

**EFFECT OF HUMAN RESOURCE DEVELOPMENT PRACTICES ON
EMPLOYEE PERFORMANCE AT STANDARD GAUGE RAILWAY KENYA**

BY

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DECLARATION

Declaration by Candidate

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DEDICATION

This research thesis is dedicated to my family, especially my mother and father, who believe in excellence in academics. I also wish to thank my friends who stood by me during my most difficult times during my studies. Special thanks to my parents for encouragement and support spanning long period of years which I cannot ignore. May God bless them.

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I appreciate the opportunity to realize my dream. I have built confidence in my area of specialization which I believe will be instrumental in many generations. I have been exposed to many challenges which to me I feel advantaged since nothing is obtained on a silver plate. I wish to also acknowledge the contribution of my supervisors Dr. Razia and Dr. Maket who spent a lot of their time in guiding and giving me direction during my research.

ABSTRACT

The success or failure of a project today entirely depends on employee performance. Many projects require huge amount of funds to undertake and also adequate human capital in order to achieve performance. However, there has been poor employee performance in organizations as much as HRD has been mandated to ensure employee performance is enhanced. This study, therefore, investigated the effect of human resource development practices on employee performance at Standard Gauge Railway Kenya. The study objectives were to establish how employee training, career development, management development, performance appraisals influence employee performance at Standard Gauge Railway. The study was guided by Human Capital Theory, Resource Based Theory and Instructional Design Theory. The study employed an explanatory research design. The study target population was 195 senior, middle and lower cadre staff from various departments selected at Standard Gauge Railway, Kenya. Slovin's formula was employed to calculate the sample size where a sample size of 131 was calculated. The study used primary data that was collected using questionnaires administered to senior management, middle and lower cadre staff at Standard Gauge Railway, Kenya and analyzed using descriptive and inferential statistics. The finding revealed that employee training development practices, career development practices, management development practice and performance appraisal practices jointly explain 65.5% of employee performance at Standard Gauge Railway Kenya. Specifically, the findings revealed that employee training practices and employee performance at Standard Gauge Railway Kenya had a positive and significant relationship ($\beta=.243$, $p=0.003<0.05$); career development practices and employee performance at Standard Gauge Railway Kenya had a positive and significant relationship ($\beta=.264$, $p=0.000<0.05$); management development practices and employee performance at Standard Gauge Railway Kenya had a positive and significant relationship ($\beta=.237$, $p=0.002<0.05$); performance appraisals practices and employee performance at Standard Gauge Railway Kenya had a positive and significant relationship ($\beta=.278$, $p=0.000<0.05$). The study concludes that employee training development practice, career development practice, management development practice influences employee performance at Standard Gauge Railway Kenya. The study therefore recommends that there should be structured periodic trainings for employees at Standard Gauge Railway Kenya to refresh their skills and competencies. The study also recommends that there is need to offer career advice and mentorship undertaken by experienced senior employees of the organization. The study recommends the need to periodically review the roles of employees, senior management and other stakeholders to ensure that they aligned with organizational goals and are geared towards organization strategic goals. The study recommends for periodic performance appraisals to enable identify the strengths and weaknesses among the employees of the organization. The study makes significant contribution to the Human resource theory by aligning to its postulation that that investment in staff training increases an individual's skills and abilities obtained can potentially increase employee performance and performance of individuals' work. There is need for future studies to include intervening and moderating variables.

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ACRONYMS AND ABBREVIATIONS

ADDIE model	Analysis, Design, Development, Implementation, and Evaluation model
ANOVA	Analysis of Variance
ERC	Consent letter and Ethical Review Committee
HCP	Human Capital Theory
HR	Human Resource
HRD	Human Resource Development
NACOSTI	National Commission for Science, Technology and Innovation
SGR	Standard Gauge Railway
SPSS	Statistical Packaging of Social Sciences
VIF	Variance Inflation Factors

OPERATIONAL DEFINITION OF TERMS

Career Development Used in the study to mean the process of learning and improving employee skills so that they can do their job better and progress to a better job (Kasdorf & Kayaalp, 2021).

Employee Training Used to refer to any learning activity which is directed towards the acquisition of specific knowledge and skills by employees for the purposes of an occupation/task on the need to perform their jobs (Armstrong & Landers, 2018).

Management Development Used here to mean the overall concept that describes the many ways an organization help employees to develop their personal and organizational skills, either as managers in a management job or with an eventual management job in mind St-(Hilaire, 2020).

Performance Appraisals Used in this study to mean a systematic process, in which the personality and performance of an employee is assessed by the supervisor or manager, against predefined standards, such as knowledge of the job, quality and quantity of output, leadership abilities, attitude towards work, attendance, cooperation, judgment, versatility, health, initiative and so forth (Cappelli & Conyon, 2018).

Training development Used in the current study to refer to continuous process of cultivating, managing and empowering employees, the vital assets by enhancing their skills, competencies and proficiency in doing particular task (Kreismann & Talaulicar, 2021).

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter is the introduction of the study presenting the background of the study on Human resource development practices and employee performance, the research problem, objectives of the study, research hypotheses and significance of the study and scope of the study.

1.1 Background of the Study

Employee is the most crucial element of an organization as the success of it depends on the employees' performance. The success or failure of organizations center on the ability of the employers to attract, retain, and reward appropriately talented and competent employees (Kareem & Hussein, 2019). The performance is an idea depicting how employees utilize their particular abilities, skills, and capacities with a specific end goal to achieve their objectives or desires of an organization (Al-Qudah, Osman & Al-Qudah, 2014). Employee performance is the result of quality and quantity achieved by an employee in performing their duties in accordance with the responsibilities given to them.

Employees play a vital role in the functioning of an organization and the way employees are compensated for the tasks they render to the organization is very important (Hameed & Waheed, 2011). The performance of an organization can be viewed as the accumulation of the achievement of individual performance of all employees, so that the improvement of each employee performance translates to overall firm performance. According to Pradhan and Jena (2017), various criteria for assessing employee performance, include quality task delivery, quantity of work, timeliness to complete task, cost effectiveness, level of supervision required for

employee to work and the interpersonal impact, the level where an employee feels confident, has good desires, and works together with co-workers. The performance of employees has been perceived by many scholars to be largely anchored on the nature of human resource development practices (Al-Qudah, Osman & Al-Qudah, 2014; Nadarajah, *et al.*, 2012; Hee & Jing, 2018).

Human resource development practices involves a process of observation, planning, action and review to manage the cognitive capacities, capabilities and behaviors needed to enable and improve individual, team and organizational performance in work organizations, (Otoo, Otoo, Abledu & Bhardwaj, 2019). It has multiple dimensions, covering educational attainment, workforce skills, population health and the set of employment policies that provide businesses with workers with appropriate skills and the ability to adapt quickly to new challenges. As a result, Human Resource Development is mostly targeted at organizational culture, organizational specified tasks, career planning and succession planning (Shuck, Twyford, Reio & Shuck, 2014). The theory also shows that where the skills developed would be widely applicable to other firms as well, the organization and the individual share the responsibility of the Human Resource Development practices exercise especially where it comes to training and professional development.

This study was therefore anchored on Human Capital Theory (HCP) as advanced by Theodore Shutz and Becker in the early 1960's. The theory explains that investment in staff training increases an individual's skills and abilities obtained can potentially increase productivity and performance of individuals' work. Human Capital represents the combined intelligence, skills and expertise that give the organization its distinctive character. The human elements of the organizations are those that are capable of learning, changing, innovating and providing the creative thrust which if

properly motivated can ensure that long term survival of the organizations. The study settled on Standard Gauge Railway employees because employee performance has been declining as occasioned by frequent employee strikes at Standard Gauge Railway terminus (Taylor, 2020).

An organization traditionally looked at as a set up whose main aim was to produce goods and services for purposes of making money for it. Today, the world of business is changing very fast, hence businesses becoming very competitive. In the service industry, for example, organizations need to maximize utilization of all their resources, including human resources, to the full advantage of the organization. Competition among organizations is high and changing fast and hence, the need and necessity to maximize the potential of the human resource capital available which is necessary for any organization's survival. According to findings of a research carried out, Werner and DeSimone (2011), it is evident that organizations are capable of creating and sustaining reasonable positions through management of its valuable and rare internal resources which can neither be substituted nor imitated. Human Resource Development practices have evolved from policies which existed but were never implemented to the latest practices which are results oriented (Tiwari & Saxena, 2012). This evolution of HR Development practices led to establishment of functional, skilled and more performance oriented HR departments in organizations through the implementation of well-defined policies and procedures. These policies and procedures address issues on recruiting and selecting, training skilled employees and directing their best efforts to the well-being of the organization. Through the use of the talented and skilled staff, organizations are now focused on achieving greater performance

The changing business environment in knowledge economy has also made the adoption of HR development practices imperative for competitive advantage. The impact of HR development practices on employee performance has been extensively studied in the recent past (Saleem & Khurshid, 2014). These studies have found a positive influence between HR development practices and employee performance. Most of these studies have been undertaken in the United States and Europe Werner and DeSimone (2011) to examine the role of HR development practices and the performance of employees. These studies have indeed confirmed that HR development practices do have an impact on the performance of employees.

Employees value continuous learning which is a key concern for employability, which is also, linked to demands of the knowledge economy. Proper training program design and delivery is a major contributor to the transfer of learning that meets the needs of the learner and organization (Montesino, 2002). Program design should therefore include a needs assessment, clear program goals that align training with firm's strategic direction (Sablok, Stanton, Bartram, Burgess & Boyle, 2017). Programs properly designed have greater success in transferring learning to workplace (Velada & Caetano, 2007). Assessing individual performance and providing feedback prior to training can also have a positive impact on motivation (Sablok, et al. 2017). Supervisors play a key role in follow-up evaluation and post-training by giving feedback (Cheng & Hampson, 2008).

Career development is a lifelong series of activities that contribute to a person's career exploitation, establishment, success and fulfillment. Many employers today have strengthened career focus of their HRD activities (Napitupulu, Haryono, Laksmi Riani, Sawitri & Harsono, 2017). Most people will have to change employers several times during their work lives especially among Generation-Y. Career development

involves concerted efforts directed towards assessing employees' potential, identifying likely career paths for them and designing and implementing various forms of training and experience to prepare that person for job advancement (Arifin, Raza, Saputra & Puteh, 2020). Career management is a process for enabling employees to develop their career skills and interest and to use them most effectively both within the firm and after they leave.

Human Resource Development practices aims to produce a coherent and comprehensive framework for developing people through the creation of a learning culture and formulation of organizational and individual learning strategies. It therefore develops the intellectual capital required by an organization as well as ensuring that the right quality of people is available to meet present and future needs (Armstrong, 2010). The main impact of HRD is to provide an environment in which people are encouraged to learn and develop (Armstrong, 2006). Knowledge and skills of employees are to be constantly developed in order to be in line with changes and new technologies (Ramírez, Vasauskaite & Kumpikaitė, 2012). HRD is increasingly recognized as pivotal to alignment in supporting organizational transformation and change and is well placed to stimulate, support, and sustain creativity and innovation (Alagaraja, 2013). In today's global marketplace and competition, organizations struggle to attract and retain experienced employees and simultaneously develop and coach new employees for higher positions.

Management today needs professionals with managerial competence to enable them make decisions in complex situations based on strategic optimization of resources (Reinhardt, Schmidt, Sloep & Drachsler, 2011). There are a number of strategies that managers can learn on the job. These include an active approach to strategies such as performance management, project teams and regular debriefing sessions during times

of significant change (Buckingham & Goodall, 2015). Managers should therefore focus on linking employee performance to valued rewards.

Training is designed to help equip employees with skill so that they can perform well. This can be done by formally developing training programs or informally on the job training can be offered (Sahinidis & Bouris, 2008). In a rapidly changing business environment that is surrounded by globalization and harsh competition, firms will need to speed up their learning process in order to adapt to these changes and innovations (Armstrong & Taylor, 2020). Employee training is a very important part of HRD practices that ensures officers acquire relevant skills, knowledge, values, attitude and competencies as well as understand directorates' culture in order to carry out their duties more effectively and efficiently (Sharma & Venugopalan, 2014). Realization on development of management competence has created and sustained the demand for excellence in employee training.

The study settled on the Standard Gauge Railway because it is a blueprint infrastructural project that is aimed at transforming the transportation of passengers and cargo in Kenya by use of railway lines. However, it has been facing multiple cases of employee strikes. The development of a Standard Gauge Railway (SGR) from Mombasa to Nairobi was meant to improve efficient, safe, accessible and sustainable transportation services. Kenya Vision 2030 envisages a country with integrated and firmly interconnected transport infrastructure including railway transport. SGR is the second railway transport after that one build during colonial. The new railway is supplementing the old railway network thereby increasing the efficiency and significantly reducing the damage caused by heavy trucks carrying cargo to roads. Most businesses are currently transporting their cargo from Mombasa to Nairobi via SGR reducing congestion in the roads.

There are nine passenger stations between Mombasa and Nairobi. Each station's architecture is inspired by local elements. Mombasa Terminus: Concentric circles and a central tower, representing a ripple in the ocean. Mariakani: Porticos are inspired by coconut trees, which are plentiful in the region. Miasenyi: White and brown stripes, inspired by the stripes of a zebra Voi: V-shaped like a person with raised hands, representing the spirit of Harambee Mtito Andei: Sloping roofs, representing Mount Kilimanjaro and the Chyulu Hills. Kibwezi: Based on traditional African architecture, with leaves that shade passengers from the sun. Emali: A closed fist, representing unity. Athi River: Shaped like the region's hills. Nairobi Terminus: Two trains with a bridge on top. Passengers can transfer at Nairobi Terminus to metre-gauge trains into the Nairobi city Centre. Although they are designated as terminals, the Mombasa and Nairobi stations were built as through stations and were originally designated Mombasa West Station and Nairobi South Station. When Phase 2 of the SGR is completed, trains will continue through the Nairobi station to the Uganda border.

The Standard Gauge Railway is a flagship project for the Kenya Vision 2020 economic development. The project cost Kenyan government over Ksh. 600 billion thus its performance is of great concern to the people of Kenya, government and other stakeholders. The Standard Gauge Railway is aimed at revolution infrastructural transport in Kenya. Despite the fruits promised by the Standard Gauge Railway, the project has been marred by lower employee performance. Employee performance has been declining as occasioned by frequent employee strikes at the corporation. It is argued that many employees are unaware of their roles with cases of skills mismatch being high at Standard Gauge Railway. It is against this backdrop that the current study opined to establish the effect of human resource development practices on employee performance at Standard Gauge Railway Kenya.

1.2 Statement of the Problem

Due to today economic conditions, employee performance is one of the vital foundations for the organization growth and prosperity (Ilyas, Farooqi & Ahmad, 2016). Employee performance has been found to increase the productivity of organizations and for developing the organizations and enhancing the employee performance there is needed to develop workforce of organizations by providing proper HRM practices (Salas-Vallina, Alegre & López-Cabrales, 2021). The employees are satisfied in organizations if organization provides them with proper facilities. The more the employees satisfied from their work environment, the employees perform better and productivity enhance. Studies have shown that human resource management practices such as training and development, performance appraisal, reward and compensation and employee empowerment improves the performance, the more trained employee who has opportunities for his or her development, and getting appraisal on their performance (Jamal, Zahid, Martins, Mata, Rahman, & Mata, 2021; Ilyas et al., 2016; Salas-Vallina et al., 2021).

Despite the fruits promised by the Standard Gauge Railway, the project has been marred by lower employee performance. Employee performance has been declining as occasioned by frequent employee strikes at Standard Gauge Railway terminus (Taylor, 2020). Issues related to declining employee performance characterized by inadequate or lack of employees' commitment to task delivery derails task delivery in time, lack of attention to details, poor creativity and innovation among employees, poor time management, and lack of personal initiatives and employees performance inconsistencies. It is argued that many employees are unaware of their roles with cases of skills mismatch being high at Standard Gauge Railway (Jincheng, 2018). There have also been claims of employee mistreatment at the Standard Gauge

Railway line which may have an impact on employee performance. The performance of employees has been perceived by many scholars to be largely anchored on the nature of human resource development practices. Additionally, the career development at Standard Gauge Railway is not well aligned with the career growth among the employees which does not empower employees to tap into their professional career goals, hence hampering the performance of the employees.

In order to succeed, Standard Gauge Railway has to obtain and utilize human resources. Standard Gauge Railway therefore need to design their human resources development practices in ways that fit into the organization's structure as this will make the organizations achieve their goals and objectives. Organizations in Kenya contribute around 16.3% to the national gross domestic product and employ 25% of the labor force. Furthermore, the majority of studies in human resources development practices have adopted the resource-based view perspective which tends to ignore contextual variables.

Human resource development practices have grown out of the realization that it is vital for the survival of any organization. This is particularly because the hastily implemented performance related pay and appraisal systems were not delivering the results that people were expecting from them (Armstrong, 2014). This makes it primary to the success of any organization given the global competition and turbulence in the business arena. According to Armstrong and Taylor (2020), the benefits of Human Resource Development practices are therefore manifold. It is on this note that Hassan, (2007), clarifies that it is concerned with satisfying the needs and expectations of an organization's stakeholders - owners, management, employees, customers, suppliers and the general public. Robson and Tourish (2005) conducted a study that suggested that organizations that implement "good practices" covering a

range of managerial aspects, and who are achieving organizational results are likely to be closer to satisfying their staff.

Currently the Standard Gauge Railway employees are facing a number of challenges which include inadequate and clear structures in promoting the employees, the employees do not have clear description of their duties and responsibilities, poor rewarding and incentives system, inadequate employees training programmes, poor management development programmes and poor performance appraisals mechanism in place. These challenges have tremendously affected the employee performance at Standard Gauge Railway Kenya.

It is however surprising that most of the studies conducted on the effect of human resource development practices on employee performance have been in other industries other than the standard gauge railway. For instance, McGuire et al. (2010) also conducted a study on relationship between diversity training, organizational commitment and career satisfaction. The study used a regression analysis using responses from 11,000 managers in Canada. The study was also conducted for a period of two years from 2006 and 2007. The study found a high relationship between the Elements of Human Resource Development practices and employee performance. Jacobs *et al.* (2012) also used a case study methodology in their study on developing employee expertise through Human Resource Development practices which found reward scheme to impact more on employee performance.

Past studies have raised many concerns of human resource development practices and existing research gaps. The lack of consensus among scholars on the relationship between human resource development practices and employee practices (Saeed et al., 2015; Gregory & Levy, 2011; Brefo-Manuh et al, 2017) warrants further in-depth research on human resource development practices and employee performance

presenting conceptual gaps. Further, it has been depicted by authors that impact of human resource development practices on employee practices tend to vary based on the context of the study in terms of sector, field or organizations (Al-Qudah, Osman & Al-Qudah, 2014; Nadarajah, et al., 2012; Hee & Jing, 2018) presenting contextual gaps and argument. It is against this backdrop that a study was conducted on the effect of human resource development practices on employee performance at Standard Gauge Railway Kenya. The big question therefore is what is the effect of human resource development practices on employee performance at Standard Gauge Railway Kenya?

1.3 Research Objectives

The study was guided by both general and specific objectives

1.3.1 General Objective

The general objective of the study was to determine the effect of human resource development practices on employee performance at Standard Gauge Railway Kenya.

1.3.2 Specific Objectives

The study was guided by the following specific objectives:

- i. To evaluate the effect of employee training development practice on employee performance at Standard Gauge Railway Kenya.
- ii. To determine the effect of career development practice on employee performance at Standard Gauge Railway Kenya.
- iii. To establish the effect of management development practice on employee performance at Standard Gauge Railway Kenya.
- iv. To investigate the effect of performance appraisals practice on employee performance at Standard Gauge Railway Kenya.

1.4 Research Hypotheses

The study was guided by the following null hypotheses:

H₀₁: Employee training has no significant effect on employee performance at Standard Gauge Railway Kenya.

H₀₂: Career development has no significant effect on employee performance at Standard Gauge Railway Kenya.

H₀₃: Management development has no significant effect on employee performance at Standard Gauge Railway Kenya.

H₀₄: Performance appraisals has no significant effect on employee performance at Standard Gauge Railway Kenya.

1.5 Significance of the Study

The research findings may be useful to the following stakeholders:

1.5.1 Standard Gauge Railway

The study findings may be important to Standard Gauge Railway particularly in the field of management and employee welfare. The study may help the SGR through its management and key players to provide a conducive working environment for its employees thus enhancing performance.

1.5.2 The Academicians and Scholars

The findings may stimulate further interest to academicians and scholars to research more in the field of human resource development practices. The research findings may add value to the already existing body of practices in the field of human resource development.

1.5.3 Employees

The study findings may be valuable to the employees of the Kenya Railways Corporation as they are able to appreciate the importance of having better human resource development practices that can enhance employee performance.

1.5.4 The Management

The study findings may be valuable to general management of Standard Gauge Railway specifically on the issues of human resource development practices and how they can improve employee performance and the Kenya Railways Corporation performance.

1.6 Scope of the Study

The scope was limited to only an investigation of the effect of the human resource development practices on employee performance at Standard Gauge Railway-Kenya. The Standard Gauge Railway started operating in June 2017 and thus has been in operational for more than three years. The time period is adequate enough for informative empirical research. The study focused on the conceptualized effect of human resource development practices of employee training, career development, management development and performance appraisals on employee performance at Standard Gauge Railway Kenya. This study focused on the personnel at managerial levels and those of lower cadre at various departments at the Standard Gauge Railway Kenya. The responses were represented the effect of human resource development practices on employee performance at Standard Gauge Railway Kenya. The study was carried for a period of three months that's from September 2020 to November 2020.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview of the Chapter

This chapter reviews both empirical and theoretical literature on the study as articulated by various scholars. The study focused on the theories and models and a developed framework. Lastly, a review of empirical evidence from past studies was conducted from which the research gaps were identified.

2.2 Concept of Employee Performance

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong, 2010). Mozael, (2015) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be considered when measuring performance, for example using of productivity, efficiency, effectiveness, quality and profitability measures (Hafiz, 2017) as briefly explained hereafter. Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster, 2002). Efficiency and effectiveness-efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Vosloban, 2012). Employee performance is expressed as a ratio of output to that of input (Gidey, 2016). It is a measure of how the individual, organization and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Nda & Fard, 2013). Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler

& Armstrong, 2002). It is increasingly achieving better products and services at a progressively more competitive price.

Employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed. Since every firm cannot progress by one or two individual's effort, it is a collective effort of all the members (Anitha, 2014). Management development as an integral component of HRD is premised on organizational performance improvement mediated through human expertise and human effort. Profitability is an important parameter for business managers as it reflects the overall organizations performance achievement (Amah & Ahiauzu, 2013). As human resource managers also set goals/targets and their performance is therefore measured on the level of achievement of these goals at employee performance.

Performance management is a systematic process for developing team and individuals' performance whilst aiming at organizational performance improvement. When organizations manage and understand performance within the agreed context of standards, competency necessities and planned goals, they get better results and which translates into effective performance (Armstrong, 2012). Among the most common measures applied to improve the effectiveness of performance management systems are simplification and the use of competencies (Chubb *et al.*, 2011).

Organizations continue to encourage people to live the values of the organization by use of performance management. The values include concerns such as customer service, innovation, emotional intelligence, leadership, strategic awareness, personal development and job knowledge (Armstrong, 2010). The performance evaluation is a review and discussion of an employee's performance of assigned duties and responsibilities (Elnaga & Imran, 2013). Performance appraisal is part of the overall

management process and is considered as a process of making judgments about an employee's performance as a basis for effective and objective personnel decisions.

Effectiveness, illustrating the success with which resources were used in order to achieve the objectives pursued, is harder to achieve than efficiency, since the latter is not influenced by outside factors (Daoanis, 2012). Efficiency in the public sector is therefore a problem which most governments have to face, and which is determined, mainly, by the existence of some major deficits, a bureaucracy that makes it hard to collect money to the budget and their redistribution as soon as possible, but also as a result of implementing some public programs which are based on some performance objectives (Elnaga & Imran, 2013).

Productivity is basic to organizational effectiveness that is combination of performance and economic use of resources. Hence the term organizational effectiveness in an organization context is broader. High productivity indicates that resources are effectively and efficiently utilized that waste is minimized (Nda & Fard, 2013). Performance/productivity improves, when quantity of output increased relative to quantity of input. Efficiency among youth officers may therefore include time, cost and waste minimization in service delivery. Effectiveness and efficiency in service delivery can be considered as one of the main factors leading to job satisfaction of many business organizations (Inuwa, 2015).

Employees' performance commitment helps managers in programming, improving job performances and in decreasing frequency of absenteeism from duty (Chubb, Reilly & Brown, 2011). On the other hand, having a committed staff provides a background for improvement and organization expansion, while the employee with little or no commitment to organization remain indifferent towards the goals and organization overall success (Sahinidis & Bouris, 2008). Organizations today are

aware on importance of employee commitment and its role in motivating them. No organization can perform at their peak levels unless each employee is committed to the organizations objectives.

Employee performance is the result of employee work in terms of quality and quantity based on the standard work that is determined, while the performance of the organization is a combination of individual performance with a group performance. Work performance is the result of quality and quantity achieved by an employee in performing their duties in accordance with the responsibilities given to them (Pradhan & Jena, 2017). Pradhan and Jena (2017) highlighted that the main factors to measure the performance are by evaluating the employee's performance in completing the task, adaptive performance, and contextual performance. These factors are believed to be the most influencing attributes to measure the task performance by employees (Darma & Supriyanto, 2017).

According to Armstrong (2006) task performance by employees entails several aspects, namely: quality of work, promptness, initiative, capability and communication. In addition, Sudiardhita, Mukhtar, Hartono, Sariwulan and Nikensari (2018) identified key dimensions associated with employee performance and include work quality (Quality generated, (the ability of employees), the quantity of work done, punctuality (work completion, time optimization), effectiveness in the use of resources, cooperation in task accomplishment and constructive communication among workers. However, it is believed that employee performance is highly influenced based on the nature of the work, compensation strategy, and also the promotion opportunities among the organizations.

High employee performance refers to the increasing of quality, efficiency and effectiveness in series of tasks completion as the organization assigned. Performance

can be influenced by the compensation given to them and the compensation could result on the tendency to seek for other organization employment (Adekoya, et al., 2019). If the hard work and superior performance of employees are known and rewarded from the organization, they will hope to get the higher payment and intend toward higher performance level (Al-Qudah, Osman & Al-Qudah, 2014). On the contrary, dissatisfaction on compensation could direct to the degradation in performance, more absenteeism, and turnover among employees. Nasution, Mariatin and Zahreni (2018) identified several elements that describe employee performance and include timeliness, attention to detail, creativity and innovation, good time management, ability to perform in all key areas of role, consistency, initiative, ability to work under minimal supervision and interpersonal relations.

2.3 Theoretical Framework

2.3.1 Human Capital Theory

Human Capital Theory (HCP) was advanced by Theodore Shutz and Gary Becker in the early 1960's. It state that investment in staff training increases an individual's skills and abilities obtained can potentially increase productivity and performance of individuals' work. Human Capital represents the combined intelligence, skills and expertise that give the organization its distinctive character. The human elements of the organizations are those that are capable of learning, changing, innovating and providing the creative thrust which if properly motivated can ensure that long term survival of the organizations.

Human capital theory is concerned with knowledge and experiences of people. Human Capital Theory emphasizes the value of employee education, knowledge, experiences and capabilities. Human Capital Theory assumes that business success and its continuous improvement depends on innovativeness, creativity, knowledge

and expertise of its employees (Hamel & Prahalad, 1990). Competence enables employees deal with new and difficult tasks in a self-organized, objective, purposeful and responsible way leading to excellent job outcomes and firms success (Meyer, 2013).

Capacity building of employees through training is important in enhancing employee performance. Employee training is therefore one of the variables in this study that, its main aim is to investigate how the following sub variables: Training needs assessment, training programme and evaluation, affect performance of employees at standard gauge railway Kenya. Through effective employee training, SGR staff will be equipped with necessary skills, knowledge and aptitudes that will influence their performance positively.

The human capital theory represents an attempt to modify the basic neoclassical model of supply and demand in the labor market, which is based on wage levels and the relative benefits of work compared with non-work. It recognizes that differential education, training, and experience levels produce differential costs/earnings in many different labor markets. Wage levels are directly related to the profitability of the products in those markets and to the level of skills, which are developed through training and experience in order to produce those products.

Human Capital can also contribute to employee performance. HRD policy and practice should be aligned with organizational strategy and objectives. This system, if effectively designed, leads to both additive and synergistic outcomes. Despite arguments that people are the most valuable resource for the organization, human capital developers do not enjoy much by way of power and respect (Bierema, 2009) often seen as simply supporting or dependent on rather than driving the organizations goals, objectives, and success (Fenwick, 2005, p. 233). Kessler (2002) modifies this

theory there is a range of evidence indicating that firms voluntarily bear the cost of developing its staff, even if the acquired skills are largely general in nature. This is particularly apparent in countries with institutionalized apprenticeship systems.

In Germany, for example, participants in the system engage in various aspects of human capital development such as part-time schooling and on-the-job training and receive upon completion a nation-wide accepted certificate that helps to make their skills marketable throughout the profession. The theory was considered relevant to the current study because it explains the need for the management of Railways Corporation to investment in staff training so as to increase the employees' skills and abilities to increase productivity and performance of the corporation. The study findings will enable the human resource department at SGR to make training policies that are relevant in the acquisition of necessary skills for national development. Hence development of human capital department will effectively and efficiently achieve organizational goals.

2.3.2 Resource Based Theory

The resource-based perspective is on the assumption that differences in physical, organizational and Human Resource between firms cause a fundamental heterogeneity in their productive potential. Given this heterogeneity, the long-term competitiveness of a company depends upon the resources that not only differentiate it from its competitors, but are also durable and difficult to imitate and substitute (Bartlett, 2001).

Maintaining a competitive advantage based on Human Resource requires a management that ascertains that these resources stay competitive, difficult to imitate and to substitute. For this reason, the approach stresses the need for a specific Human

Resource Management strategy, which seeks to achieve competitive advantage by increasing commitment and competence of the workforce. This would require a set of internally consistent Human Resource Management practices, or, in other words, an internal fit of Human Resource development practices. Obtaining internal fit is often associated with a best-practice approach to Human Resource Development Practices (Weekley, 2005).

The “best practices” or “high-commitment” theory of Human Resource Management suggests that universally, certain Human Resource development practices are associated with improved employee performance. For instance, well-paid, well-motivated workers, working in an atmosphere of mutuality and trust, should generate higher productivity gains and lower unit costs (Walsh 2007). The study was considered relevant to the current study since it explains how the Railways Corporation of Kenya can enhance the skills of their employees by deploying more resources towards their training and improving work environment. The long-term competitiveness of a company depends upon the resources that not only differentiate it from its competitors, but are also durable and difficult to imitate and substitute.

2.3.3 Instructional Design Theory

Instructional design theory originates from United States military training for soldiers and offers explicit guidance on how to better help people learn and develop (Rothwell & Kanzas, 2015). The theory explains how to improve human performance through learning in organized processes that can be measured. The kinds of learning and development may include cognitive, emotional, social, physical and spiritual. The commonest version of this theory is the ADDIE model. According to Rothwell and Benkowski (2002) ADDIE model is a useful tool for training and development. The analyzed stages involved identifying current job problems and comparing them with

desired performance (Armstrong, 2004). The aim at this stage is to study the current skills held by the employees and to compare them with the desired skills after which the need gap is identified for further training.

The design process starts immediately after the analysis phase and includes determining performance objectives, methodologies and programmes by trainers (Rothwell & Benkowski, 2002). This training would also involve the priorities established in the first phase based on what is already known to more complex organizational learning process in order to improve the quality of the training experiences (Steenhussein, 2014). The development stage is where training materials are developed based on the training needs (Reigeluth, 2013). The training materials should be clear, concise and effective to suit the training needs. It is also at this stage where prototypes are developed (Reigeluth, 2013).

A unique feature of this theory is that the methods they offer are situational rather than universal implying that one method may work best in one situation while another may work best in a different situation. This theory was relevant to the current study since it implies that training and development should be done to cater for the different organizational functions like managing cultural differences, personal and career management and development thus being a major pillar for promoting employee performance.

2.4 Empirical Review

Human resource development is a systematic process aimed at improving competences of the individual and group through training and development, career development, and organizational development practices to achieve superior performance (Garavan, 2007; Nadler & Nadler, 2012). According to Simonds and

Pederson (2006), human resource development practices are a set of structured and unstructured learning and performance-based activities which improve individual and organizational competencies to address the changes in the business environment. Schuler and Jackson (1987) described human resource development practices as organizational activities for talent pool management with the motive of resources are utilized aligning with organizational goal. human resource development practices include employee training practices, career development practices, management development practices appraisal and selection of perspective employees at which influencing the human resource policies and lastly provide direction for the development of human resource philosophies as a whole in an organization (Al-Qudah, Osman & Al-Qudah, 2014; Dash & Pati, 2018). Though there is no consensus in the definition of human resource development practices, it is generally agreed that human resource development practices entails the recruitment, selection, training, career development, management development and performance appraisal among employees in an organization.

Human resources development plays a vital role in achieve sustainable competitive advantage and enhance organizational effectiveness. Organizations have used HRD as an important strategic objective to stimulate positive behavior in individuals and impact their knowledge, skills, and attitudes in order to enable the organizations to increase their productivity and performance (Kareem & Hussein, 2019). Human resources development supports organizational superior perform, enhances organizational competitiveness in today's rapidly changing environment. Human resources development practices acts as the backbone of the organization structure and its main responsibility is to transform the operational system into modern system in order to fulfill present requirements and needs of the organization (Saha & Gregar,

2012). Furthermore, an effective Human resources development practices emphasis the lean organization, capability and flexibility of the workforce, at the right time (Mittal, 2013). HRM contributes to the achievement of business objectives by having an internally rational policies and practices designed for firm's human capital.

A study by Choo and Bowley (2007) titled using training and development to affect employee performance. The study discovered that employee performance was more influenced by work environment, company values and job responsibilities than training. The study used 135 respondents and structured questionnaires with 16 items on evaluation of organization's training and human resource development initiatives and 6 items on employee performance.

Several studies have tested the relationship between HRD practices and employee performance with generally supportive results that HRD practices affect employee performance (Boselie et al., 2005; Collins & Smith, 2006; Hailey et. al, 2005) However, recent reviews of the reason on the relationship between HRD practices and employee performance have questioned the methodological rigour of these studies (Wall & Wood, 2005). Bae and Lawler (2000) conducted studies on two different frameworks of HRD practices. These were the internal development framework and the acquisition framework. These frameworks correspond respectively to high involvement HRD and traditional or the performance and the control HR systems.

Study by (Boyatzis et al., 2012) indicates that when leaders engage in dissonant behaviors, for example repeatedly reminding people of threats, demeaning others and focusing on problems, they are activating comparable regions of the brains of people around them that make others want to avoid them. Study shows that Leadership coaching is an essential element of most firms (Boyce et al., 2010). According to study findings by Walia and Bajaj (2012), there should be continuous coaching by

seniors. Organizations that develop their strategic human resource development practices have more opportunities to obtain and integrate human resource development outcomes Chien Chi Tseng and Gary, (2008).

Study by Saeed et al. (2015) revealed that coaching constructs are positively related to leadership development. Coaching also addresses the beliefs and behaviors that hinder performance (Toit, 2007). A survey conducted by Longenecker (2010) to 219 managers, showed that 93% of managers agreed that feedback and coaching significantly improved employee performance. Coach and coachee leadership development at 65 % was terminated due to ineffective client-coach relationships (Boyce, Jackson & Neal, 2010).

Recent empirical study by the school of coaching indicates that coaching for senior staff has become very common. In large firms, over 80% of senior managers were coaching their employees. There is evidence on Popularity of coaching due to demand and suggestions that managers find it useful (Cannell, 2008). According to recent research conducted by Hamlin et al. (2008), shows that managers who have used coaching-based approaches support, suggests that effective managers and cooperate leaders embed effective coaching at the core of their management practice.

Study by Gregory and Levy (2011) indicates that supervisors can help nurture high quality coaching relationships by leading with individual consideration, creating a positive feedback environment, building trust, and demonstrating empathy. A good coaching relationship sets the stage for effective coaching and that, ideally, good coaching leads to improved performance. Supervisors who are able to tailor their interactions with subordinates to the subordinates 'unique needs should be more effective in coaching their subordinates to a higher level of performance. A study on managers undertaking a coaching program found that participants reported a number

of important gains in competence. Other empirical research also suggests that managers feel very positive about coaching or mentoring activities (Susan, Clutterbuck & Megginson, 2014).

According to Wachira, Gakure and Orwa (2012), several studies identified lack of leadership and management skills as key factors slowing down implementation of reforms in the Kenya's civil service. This to some extent could have been attributed to the way the service develops its staff especially the managers. The policies and practices provide a framework that contributes to the development of a socially aware culture and creates awareness toward the need to achieve business goals in an ethically, socially, and environmentally responsible way (Agrawal, 2007).

The research findings by Brefo-Manuh et al, (2017) suggested that organizations in both the public and private sectors adopt performance appraisal systems because of its usefulness in employee training and motivation, performance improvement and internal communication. These findings therefore give credence to Brown and Heywood's (2005) assertion that performance appraisal is employed by employers when they anticipate obtaining some benefits from its use. There is overwhelming evidence in the behavioral sciences that consciously set goals can increase an employee's performance (Shantz & Latham, 2009).

Data collected from 136 employees by Orvis (2011) demonstrates significant interactions between workplace support with learning, experience and conscientiousness. Workplace support is more strongly, positively linked to quantity of self-development participation for employees lower in these traits. In contrast, the provision of external support is rather inconsequential for those high in these traits, as these employees demonstrate an internal propensity to engage in voluntary development regardless of the support available.

2.4.1 Employee Training and Employee Performance

Training is a key part of a broader field of human resource development and theories on learning have emphasized the need for strategic leadership that communicates the organization vision and mission clearly to enable employees understand the organization objectives for optimum performance (Nassazi, 2013). Opportunities for training and development are major factors in regards to people's career. Training factors are evaluated in recruitment process. Athar and Shah (2015) found a positive relationship between workplace training and employee performance. From an employee stand point, a training received is related to a significant portion of satisfaction experienced on the job, employee's value training and job. Examined on another level, employees view training as an aspect that allow them to be better able to offer customer satisfaction since they are already satisfied and will increase their performance levels

Training practices are functions of human resource development activities in broader spectrum which commences with employee entry into the organization and continuous throughout his or her career regardless of whether he/she is an executive or worker. It responds to changes and integrates long term plans and strategies of the organization to ensure efficient and effective utilization of human and other resources (Guan & Frenkel, 2019; Armstrong, 2010). Employee trainings are designed to equip employees with knowledge and skills to perform well in their jobs. This can be done by formally developing training programmes or on job training that can be offered (Elnaga & Imran, 2013). Therefore, despite the fact that many organizations invest in training, there is considerable evidence to show that training programmes often fail to achieve the intended result of improving worker or employee and organization performance (Diamantidis & Chatzoglou, 2014).

In order to secure the full benefits of training there must be a planned and systematic approach to the effective management of training. Employee training requires an objective assessment of training needs, a clearly defined policy, the support of top management, the cooperation of line managers, adequate finance or resources, time, skilled staff and a supporting appraisal system (Mullins, 2007). Human capital development must be driven on training needs assessment in order to have an impact on the acquisition of professional skills on performance improvement as a source of competitive advantage among employees (McKeown & Teicher, 2006). The training needs assessment tool has therefore been essential in identifying training needs and knowledge gaps and has helped formulate strategies to address continuous professional development among employee (Jeffrey & Prasetya, 2019).

Training effectiveness depends on how needs assessment have been thoroughly conducted. Traditional needs assessment methods are insufficient for today's business environment characterized by rapid pace, risk, and uncertainty. To overcome the deficiencies of traditional needs assessment methods, a narrative-based unstructured interview approach with subject matter experts is proposed for dynamic jobs in uncertain environments (Guan & Frenkel, 2019). To remain competitive and sustainable organization today aim is to invest in training in order to increase effectiveness and efficiency of the business process. Due to the importance of organization training, training programs was therefore identified through training need assessment contributing towards employee development and their satisfaction towards training programs (Mira, & Odeh, 2019).

Training aids an employee to continue making the necessary positive contribution to the success of organization in terms of effective job performance (Degraft-Otoo, 2012). Employees may not feel motivated and lack commitment to work due to

insufficient knowledge and skills which can be imparted to them through training programme. This insufficiency may result into conflict with organizational goal achievement and eventually affecting organizational performance. Therefore, organizations must fill in the gap desired and actual performance through training program (Sahinidis & Bouris, 2008).

2.4.2 Career Development and Employee Performance

According to Hameed and Waheed (2011), career satisfaction is a reflection of an individual's values and preferences for the level of pay, challenges or security that may have an effect on that individual's assessment of his/her career accomplishments in addition to the perceived opportunity for career progress and learning and development. Developmental needs awareness has a positive effect on career satisfaction (Bernadette van Rijn, Yang & Sanders, 2013). Merchant (2010) reported that a lack of career opportunities results in a lower level of career satisfaction and a higher rate of turnover. Career opportunities such as career development programs play a vital role in increasing career satisfaction among employees (Hameed & Waheed, 2011).

Career progression and mobility in organizational contexts have been emphasized as organizational predictors influencing an employee's career satisfaction (Loi & Ngo, 2010). Thus, the more opportunities presented to employees for career growth, the higher the career satisfaction (Arifin, Raza, Saputra & Puteh, 2020). Career satisfaction is a pleasurable or positive emotional state, resulting from the appraisal of one's job experiences. Organizations that provide career development which advances employees' career potential have illustrated gains in job performance (Jaramillo et al, 2004; Luchak et al, 2008) and improved levels of employee commitment to the firms (Paul & Anantharaman, 2004). However, the flattening of organizational structures

and reduced opportunities for developing or advancing careers within organizations has necessitated that individuals take responsibility for managing their own careers (Sturges, 2008).

Career development enhances employee career advancement opportunities within the organization and contributes to labor force commitment (Chew & Chan, 2008). Managers can potentially enhance employees' motivation like career advancement through various attempts to increase job satisfaction (Kinicki et al., 2002). Competency is inextricably linked to performance and performance is necessary for career advancement (Chong, 2013). Employees are concerned about their marketability and the competencies they need for future career progression (Chew & Chan, 2008). As result of career advancement, there is an increasing demand for committed employees who need little or no supervision to carry out their jobs or work efficiently for the good of the organization (Edwinah & Ahiauzu, 2013).

Career advancement or Promotion can therefore be defined as the movement of a person to a higher-level position in an organization (Mondy & Noe, 2005). Promotion is also an important aspect of a worker's career life, affecting other facets of the work experience including workers' labor mobility that resulted in the wage increases (Kosteas, 2009). Promotions will only be an effective mechanism for eliciting greater effort if workers place significant value on the advancement itself.

Career advancement or promotion is a Shifting of employee for a job of higher significance and higher compensation. 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. Wan, Sulaiman and Omar (2012) argue that employees that perceived promotion decisions as fair are more likely to be committed to the organization, experience career satisfaction,

perform better and subsequently have a lower intention to leave the organization. Today, many employees will consider leaving institutions, if they do not have equal advancement opportunities as offered by other firms, particularly young lecturers who are looking for more work experiences from various organizations before deciding to remain with a particular organization (Mustapha & Zakaria 2013).

2.4.3 Management Development and Employee Performance

Management development has become very important in today's competitive environment. According to a survey, those companies that align their management development with tactical planning are more competitive than the companies who are not. It has also been indicated that 80% of the companies report management development, compared with 90% that provide executive leadership training. For most of the companies 37% of the training budgets go to management development and learning programmes (Cannell, 2008). Therefore, it is important to consider management development as a vital part of organizational competitiveness.

Management development is a systematic process of growth and development by which managers develop their abilities to manage (Cannell, 2008). Management development is therefore the overall concept that describes the way organizations help employees develop their personal and organizational skills, either as managers in a management job or with an eventual management job in mind. Investment in management development can have a direct economic benefit to the organization, with the following approaches: mentoring, coaching, job rotation, professional development, flow analysis, upward feedback, executive education and supervisory training (Cannell, 2008).

Employee coaching is required at any level of job regardless of work experience (Shujaat et al., 2013). There has been growing interest and debate about the role and purpose of coaching as an indicator of management development in organizational contexts (Bond & Seneque, 2012). There is an acknowledgement within much of the current literature that coaching is still in early stages of development (Anderson *et al.*, 2009). Although coaching in firm contexts is still in its infancy there are already a considerable variety of approaches or terminology surrounding it. There are several coaching approaches ranging from; executive coaching to life coaching with many variations in-between. Coaching strategies also improves employee's self-efficacy. Managers influence employees' instrumentalities and monitor valences for various rewards (Pool & Pool, 2007).

Coaching and performance may be used to identify the problem area where an employee is lacking on the job, or solving their problem, to encourage and solve problems themselves (Qaisar & Yaqoob, 2009). According to Champathes (2006), coaching has become an important technique for performance improvement. Coaching therefore proves to be a two way communications where coaches identify what can be improved and how it can be improved (Toit, 2007). Coaching is also an effective learning tool that has an impact on productivity. It aids in the improvement of individual performance, tackles under performance and aids in identification of personal learning needs (Cannell, 2008).

In general feedback is considered one of the essential constructs for leadership development and employee performance (Baron & Morin, 2010). The 360-degree feedback process has a positive impact on employee development, performance and job satisfaction (Baron & Morin, 2010; Moenninghoff et al., 2011). Feedback increases leadership effectiveness (Longenecker, 2010; Baron & Morin, 2010). The

value of leadership competency assessment has been well established for the contemporary development of leadership in organizations, especially through 360-degree competency instruments and assessment centers (Bartholomew & Hannum, 2006).

According to De Haan and Curd (2011) who suggested that, creating a helpful coaching environment, such as building relationships, empathic understanding and positive expectation supports the success of the coaching programme. It is further seen as all about helping someone else to improve performance. A leader's approach would ensure that, there is development of their subordinates' potentials through proper coaching, continuous feedback and toward organizational strategy (Sidani, Itani, & Baalbaki, 2011). Developing teams' capacity to identify and find solutions to their own problem situations in the context of the strategic intent and goals of the broader system is therefore at the heart of the coaching process, which aims to promote sustainable learning processes.

2.4.4 Performance Appraisals and Employee Performance

Performance appraisals is believed to be the continued success of each organization that depends on its performance appraisals. Employee performance appraisal is one of the most commonly used management tools. Performance appraisals have far reaching consequences on people. If evaluators in any way discriminate against employees, these individuals can suffer devastating and potentially debilitating consequences. Given the possibility that adverse judgments can be made about an individual's performance, it is possible that performance appraisals might not be fair. Evaluators might allow their biases, prejudices and stereotypical attitudes to negatively influence the outcomes.

In organizational setting, performance appraisal is defined as a structured formal interaction between a subordinate and a superior, that usually takes the form of a periodic interview which could either be annual or semi-annual, in which the work performance of the subordinate is examined and discussed with the view to identifying strength and weaknesses as well as opportunities for improvement and skill development. Moorhead and Griffin (2015) describe it as a process of evaluating work behaviors by measurement and comparison to previously established standards, recording results, and communicating them back to the employee. It is an activity between a manager and an employee.

Performance appraisal is among the most important human resource management practice because of its ability to provide valuable performance information for a number of human resource activities such as allocation of rewards, promotion, assessment of training needs and feedback on development (Kuvaas, Dysvik, & Buch 2014). Consequently, it enables organizations to retain, motivate and develop productive and diverse employees. A good performance appraisal system can help to enhance employee performance by evaluating how employees are doing on the job and giving them the chance to correct their mistakes and acquire new skills (Armstrong, 2013).

Despite the importance of performance appraisals to organizations, the different methods of appraisal continue to pose challenges to managers and the employees who use them. Bernardin and Wiatrowski (2013) noted that organizations continue to express disappointment in performance appraisal methods despite advances in appraisal technology. Appraisal reliability and validity still remain major problems in most appraisal systems and new appraisal systems are often met with substantial resistance. Other problems that afflict performance appraisal process include

subjectivity and intentional as well as inadvertent bias (Aggrawal& Thakur, 2013) Therefore, since application of appraisal, it often plays a role in decisions related to training and career development, promotions, rewards and redundancy programmes, perceptions of fairness must be a necessary consideration. Managers therefore must not be seen to deliberately omit potentially important performance criteria during assessment or include irrelevant factors which might result in resentment leading to job dissatisfaction or high turnover.

This vagueness in performance criteria encourages subjectivity in the performance appraisal process. In addition, African cultural norms have been found to have a negative impact on the appraisal process (Aryee, 2004). Tessema and Soeters (2006) in a study of Eritrean civil servants found that appraisal systems are often one-sided whereby the supervisor's view of the subordinates' performance prevails. However, workplace diversity scholars point to the glass ceiling that is a barrier to promotion into management (Gupta, 2013). Multicultural employees are often perceived as not having the right skills to move into management positions. Thus, the glass ceiling creates artificial barriers based on attitudinal or organizational bias that prevent qualified individuals from advancing upward in their organization (Nyambegera, 2002).

The literature on coaching is full of open doors where extensive research is needed. Current study is encouraging by suggesting that certain factors clearly relate to supervisor or subordinate coaching relationships. The ultimate contribution of the current study largely depends on the willingness of other researchers to build on the relationships and effects investigated herein. Ideally, this study is part of the beginning, not the premature end of empirical research on employee coaching

relationships, variables that contribute to them and their effects on performance and behavior change (Gregory & Levy, 2010).

According to Houghton and DiLiello (2009), although many scholars have argued that leadership development is a critical success factor for long-term organizational effectiveness. It is all too often viewed as an unnecessary luxury by organizational leaders focused on the bottom line and immediate short-term results. Some scholars suggested that leadership development tends to focus more on the skill and knowledge acquisition other than focusing more on influence and decision-making (MacNeil, 2006). Overview of the literature suggests that the topic on leadership development is underrepresented in the business and psychology literature among women employee. However, employees are not often taught the fundamentals of strategic career and succession planning formally or informally (Hopkins & O'Neil, 2008).

According to Fisher (2003), Lay people mostly assume that, career satisfaction causes job performance. However, this study suggests that this relationship may not be causal and in fact is largely spurious. Thus, organizational efforts to improve employee performance by exclusively targeting career satisfaction are unlikely to be effective. These results should not be interpreted in perceiving the influence of career satisfaction as merely a cause of employee performance. Career satisfaction is an important end in itself and leaders in a firm ought to feel obligated to enhance the well-being and satisfaction of their employees. Furthermore, even if satisfaction does not cause performance, having satisfied employees may still directly benefit the organization through other means (Bowling, 2007).

The current study further suggests that for those managing their own careers (currently encouraged in organizations), opportunities for continuous learning that is valued may enhance their normative commitment. The only drawback was that career

self-management became risky as employees who did not value continuous learning illustrated a negative relationship with normative commitment (Bambacas, 2010).

2.5 Summary of the Literature and Research Gaps

The literatures reviewed in this study indicate the main concern of human resource development practices and existing research gaps. The lack of consensus among scholars on the relationship between human resource development practices and employee practices (Saeed et al., 2015; Gregory & Levy, 2011; Brefo-Manuh et al, 2017) warrants further in-depth research on human resource development practices and employee performance presenting conceptual gaps. Further, it has been depicted by authors that impact of human resource development practices on employee practices tend to vary based on the context of the study in terms of sector, field or organizations (Al-Qudah, Osman & Al-Qudah, 2014; Nadarajah, et al., 2012; Hee & Jing, 2018) presenting contextual gaps and argument. There was need thus to conduct a study on the effect of human resource development practices on employee performance at Standard Gauge Railway Kenya.

In recent years, the field of leadership development (as an indicator of Management Development) has seen the emergence of a variety of new methods and techniques, which are not yet widely known to the human resource development audience beyond the narrow circle of immediate implementers (Ardichvili & Manderscheid, 2008). Researchers need to investigate the relationship between leadership practices and employee's performance in organization in order to obtain a better picture of the strategic human resource development practices for the organizations that are doing well and also to identify the specific practices that may contribute to organizational success or failure.

It will be necessary to take the perspective of individual managers into account in regard to research in both management development and human management, (Luoma, 2005). Further research on the role of coaching (as an indicator of management development) required to support such systemic interventions. This is particularly relevant to the large-scale, cross-sectoral systemic change initiatives that are being undertaken using various social technologies for complex social change (Bond & Seneque, 2012). Therefore, more research is needed to widen the evidence-base beyond that of subjective self-report so that the effectiveness of coaching can be better assessed (Northouse, 2013).

2.6 Conceptual Framework

A conceptual framework refers to a graphical representation of the theorized interrelationships of the variables of a study (Odhiambo & Waiganjo, 2014). The conceptualization of variables in academic study is important because it forms the basis for testing hypothesis and coming up with generalizations in the findings of the study (Pickard, 2012).

Independent Variables

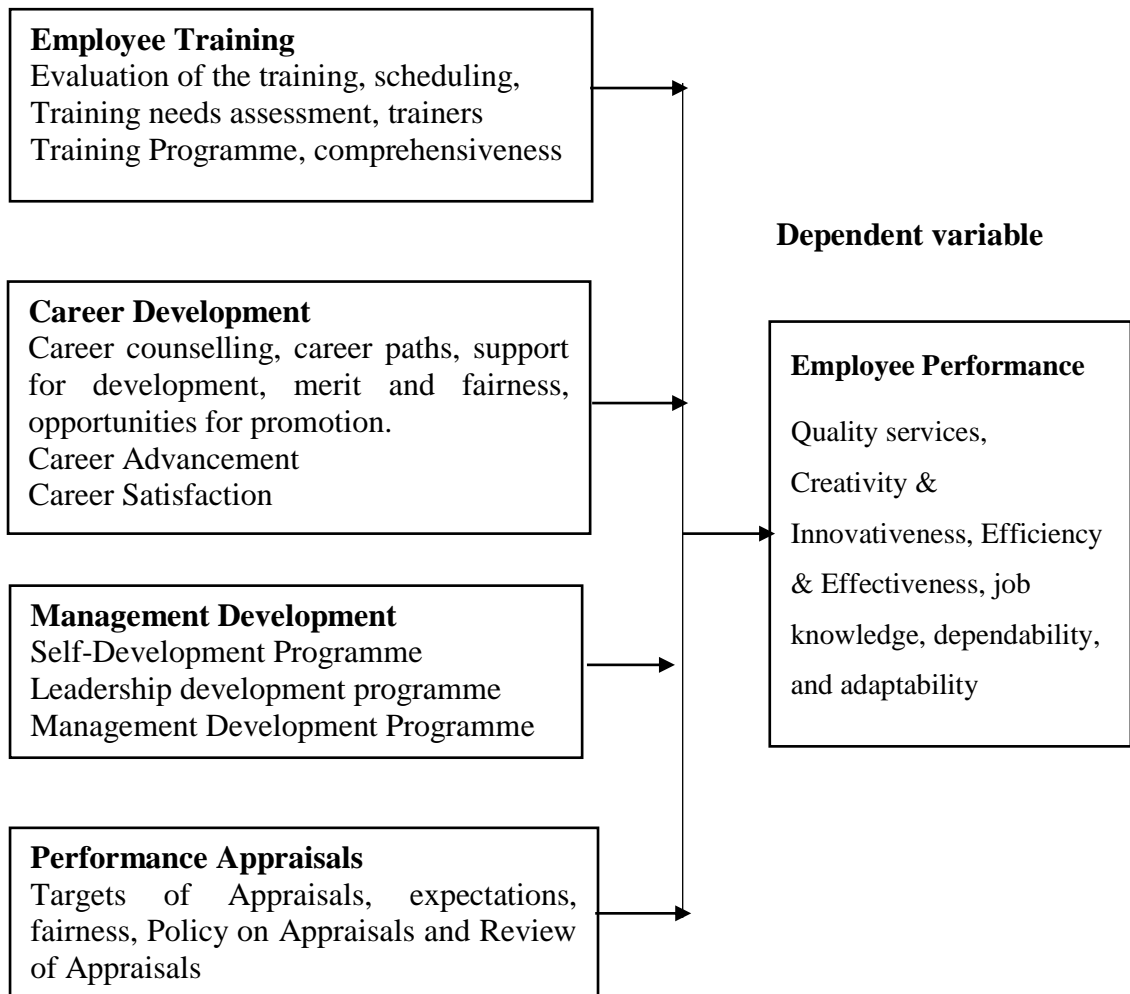


Figure 2.1: Conceptual Framework

Source: Author (2022)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

The chapter outlines the research design and methodology that was used to carry out the study. Target population, sampling frame, sample and sampling techniques, data collection methods, measurement of variables, pilot testing, data processing and data analysis techniques are discussed in this chapter.

3.2 Research Design

The research used an explanatory research design. Explanatory research is a type of research design that focuses on explaining the aspects of a research study (Buchanan, Seligman & Seligman, 2013). When using explanatory research, the researcher starts with a general idea and uses research as a tool that could lead to the subjects that would be dealt with in the incoming future. Explanatory research design was preferred because was helpful in explaining how to figure out the root cause for a certain situation and fill gaps in missing information. Explanatory research helps researchers understand a particular problem in depth and this can give them a better comprehension on a specific topic. By conducting explanatory research, individuals can understand the cause, or hypothesis, behind a phenomenon and predict future occurrences. In this study the researcher adopted explanatory design to explain the effect of human resource development practices on employee performance at Standard Gauge Railway Kenya.

3.3 Study Area

The study was conducted at Kenya Railways Corporation in Kenya focusing on the Standard Gauge Railway. The Standard Gauge Railway is a blueprint infrastructural

project that is aimed at transforming the transportation of passengers and cargo in Kenya by use of railway lines. The development of a Standard Gauge Railway (SGR) from Mombasa to Nairobi was meant to improve efficient, safe, accessible and sustainable transportation services. Kenya Vision 2030 envisages a country with integrated and firmly interconnected transport infrastructure including railway transport. SGR is the second railway transport after that one build during colonial. The new railway is supplementing the old railway network thereby increasing the efficiency and significantly reducing the damage caused by heavy trucks carrying cargo to roads. Most businesses are currently transporting their cargo from Mombasa to Nairobi via SGR reducing congestion in the roads.

3.4 Target Population

According to (Ngechu, 2015) population is a well-defined or set of people, services, elements, events, group of things or households that are being investigated. Kothari (2004) refers population as to all items in any field of inquiry which is also known as the universe. Mugenda and Mugenda (2014) term target population as that population to which a researcher wants to generalize the results of his study. It can also be described as all the elements that meet the criteria for inclusion in a Study (Patrick and Steve, 2005).

The study targeted all the 195 employees working at Standard Gauge Railway Kenya. The units of analysis in this study comprised of staff from various departments at the organization made up of those at managerial and non-managerial positions. The reason for targeting various staff from the various departments at Standard Gauge Railway is that they are in position to provide better information on the human resource development practices issues affecting the SGR project and also another

reason are that they are involved on daily basis on making decisions and implementation of HRD decisions.

Table 3.1: Target Population

Category/Department	Target Population
Human Resource	10
Passenger transport	100
Transport department	10
Locomotive and car department	35
Corporate affairs	10
Finance	15
Engineering	15
Total	195

Source, SGR (2019)

3.5 Sample Frame

Churchill and Brown (2015) noted that the correct sample size in a study is dependent on nature of population and the purpose of a study. The sample size usually depends on the population to be sampled, although there are no general rules. Generally, sample sizes larger than 30 and less ≤ 500 are appropriate for most research. However, in multivariate study, sample size should be several times as large as the number of variables in order to achieve good results. Nevertheless, the determination of sample size is usually a balance between margin of error and confidence level.

The most straight forward type of frame is a list of elements of the population with appropriate contact information. In the present study, the sampling frame consisted of the list of senior managers, middle managers and lower cadre staff at Standard Gauge Railway Kenya.

3.6 Sample Size and Sampling Technique

Sampling is a means of selecting a given separate number of subjects from a defined population as representative of that population. Orodho (2010) defines sampling as the procedure a researcher uses to gather people, places or things to study. Any statement made about a sample should also be true of the population. It is however agreed that the larger the sample the smaller the sampling error. According to Kothari (2010), from the characteristics of a carefully selected and representative sample, one can make certain inferences about characteristics of the population from which it is drawn. A researcher selects a sample due to various limitations that may not allow researching the whole population (Kothari & Garg, 2014). Since the target population was large, it was necessary to conduct sampling so as to arrive at a sample size that is manageable to work with. Since the corporation had many employees, it would be time consuming to have all of them involved in the study and that justifies why sampling had to be done.

In determining the sample size, Slovin's formula given as: $n = N / (1 + Ne^2)$, was used to calculate the sample size (at 95% confidence level and $\alpha = 0.05$) as indicated below.

Where,

n = is the desired sample size

N = is the population size

e = margin of error (at 95% confidence level)

$$n = 195 / 1 + (195 \times 0.05^2)$$

$$= 195 / 1 + (195 \times 0.0025)$$

$$= 195/1+ 0.4875$$

$$=195/1.4875$$

$$=131$$

Table 3.2: Sample Size

Category	Population Size	Sample %	Sample Size
Human Resource	10	10	8
Passenger transport	100	35	70
Transport department	10	10	5
Locomotive & car department	35	15	20
Corporate affairs	10	10	7
Finance	15	10	11
Engineering	15	10	10
Total	195	100	131

Simple random sampling was used to select the sample size as the researcher observed that almost all the respondents are available at Standard Gauge Railway as classified in the sampling frame. The use of simple random was used because it was easier to issue out questionnaires without using any procedure then once the respondents have responded they are taken back. The sample was selected randomly by the researcher on the basis that the sample size is representative of the whole population (Kothari, 2014).

3.7 Data Collection Instruments

The study employed the use of primary data, which was collected through the use of questionnaires. A questionnaire is an instrument that is used to gather data and allows measurement for or against a particular viewpoint. It is meant to provide a standardized tool for data collection and attain objectivity in a survey (Orodho, 2010).

Structured and open-ended questions were used to collect primary data from the field. The same questionnaire was piloted tested to ascertain the extent to which the instrument could collect the intended data and eliminate ambiguous questions, and improve on validity and reliability. Questionnaires was formulated on a five-point scale (1-SD, 2-D, 3-U, 4-A, 5-SA). The questionnaires sought responses relevant to the study variables.

3.8 Data Collection Procedures

Primary data was collected on the analysis of variables Questionnaires were personally administered to the sampled respondent. An introductory letter was used to introduce the respondents in the research.

3.9 Pilot Study

Pre-testing enables the researcher to modify and remove ambiguous items on research instruments (Kothari & Garg, 2014). This enables the content validity and reliability of the questionnaire and interview schedule to be used in the study established. Pilot test was conducted at Kenya Railway Station Nairobi. Kenya Railway Station Nairobi was chosen for pilot since it is a busy railway terminus. The respondents that participated in the pilot study were not included in the final study. A pilot study was undertaken on 10 percent (13 respondents) of the sample population (Viechtbauer, *et al.*, 2015).

3.9.1 Reliability of Research Instrument

Reliability is the stability or consistency of scores over time while validity refers to the extent to which an instrument truly measures what it is intended to measure or how truthful the research instruments are (Golafshani, 2013). Cronbach's alpha was used to analyze the reliability of data which is aimed at finding out the extent to which

a measurement procedure can produce the same results if the process is repeated over and over again under same conditions. According to Cooper, Schindler and Sun (2006), Cronbach's alpha had the most utility for multi-item scales at the interval level of measurement, requires only a single administration and provides a unique, quantitative estimate of the internal consistency of a scale. Viechtbauer, *et al.*, (2015, Gall, Gall, Borg and Mendel (2007); Tavakol and Dennick (2011) suggest that a Cronbach alpha of 0.7 and above indicates that the data is reliable. The results are presented in Table 3.3.

Table 3.3: Reliability Statistics

Variable	Cronbach alpha	Criterion alpha $\alpha > 0.7$	Conclusion
Employee training	0.750	Yes	Reliable
Career development practices	0.752	Yes	Reliable
Management development practices	0.744	Yes	Reliable
Performance appraisals practices	0.891	Yes	Reliable
Employee performance	0.809	Yes	Reliable

The findings of the study shown in Table 3.3 indicated that the data instruments were reliable with a Cronbach alpha value of above 0.70. Castillio (2009) provided the following rules of thumb: >0.9 – Excellent, >0.8 – Good, >0.7 – Acceptable, >0.6 – Questionable, >0.5 – Poor and <0.5 – Unacceptable. The findings indicated that the Cronbach alpha for each of the variables was above the lower limit of acceptability thus reliable with employee training having .750, career development practices .752, management development practices .744, performance appraisals practices .891 and employee performance .809. The Cronbach alpha coefficients were more than 0.7 and so the instrument was suitable to be used to collect data.

3.9.2 Validity of Research Instrument

Validity refers to whether a questionnaire is measuring what it purports to measure (Heale & Twycross, 2015). Joppe (2010) provides the following explanation of what validity is in quantitative research where validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. Validity is the accuracy and meaningfulness of inferences, which are based on the research results. Validity exists if the data measure what they are supposed to measure. It describes validity as the degree of congruence between the explanations of the phenomena and the realities of the world. While absolute validity is difficult to establish, demonstrating the validity of a developing measure is very important in research (Leung, 2015).

Validity was enhanced by engaging human resource experts at the Institute of Human Resource Management. This study used both construct validity and content validity. For construct validity, the questionnaire was divided into several sections to ensure that each section assessed information for a specific objective, and also ensured that the same closely ties to the conceptual framework for this study.

To ensure content validity, the questionnaire was subjected to thorough scrutiny by supervisors overseeing the study. They will be asked to evaluate the statements in the questionnaire for relevance. On the basis of the evaluation, the instrument was adjusted appropriately before subjecting it to the final data collection exercise. Their review comments were used to ensure that content validity is enhanced.

3.10 Measurement of Variables

Table 3.4 shows how each of the variables will be measured.

Table 3.4: Variable Measurement Matrix

Variable	Variable type	Measurement/Indicators	Source
Employee Performance	Dependent variable	<ul style="list-style-type: none"> • Task performance • Contextual performance 	Armstrong (2010), Mozael, (2015), Chubb <i>et al.</i> , (2011)
Employee Training	Independent variable	<ul style="list-style-type: none"> • Evaluation of the training • Training needs assessment • Training Programme 	Guan & Frenkel, (2019); Armstrong (2010), Diamantidis and Chatzoglou, (2014)
Career Development	Independent variable	<ul style="list-style-type: none"> • Career counselling • Career paths • Career growth 	Hameed and Waheed (2011), Bernadette van Rijn, Yang and Sanders (2013) Hameed and Waheed (2011)
Management Development	Independent variable	<ul style="list-style-type: none"> • Self-Development Programme • Leadership development programme • Management development Programme 	Cannell (2008), Bond and Seneque (2012) Champathes (2006)
Performance Appraisals	Independent variable	<ul style="list-style-type: none"> • Targets of Appraisals • Policy on Appraisals • Review of Appraisals 	Moorhead and Griffin (2015) Kuvaas, Dysvik, and Buch (2014) Armstrong (2013)

3.11 Diagnostic Tests

It was essential to ensure non-violations of the assumptions of the classical linear regression model before attempting to estimate a regression equation. Estimating these equations when the assumptions of the linear regression are violated runs the risk of obtaining biased, inefficient, and inconsistent parameter estimates (Verma & Abdel-Salam, 2019).

3.11.1 Test for Multicollinearity

Multicollinearity is usually a situation in which there is a high degree of association between independent variables and dependent variable. Failure to account for perfect multicollinearity results into indeterminate regression coefficients and infinite standard errors while existence of imperfect multicollinearity results into large standard errors (Daoud, 2017). Large standard errors affect the precision and accuracy of rejection or failure to reject the null hypothesis. During estimation, the problem is not the presence of multicollinearity but rather its severity. Multicollinearity was tested using variance inflation factor VIF where $VIF \geq 10$ indicate presence of Multicollinearity (Field, 2009).

3.11.2 Normality Test

The normality of data was tested using the Kolmogorov-Smirnov test. Normality requires sample data to be fairly distributed and continuous. The test criterion was that Kolmogorov-Smirnov test p-value greater than 0.05 indicate that is normal while p-value less than 0.05 shows that data is not normal.

3.11.3 Linearity Test

Compare means tests were used to test for linearity and to visually show whether there was a linear or curvilinear relationship between two continuous variables before carrying out regression analysis (Cox & Wermuth, 1994). Regression models can only accurately estimate the relationship between dependent and independent variables if the relationship is linear (Osborne & Waters, 2002). The data will be subjected to linearity tests; linearity is an assumption that the collection of data can be described by a straight line through the data array. The criterion was that sig value deviation

from linearity >0.05 implies that the independent variable and dependent variable under study exhibit linear relationship.

3.11.4 Heteroscedasticity Testing

It is useful to examine whether there is a difference in the residual variance of the observation period to another period of observation. Many statistical methods that can be used to determine whether a model is free from the problem of heteroscedasticity or not includes; White test, Test Park and Test Glejser. This study used Test Glejser to test for heteroscedasticity using SPSS. This test was conducted by regressing an absolute residual value of the independent variable with the regression model.

3.11.5 Autocorrelation Testing

Autocorrelation represents the degree of similarity between a given time series and a lagged version of itself over successive time intervals. Autocorrelation measures the relationship between a variable's current value and its past values. In this study autocorrelation was tested using the Durbin-Watson test. The decision criterion was that if the Durbin-Watson value is greater than 1.5 and less than 2.5, then the conclusion is that there is no autocorrelation in the data. Otherwise, if Durbin-Watson value is less than 1.5 or greater than 2.5, then the conclusion is that data suffers from autocorrelation or data is auto correlated.

3.12 Data Analysis and Presentation

Data analysis is the representation of data gathered during a study (Orodho, 2010). This study gathered quantitative which was coded and analyzed using Statistical Package for Social Sciences (SPSS) computer software version 24. SPSS software was used because of its ability to appropriately create graphical presentations of questions, data for reporting, presentation and publishing. SPSS is able to handle large

amount of data and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is also quite efficient (Martin & Acuna, 2012). The analyzed data was presented in the form of frequency distribution tables, pie charts and bar graphs where necessary. The relevancy and relationships of the data was determined by the multiple regression analysis and correlation analysis techniques where;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Y – Outcome as a result of changes in any or all the variables, X₁ to X₄

‘a – is a constant, the results when all variables X₁ to X₄ are zero.

X₁ – Employee Training

X₂ – Career Development

X₃ – Management Development

X₄ – Performance Appraisals

‘B₁ – B₄ – Regression coefficients

ε – Error term.

3.13 Ethical Consideration

Ethical considerations relate to the moral standards that the researcher should consider in all research methods in all stages of the research design (Bisit, 2013). The participants in the study were asked for their consent to take part in the study. Consent letter and Ethical Review Committee (ERC) form was sought from the university before actual data collection. Research Permit and authorization was sought from NACOSTI and the management of the office of the auditor general. The literature to

be used in this study was cited appropriately to avoid plagiarism. Plagiarism level was checked and report attached to confirm originality of the study.

All participants were requested to give their informed consent before inclusion in the study. All responses were treated confidentially coupled with anonymity of responses. There were no study participant's identifiers like names that would link the participant to any data instead study numbers were created and coded information used. The principles of beneficence and respect for human dignity were observed during data collection where no harm and right to self-determination and full disclosure was honored with respondents deciding independently.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSION

4.0 Introduction

This chapter represents the findings, results and interpretation of the variables including the response rate and profile information of the company. Correlation analysis and regression were also presented in this chapter.

4.1 Response Rate

The number of questionnaires that were administered was 131 and a total of 117 questionnaires were duly filled and returned. The result on response rate is shown in Table 4.1.

Table 4.1: Response Rate

Response	Frequency	Percent
Returned	117	89.3%
Unreturned	14	10.7%
Total	131	100%

Source: Researcher, 2022

Out of the 131 questionnaires administered, 117 were properly filled and returned representing 89.3 percent response rate. This response rate is considered satisfactory to make conclusions for the study. Bailey (2000) stated that a response rate of 50% is adequate while a response rate greater than 70% is very good. This implies that based on this assertion, the response rate in this case of 89.3% is therefore very good. The data collection procedures used could have attributed to this high response rate. These included pre-notification of respondents and voluntary participation by respondents; drop and pick of questionnaires to allow for ample time to fill; assurance of confidentiality and anonymity and follow up calls to clarify queries from the respondents.

4.2 Demographic information of the respondent

The demographic information of the respondents are presented in the subsequent section. Some of the demographic features include work category, highest academic qualification and years of work experience. Figure 4.1 shows work category of the respondents.

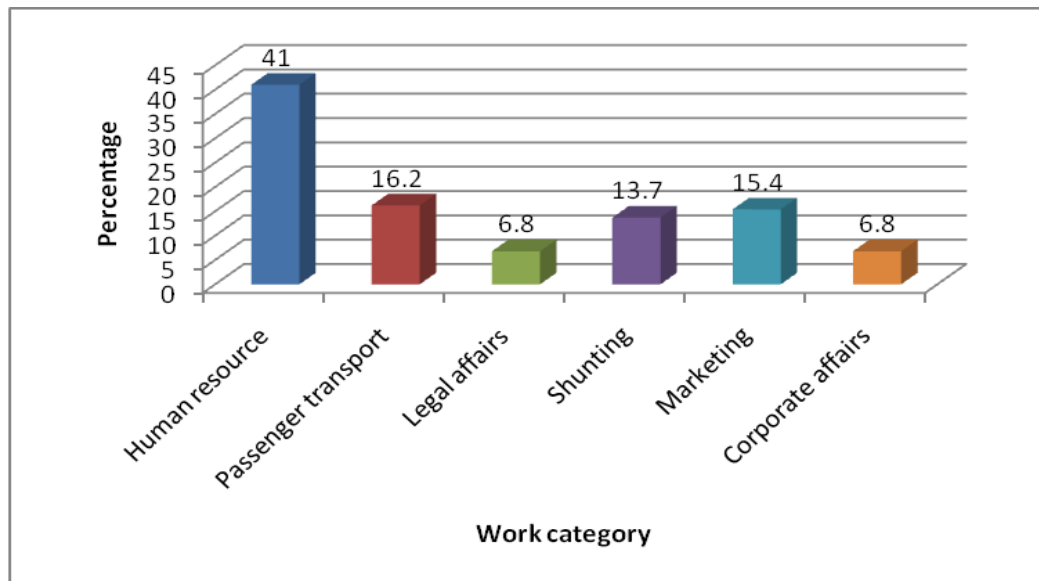


Figure 4.1: Work category

Source: Researcher, 2022

Figure 4.1 show that most (41.0%) of the respondent were from human resource. The respondents selected are appropriate in understanding human resource development practices and employee performance. The respondents were also drawn from passenger transport, legal affairs, and shunting, marketing and corporate affairs. All these respondents are knowledgeable regarding human resource development. The study also sought to determine the highest academic qualifications for the respondents. The nature of education determines the quality of skills and competencies among employees. The results are presented in Figure 4.2.

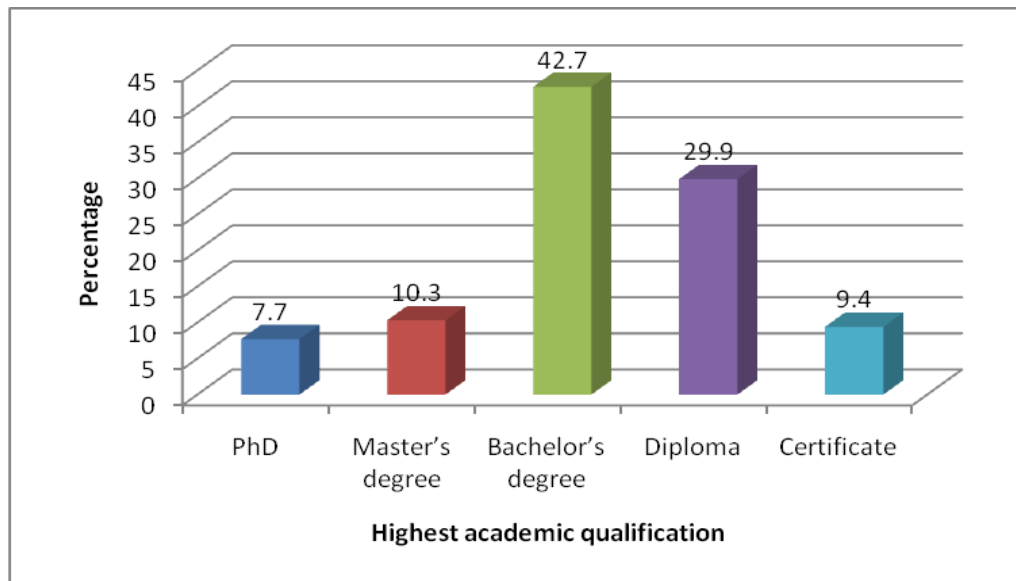


Figure 4.2: Age of the firm in Years

Source: Researcher, 2022

The results in Figure 4.1 show that most 42.7% of the respondents have bachelor's degree. Other respondent had diploma (29.9%), masters (10.3%), certificate (9.4%) and PhD (7.7%). The level and nature of education impacts the nature of employee skills and competencies. Good educational attainment impacts employee performance. Figure 4.3 shows the level of work experience in years.

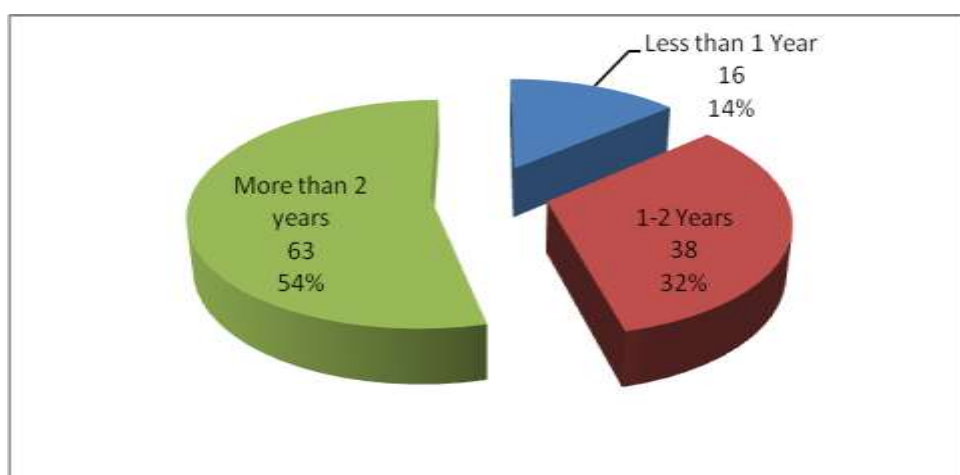


Figure 4.3: Years of Working Experience

Source: Researcher, 2022

The results in Figure 4.3 show that majority 54% had worked for more than 2 years. Most 32% of the respondent had worked for 1-2 years. The number of years worked determines the amount of experience accumulated which then impacts employee performance. Years of experience connotes level of task specialization among employees which is vital in enhancing employee performance.

4.3 Manifestations of the Study Variables

This section presents the descriptive results for the variables of the study that include employee training development practice, career development practice, management development practice and employee performance at Standard Gauge Railway Kenya. The responses from the respondents were rated on five scale of 1=Strongly Disagree, 2= Disagree, 3= moderate, 4= Agree and 5=Strongly Agree. Results output are in form of percentages, means and standard deviations.

4.3.1 Employee training development practices

The first objective of the study was to evaluate the effect of employee training development practice on employee performance at Standard Gauge Railway Kenya. The results are shown in Table 4.2.

Table 4.2: Responses on employee training development practices

Employee training development practices	SD	D	M	A	SA	Mean	SD	Skewness	Kurtosis
My organization trains and gives support to new hires which makes employees feel recognized and appreciated into the organization.	13.7%	5.1%	5.1%	46.2%	29.9%	3.74	1.32	1.41	1.11
My organization provides me with effective mentoring and coaching programs to ensure that I'm able to carry out my duties and responsibilities with ease.	11.1%	9.4%	1.7%	41.9%	35.9%	3.82	1.32	0.712	1.03
The training needs of the employees in our organization are assessed on the basis of their performance appraisal.	14.5%	6.8%	6.0%	37.6%	35.0%	3.72	1.39	0.921	1.45
The trainers used are knowledgeable and effective.	7.7%	14.5%	3.4%	47.9%	26.5%	3.71	1.23	1.35	0.99
We have developed better training evaluation strategies that enhances employee performance	10.3%	11.1%	5.1%	45.3%	28.2%	3.70	1.27	-0.59	1.31
We are encouraged to participate in various seminars and workshops.	12.0%	11.1%	3.4%	37.6%	35.9%	3.74	1.37	1.33	1.72
Employees returning from training programs are given opportunities to experiment with what they have learned.	12.8%	11.1%	4.3%	44.4%	27.4%	3.62	1.34	1.21	0.77

Source: Researcher, 2022

Results revealed that majority of respondents agreed that the organization trains and gives support to new hires which makes employees feel recognized and appreciated into the organization, with mean response of 3.74 and standard deviation of 1.32. The results also showed that majority of the respondents agreed that the organization provides me with effective mentoring and coaching programs to ensure that I'm able to carry out my duties and responsibilities with ease with mean response of 3.82 and standard deviation is 1.32. The results also showed that majority of the respondents were agreeing that the training needs of the employees in our organization are assessed on the basis of their performance appraisal with mean response of 3.72 and standard deviation is 1.39.

Further, majority of respondents agreed that the trainers used are knowledgeable and effective with mean response of 3.71 and standard deviation is 1.23. The study established that majority of the respondents agreed that employees have developed better training evaluation strategies that enhance employee performance with mean response of 3.70 and standard deviation is 1.27. Results also showed that majority of the respondents agreed that employees are encouraged to participate in various seminars and workshops with mean response of 3.74 and standard deviation of 1.37. It was also revealed that employees returning from training programs are given opportunities to experiment with what they have learned with mean response of 3.62 and standard deviation is 1.34.

Training is a key part of a broader field of human resource development and theories on learning have emphasized the need for strategic leadership that communicates the organization vision and mission clearly to enable employees understand the organization objectives for optimum performance (Cole, 2002). Opportunities for training and development are major factors in regards to people's career. Training

factors are evaluated in recruitment process. The findings are consistent with those of a study by Bartlett (2001) which found a positive relationship between workplace training and employee performance. From an employee stand point, a training received is related to a significant portion of satisfaction experienced on the job, employee's value training and job.

4.3.2 Descriptive on career development practices

The second objective of the study was to determine the effect of career development practice on employee performance at Standard Gauge Railway Kenya. The results are shown in Table 4.3.

Table 4.3: Career development practices

Capacity building practices	SD	D	M	A	SA	Mean	SD	Skewness	Kurtosis
We have developed better career counseling programs in the organization.	13.7%	8.5%	3.4%	47.9%	26.5%	3.65	1.33	0.95	1.89
Our organization recognizes the career growth needs of its employees.	13.7%	8.5%	6.0%	41.9%	29.9%	3.66	1.35	0.54	0.98
Career opportunities are pointed out to subordinates by managers and supervisors in the organization.	13.7%	7.7%	4.3%	43.6%	30.8%	3.70	1.35	0.30	1.21
Our organization places the right person in the right job.	10.3%	11.1%	2.6%	43.6%	32.5%	3.77	1.30	0.21	1.44
The organization has initiated career development programs that have led to career satisfaction of employees.	12.0%	6.0%	7.7%	43.6%	30.8%	3.75	1.29	-0.45	0.27
Organizations should develop a set of career goals, strategy and options based on its interests, employees personality, values and skills relating to employees performance	12.8%	8.5%	4.3%	35.9%	38.5%	3.79	1.38	0.49	1.40
Career development forms an integral part of employees' performance which enables employers to identify talented employees with high potential for promotion opportunities in the organization.	8.5%	10.3%	6.0%	39.3%	35.9%	3.84	1.26	1.01	1.38

Source: Researcher, 2022

Results in table 4.3 revealed that majority of respondents agreed that the organization have developed better career counseling programs in the organization, with mean response of 3.65 and standard deviation of 1.33. The results also showed that majority of the respondents agreed that the organization recognizes the career growth needs of its employees with mean response of 3.66 and standard deviation is 1.35. The results also showed that majority of the respondents were agreeing that career opportunities are pointed out to subordinates by managers and supervisors in the organization with mean response of 3.70 and standard deviation is 1.35.

Further, majority of respondents agreed that the organization places the right person in the right job with mean response of 3.77 and standard deviation is 1.30. The study established that majority of the respondents agreed that the organization has initiated career development programs that have led to career satisfaction of employees with mean response of 3.75 and standard deviation is 1.29. Results also showed that majority of the respondents agreed that the organizations should develop a set of career goals, strategy and options based on its interests, employees' personality, values and skills relating to employees performance with mean response of 3.79 and standard deviation of 1.38. It was also revealed that career development forms an integral part of employees' performance which enables employers to identify talented employees with high potential for promotion opportunities in the organization with mean response of 3.84 and standard deviation is 1.26. The findings are in agreement with the conclusion made by Loi and Ngo (2010) that, career progression and mobility in organizational contexts have been emphasized as organizational predictors influencing an employee's career satisfaction. Thus, the more opportunities presented to employees for career growth, the higher the career satisfaction. The results also concurs with the findings by Sabharwal (2011) which indicated that career satisfaction

is a pleasurable or positive emotional state, resulting from the appraisal of one's job experiences.

4.3.3 Management development practices

The third objective of the study was to establish the effect of management development practice on employee performance at Standard Gauge Railway Kenya.

The results are shown in Table 4.4.

Table 4.4: Management development practices

Management development practices	SD	D	M	A	SA	Mean	SD	Skewness	Kurtosis
We have self - development programs for the employees	16.2%	6.8%	6.0%	41.0%	29.9%	3.62	1.40	0.39	1.11
We are often asked by our supervisors to participate in decision making.	12.8%	11.1%	4.3%	38.5%	33.3%	3.68	1.37	0.42	0.98
We have initiated leadership development programs for the entire staff in the organization	10.3%	10.3%	6.8%	39.3%	33.3%	3.75	1.30	0.72	1.33
We have the best management development programs for our organization	15.4%	8.5%	4.3%	43.6%	28.2%	3.61	1.38	1.09	1.55
Delegation of authority is quite common; subordinates are encouraged to develop skills to handle greater responsibility.	12.0%	10.3%	2.6%	41.9%	33.3%	3.74	1.34	1.12	0.89
Feedback on performance is given on a continuous basis	12.0%	8.5%	2.6%	48.7%	28.2%	3.73	1.29	1.39	1.21
Our organization has job rotation, mentoring, executive education and professional development practices to prepare future management staff.	15.4%	6.0%	3.4%	49.6%	25.6%	3.64	1.34	0.88	0.76

Source: Researcher, 2022

Results in table 4.3 revealed that majority of respondents agreed that employees have self-development programs for the employees, with mean response of 3.62 and standard deviation of 1.40. The results also showed that majority of the respondents agreed that employees are often asked by our supervisors to participate in decision making with mean response of 3.68 and standard deviation is 1.37. The results also showed that majority of the respondents were agreeing that employees have initiated leadership development programs for the entire staff in the organization with mean response of 3.75 and standard deviation is 1.30.

Further, majority of respondents agreed that employees have the best management development programs for our organization with mean response of 3.61 and standard deviation is 1.38. The study established that majority of the respondents agreed that delegation of authority is quite common; subordinates are encouraged to develop skills to handle greater responsibility with mean response of 3.74 and standard deviation is 1.34. Results also showed that majority of the respondents agreed that feedback on performance is given on a continuous basis with mean response of 3.73 and standard deviation of 1.29. It was also revealed that the organization has job rotation, mentoring, executive education and professional development practices to prepare future management staff with mean response of 3.64 and standard deviation is 1.34.

The findings are consistent with the assertions by Cannell (2008) that, management development is a systematic process of growth and development by which managers develop their abilities to manage. Management development is therefore the overall concept that describes the way organizations help employees develop their personal and organizational skills, either as managers in a management job or with an eventual management job in mind. The findings also compliments the conclusion made by

Cannell (2008) that, investment in management development can have a direct economic benefit to the organization, with the following approaches: mentoring, coaching, job rotation, professional development, flow analysis, upward feedback, executive education and supervisory training.

4.3.4 Performance appraisals practices

The forth objective of the study was to investigate the effect of performance appraisals practice on employee performance at Standard Gauge Railway Kenya. The results are shown in Table 4.5.

Table 4.5: Performance appraisals practices

Performance appraisals practices	SD	D	M	A	SA	Mean	SD	Skewness	Kurtosis
Our organization appraises the performance of its employees at regular intervals.	12.8%	7.7%	6.0%	40.2%	33.3%	3.74	1.34	1.02	1.66
Performance appraisal in our organization aims at improving employee performance and strengthening our job skills.	10.3%	10.3%	1.7%	39.3%	38.5%	3.85	1.31	0.55	1.35
Employees are fairly compensated for their performance	11.1%	12.0%	4.3%	46.2%	26.5%	3.65	1.30	0.81	0.76
We feel our performance appraisal has been fair and objective.	15.4%	7.7%	2.6%	43.6%	30.8%	3.67	1.39	0.47	0.86
I understand how my performance is evaluated.	10.3%	8.5%	6.0%	46.2%	29.1%	3.75	1.25	1.01	1.47
We receive proper feedback on how we are performing.	10.3%	10.3%	5.1%	43.6%	30.8%	3.74	1.28	0.98	0.87
We have target appraisals programs in place that enhances employee performance.	12.0%	10.3%	3.4%	45.3%	29.1%	3.69	1.32	1.23	1.11
We have incorporated review of appraisals programs in place for the organization.	12.0%	8.5%	1.7%	49.6%	28.2%	3.74	1.29	1.82	1.51

Source: Researcher, 2022

Results in table 4.5 revealed that majority of respondents agreed that the organization appraises the performance of its employees at regular intervals, with mean response of 3.74 and standard deviation of 1.34. The results also showed that majority of the respondents agreed that performance appraisal in our organization aims at improving employee performance and strengthening our job skills with mean response of 3.85 and standard deviation is 1.31. The results also showed that majority of the respondents were agreeing that employees are fairly compensated for their performance with mean response of 3.65 and standard deviation is 1.30.

Further, majority of respondents agreed that employees feel our performance appraisal has been fair and objective with mean response of 3.67 and standard deviation is 1.39. The study established that majority of the respondents agreed that employees understand how their performance is evaluated with mean response of 3.75 and standard deviation is 1.25. Results also showed that majority of the respondents agreed that employees receive proper feedback on how they are performing with mean response of 3.74 and standard deviation of 1.28. It was also revealed that employees have target appraisals programs in place that enhances employee performance with mean response of 3.69 and standard deviation is 1.32. It was also revealed that majority of the employees agreed that employees have incorporated review of appraisals programs in place for the organization with mean response of 3.74 and standard deviation of 1.29.

The above findings are in agreement with the assertions by Kuvaas, Dysvik and Buch (2014) that, Performance appraisals is a continued success of each organization that depends on its performance appraisals and it is one of the most commonly used management tools. They further asserted that performance appraisals have far reaching consequences on people. If evaluators in any way discriminate against

employees, these individuals can suffer devastating and potentially debilitating consequences. Given the possibility that adverse judgments can be made about an individual's performance, it is possible that performance appraisals might not be fair. Evaluators might allow their biases, prejudices and stereotypical attitudes to negatively influence the outcomes.

4.3.5 Employee performance

The study sought to determine the level of employee performance at Standard Gauge Railway Kenya. Employee performance was operationalized into task and contextual performance. The results are shown in Table 4.6a.

Table 4.6a: Task performance

Task performance	SD	D	M	A	SA	Mean	SD	Skewness	Kurtosis
Are there set quantity work requirement to be completed by each employee per day	12.0%	10.3%	4.3%	47.0%	26.5%	3.66	1.30	1.89	1.44
Employees produce the expected output	7.7%	11.1%	6.0%	38.5%	36.8%	3.85	1.25	0.77	0.94
Employees at SGR are able to achieve their output	10.3%	10.3%	4.3%	52.1%	23.1%	3.68	1.23	0.99	1.26
I am able to deliver the required quality standards of work at SGR	12.8%	5.1%	7.7%	49.6%	24.8%	3.68	1.26	1.35	1.71
Tasks allocated to employees at SGR are completed at set timelines	10.3%	10.3%	2.6%	41.0%	35.9%	3.82	1.30	0.08	0.48
Equipment at SGR are properly utilized in line with the corporation goals	11.1%	8.5%	2.6%	41.9%	35.9%	3.83	1.31	1.21	1.75
Employees at SGR are able to work with efficiency	10.3%	13.7%	3.4%	45.3%	27.4%	3.66	1.29	0.23	1.88

Source: Researcher, 2022

Results in table 4.6a revealed that majority of respondents agreed that the organization sets quantity work requirement to be completed by each employee per day, with mean response of 3.66 and standard deviation of 1.30. The results also showed that majority of the respondents agreed that employees produce the expected output with mean response of 3.85 and standard deviation is 1.25. The results also showed that majority of the respondents were agreeing that employees at SGR are able to achieve their output with mean response of 3.68 and standard deviation is 1.23. Further, majority of respondents agreed that employees are able to deliver the required quality standards of work at SGR with mean response of 3.68 and standard deviation is 1.26. The study established that majority of the respondents agreed that tasks allocated to employees at SGR are completed at set timelines with mean response of 3.82 and standard deviation is 1.30. Results also showed that majority of the respondents agreed equipment at SGR are properly utilized in line with the corporation goals with mean response of 3.83 and standard deviation of 1.31. It was also revealed that employees at SGR are able to work with efficiency with mean response of 3.66 and standard deviation is 1.29. Table 4.6b shows employee performance measured using contextual performance. These results occur with the conclusion made by Hee and Jing (2018) that, the performance of employees is largely anchored on the nature of human resource development practices. The results are also in agreement with the arguments of Pradhan and Jena (2017) that, various criteria for assessing employee performance, include quality task delivery, quantity of work, timeliness to complete task, cost effectiveness, level of supervision required for employee to work and the interpersonal impact, the level where an employee feels confident, has good desires, and works together with co-workers.

Table 4.6b: Contextual performance

Contextual performance	SD	D	M	A	SA	Mean	SD	Skewness	Kurtosis
Employees are punctual in their activities	11.1%	9.4%	2.6%	46.2%	30.8%	3.76	1.29	0.33	1.67
Employees at SGR are enthusiastic with their tasks	7.7%	12.0%	7.7%	41.0%	31.6%	3.77	1.23	1.50	1.72
I am able to complete tasks with minimal supervision	11.1%	10.3%	2.6%	41.0%	35.0%	3.79	1.33	0.46	1.87
Employees allowed to perform other tasks as volunteer apart from tasks assigned to them	13.7%	9.4%	4.3%	41.0%	31.6%	3.68	1.37	1.12	0.71
Employees at SGR are very willing to carry out task activities that are not part of one's job	11.1%	7.7%	9.4%	40.2%	31.6%	3.74	1.29	0.31	1.38
Employees at SGR exhibits high team spirit at work	11.1%	13.7%	0.9%	40.2%	34.2%	3.73	1.36	0.89	1.65

Source: Researcher, 2022

Results in Table 4.6b revealed that majority of respondents agreed that employees are punctual in their activities, with mean response of 3.76 and standard deviation of 1.29. The results also showed that majority of the respondents agreed that employees at SGR are enthusiastic with their tasks with mean response of 3.77 and standard deviation is 1.23. The results also showed that majority of the respondents were agreeing that employees are able to complete tasks with minimal supervision with mean response of 3.79 and standard deviation is 1.33.

Further, majority of respondents agreed that employees allowed to perform other tasks as volunteer apart from tasks assigned to them with mean response of 3.68 and standard deviation is 1.37. The study established that majority of the respondents agreed that employees at SGR are very willing to carry out task activities that are not part of one's job with mean response of 3.74 and standard deviation is 1.29. Results also showed that majority of the respondents agreed employees at SGR exhibits high team spirit at work with mean response of 3.73 and standard deviation of 1.36. The results can be corroborated by Al-Qudah, Osman and Al-Qudah, (2014) which indicated that the performance is an idea depicting how employees utilize their particular abilities, skills, and capacities with a specific end goal to achieve their objectives or desires of an organization and that employee performance is the result of quality and quantity achieved by an employee in performing their duties in accordance with the responsibilities given to them.

4.4 Hypotheses Testing

4.4.1 Correlation Analysis

Pearson correlation analysis was carried out to determine whether there were significant associations between employee training development practice, career

development practice, and management development practice and employee performance at Standard Gauge Railway Kenya. Pearson's product-moment correlation coefficients (r) ranges between ± 1 where $r = +0.7$ and above it indicates a very strong relationship; $r = +0.5$ to below 0.7 is a strong relationship; $r = 0.3-0.49$ is a moderate relationship while $r = 0.29$ and below indicates a weak relationship. The results of correlation analysis are presented in Table 4.7.

Table 4.7: Pearson correlation matrix

		Employee Performance	Employee training practices	Career development practices	Management development practices	Performance appraisals practices
Employee Performance	Pearson Correlation	1.000				
	Sig. (2-tailed)					
Employee training practices	Pearson Correlation	.486**	1.000			
	Sig. (2-tailed)	0.000				
Career development practices	Pearson Correlation	.587**	0.040	1.000		
	Sig. (2-tailed)	0.000	0.666			
Management development practices	Pearson Correlation	.505**	.627**	0.142	1.000	
	Sig. (2-tailed)	0.000	0.000	0.127		
Performance appraisals practices	Pearson Correlation	.667**	.325**	.557**	.269**	1.000
	Sig. (2-tailed)	0.000	0.000	0.000	0.003	

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

Source: Researcher, 2022

Results in Table 4.7 indicated that there was a significant moderate positive association between employee training practices and employee performance at Standard Gauge Railway Kenya ($r = .486$, $p = 0.000 < 0.05$). The results imply that employee training practices and employee performance move in same direction that is; as employee training is increased, employee performance at Standard Gauge Railway Kenya increases and vice versa. Training is the planned and systematic

modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively. The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. Training effects employee's job performance positively. Training is a motivational factor which enhances the knowledge of the employee towards the job by which employees become proficient in their jobs and they become able to give better results. In addition, training is seen as a useful means of coping with changes fostered by technological innovation; market competition, organizational structuring and most importantly it plays a key role to enhance employee performance. The results agree with Bhat (2013) in a study on the impact of training on employee performance of retail banking sector in India and found that that training to a big extent leads to an improved employee's performance but still it is not the sole factor that leads to good performance rather it is a combination of factors. The results also agree with Mohamud (2014) who studied the effect of training on employee performance in public sector organizations in Kenya and established that found out that training had an impact on organizational productivity.

The results also showed that there was a significant strong positive association between career development practices and employee performance at Standard Gauge Railway Kenya ($r=.587$, $p=0.000<0.05$). The results imply that career development practices and employee performance move in same direction that is; as employee career development increases, employee performance at Standard Gauge Railway Kenya increases and vice versa. Career development is a continuous process of work

life. Career development benefits not only the individual employee, but also the organization. The development of employees for future positions, an organization is assured of a supply of qualified, committed employees to replace the higher-level employ. In addition, a career development practice enables organizations to develop and place employees in positions compatible with their individual career interests, needs, and goals. This promotes employee satisfaction and optimal use of employee abilities. Moreover, career development helps to retain and motivate employees through the career development process; employees are assisted in setting realistic goals and to develop the required skills and abilities for target positions. The results agree with Kakui, and Gachunga (2016) who studied the effects of career development on employee performance in the public sector the case of national cereals and produce board and found that career mentoring affects employee performance through counselling and support for learners in developing their own approach and solutions to problems. However, the results did not agree with Alsharafi, Hassan and Alam (2018) who studied the effect of training and career development on employees' retention of Telecommunication Organizations in Yemen and showed that career development has no relationship with employees' satisfaction or retention.

Results further indicated that there was a significant strong positive association between management development practices and employee performance at Standard Gauge Railway Kenya ($r=.505$, $p=0.000<0.05$). The results imply that management development practices and employee performance move in same direction that is; as management development practices increase, employee performance at Standard Gauge Railway Kenya increases and vice versa. Managerial development is a strategic element in organizations, to develop manager's skill and enable the company

to achieve its goal. Managerial development is an essential thing to do, in order to develop competencies that will encompass managers towards better outcomes and enable them to get the opportunity of better career development. Managerial development has been known as an instrument needed in any kinds of organizations, from small organization, multinational company, as well as both profit and non-profit organizations. Managerial development is not only for new manager but also for existing manager who's been serving the organization. The objectives of Managerial development are to improve employee ability by telling them what is expected from them, as for now and in the future, and to prepare them with suitable managerial skills needed to achieve the company's predetermined goals. The results agree with Perin, Sampaio, Becker and Fernandes (2009) who studied the impact of management development in the organizational performance from the viewpoint of the approach of competencies and found that management development enhances employees' performance. However, the results do not agree with Nuraini, Hermawan, Hubeis and Panjaitan (2015) who studied the impact of management development program to employees, job performances of a telecommunication company in Indonesia and found that there is no significant impact of Management Development Program to employees' job performances.

It was also established that there was a significant strong positive association between performance appraisals practices and employee performance at Standard Gauge Railway Kenya ($r=.667$, $p=0.000<0.05$). The results imply that performance appraisals practices and employee performance move in same direction that is; as performance appraisals practices increase, employee performance at Standard Gauge Railway Kenya increases and vice versa. With the help of the performance appraisal reports and findings, the organization can be able to identify development needs.

However, individuals themselves can help to indicate the areas requiring improvement as a result of the issues raised in the performance appraisal process and their career path needs. Performance appraisal system is an important drive that looks for better, more accurate, more cost-effective ways of evaluating job performance and employee motivation. Performance appraisal system is a significant technique aimed at enhancing the performance of the employee in the organization. The results agree with Iqbal, Ahmad, Haider, Batool and Ul-ain (2013) on the impact of performance appraisal on employee's performance involving the moderating role of motivation and found that a positive relationship between performance appraisal and employee's performance. The results also agree with Ma and Ma (2016) on the effect of performance appraisal on employee performance: a survey on administrative staff of Hawassa Univesity and found that positive and significant relationships between performance appraisal and employee performance.

4.5 Diagnostic Tests

Before conducting regression modeling, some important assumptions must be fulfilled and include that the data used is normally distributed, there is linearity and there is no multicollinearity. If these assumptions are not met by the data used statistical results may yield inappropriate results. Use of data which does not conform to these assumptions may lead to type I or type II errors or may lead to over or underestimation of statistical significance (Osborne & Waters, 2002). The results of the tests for normality, linearity and multicollinearity are presented as follows.

4.5.1 Test for Multicollinearity

Tests for multicollinearity were carried out because in severe cases of perfect correlations between predictor variables, Multicollinearity can imply that a unique

least squares solution to a regression analysis cannot be computed Yu, Jiang and Land (2015). Multicollinearity inflates the standard errors and confidence intervals leading to unstable estimates of the coefficients for individual predictors. Multicollinearity was assessed in this study using the Variance Inflation Factor. The rule of thumb is that, the VIF should be less than 5 for non collinearity. The multicollinearity are presented in Table 4.8 below.

Table 4.8: Multicollinearity Test

Variable	VIF
Employee training practices	1.807
Career development practices	1.521
Management development practices	1.687
Performance appraisals practices	1.673
Mean VIF	1.692

Source: Researcher, 2022

The results of the tests of multicollinearity are presented in Table 4.8. Collinearity statistics (Table 4.6) indicated a Variance Inflation Factor (VIF) <10 for all the variables thus an indication that the variables were not highly correlated, hence no existence of Multicollinearity. This is an indication of the suitability of the variables for multiple regression analysis.

4.5.2 Test for Normality

Parametric tests such as correlation and multiple regression analysis require normal data. When data is not normally distributed it may distort the results of any further analysis. Preliminary analysis to assess if the data fits a normal distribution was performed. To assess the normality of the distribution of scores, Kolmogorov-Smirnov test was used. The normality test results are shown in table 4.9.

Table 4.9: Results of Kolmogorov-Smirnov^a for Normality

Variable	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Employee training practices	.931	117	.266
Career development practices	.835	117	.714
Management development practices	.835	117	.253
Performance appraisals practices	.814	117	.166
Employee performance	.796	117	.272

Source: Researcher, 2022

When non-significant results (>0.05) are obtained for a score it shows the data fits a normal distribution (Tabachnik & Fidell, 2007). Table 4.9 shows the results of the Kolmogorov-Smirnov test and indicate that the data in relation to each variable is normally distributed as the significance value in all cases is greater than 0.05. This implies the data is suitable for analysis using regression analysis.

4.5.3 Tests of Linearity

Compare means were used to test for linearity and to visually show whether there was a linear or curvilinear relationship between two continuous variables before carrying out regression analysis. Regression models can only accurately estimate the relationship between dependent and independent variables if the relationship is linear (Osborne & Waters, 2002). The linearity results of the relationship between the dependent and independent variables are shown below in Table 4.10.

Table 4.10: Linearity Test

Employee performance against independent variables			Sig.
	Between Groups	(Combined)	0.000
		Linearity	0.000
		Deviation from Linearity	0.612
Employee training practices	Between Groups	(Combined)	0.000
		Linearity	0.000
		Deviation from Linearity	0.067
Career development practices	Between Groups	(Combined)	0.000
		Linearity	0.000
		Deviation from Linearity	0.409
Management development practices	Between Groups	(Combined)	0.000
		Linearity	0.000
		Deviation from Linearity	0.713
Performance appraisals practices			

Source: Researcher, 2022

Based on the Anova table output in Table 4.10, value sig deviation from linearity is $0.612 > 0.05$ for employee training practices against employee performance. The results imply that there is linear relationship between employee training practices against employees' performance. There was a linear relationship between career development practices against employee performance since sig value deviation from linearity is $0.067 > 0.05$. Also, Management development practices and employee performance attracted deviation from linearity of $0.409 > 0.05$ implying presence of linearity relationship. There was a linear relationship between management development practices against employee performance since sig value deviation from linearity is $0.713 > 0.05$.

The linearity test indicates the relationship between dependent and independent variables. For linear regression to be conducted, the relationship between the independent and dependent variables needs to be linear. The linearity test results show that the data set was exhibiting linear pattern hence linear regression modeling could be conducted. Linear regression modeling could thus be conducted to establish the effect of human resource development practices on employee performance at Standard Gauge Railway Kenya.

4.5.4 Heteroscedasticity Testing

It was important to examine whether there is a difference in the residual variance of the observation period to another period of observation. Many statistical methods that can be used to determine whether a model is free from the problem of heteroscedasticity or not includes; White test, Test Park and Test Glejser. This study used Test Glejser to test for heteroscedasticity using SPSS. This test was conducted by regressing an absolute residual value of the independent variable with the regression model. The decision criterion is that; if the p-value >0.05 , then there is no problem of heteroscedasticity, if the p-value <0.05 , then there is a problem of heteroscedasticity. Table 4.11 shows heteroscedasticity Test results.

Table 4.11: Heteroscedasticity Test Results

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	0.267	0.06		4.43	0.000
Employee training practices	-0.029	0.021	-0.124	-1.39	0.166
Career development practices	0.016	0.02	0.065	0.784	0.434
Management development practices	-0.012	0.02	-0.048	-0.58	0.562
Performance appraisals practices	0.018	0.02	0.078	0.929	0.354

a. Dependent Variable: AbsUt

Based on the output coefficients, the obtained p-value of employee training practices variable of 0.166, the p-value of career development practices of 0.434, the p-value of management development practices of 0.562 and the p-value of performance appraisals practices of 0.354 are all greater than 0.05, it can therefore be concluded that there is no heteroscedasticity problem in the data.

4.5.5 Autocorrelation Testing

Autocorrelation represents the degree of similarity between a given time series and a lagged version of itself over successive time intervals. Autocorrelation measures the relationship between a variable's current value and its past values. In this study autocorrelation was tested using the Durbin-Watson test. The decision criterion is that if the Durbin-Watson value is greater than 1.5 and less than 2.5, then the conclusion is that there is no autocorrelation in the data. Otherwise, if Durbin-Watson value is less than 1.5 or greater than 2.5, then the conclusion is that data suffers from autocorrelation or data is auto correlated. Table 4.12 shows the Durbin-Watson test Results.

Table 4.12: Durbin-Watson test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.809 ^a	.655	.643	.62080	1.721

a. Predictors: (Constant), Performance appraisals practices, Management development practices, Career development practices, Employee training practices

From Table 4.12, it is evident that the Durbin-Watson value is 1.721 which is greater than 1.5 and less than 2.5. Therefore, the conclusion in this case is that there is no autocorrelation in the data.

4.6 Test of Hypotheses

The results presented in Table 4.13 indicate the fitness of model used of the regression model in explaining the study phenomena.

Table 4.13: Model Fitness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.809 ^a	.655	.643	.62080

a. Predictors: (Constant), Performance appraisals practices, Management development practices, Career development practices, Employee training practices

Source: Researcher, 2022

From the results on Table 4.13, shows that employee training development practices, career development practices, management development practice and performance appraisals practices were found to be satisfactory variables in explaining employee performance at Standard Gauge Railway Kenya. This fact is supported by coefficient of determination also known as the R square of .655. This implies that employee training development practices, career development practices, management development practice and performance appraisals practices explain 65.5% of the variations in the dependent variable, which is employee performance at Standard

Gauge Railway Kenya. Table 4.14 gives the results of the analysis of variance (ANOVA).

Table 4.14: Analysis of Variance

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	81.979	4	20.495	53.178	.000 ^b
Residual	43.164	112	.385		
Total	125.143	116			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), performance appraisals practices, management development practices, career development practices, employee training practices

Source: Researcher, 2022

The outcomes of the analysis of variance show that the general model was statistically significant. Further, the outcomes suggest that employee training development practices, career development practices, management development practice and performance appraisals practices are satisfactory indicators of employee performance at Standard Gauge Railway Kenya. This was supported by an F statistic of 53.178 and the reported p value (0.000) which was less than the conventional probability of 0.05 significance level. The regression of coefficient table is presented in Table 4.15.

Table 4.15: Regression coefficient analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.523	.226		2.314	.022
Employee training practices	.243	.081	.224	2.997	.003
Career development practices	.264	.050	.361	5.267	.000
Management development practices	.237	.076	.224	3.101	.002
Performance appraisals practices	.278	.060	.333	4.639	.000

a. Dependent Variable: Employee performance

Source: Researcher, 2022

The beta coefficients of the multiple regression model predicting the employee performance at Standard Gauge Railway Kenya is presented as;

$$Y = .523 + .243X_1 + .264X_2 + .237X_3 + .278X_4$$

Where

Y = employee performance at Standard Gauge Railway Kenya

X₁ = Employee training practices

X₂ = Career development practices

X₃ = Management development practices

X₄ = Performance appraisals practices

Basing on the predictive model, performance appraisals practices ($\beta = .278$) had the highest positive effect on employee performance at Standard Gauge Railway Kenya. Career development practices had the second highest positive effect ($\beta = .264$) on employee performance at Standard Gauge Railway Kenya, followed by employee training practices ($\beta = .243$) and management development practices ($\beta = .237$). The hypotheses were tested using p-value method in the regression model. The acceptance/rejection criterion was that, if the p value is greater than the significance level of 0.05, we fail to reject the H₀ but if it's less than 0.05 level of significance, the H₀ is rejected.

The results also revealed that employee training practices and employee performance at Standard Gauge Railway Kenya have a positive and significant relationship ($\beta = .243$, $p = 0.003 < 0.05$). The regression of coefficient implies that if employee training practices increases by one unit, employee performance increases by .243 units. The first hypothesis was that there is no statistically significant relationship

between employee training practices and employee performance at Standard Gauge Railway Kenya. The p-value calculated was $0.003 < 0.05$, hence the hypothesis that employee training has no significant effect on employee performance at Standard Gauge Railway Kenya was rejected and conclusion made that employee training has significant effect on employee performance at Standard Gauge Railway Kenya.

Employees are major assets when undertaking any project. The active role they play towards a company's success cannot be underestimated. As a result, equipping these unique assets through effective training becomes imperative in order to maximize the job performance. Training has been reckoned to help employees do their current jobs or help meet current performance requirements, by focusing on specific skills required for the current need. There is therefore the need for extensive external training for human resources to be able to improve and also contribute to the performance of the SGR. Training provides employees with competencies for anticipated future jobs and roles. The goal of training is for employees to master the knowledge, skill, and behaviours emphasized in training programs and to apply them to their day-to-day activities. The results agree with Githinji (2014) who studied the effects of training on employee performance: a case study of United Nations Support Office for the African Union Mission in Somalia and found that general training enhances employee engagement in change processes and training enhances employee motivation in performing the assigned tasks.

The results also revealed that career development practices and employee performance at Standard Gauge Railway Kenya have a positive and significant relationship ($\beta = .264$, $p = 0.000 < 0.05$). The regression of coefficient implies that if career development increases by one unit, employee performance increases by .264 units. The second hypothesis was that there is no statistically significant relationship

between career development practices and employee performance at Standard Gauge Railway Kenya. The p-value calculated was $0.000 < 0.05$, hence the hypothesis that career development practices has no significant effect on employee performance at Standard Gauge Railway Kenya was rejected and conclusion made that career development practices has significant effect on employee performance at Standard Gauge Railway Kenya.

Career development is about providing opportunities for employees to grow personally and professionally. It means that employees are able to be promoted and go to higher levels within their organizations. Career development considered as one of the human resource practices that help in retention management issue. Career development is structured approaches utilized to assist employees meet the requirements of different positions within the organization through their career life with consideration of the organizations needs and requirements. It is also viewed as a chance for people to plan for their lives by contemplating their skills, interests and goals and aligning them to their career paths. The primary goal of career development is to meet the present and prospective needs of both the organization and its employees. Providing constructive career development opportunities to employees has also been found to be one of the most cost-effective ways an organization can embrace to retain top talent. Career development practices in the workplace have been found to help organizations attract and retain high performing employees. The results agree with Amdany (2017) who conducted a study on the perceived effect of career development practices on employee retention at the Safaricom Call Centers in Kenya and that career development practices do influence employee retention to a great extent. However, the results did not agree with Al-sharafi, Hassan and Alam (2018) who studied the effect of training and career development on employees'

retention of Telecommunication Organizations in Yemen and showed that career development has no relationship with employees' satisfaction or retention.

The results also revealed that management development practices and employee performance at Standard Gauge Railway Kenya have a positive and significant relationship ($\beta=.237$, $p=0.002<0.05$). The regression of coefficient implies that if management development practices increases by one unit, employee performance increases by .237 units. The third hypothesis was that there is no statistically significant relationship between management development practices and employee performance at Standard Gauge Railway Kenya. The p-value calculated was $0.000<0.05$, hence the hypothesis that management development practices has no significant effect on employee performance at Standard Gauge Railway Kenya was rejected and conclusion made that management development practices has significant effect on employee performance at Standard Gauge Railway Kenya.

Management development is a systematic process of growth and development by which managers develop their abilities to manage. Management development is therefore the overall concept that describes the way organizations help employees develop their personal and organizational skills, either as managers in a management job or with an eventual management job in mind. Investment in management development can have a direct economic benefit to the organization, with the following approaches: mentoring, coaching, job rotation, professional development, flow analysis, upward feedback, executive education and supervisory training. The results agree with Perin, Sampaio, Becker and Fernandes (2009) who studied the impact of management development in the organizational performance from the viewpoint of the approach of competencies and found that management development enhances employees' performance. However, the results do not agree with Nuraini,

Hermawan, Hubeis and Panjaitan (2015) who studied the impact of management development program to employees, job performances of a telecommunication company in Indonesia and found that there is no significant impact of management development program to employees' job performances.

Coefficient of results further showed that performance appraisals practices and employee performance at Standard Gauge Railway Kenya have a positive and significant relationship ($\beta=.278$, $p=0.000<0.05$). The regression of coefficient implies that if performance appraisals practices increases by one unit, employee performance increases by .278 units. The forth hypothesis was that there is no statistically significant relationship between performance appraisals practices and employee performance at Standard Gauge Railway Kenya. The p-value calculated was $0.000<0.05$, hence the hypothesis that performance appraisals practices has no significant effect on employee performance at Standard Gauge Railway Kenya was rejected and conclusion made that performance appraisals practices has significant effect on employee performance at Standard Gauge Railway Kenya.

Performance appraisal is a process that is carried out to enable both the individual and the organization to analyze, examine and evaluate the performance of specified objectives over a period of time. This process can take up formal and informal forms. The purposes of performance appraisal have been classified into two groups that is the developmental and administrative purposes. The developmental purposes of performance appraisal include providing performance feedback, identifying individual strengths/weaknesses, recognizing individual performance, assisting in goal identification, evaluating goal achievement identifying individual training needs, determining organizational training needs, improving communication and allowing employees to discuss concerns. On the other hand, administrative Under the

developmental purposes are purposes of performance appraisal include but are not limited to documenting personal decisions, determining promotion candidates, determining transfers and assignments, identifying poor performance, deciding layoffs, validating selection criteria, meeting legal requirements to mention a few. The results agree with Iqbal, Ahmad, Haider, Batool and Ul-ain (2013) on the impact of performance appraisal on employee's performance involving the moderating role of motivation and found that a positive relationship between performance appraisal and employee's performance. The results also agree with Ma and Ma (2016) on the effect of performance appraisal on employee performance: a survey on administrative staff of Hawassa University and found that positive and significant relationships between performance appraisal and employee performance.

4.7 Summary of Hypotheses

The summary results of the hypotheses are presented in Table 4.16.

Table 4.16: Summary of Hypotheses

Objective	Hypothesis	Rule	P-value	Comment
To evaluate the effect of employee training development practice on employee performance at Standard Gauge Railway Kenya.	H₀₁: Employee training has no significant effect on employee performance at Standard Gauge Railway Kenya.	Reject Ho if p-value <0.05	p.003<0.05	The results fail to accept the null hypothesis; therefore, employee training practice has significant effect on employee performance at Standard Gauge Railway Kenya.
To determine the effect of career development practice on employee performance at Standard Gauge Railway Kenya	H₀₂: Career development has no significant effect on employee performance at Standard Gauge Railway Kenya.	Reject Ho if p-value <0.05	p .000<0.05	The results fail to accept the null hypothesis; therefore, career development practice has significant effect on employee performance at Standard Gauge Railway Kenya.
To establish the effect of management development practice on employee performance at Standard Gauge Railway Kenya.	H₀₃: Management development has no significant effect on employee performance at Standard Gauge Railway Kenya.	Reject Ho if p-value <0.05	p .002<0.05	The results fail to accept the null hypothesis; therefore, management development practice has significant effect on employee performance at Standard Gauge Railway Kenya.
To investigate the effect of performance appraisals practice on employee performance at Standard Gauge Railway Kenya.	H₀₄: Performance appraisals has no significant effect on employee performance at Standard Gauge Railway Kenya.	Reject Ho if p-value <0.05	p .000<0.05	The results fail to accept the null hypothesis; therefore, performance appraisals practice has significant effect on employee performance at Standard Gauge Railway Kenya.

Source: Researcher, 2022

4.8 Discussion of Findings

The first objective was to evaluate the effect of employee training development practice on employee performance at Standard Gauge Railway Kenya. Descriptive statistics showed that majority of the respondents were agreeing that employee training development practices are critical determinants of employee performance. Correlations results showed that there was a significant moderate positive association between employee training practices and employee performance at Standard Gauge Railway Kenya. Regression results showed that employee training practices and employee performance at Standard Gauge Railway Kenya have a positive and significant relationship. The null hypothesis that employee training has no significant effect on employee performance at Standard Gauge Railway Kenya was rejected and conclusion made that employee training has significant effect on employee performance at Standard Gauge Railway Kenya.

The second objective was to determine the effect of career development practice on employee performance at Standard Gauge Railway Kenya. Descriptive statistics showed that majority of the respondents were agreeing that career development practices are critical predictors of employee performance at Standard Gauge Railway Kenya. Correlations results showed that there was a significant strong positive association between career development practices and employee performance at Standard Gauge Railway Kenya. Regression results revealed that career development practices and employee performance at Standard Gauge Railway Kenya have a positive and significant relationship. The null hypothesis that career development practices has no significant effect on employee performance at Standard Gauge Railway Kenya was rejected and conclusion made that career development practices has significant effect on employee performance at Standard Gauge Railway Kenya.

The third objective was to establish the effect of management development practice on employee performance at Standard Gauge Railway Kenya. Descriptive statistics showed that majority of the respondents were agreeing that management development practices are critical predictors of employee performance at Standard Gauge Railway Kenya. Correlations results showed that there was a significant strong positive association between management development practices and employee performance at Standard Gauge Railway Kenya. Coefficient results revealed that management development practices and employee performance at Standard Gauge Railway Kenya have a positive and significant relationship. The null hypothesis that management development practices has no significant effect on employee performance at Standard Gauge Railway Kenya was rejected and conclusion made that management development practices has significant effect on employee performance at Standard Gauge Railway Kenya.

The fourth objective was to investigate the effect of performance appraisals practice on employee performance at Standard Gauge Railway Kenya. Results from descriptive tables showed that majority of the respondents were agreeing that performance appraisals practices are important predictors of employee performance at Standard Gauge Railway Kenya. Correlations results showed that there was a significant strong positive association between performance appraisals practices and employee performance at Standard Gauge Railway Kenya. Coefficient results revealed that performance appraisals practices and employee performance at Standard Gauge Railway Kenya have a positive and significant relationship. The null hypothesis that performance appraisals practices has no significant effect on employee performance at Standard Gauge Railway Kenya was rejected and conclusion made that performance

appraisals practices has significant effect on employee performance at Standard Gauge Railway Kenya.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings in line with the specific objectives of the study, conclusions, recommendations based on policy and practices. Further, areas for further research are also presented in this chapter.

5.2 Summary of the Findings

The first objective was to evaluate the effect of employee training development practice on employee performance at Standard Gauge Railway Kenya. Descriptive statistics showed that majority of the respondents were agreeing that employee training development practices are critical determinants of employee performance. Correlations results showed that there was a significant moderate positive association between employee training practices and employee performance at Standard Gauge Railway Kenya. Regression results showed that employee training practices and employee performance at Standard Gauge Railway Kenya have a positive and significant relationship. The null hypothesis that employee training has no significant effect on employee performance at Standard Gauge Railway Kenya was rejected and conclusion made that employee training has significant effect on employee performance at Standard Gauge Railway Kenya.

The second objective was to determine the effect of career development practice on employee performance at Standard Gauge Railway Kenya. Descriptive statistics showed that majority of the respondents were agreeing that career development practices are critical predictors of employee performance at Standard Gauge Railway Kenya. Correlations results showed that there was a significant strong positive association between career development practices and employee performance at

Standard Gauge Railway Kenya. Regression results revealed that career development practices and employee performance at Standard Gauge Railway Kenya have a positive and significant relationship. The null hypothesis that career development practices has no significant effect on employee performance at Standard Gauge Railway Kenya was rejected and conclusion made that career development practices has significant effect on employee performance at Standard Gauge Railway Kenya.

The third objective was to establish the effect of management development practice on employee performance at Standard Gauge Railway Kenya. Descriptive statistics showed that majority of the respondents were agreeing that management development practices are critical predictors of employee performance at Standard Gauge Railway Kenya. Correlations results showed that there was a significant strong positive association between management development practices and employee performance at Standard Gauge Railway Kenya. Coefficient results revealed that management development practices and employee performance at Standard Gauge Railway Kenya have a positive and significant relationship. The null hypothesis that management development practices has no significant effect on employee performance at Standard Gauge Railway Kenya was rejected and conclusion made that management development practices has significant effect on employee performance at Standard Gauge Railway Kenya.

The fourth objective was to investigate the effect of performance appraisals practice on employee performance at Standard Gauge Railway Kenya. Results from descriptive tables showed that majority of the respondents were agreeing that performance appraisals practices are important predictors of employee performance at Standard Gauge Railway Kenya. Correlations results showed that there was a significant strong positive association between performance appraisals practices and employee

performance at Standard Gauge Railway Kenya. Coefficient results revealed that performance appraisals practices and employee performance at Standard Gauge Railway Kenya have a positive and significant relationship. The null hypothesis that performance appraisals practices has no significant effect on employee performance at Standard Gauge Railway Kenya was rejected and conclusion made that performance appraisals practices has significant effect on employee performance at Standard Gauge Railway Kenya.

5.3 Conclusion

The conclusions of this study were informed based on the findings of the study. Each objective was reviewed and a conclusion provided that covers theory and practice. The study found that employee training practices influences employee performance at Standard Gauge Railway Kenya. Based on research finding it can be concluded that training has been reckoned to help employees do their current jobs or help meet current performance requirements, by focusing on specific skills required for the current need.

It is also concluded career development practices positively influences employee performance at the Standard Gauge Railway Kenya. Career development practice can enable Standard Gauge Railway to develop and place employees in positions compatible with their individual career interests, needs, and goals. This promotes employee satisfaction and optimal use of employee abilities.

Based on research finding it can also be concluded that management development practices influences employee performance at Standard Gauge Railway Kenya. Managerial development is an essential thing to do, in order to develop competencies

that will encompass managers towards better outcomes and enable them to get the opportunity of better career development.

A conclusion was also made that performance appraisals practices and employee performance at Standard Gauge Railway Kenya. With the help of the performance appraisal reports and findings, Standard Gauge Railway can be able to identify development needs. Performance appraisal system is an important drive that looks for better, more accurate, more cost-effective ways of evaluating job performance and employee motivation.

5.4 Implication of the Study

5.4.1 Theoretical contribution

The study found that employee training development practices, is statistically significant in explaining employee performance at Standard Gauge Railway Kenya. Employees are major assets of any successful completion of a project. The active role they play towards a company's success cannot be underestimated. As a result, equipping these unique assets through effective training becomes imperative in order to maximize the job performance. Training has been reckoned to help employees do their current jobs or help meet current performance requirements, by focusing on specific skills required for the current need. Training provides employees with competencies for anticipated future jobs and roles. The goal of training is for employees to master the knowledge, skill, and behaviours emphasized in training programs and to apply them to their day-to-day activities. The results makes significant contribution to the Human resource theory by aligning to its postulation that that investment in staff training increases an individual's skills and abilities obtained can potentially increase employee performance and performance of individuals' work.

Human Capital represents the combined intelligence, skills and expertise that give the organization its distinctive character. The human elements of the organizations are those that are capable of learning, changing, innovating and providing the creative thrust which if properly motivated can ensure that long term survival of the organizations. Employee training is therefore one of the variables in this study that, its main aim is to investigate how the following sub variables: Training needs assessment, training programme and evaluation, affect performance of employees at standard gauge railway Kenya. Through effective employee training, SGR staff will be equipped with necessary skills, knowledge and aptitudes that will influence their performance positively.

The study also found that career development practices, management development practice and performance appraisals practices are statistically significant in explaining employee performance at Standard Gauge Railway Kenya. The results make significant contribution to the Instructional Design Theory. Instructional Design Theory explains how to improve human performance through learning in organized processes that can be measured. The kinds of learning and development may include cognitive, emotional, social, physical and spiritual. The unique feature with Instructional Design Theory is that the methods they offer are situational rather than universal implying that one method may work best in one situation while another may work best in a different situation. According to Instructional Design Theory, training and development should be done to cater for the different organizational functions like managing cultural differences, personal and career management and development thus being a major pillar for promoting employee performance.

5.4.2 Implication for Managerial Practice

It was established that employee training practices influences employee performance at Standard Gauge Railway Kenya. The study therefore recommends for the introduction of structured periodic training programmes, mentoring and coaching programs for employees at Standard Gauge Railway Kenya with aim of enhancing employees' skills and competencies in the areas of specialization. The employee training programmes need to be objective based on employee training needs and task at hand, dynamic in accordance to changing business environment and supported by the Kenya Railway Corporation. Training can be in the form of seminars, workshops and internal trainings organized by the human resource department Standard Gauge Railway.

The study established that career development practices positively influences employee performance at the Standard Gauge Railway Kenya. There is need for the human resource department at Standard Gauge Railway to organize career counselling programs and support programmes for their employees based on their areas of specialization, interests, employees' personality, values and skills. There is also need for structured career mentorship and support programmes organized by the senior and experienced employees at Standard Gauge Railway in support by the human resource department to train junior employees on how to organize, undertake and escalate tasks. Through career development practices, employees will able to identify their aspirations and abilities, and through counseling recognize what career development needs are required for particular career information and how to build on it.

It was also established that management development practices influences employee performance at Standard Gauge Railway Kenya. Managerial development practice is an essential corporation's responsibility in developing core competencies and

management skills among employees aim at preparing them for future managerial and leadership roles. There is need for job rotation, mentoring, executive education and professional development practices to prepare future management staff at the Standard Gauge Railway. In addition, the Standard Gauge Railway need to periodically review the roles of employees to ensure that they are aligned towards its strategic management goals.

The study also established that performance appraisals practices significantly influence employee performance at Standard Gauge Railway Kenya. The study recommends for periodic performance appraisals to enable identify the strengths and weaknesses among the employees at Standard Gauge Railway. The identification of strengths and weakness among employees will enable the Standard Gauge Railway to devise ways of enhancing employee performance by allocating tasks based on capabilities and competencies. With the help of the performance appraisal reports and findings, the Standard Gauge Railway Kenya can be able to identify development needs. Performance appraisal system is an important drive that looks for better, more accurate, more cost-effective ways of evaluating task accomplishment among the employees.

5.5 Limitations of the Study

The study only focused on the effect of human resource development practices on employee performance at Standard Gauge Railway Kenya and therefore the findings of the study may not be generalized for all other public or private organizations. The study faced time limitation since respondents took time in answering the questionnaires and this led to delay in analysis of data. Similarly some respondents were not able to respond to the questionnaire reducing the response rate. The study

population size was quite small thus difficult to generalize the results as indicative of all campuses all the government parastatals and corporations.

5.6 Areas for Further Research

Employee performance is affected by many other internal and external factors in an organization. The factors include compensational strategies and the nature of working environment. Further research may include these variables as intervening and moderating variables on effect of human resource development practices on employee performance at Standard Gauge Railway Kenya respectively.

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APPENDICES

Appendix I: Letter of Introduction

ESTHER CHEMASWA MOSHONG'

MOI UNIVERSITY NAIROBI CAMPUS,
NAIROBI.

MARCH, 2019.

THE GENERAL MANAGER,
STANDARD GAUGE RAILWAY KENYA,
NAIROBI.

Dear Sir,

RE: RESEARCH PROPOSAL

In regard to the above, I hereby wish to introduce myself to your organization. I am Esther Chemaswa Moshong' a student of Moi University pursuing Master's degree in Human Resource Development.

I am currently undertaking a research proposal entitled "Effect of Human Resource Development Practices on Employee Performance at Standard Gauge Railway-Kenya, as a partial fulfilment of the requirements for my master's programme.

The purpose of this letter is to request you to provide me with the necessary support and assistance to enable me obtain the necessary data for this thesis. Kindly note the information given is purely for academic purposes.

Thank you in advance.

Yours faithfully,

Esther Chemaswa Moshong'

Appendix II: Research Questionnaire

Instructions

Please fill your response in the space provided or tick (√) as appropriate. All the information provided here will be considered private and confidential for the purpose of this research only.

1. Please indicate your work category

Human resource

Passenger transport

Legal affairs

Shunting

Marketing

Corporate affairs

2. What is your highest academic qualification?

PhD

Master's degree

Bachelor's Degree

Diploma

Certificate

3. Year of Working Experience

Less than 1 Year

1-2 Years

More than 2 years

EMPLOYEE TRAINING

Please express the extent to which employee training as a Human Resource Development Practice Influence Employee Performance at Standard Gauge Railway, Kenya, by indicating your level of agreement /disagreement on a five point-scale.

(Where **SD** = strongly agree, **D** = Disagree, **M**= Moderate, **A** = Agree, **SA** = strongly agree.)

		SD	D	M	A	SA
1	My organization trains and gives support to new hires which makes employees feel recognized and appreciated into the organization.					
2	My organization provides me with effective mentoring and coaching programs to ensure that I'm able to carry out my duties and responsibilities with ease.					
3	The training needs of the employees in our organization are assessed on the basis of their performance appraisal.					
4	The trainers used are knowledgeable and effective.					
5	We have developed better training evaluation strategies that enhances employee performance					
6	We are encouraged to participate in various seminars and workshops.					
7	Employees returning from training programs are given opportunities to experiment with what they have learned.					

CAREER DEVELOPMENT

Please express the extent to which career development as a Human Resource Development Practice Influence Employee Performance at Standard Gauge Railway, Kenya, by indicating your level of agreement /disagreement on a five point-scale.

(Where SD = strongly agree, D = Disagree, M= Moderate, A = Agree, SA = strongly agree.)

		SD	D	M	A	SA
1	We have developed better career counselling programs in the organization.					
2	Our organization recognizes the career growth needs of its employees.					
3	Career opportunities are pointed out to subordinates by managers and supervisors in the organization.					
4	Our organization places the right person in the right job.					
5	The organization has initiated career development programs that have led to career satisfaction of employees.					
6	Organizations should develop a set of career goals, strategy and options based on its interests, employees personality, values and skills relating to employees performance					
7	Career development forms an integral part of employees' performance which enables employers to identify talented employees with high potential for promotion opportunities in the organization.					

MANAGEMENT DEVELOPMENT

Please express the extent to which management development as a Human Resource Development Practice, influence Employee Performance at Standard Gauge Railway, Kenya, , by indicating your level of agreement /disagreement on a five point-scale.

(Where **SD** = strongly agree, **D** = Disagree, **M**= Moderate, **A** = Agree, **SA** = strongly agree.)

		SD	D	M	A	SA
1	We have self - development programs for the employees					
2	We are often asked by our supervisors to participate in decision making.					
3	We have initiated leadership development programs for the entire staff in the organization					
4	We have the best management development programs for our organization					
5	Delegation of authority is quite common; subordinates are encouraged to develop skills to handle greater responsibility.					
6	Feedback on performance is given on a continuous basis					
7	Our organization has job rotation, mentoring, executive education and professional development practices to prepare future management staff.					

PERFORMANCE APPRAISALS

Please express the extent to which performance appraisals as a Human Resource Development Practice Influence Employee Performance at Standard Gauge Railway, Kenya, by indicating your level of agreement /disagreement on a five point-scale.

(Where SD = strongly agree, D = Disagree, M= Moderate, A = Agree, SA = strongly agree.)

		SD	D	M	A	SA
1	Our organization appraises the performance of its employees at regular intervals.					
2	Performance appraisal in our organization aims at improving employee performance and strengthening our job skills.					
3	Employees are fairly compensated for their performance					
4	We feel our performance appraisal has been fair and objective.					
5	I understand how my performance is evaluated.					
6	We receive proper feedback on how we are performing.					
7	We have target appraisals programs in place that enhances employee performance.					
8	We have incorporated review of appraisals programs in place for the organization.					

EMPLOYEE PERFORMANCE

Please express the extent to which employee performance is influenced by Human Resource Development Practices at Standard Gauge Railway, Kenya, by indicating your level of agreement /disagreement on a five point-scale.

i) Task Performance

To what extent do you agree with the following statements assessing on employee performance

(Where SD = strongly agree, D = Disagree, M= Moderate, A = Agree, SA = strongly agree.)

Task Performance	SD	D	M	A	SA
Quantity					
There set quantity work requirement to be completed by each employee per day					
Employees can produce the expected work output with ease					
Employees at SGR are able to achieve their output					
Quality					
I am able to deliver the required quality standards of work at SGR					
Tasks allocated to employees at SGR are completed at set timelines					
Efficiency					
Equipment at SGR are properly utilized in line with the corporation gals					
Employees at SGR are able to work with efficiency					

ii) **Contextual Performance**

To what extent do you agree with the following statements assessing on employee performance

Contextual Performance	SD	D	M	A	SA
Punctuality					
Employees are punctual in their activities					
Employees at SGR are enthusiastic with their tasks					
I am able to complete tasks with minimal supervision					
Volunteering					
Are employees allowed to perform other tasks as volunteer apart from tasks assigned to them					
Employees at SGR are very willing to carry out task activities that are not part of one's job					
Team Player					
Employees at SGR exhibits high team spirit at work					

Thank you for your time