Richardson and Settoon (2011) expound that organisations often depend on helping behaviour in organisations to deal with non-routine aspects of work.

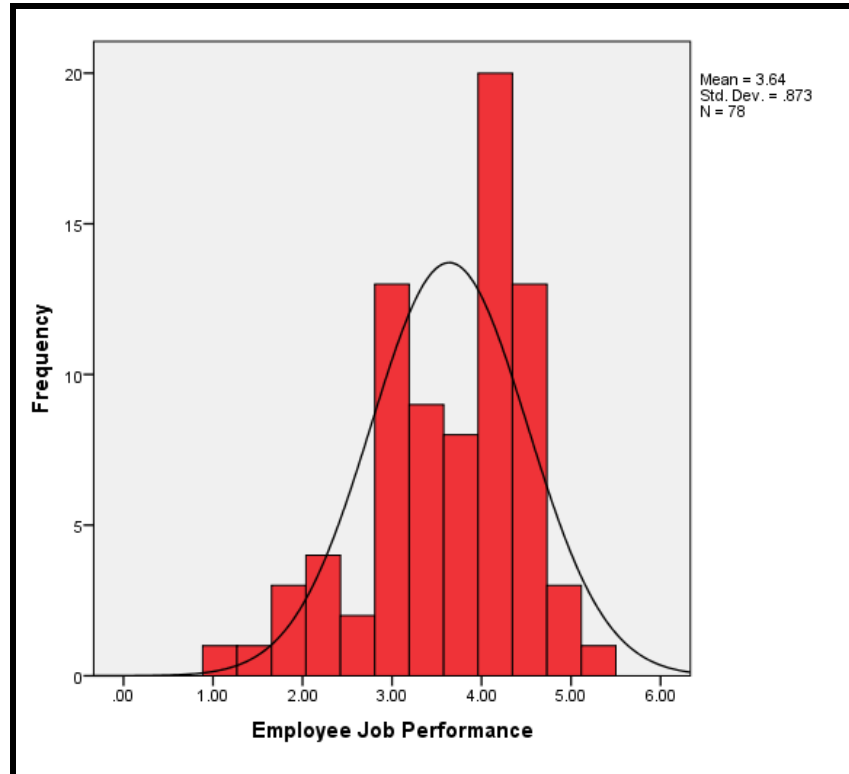
As to whether staff made suggestions to improve performance of the bank when required, cumulatively the larger percentage (61.6%) of the respondents agreed with 38.4% disagreeing. The mean = 2.96 suggested that there was fair making of suggestions by employees to improve performance of the bank. This means that there was fair making of suggestions by staff of the bank to improve performance of the bank. In their open responses, there were a number of respondents who disagreed. One respondent stated, *“My participation is at about 20% level of the decision is making power which gazetted to my office. I am given less opportunity to influence decision making in this bank.”* Another respondent stated, *“In my position I am not involved at all in decision making in this bank. I just follow what has been decided by management of the bank.”* Another respondent stated, *“Decision making in this bank is from top to bottom instead of the reverse.”* However, there were those respondents who agreed. For instance, one respondent stated, *“I participate in management meetings and other activities of the bank.”* Another respondent stated, *“I am fairly involved especially in routines to with my job.”* In the interviews, the respondents revealed that employees participated in meetings in which they make suggestions on work performance and other activities. All, staff participate in

meetings depending on their responsibilities. Overall, as with descriptive results, there was low making of suggestions to improve performance of the bank when required.

The finding above that low making of suggestions to improve performance of the bank when required was consistent with Kuyea and Sulaimon (2011) who found out that employee involvement in decision making in firms was low. The finding is also consistent with Albdour and Altarawneh (2014) who revealed that employee involvement in making suggestions was low among employees within the banking sector in Jordan. Therefore, with previous studies indicating that employee participation was low, this confirms the findings of the current study that staff involvement was just fair. Thakur (2014) revealed that in the employee involvement was low for both employees in both organisations studied. The employees revealed that management did not consider it as its duty to contact junior employees on how decisions were made. Employee also indicated that they were always busy to know about decision making. With previous scholars indicating that employee participation was low as with the finding of this study, this means that employee participation in making decisions in many organisations is low.

To establish the overall perspective of how the respondents rated staff performance in the bank, an average index of employee job performance was computed for the 13 items measuring employee job performance. The summary of the statistics on the same were the mean = 3.64 and the standard deviation = 0.873. The mean being high suggested that the respondents agreed which meant that staff performance was high. The low standard deviation means that the results were normally distributed. The curve in Figure 4.1 suggests normal distribution of the average index on employee job performance.

Figure 4.1: Histogram on Employee Job Performance



The above histogram showed that the results on employee job performance were normally distributed. Therefore, these results could be subjected to correlation and regression analyses and appropriate results be obtained.

4.4 Description of the Independent Variables: Career Development Programmes

4.4.1 Job Orientation

The self-administered questionnaire (see Appendix B) reveals that employee orientation in the banking sector was measured using nine items. The nine items measuring common employee orientation are presented in Table 4.3. The items were scaled using the five-point Likert scale where code 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly

Agree. Basing on the five-point Likert scale that was used, the median score of three was considered undecided. Thus interpretation of the means was as follows, 1.0-1.49 strongly disagree, 1.4-2.45 disagree, 2.5-3.49 undecided, 3.5-4.49 agree and 4.5 and above strongly agree. For each of the above items measuring employee job orientation, descriptive statistics that include frequencies, percentages and means are presented. The results are as presented in Table 4.3.

Table 4.3: Frequencies, Percentages and Means of Employee Job Orientation

Employee Job Orientation	F/%	SD	D	U	A	SA	Mean
I received briefing about working conditions on appointment	F %	8 10.3	12 15.4	- -	43 55.1	15 19.2	3.58
I was guided through the policies on the bank on appointment	F %	7 9.0	18 23.1	- -	30 38.5	23 29.5	3.56
I was helped to understand the job procedures on appointment	F %	5 6.4	14 17.9	- -	48 61.5	11 14.1	3.59
I was briefed about my job rewards on getting this job	F %	5 6.4	12 15.4		51 65.4	10 12.8	3.63
I was to introduced to colleagues upon reporting on the job	F %	8 10.3	9 11.5	3 3.8	37 47.4	21 26.9	3.69
I was helped to share job knowledge when I reported on the job	F %	2 2.6	4 5.1	4 5.1	47 60.3	15 19.2	3.81
I was instructed for some days on how to go about my job on appointment	F %	2 2.6	12 15.4	- -	52 66.7	12 15.4	3.77
I was helped to understand expectations of my superiors on reporting	F %	3 3.8	12 15.4	- -	47 60.3	16 20.5	3.78
I received support to fit well on my job on appointment	F %	11 14.1	19 24.4	7 9.0	26 33.3	15 19.2	3.19

Source: Primary Data

The results in Table 4.3 in the first row on whether the respondents received briefing about working conditions on appointment showed that cumulatively, the majority percentage (74.3%) agreed with 25.7% disagreeing. The mean = 3.58 suggested that the respondents agreed. Therefore, this meant that staff of the bank received briefing about working conditions on appointment. In relation to the above, as to whether the respondents were guided through the policies on the bank on appointment, cumulatively the majority percentage (68.0%) agreed with 32.1% disagreeing. The mean = 3.56 implied that the respondents agreed. Therefore, this meant that new staff of the bank were guided through the policies on the bank on appointment. In addition, as to whether new staff were helped to understand the job procedures on appointment, cumulatively the majority percentage (75.6%) agreed with 24.3% disagreeing. The mean = 3.59 implied that the respondents agreed. Therefore, this meant that new staff were helped to understand the job procedures on appointment. Overall, the data above suggests that new staff were briefed about working conditions, policies and working procedures on appointment.

In the open responses of the questionnaire, the respondents indicated they were briefed about their pay, privileges, working hours and toured around the different departments of the bank. One respondent stated, *“I attended a meeting in which there was the manager and my immediate supervisor and was briefed about operations of the bank, what was expected of me and the different packs associated with my appointment.”* Another respondent stated, *“In a meeting with my superiors I was briefed about the working conditions of the bank and given a manual outlining working conditions.”* In addition, another respondent revealed, *“I was toured around the different services desks and sections in the bank which helped me to know where to go in case of need.”* In the interviews, the respondents’ gave views related to those given above. It was

revealed that staff were given sufficient orientation such that they begin their jobs without anxiety. It was indicated that as a policy of the bank, all new staff had meetings with managers and supervisors in order to be briefed about their work and working conditions. One respondent said, *“When new staff have been briefed about the working conditions, they asked to write a job acceptance letter as an indication that they understood and accepted their job conditions.”* Another respondent stated, *“New staff are briefed about their jobs and presented with the bank procedure manual which is supposed to guide all their ways of working.”* Another interviewee said;

New staff are briefed by their supervisors or the manager on terms of employment, benefits and expectations, and it is a requirement to help staff get acclimatised on their job and provide them their job description such that they know what they are supposed to do. Still staff are oriented through workshops and meetings are informed of their job requirements and expectations such that they easily get on their jobs

The descriptive statistical data and open responses presented above imply that in the bank, all staff received briefing about working conditions, policies and working procedures on appointment.

The finding above that staff of the bank received briefing about working conditions, policies and working procedures on appointment concurs with the findings of previous scholars. For instance, Alabi (2004) found out that that orientation programmes fell into two categories namely, informational on matters such as pay and work schedules, and personal adjustment programmes for meaningful interactions between the new employee and other people for whom and with whom he/she will work. Accordingly, this gave new employees a good start for better performance because it provided new employees with basic information regarding working

conditions, policies, procedures, pays and benefits, and introduced management and co-workers. Similarly, Klein and Weaver (2000) indicate that when staff has been selected one has to be familiarised with the working of the organisation. Apparently, this is a form of socialisation training intended to introduce new employees to their jobs, organisations, and the people with whom they will work. Foley (2010) indicates that this process makes an employee learn the culture, values, roles, skills, expectations, and other information necessary to effectively execute ones position within an organisation. This means when organisations are implementing performance management, they provide employees with sufficient orientation in order to align them with organisational objectives. Therefore, this means that on appointment, all employees were briefed about working conditions, policies and working procedures on appointment.

With respect to whether new staff were briefed about their job rewards on getting their jobs, cumulatively the majority percentage (78.2%) agreed with 21.8% disagreeing. The mean = 3.63 suggested that new staff were briefed about their job rewards on getting their jobs. In the interviews, the respondents revealed that staff rewards such as remuneration were stated in the appointment letters issued to new staff. Therefore, they took up the jobs knowing how much they would be paid. It was also revealed that for other rewards such as subsistence allowance while on special duty and per diem were specified in the circulars which all staff had access to. Therefore, employees on appointment were briefed about their job rewards on getting the jobs. The briefing of employees about rewards is reported by other scholars. For instance, Alabi (2004) found out that orientation programmes involved informational on matters such as providing information on pay. Therefore, briefing new employees about their job rewards on getting their jobs is part of orientation.

Regarding whether the respondents were introduced to colleagues upon reporting on the job, cumulatively the majority percentage (74.3%) agreed with 26.9% disagreeing. The mean = 3.69 suggested that new staff were introduced to colleagues upon reporting on the job. In the open responses, the respondents revealed that on reporting at work they were toured around the bank being introduced to all staff. As were several other respondents who gave related views, one respondent stated, *“My supervisor introduced me to every staff by name and also told me the names of all the staff he introduced to me. He even showed those staff whom I was going to work with and I needed to refer to in case of any challenge.”* Another respondent remarked, *“On my first day of appointment, I was taken around the different departments of the bank by my head of department who introduced me to every colleague present”*. Another respondent stated, *“I was introduced to colleagues in a hastily organised meeting on my assumption of duty.”* The data above shows that in organisations such as banks new staff are introduced to colleagues.

The importance of introducing new staff to their colleagues is recognised by previous scholars. Alabi (2004) revealed that orientation given to new employees gave them a good start for better performance because it provided new employees with basic information because they were introduced management and co-workers. Orientation was therefore carried out to provide personal adjustment programmes for meaningful interactions between the new employee and other people for whom and with whom he/ she will work. This means that in organisations it is important introduce new staff to their colleagues.

With respect to whether new staff were helped to share job knowledge when they reported on the job, cumulatively the majority percentage (79.5%) agreed while 7.7% disagreed and 5.1% were undecided. The mean = 3.81 implied that new staff were helped to share job knowledge when they reported on the job. In relation to the above, the respondents were required to tell whether they were instructed for some days on how to go about their jobs on appointment. Cumulatively, the majority percentage (82.1%) agreed while 19.2% disagreed. The mean = 3.77 meant that new staff were instructed for some days on how to go about their jobs on appointment. In addition, as to whether new staff were helped to understand expectations of their superiors on reporting, cumulatively the majority percentage (80.8%) agreed with 19.2% disagreeing. The mean = 3.78 meant that new staff were helped to understand expectations of their superiors on reporting. This means that new staff of the bank were helped to gain knowledge from their superiors and received instruction for some days on how to go about their jobs and briefed about expectations of their superiors.

In the interviews, the respondents indicated that in the bank knowledge sharing was very imperative and new staff received instruction for some days on how to go about their jobs and briefed about expectations of their superiors. One respondent said, *“New staff are always guided by their supervisors and experienced colleagues whenever they need help and this helps them to know various requirements of their jobs.”* Another interviewee stated, *“New staff are encouraged to ensure they benefit from their colleagues and superiors especially when they get work related problems by consulting them. This is encouraged because it helps new employees to overcome work challenges.”* The views above as with the descriptive statistics results indicate

that new staff were helped to gain knowledge from their superiors and received instruction for some days on how to go about their jobs and briefed about expectations of their superiors.

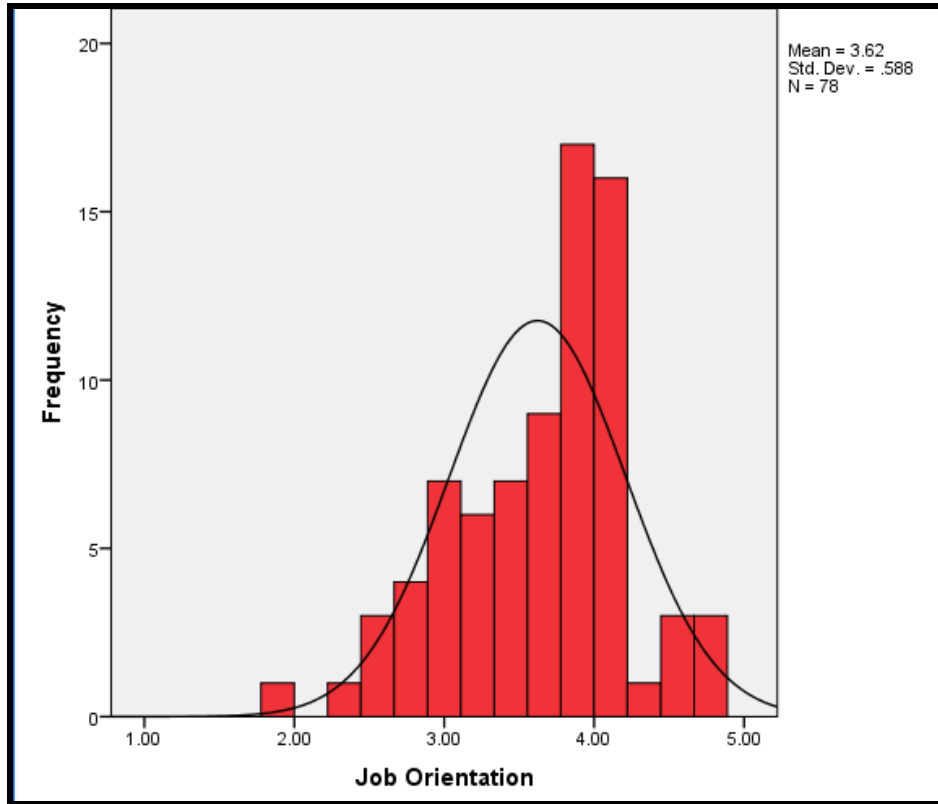
The finding above that new staff were helped to gain knowledge from their superiors and received instruction for some days on how to go about their jobs and briefed about expectations of their superiors is consistent with the findings of other scholars. For instance, Brockman and Morgan (2003) reported that employee orientation enabled learning and sharing by employees which helped them to better understand customer needs and be more responsive to market opportunities. Janz and Prasarnphanich (2003) revealed that, an employee-oriented climate facilitates cooperative learning and knowledge sharing which promoted job performance.

Regarding new staff receiving support to fit well on their jobs on appointment, cumulatively the larger percentage (52.5%) agreed while 38.5% disagreed and 9.0% were undecided. The mean = 3.19 implied that fairly, new staff received support to fit well on their jobs on appointment. In the open responses of the questionnaire, the respondents revealed that largely support was lacking. One respondent stated; *“Other than exchanging courtesy pleasantries with different colleagues, the bank did not offer any support in terms of financing, I had to find means of completing my first month to get salary in a hard way.”* General remarks uttered by different staff indicated showed that there was nothing offered to new staff such as This means that support offered to new staff generally as also indicated by the descriptive statistics which showed that support was fair.

The finding indicating that support offered to new staff was low do not resonate with the importance of giving employees support identified by previous scholars. Zhang (2010) revealed that employee orientation had a significant relationship with a subsidiary's innovation and financial performance because orientation indicated acting responsibly toward employees and they reciprocated this with higher performance. Therefore, as the scholars above suggest, new staff receive support to fit well on their jobs on appointment.

To establish the overall picture of how the respondents rated job orientation provided by the bank, an average index, orientation was computed for the 13 items measuring job orientation. The summary of the statistics on the same were the mean = 3.62 and the standard deviation = 0.588. The mean being high suggested that the respondents agreed which meant that job orientation was high. The low standard deviation means that the results were normally distributed. The curve in Figure 4.2 suggests normal distribution of the average index on training.

Figure 4.2: Histogram on Employee Job Orientation



The above histogram showed that the results on job orientation were normally distributed. Therefore, these results could be subjected to correlation and regression analyses and appropriate results be obtained.

4.4.2 Training

The self-administered questionnaire (see Appendix B) reveals that training in the banking sector was measured using seven items. The seven items measuring common employee orientation are presented in Table 4.4. The items were scaled using the five-point Likert scale where code 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree. Basing on

the five-point Likert scale that was used, the median score of three was considered undecided. Thus interpretation of the means was as follows, 1.0-1.49 strongly disagree, 1.4-2.45 disagree, 2.5-3.49 undecided, 3.5-4.49 agree and 4.5 and above strongly agree. For each of the above items measuring training, descriptive statistics that include frequencies, percentages and means are presented. The results are as presented in Table 4.4.

Table 4.4: Frequencies, Percentages and Means of Employee Training

Employee Training	F/%	SD	D	U	A	SA	Mean
I have received instructions on the job from my superiors	F %	8 10.3	12 15.4	1 1.3	46 59.0	11 14.1	3.51
I have the opportunity to act on different assignments	F %	10 12.8	24 30.8	- -	31 39.7	13 16.7	3.17
I have the opportunity to learn on the job under experts	F %	8 10.3	13 16.7	1 1.3	42 53.8	14 17.9	3.53
I have had the opportunity to go for further studies in institutions of learning	F %	3 3.8	13 16.7	- -	54 69.2	8 10.3	3.65
I have received mentoring from my senior colleagues	F %	9 11.5	9 11.5	3 3.8	42 53.8	15 19.2	3.58
I have been able to attend refresher courses	F %	6 7.7	16 20.5	- -	39 50.0	17 21.8	3.58
I receive updated training which is required for my position	F %	4 5.1	14 17.9		46 59.0	14 17.9	3.67

Source: Primary Data

The results in Table 4.4 in the first row on whether the respondents received instructions on the job from their superiors showed that cumulatively, the majority percentage (73.1%) agreed while 25.7% disagreed and 1.3% were undecided. The mean = 3.51 suggested that the respondents agreed. Therefore, this meant that staff of the bank received instructions on the job from their

superiors. In their open responses of the questionnaire survey, all the respondents who provided responses indicated that they received instructions on the job from my superiors. The respondents indicated that the instructions were very regular in case their superiors wanted them to do something or do it on their behalf. The respondents indicated that receiving instructions from superiors on the job was part of the routines of the job.

In the interviews, one respondent said, *“The culture of the bank reflects its appetite to prevent risk. Therefore, staff especially new staff constantly receive instructions from superiors on the job in order to prevent risk. Risk management is achieved at all levels of the business through appropriate staff training including giving instructions by superiors to staff.”* Another respondent stated, *“Employee development approach of the Bank placed more emphasis on coaching or instruction on the job to fast track staff capability to contribute to the Bank’s fast growth. With instruction from senior staff, risk is avoided enhancing profitability of the bank.”* These interview results as with the descriptive results mean that staff of the bank received instructions on the job from their superiors.

The above finding that staff of the bank received instructions on the job from their superiors is consistent with the views of previous scholars. For instance, Obisi (2011) indicates that on-the-job training is one of the forms training. Accordingly, this is normally handled by colleagues, supervisors, managers and mentors' to help employees adjust to their work and to equip them with appropriate job related skills. On-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. On-the-job training may also consist individual or group assignments and projects and the use of team leaders and managers.

Pulley (2010) indicates that on-the job training is a very popular method of teaching new skills and methods to employees. With this arrangement, the employee observes a senior experienced worker and learns what to do. This means that as confirmed by the finding of this study, new staff in organisations receive instructions on the job from their superiors.

As to whether staff had the opportunity to act on different assignments, cumulatively the larger percentage (56.4%) agreed with 43.6% disagreeing. The mean = 3.17 suggested that fairly, staff had the opportunity to act on different assignments. In the interviews, it was revealed that in some cases, staff had the opportunity to act in different assignments. For instance, one respondent stated, *“Some staff on a number of occasions work in acting capacity whenever their superiors are away. This was one way of equipping junior staff with top management skills.”*

Another respondent revealed;

All new staff are required to go through rotation in different departments. Rotational deployment ensures that skills and talents of different staff are exploited to enhance performance. Rotation makes work become fun and aligns employees with the banks objectives creating the willingness to work.

The views above suggest that giving staff opportunity to act on different assignments is an important programme that enhances organisational performance. Therefore, some staff had the opportunity to act on different assignments.

The finding that giving staff the opportunity to act on different assignments was a form of training is consistent with the views of different scholars. For instance, Eriksson and Ortega (2006) indicate that job rotation applications support both employee learning and the employer learning. Eguchi (2005) state that working in more than one department or section at set intervals

and learning by actually doing ones work, makes it easier to acquire the knowledge and skills related to many functional areas of the organisation. Kaymaz (2010) explains that job rotation allows employees to gain a range of knowledge, skills and competencies. Therefore, for banks train employees by giving staff the opportunity to act on different assignments.

With respect to whether staff had the opportunity to learn on the job under experts, cumulatively the larger percentage (71.1%) agreed while 27.0% disagreed and 1.3% was undecided. The mean = 3.53 suggested that staff had the opportunity to learn on the job under experts. In the interviews, it was revealed junior staff learned on the job under their superiors who had expert knowledge of the job. It was also revealed that sometimes the bank brought in facilitators to guide staff with expert knowledge. The importance of learning under experts is recognised by previous scholars. Sam-Okere and Agbeniga (2014) indicate that training under experts has many advantages for the organisation. Those trained by experts are equipped with performance skills that are coordinated with a developed program linked to off-the-job courses. This means that staff need to learn under experts.

Regarding to whether staff had the opportunity to go for further studies in institutions of learning, cumulatively the larger percentage (79.5%) agreed with 20.5% disagreeing. The mean = 3.65 implied that staff had the opportunity to go for further studies in institutions of learning. In the open responses of the questionnaire, the respondents revealed that staff took their own initiatives to go for further studies in universities especially on weekend programmes. The respondents indicated that normally management granted them time to be off to sit for

examinations if they coincided with their working periods. The respondents also revealed that the bank normally sent some staff for short courses for specialised skills.

In the interviews with the senior staff of the bank, it was revealed that the bank supported staff training and even implemented training programmes to ensure that staff attained important skill necessary for better performance of the bank. For instance, it was revealed that the bank introduced the e-Learning delivery Channel known as “Click –Campus” that enabled the Bank to provide diverse training and development interventions cost effectively and efficiently across the network. The interviewees indicated that managed to widen the scope and coverage of the Bank staff development population. The respondents revealed that management of the bank offered strong support towards the development of Bank staff as key to high quality performance and sustained profit contribution, in line with its business strategies and goals. This means that staff of the bank had opportunity to go for further studies.

The importance of further training is also alluded to by previous scholars. For instance, Elnaga and Imran (2013) state that trained employees are able to satisfy customers and employees who learn because of training program show superior performance. Descubes (2011) expound that advances in technology and increase in the numbers of knowledge workers are important opportunities required. Thus, Oyler and Pryor (2009) posit that organisations have to respond to these workforce changes by re-engineering their HR practices. The workforce no longer consists of only unskilled labour, but, rather, the operating environment has created new opportunities for knowledge workers. Organisations must reconstruct their theory of business in order to respond to evolving demographics and to create an inclusive workplace atmosphere that leverages the

skills and talents all of employees. This is thus done by putting in place strategies for exploiting the talents of employees such as capacity building and further training like on line training among others. This helps to enhance their talents and skills enhancing efficiency in the provision of services. Alipour et al. (2009) revealed that training strongly positively affected creativity, achieving organizational objectives and improves work quality. This means that the opportunity to go for further studies in institutions of learning is important for employees.

With regard to whether staff received mentoring from their senior colleagues, cumulatively the larger percentage (73.0%) agreed while 23.0% disagreed and 3.8% were undecided. The mean = 3.58 meant that staff received mentoring from their senior colleagues. In the open responses of the questionnaire, it was found out that mentoring took place in different ways. For instance, there were always meetings by heads of departments to guide subordinates and staff supervision by senior colleagues. The respondents revealed that planning was done together by both senior and subordinate staff and staff also learnt from being coached by senior staff. In the interviews, it was revealed that in the realm of human capital development, greater emphasis was laid on management development and advanced leadership training for top and middle level management employees. The Bank placed more emphasis on on-job training in form coaching and mentoring to fast track staff capability. This means in the bank staff received training through mentoring.

Mentoring as a way of providing training to staff is supported by previous scholars. For instance, Sosik and Lee (2002) indicate that the major function of mentoring is to promote the protégé's development in specific areas and to facilitate successful completion of the program. Bakanye

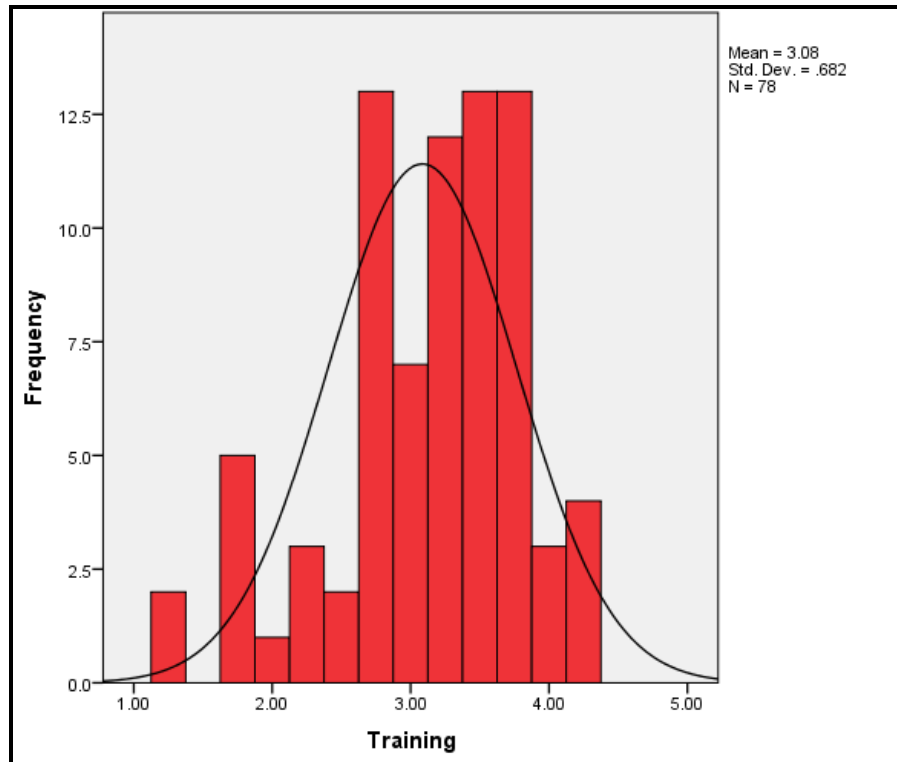
(2013) states that mentoring helps employees plan, develop, and manage their careers. It also helps them become more resilient in times of change, more self-reliant in their careers and more responsible as self-directed learners. Kahle-Piasecki (2011) contends that mentoring is a developmental, caring, sharing, helping relationship where one person invests time, know-how and effort in increasing and improving another person's growth, knowledge and skills. Accordingly, mentoring increases the knowledge and productivity of the mentee and to enhance the performance of the mentee in the organisation. In those organisations with established mentoring programs, the benefits of running the program have outweighed the costs involved. This means that mentoring is important in organisations.

As to whether staff attended refresher courses, cumulatively the larger percentage (71.8%) agreed with 28.2% disagreeing. The mean = 3.58 meant that staff attended refresher courses. In relation to the above, the respondents were asked to tell whether they received updated training which is required for their positions. Cumulatively, the majority percentage (76.9%) agreed with 23.0% disagreeing. The mean = 3.67 indicated that the respondents received updated training which required for their positions. In the interviews, the respondents indicated that annual refresher programmes were arranged in-house and externally for staff in areas concerning responsibilities, risk management, services quality and customer satisfaction among others. The respondents also revealed that personal training was also available to staff to address individual staff unique needs. The respondents indicated that the refresher courses equipped staff with updated training which is required for their positions. This finding means that that bank provided refresher courses for updated training which is required for their positions.

The above finding that staff received refresher courses equipping them with updated training required for their positions is supported by previous scholars. For instance, Bakanye (2013) employees can receive refresher training in form of states classes, demonstrations, lectures, simulations, and many other resources. The goal of refresher training is to develop new skills that will make an employee more useful and more flexible. Training facilitates an organisation to recognise that its workers are not performing well and a thus their knowledge, skills and attitudes need to be moulded according to the firm needs. This means that providing training including refresher training if important for performance of employees in organisations.

To find out the overall picture of how the respondents rated training provided by the bank, an average index, training was computed for the seven items measuring training. The summary of the statistics on the same were the mean = 3.08 and the standard deviation = 0.873. The mean being high suggested that the respondents agreed which meant that job orientation was high. The low standard deviation means that the results were normally distributed. The curve in Figure 4.3 suggests normal distribution of the average index on training.

Figure 4.3: Histogram on Employee Training



The above histogram showed that the results on training were normally distributed. Therefore, these results could be subjected to correlation and regression analyses and appropriate results be obtained.

4.4.3 Promotion

The self-administered questionnaire (see Appendix B) reveals that promotion in the banking sector was measured using seven items. The seven items measuring common employee orientation are presented in Table 4.4. The items were scaled using the five-point Likert scale where code 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly

Agree. Basing on the five-point Likert scale that was used, the median score of three was considered undecided. Thus interpretation of the means was as follows, 1.0-1.49 strongly disagree, 1.4-2.45 disagree, 2.5-3.49 undecided, 3.5-4.49 agree and 4.5 and above strongly agree. For each of the above items measuring training, descriptive statistics that include frequencies, percentages and means are presented. The results are as presented in Table 4.5.

Table 4.4: Frequencies, Percentages and Means of Employee Promotion

Promotion	F/%	SD	D	U	A	SA	Mean
This bank has a clear policy on promotion	F %	8 10.3	13 16.7	- -	46 59.0	11 14.1	3.50
This bank communicates the promotion policy clearly to employees	F %	5 6.4	12 15.4	2 2.6	50 64.1	9 11.5	3.59
The procedures that this bank follows to assess employee performance for promotion are fair	F %	8 10.3	8 10.3	2 2.6	51 65.4	9 11.5	3.58
Promotion of employees in this bank are based on demonstrated performance	F %	1 1.3	12 15.4	2 2.6	53 67.9	10 12.8	3.76
This bank provides opportunity for staff development in preparation for promotion	F %	6 7.7	16 20.5	1 1.3	46 59.0	9 11.5	3.46
This bank provides the necessary information about employees routes for promotion	F %	1 1.3	18 23.1	1 1.3	48 61.5	10 12.8	3.62
There is an opportunity for me to get promoted in this bank	F %	7 9.0	9 11.5	21 26.9	30 38.5	11 14.1	3.37

Source: Primary Data

The results in Table 4.5 in the first row on whether the bank had a clear policy on promotion showed that cumulatively, the majority percentage (73.1%) agreed with 27.0% disagreeing. The

mean = 3.50 suggested that the respondents agreed. Therefore, the bank had a clear policy on promotion. In relation to the above, the respondents were asked to tell whether the bank communicated the promotion policy clearly to employees. Cumulatively, the majority percentage (65.1%) of the respondents agreed while 21.8% disagreed with 2.6% being undecided. The mean = 3.59 meant that the respondents indicated that the bank communicated the promotion policy clearly to employees.

In the interviews, the respondents revealed that the bank ensured that important information was shared with all staff in a structured and consistent manner through the Corporate Communications department including staff promotions. The respondents revealed that all promotions were strictly based on merit and every employee knew the promotion policy. One respondent stated;

The Bank assists all its employees to set plans for growth and rewards them as they advance through promotions. Staff are enabled to apply their newly-learned skills as they step up to leadership opportunities through promotion. Management positions are filled internally and also other positions are also filled internally through re-designations, and promotions.

The results above show that the bank had a clear policy on promotion. Accordingly, this policy was known to all staff. The importance of organisations having clear promotion policies is also pointed out by other scholars. For instance, Armstrong (2010) indicates that a promotion policy should state the organisation's intention to promote from within wherever this is appropriate as a means of satisfying its requirements for high-quality staff. Accordingly, the policy should define the approach the organization adopts to promote older employees. It should emphasize that the only criterion for selection or promotion should be ability to do the job and for training with the

belief that irrespective of age, the employee will benefit. This means clear promotion policies are important in organisations.

As to whether the procedures that the bank followed to assess employee performance for promotion were fair, the majority percentage (76.9%) agreed while 20.6% disagreed and 2.6% were undecided. The mean = 3.58 implied that the respondents agreed. Therefore, the procedures that the bank followed to assess employee performance for promotion were fair.

In relation to the above, the respondents were asked to tell whether promotion of the employees in the bank was based on demonstrated performance. Cumulatively, the majority percentage (80.7%) of the respondents agreed while 16.7% disagreed and 2.6% were undecided. The mean 3.76 suggested that promotion of the employees in the bank was based on demonstrated performance. In the interviews, the respondents gave views that were consistent with the results of descriptive statistics. One respondent stated, *“Management promotes and maintains a conducive working environment through a culture of merit and professionalism that evolves, thrives and percolates throughout all categories of employees. Therefore, all those who receive promotion they are promoted on merit based on performance results obtained from staff performance appraisals.”* Another respondent stated, *“Consideration for promotion is based on employee performance appraisal. Those who exhibit excellent performance in leadership and performance results are the candidates for promotion.”* This means that the procedures that the bank followed to assess employee performance for promotion were fair.

Emphasis on fair procedures to assess employee performance for promotion is recognised by other scholars. For instance, Rupia et al. (2012) indicate that promotion based on merit is seen as a fair method of rewarding those whose performance is considered exemplary and in the process encourages everyone to strive and perform better. Naveed et al. (2011) indicate that promotion can be used as an incentive tool. Once promotion is used as a reward for meeting organisational goals, it serves a dual purpose of synchronising the organisational and employees' goals. There is a direct positive correlation between promotion opportunities and employee job performance because of perceived justice by workers. When organisations promote employees, it considers their worth in that way, as they are placed in positions of greater authority and control. Promotion is an important factor for better employee job performance because employees are expected to be satisfied with their work when they consider themselves part of the productive process of the organisation. This means that fair procedures to assess employee performance for promotion are important.

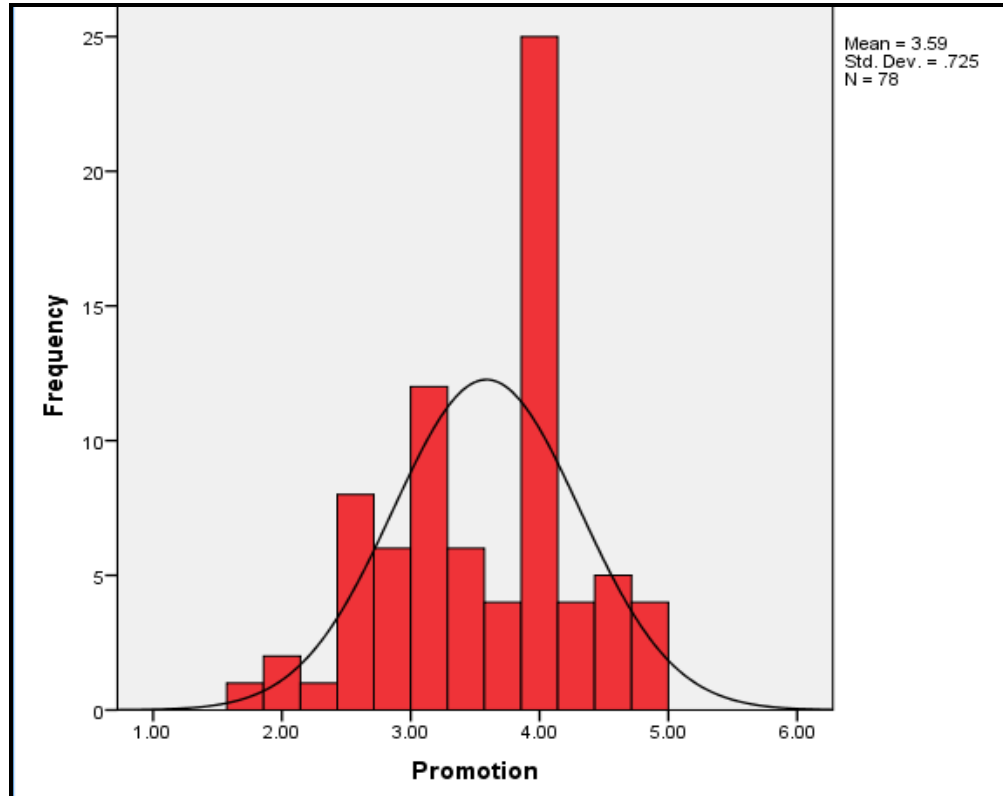
With regard to whether the bank provided opportunity for staff development in preparation for promotion, the majority percentage (70.5%) agreed while 28.2% disagreed and 1.3% was undecided. The mean = 3.58 implied that the respondents agreed. Therefore, fairly the bank provided opportunity for staff development in preparation for promotion. In relation to the above, the respondents were asked to tell whether the bank provided the necessary information about employees' routes for promotion. Cumulatively, the majority percentage (74.3%) of the respondents agreed while 24.4% disagreed and 1.3% were undecided. The mean = 3.62 mean that the respondents agreed that the bank provided the necessary information about employees' routes for promotion. In the interviews, the respondents revealed that the bank provided training

to staff which was the basis for improved performance which was the basis for promotion. All those who were appointed to management positions received training before taking over offices and had the necessary information about routes for promotion.

With respect to whether there was opportunity for every staff to get promoted in the bank, the larger percentage (52.6%) agreed while 20.5% disagreed and 26.9% were undecided. The mean = 3.37 implied that the respondents indicated that fairly, the respondents indicated that opportunity for every staff to get promoted in the bank. These results suggested that somehow, each staff had the opportunity of being promoted. Therefore, promotion was based on merit. Emphasis of basing promotion on merit is also considered by previous scholars. For instance, Rupia et al. (2012) indicate that when promotion is based on merit, it is seen as a fair method of rewarding those whose performance is considered exemplary and in the process encourages everyone to strive and perform better.

To ascertain the overall perspective of how the respondents rated promotion provided by the bank, an average index, promotion was computed for the seven items measuring promotion. The summary of the statistics on the same were the mean = 3.59 and the standard deviation = 0.725. The mean being high suggested that the respondents agreed which meant that job orientation was high. The low standard deviation means that the results were normally distributed. The curve in Figure 4.4 suggests normal distribution of the average index on promotion.

Figure 4.4: Histogram on Employee Promotion



The above histogram showed that the results on promotion were normally distributed. Therefore, these results could be subjected to correlation and regression analyses and appropriate results be obtained.

4.5 Career Development Programmes and Employee Job Performance

To establish whether career development programmes had a relationship employee job performance, at preliminary level, the researcher carried out correlation analysis. The three career development programmes considered, namely job orientation, training and promotion. The results were as given in Table 4.6.

Table 4.5: Correlation Matrix of Career Development Programmes and Employee Job Performance

	Employee Job Performance	Job Orientation	Training	Promotion
Employee Job Performance	1			
Job Orientation	0.796** 0.000	1		
Training	0.690** 0.000	0.732** 0.000	1	
Promotion	0.600** 0.000	0.591** 0.000	0.748** 0.000	1

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data

The results in Table 4.5 suggest that all the career development programmes had positive significant relationships with and employee job performance ($p < 0.05$). Therefore, at the preliminary level, job orientation ($r = 0.796$, $p = 0.000$), training ($r = 0.690$, $p = 0.000$) and promotion ($r = 0.600$, $p = 0.000$) related to employee job performance. Therefore, with all the career development programmes relating to employee job performance, there is a significant positive relationship between career development programmes and employee job performance.

4.6 Regression Model for Career Development Programmes and Employee Job Performance

At the confirmatory level, to ascertain whether career development programmes influenced employee job performance, employee job performance was regressed on career development programmes. Career development programmes were conceived in terms of job orientation, training and promotion. The results were as in Table 4.7.

Table 4.6: Regression Model for Career Development Programmes and Employee Job Performance

Career Development Programmes	Standardized Coefficients Beta	T	Sig.
Job Orientation	0.613	6.186	0.000
Training	0.144	1.192	0.027
Promotion	0.130	1.280	0.045

Adjusted $R^2 = 0.652$, $F = 49.017$, $p = 0.000$

a. Dependent Variable: Employee Job Performance

Source: Primary Data

The results in Table 4.7 show that, career development programmes that were namely; job orientation, training and promotion explained 65.2% of the variation in employee job performance (adjusted $R^2 = 0.652$). This means that 34.8% of the variation was accounted for by

other factors not considered in this study. All the three career development programmes, namely; job orientation ($\beta = 0.613$, $p = 0.000$), training ($\beta = 0.144$, $p = 0.027$) and promotion ($\beta = 0.130$, $p = 0.045$) had a positive and significant effect on employee job performance. This means that all the three hypotheses (H1 – H3) that were accepted. The magnitudes of the respective betas suggested that job orientation had the most significant effect on employee job performance followed by training and promotion respectively. Therefore, career development programmes had a significant positive effect on employee job performance.

The finding to the effect that job orientation had a positive and significant effect on employee job performance is consistent with the findings of previous scholars. For instance, Brockman and Morgan (2003) showed that employee orientation enabled learning and sharing by employees which helped them to better understand customer needs and be more responsive to market opportunities. Janz and Prasarnphanich (2003) revealed an employee-oriented climate facilitates cooperative learning and knowledge sharing which promoted job performance. Kavoo-Linge and Kiruri (2013) established a strong association between employee placement and job performance. Kebenei (2014) indicated that induction programs enhanced employee job performance. This was because induction provided new employees with information, conveyed employers' expectations relieving the new employees' anxieties about the job and built workplace relationships by allowing two way interactions. Plakoyiannaki et al. (2008) found out that orientation reflected an organisation's value system in terms of rewards and provided a warm and supportive environment to the employees enhancing their job performance. Zhang (2010) revealed that employee orientation had a significant relationship with a subsidiary's innovation and financial performance because orientation indicated acting responsibly toward

employees and they reciprocated this with higher performance. Therefore, with the finding of the study consistent with the findings of previous scholars, this means job orientation has an effect on employee job performance.

The finding that training had a positive and significant effect on employee job performance concurs with the findings of previous scholars. For example, Alipour et al. (2009) revealed that on the job training strongly positively affected creativity, achieving organizational objectives and improves work quality. Bakanye (2013) found out a significant positive correlation between employees training programmes namely on-job training and off-job training with employee performance. The qualitative results of the study revealed that training increased the employees' capacity to perform hence improved employee performance. Cheng and Ho (2001) reported that when programs targeted communication skills with co-workers, there were significant increases in profit as well as a greater number of reported positive working relationships that were formed. They also revealed that when employees are provided better and more intensive training, the result is an increase itself-worth and greater job performance proficiency. Jagero et al. (2012) indicated that there was a big relationship between on-the-job training and employee performance. Truitt (2011) showed that those employees who received effective coaching demonstrated an increase in job proficiency. With the findings of this study in agreement with findings of previous scholars, it means that training has an association with employee job performance.

The finding to the effect that promotion had a positive and significant effect on employee job performance agrees with the findings made by previous scholars. For instance, Dar et al. (2014)

revealed that development of progressive career paths was associated with higher performance. Hailesilassie (2009) revealed that employee promotion had a positive significant influence on employees' performance. Khan et al. (2012) revealed that facets including promotion affected the job satisfaction and performance. Muchhal (2014) found out that promotion practices correlated with employee job performance. Oduma and Were (2014) established that promotional which gave priority to existing staff was a great morale booster and led to greater efficiency. Osibanjo et al. (2014) showed that skills career development that in terms of promotion and experience positively influenced organisational growth. With the findings of this study consistent with the findings of previous scholars, this means that promotion affected employee job performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the findings, conclusions obtained from the findings and the recommendations on analysis and interpretation of the findings on examination of the effects of career development programmes on employee job performance in the banking sector.

5.1 Summary of the findings

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

5.1.1 Objective One: To establish the effect of employee job orientation and job performance in the banking sector.

The study showed that employee job orientation has a positive significant effect on job performance in the banking sector. The summary of the statistics on the same were the mean = 3.62 and the standard deviation = 0.588. The mean being high suggested that the respondents agreed which meant that job orientation was high. The low standard deviation means that the results were normally distributed. In relation, Plakoyiannaki et al. (2008) found out that orientation reflected an organisation's value system in terms of rewards and provided a warm and supportive environment to the employees enhancing their job performance. Also Kebenei

(2014) indicated that induction programs enhanced employee job performance because induction provided new employees with information, conveyed employers' expectations relieving the new employees' anxieties about the job and built workplace relationships by allowing two way interactions. This means that as with the finding of the study, orientation helps new staff to gain knowledge from their superiors and receive instruction for some days on how to go about their jobs and be briefed about expectations of their superiors.

5.1.2 Objective Two: To establish the effect of training and job performance in the banking sector.

The study showed that training has a positive significant effect on job performance in the banking sector. The results revealed mean = 3.08 and the standard deviation = 0.873. The mean being high suggested that the respondents agreed which meant that job orientation was high. The low standard deviation means that the results were normally distributed. Swart, Mann, Brown and Price (2005) contends that training equips employees with knowledge that improves their skills bridging the performance gap. POS postulates that employees develop global beliefs concerning the extent to which the organisation values their contribution and cares about their well-being. Employees perceive their organisation as supportive when they are rewarded beyond their contractual agreements in terms of training. Therefore, it is important to implement a relevant training intervention for the sake of equipping employees with knowledge that enhances employee performance.

5.1.3 Objective Three: To establish the effect of promotion and job performance in the banking sector.

The study showed that promotion has a positive significant effect on job performance in the banking sector. The summary of the statistics on the same were the mean = 3.59 and the standard deviation = 0.725. The mean being high suggested that the respondents agreed which meant that job orientation was high. The low standard deviation means that the results were normally distributed. Shields and Ward (2001) indicate that when employees perceive that there are greater chances of promotion, the higher will be the job satisfaction and job performance. This means that employees place significance on having the opportunity to get promoted. In relation, SET by Homans defined social exchanges as the exchange of activity, tangible or intangible, and more or less rewarding or costly, between at least two persons. Accordingly, exchanges between people are not limited to material goods like money or resources, but they also include symbolic values like respect or prestige (Holthausen, 2010).

5.2 Conclusion

The study drew the following conclusions basing on the findings and discussions of the study;

- i. Employee job orientation is a prerequisite for job performance in the banking sector. This especially so when new employees received briefing about working conditions, are guided through the policies, are helped to understand the job procedures, are introduced to colleagues on reporting, are helped to share job knowledge, are instructed on the job for some days and are helped to understand expectations of their superiors.
- ii. Training is a necessary condition job performance in the banking sector. This is so staff receive instructions from superiors, have opportunity to learn on the job under experts,

the opportunity to go for further studies in institutions of learning, receive mentoring from senior colleagues, have the opportunity to attend refresher courses and receive updated training required for their positions.

- iii. Promotion enhances job performance in the banking sector. This is when there is a clear policy on promotion, the promotion policy is communicated, procedures followed to assess employee performance for promotion are fair, promotion of employees is based on demonstrated performance and necessary information about employees' routes for promotion is provided.

5.3 Recommendations

Basing on the conclusions made from the findings and discussions of this study, the following recommendations were made;

- i. Managers of organisations should implement employee job orientation programmes for their employees. Orientation should cover providing of briefing about working conditions on appointment, guiding new employee through the policies, job procedures, briefing them about their job rewards, introducing them to colleagues, helping them to share job knowledge, instructing them on how to go about their jobs and helped to understand expectations of their superiors.
- ii. Managers of organisations should provide training to their employees. The train should involve giving instructions on the job from superiors, learning on the job under experts, going for further studies in institutions of learning, receiving mentoring from senior colleagues, attending refresher courses and receiving updated training which is required for their positions.

- iii. Managers of organisations should streamline promotion opportunities such that all those who deserve have the opportunity. Thus, promotion programmes should involve providing a clear policy on promotion, clearly communicating the promotion policy, putting in place fair procedures for assessing those to be promoted, basing promotion on demonstrated performance and providing the necessary information about employees routes for promotion.

5.4 Suggestions for Further Research

This study was carried out on a single bank in the banking sector, therefore, future studies should be carried out on different banks for comparative analysis. Besides, this study was dominantly carried out using the quantitative approach limiting the scope of in-depth analysis. Future research should take a pure qualitative approach for more complete in-depth analysis.

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APPENDICES
APPENDIX A: TABLE FOR DETERMINING SAMPLE SIZE FOR
A POPULATION OF A GIVEN SIZE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>s</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	168	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	198	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note: *N* = population size
S = sample size

Source: Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.

APPENDIX B: QUESTIONNAIRE FOR THE RESPONDENTS

Uganda Martyrs University
P. O. Box 5498
Kampala,
June 2017

Dear respondent,

I am a student Uganda Martyr University undertaking a study entitled, “career development programmes and employee job performance in the banking sector in Uganda: The case study of Centenary Bank Entebbe Road.” You have been selected to participate in this study by providing relevant information based on your experience as an employee of the bank. Please answer diligently to the study items and the information sought is required only for academic purposes. Participation is entirely out of your free will and necessary for the success of this study. Information provided will be treated with maximum confidentiality.

Yours Faithfully,

.....
Nakyanzi Brenda Musoke

SECTION A: Background Information (Please Tick Appropriate)

A1. Sex of the respondents

Male	Female

A2. Your age group:

Below 30 years	30-40 years	41-50 years	Above 50 years

A3. Level of Education

Diploma	Bachelor's Degree.	Post graduate qualifications

A4. Position in the bank

Loans Officers	Banking Officers	Sales representatives

A5. How long have you served in the bank

Less than 5 years	6-10 years	10 and above years

Section B: Employee Job Performance (DV)

This section presents items on employee job performance. The section divided into three parts, namely; responsive, reliable and accessible services. Kindly you are requested to indicate your feelings about certification of products using the scale where, 1 = SD (Strongly Disagree), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A) and 5 =Strongly Agree (SA).

B1	Employee Job Performance	SD	D	U	A	SA
		1	2	3	4	5
B1.1	I serve customers with promptness					
B1.2	I give customers' maximum attention					
B1.3	I make myself easily accessible to customers					

B1.4	I take my time to help customers					
B1.5	I make effort to accomplish my tasks in time					
B1.6	I actively participate in all activities of the bank that require my input					
B1.7	I sometimes help colleagues when they have heavy work loads					
B1.8	I step in to cover for colleagues who are absent					
B1.9	I go out of way to help new employees be able to accomplish their tasks					
B1.10	I use personal time and effort accomplish challenging tasks for the bank					
B1.11	Even when I am not paid for it I work overtime to accomplish my tasks in time					
B1.12	I make suggestions to improve performance of the bank when required					
B1.13	I take time to volunteer on some tasks of the bank					

B1.14 In summary, how do you assess your job performance in this bank?

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Section C: Career Development Programmes (IV)

This section presents items on career development programmes. The section divided into three parts, namely; responsive, reliable and accessible services. Kindly you are requested to indicate your feelings about certification of products using the scale where, 1 = SD (Strongly Disagree), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A) and 5 =Strongly Agree (SA).

C1	Job Orientation	1	2	3	4	5
		SD	D	U	A	SA
C1.1	I received briefing about working conditions on appointment					
C1.2	I was guided through the policies on the bank on appointment					

C1.3	I was helped to understand the job procedures on appointment					
C1.4	I was briefed about my job rewards on getting this job					
C1.5	I was to introduced to colleagues upon reporting on the job					
C1.6	I was helped to share job knowledge when I reported on the job					
C1.7	I was instructed for some days on how to go about my job on appointment					
C1.8	I was helped to understand expectations of my superiors on reporting					
C1.9	I received support to fit well on my job on appointment					

C1.10 Briefly, summarise your analysis of the orientation programme in this bank.

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C2	Training	1	2	3	4	5
		SD	D	U	A	SA
C2.1	I have received instructions on the job by my superiors					
C2.2	I have the opportunity to act on different assignments					
C2.3	I have the opportunity to learn on the job under experts					
C2.4	I have had the opportunity to go for further studies in institutions of learning					
C2.5	I have received mentoring from my senior colleagues					
C2.6	I have been able to attend refresher courses					
C2.7	I receive updated training which is required for my position					

C2.8 In summary, what is your assessment of the training offered to staff in this bank?

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C3	Promotion	1	2	3	4	5
		SD	D	U	A	SA
C3.1	This bank has a clear policy on promotion					
C3.2	This bank communicates the promotion policy clearly to employees					
C3.3	The procedures that this bank follows to assess employee performance for promotion are fair					
C3.4	Promotion of employees in this bank are based on demonstrated performance					
C3.5	This bank provides opportunity for staff development in preparation for promotion					
C3.6	This bank provides the necessary information about employees routes for promotion					
C3.7	There is an opportunity for me to get promoted in this bank					

C3.8 Briefly, what is your opinion about promotion in this bank?

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APPENDIX C: INTERVIEW GUIDE

Job Orientation

1. What briefing about working conditions is given to staff?
2. What policies and procedures are staff guided about on appointment?
3. How are new employees helped to easily adjust on the job on appointment?
4. What is the orientation policy of the bank?
5. How is orientation for bank staff carried out?

Training

6. What is the staff training policy of the bank?
7. How is training of the bank conducted?
8. Where is training of the bank carried out?
9. What kind of training is provided to staff?
10. How often is training provided to staff?

Employee Promotion

1. What is the promotion policy of this bank?
2. How is the promotion policy communicated to staff?
3. What factors are the basis for promotion?

APPENDIX D: VALIDITY TEST RESULTS

Validity Results for Employee Job Performance

Judges	Relevant	Irrelevant	
Judge 1	11	2	
Judge 2	9	4	
			13

$$\text{CVI} = \frac{11+9}{2} = 10$$

$$10 \div 13 = 0.769$$

Validity Results for Job Orientation

Judges	Relevant	Irrelevant	
Judge 1	7	2	
Judge 2	6	3	
			9

$$\text{CVI} = \frac{7+6}{2} = 6.5$$

$$6.5 \div 9 = 0.722$$

Validity Results for Training

Judges	Relevant	Irrelevant
Judge 1	6	1
Judge 2	6	1

7

$$\text{CVI} = 6 + 6 = 12 \div 2 = 6$$

$$6 \div 7 = 0.857$$

Validity Results for Promotion

Judges	Relevant	Irrelevant
Judge 1	5	2
Judge 2	6	1

7

$$\text{CVI} = 5 + 6 = 11 \div 2 = 5.5$$

$$5.5 \div 7 = 0.785$$

APPENDIX E: QUESTIONNAIRE FOR THE RESPONDENTS

Reliability Statistics for Employee Job Performance

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of Items
0.880	0.884	13

Summary Item Statistics for Employee Job Performance

Measures	Mean	Range	N of Items
Item Means	3.369	0.949	13
Item Variances	1.550	0.812	13
Inter-Item Covariances	0.557	1.506	13
Inter-Item Correlations	0.369	1.088	13

Reliability Statistics for Job Orientation

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of Items
0.723	0.731	9

Summary Item Statistics for Job Orientation

Measures	Mean	Range	N of Items
Item Means	3.623	0.615	9
Item Variances	1.387	0.939	9
Inter-Item Covariances	0.215	1.351	9
Inter-Item Correlations	0.160	0.803	9

Reliability Statistics for Training

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of Items
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0.761	0.754	7
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Reliability Statistics for Promotion

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of Items
0.779	0.781	7

Summary Item Statistics for Promotion

	Mean	Range	N of Items
Item Means	3.588	0.295	7
Item Variances	1.221	0.664	7
Inter-Item Covariances	0.409	0.558	7
Inter-Item Correlations	0.337	0.447	7