



**MENTORING AND EMPLOYEE PERFORMANCE IMPROVEMENT IN PUBLIC HOSPITALS IN RIVERS STATE**

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**ABSTRACT**

*This study examined the relationship between mentoring and employee performance improvement in public hospitals in Rivers State. The study adopted the cross-sectional survey in its investigation of the variables. Primary data was generated through structured questionnaire. The population of the study was 810 employees of twenty Public Hospitals in Rivers State. The sample size was 265 determined using the Taro Yamen's sample size determination formula. The reliability of the research instrument was achieved by the use of the Crombach Alpha coefficient with all the items scoring above 0.70. The hypotheses were tested using the Spearman's Rank Order Correlation Statistics. The tests were carried out at a 95% confidence interval and a 0.05 level of significance. Results of hypotheses tests revealed that there is a positive significant relationship between mentoring and employee performance improvement in public hospitals in Rivers State. The study concluded that mentoring significantly predicted employee performance improvement in public hospitals in Rivers State. The study recommended that management of public hospitals should craft a successful mentoring strategy that will focus on the developing critical employee skills, capacities and competencies which will enhance employee performance improvement.*

**Keywords:** Mentoring, Employee Performance Improvement, Job Rotation, Job Enrichment, Competency Mapping

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## INTRODUCTION

Employee performance improvement is a systematic process for improving the employees by developing the performance of individuals and teams. It is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements. Processes exist for establishing shared understanding about what is to be achieved, and for managing and developing people in a way that increases the probability that it will be achieved in the short and longer term. It is owned and driven by line management, (Armstrong, 2006).

Employee performance improvement goals define what needs to be done to achieve better results. They may be expressed in a performance improvement plan that specifies what actions need to be taken by role holders and their managers. A performance improvement plan is a formal process used by supervisors to help employees improve performance or modify behavior. The performance improvement plan, as it is sometimes called, identifies performance and/or behavioral issues that need to be corrected and creates a written plan of action to guide the improvement and/or corrective action. High employee involvement practices encourage a much greater level of trust and communication between employers and employees through involving them more in the organization. High involvement is in turn accompanied by a high degree of empowerment and the exercise of discretion among the workforce.

The concept of performance improvement has developed over the past two decades as a strategic, integrated process, which incorporates goal setting, performance appraisal and development into a unified and coherent framework with the specific aim of aligning individual performance goals with the organization's wider objectives (Dessler, 2005). Consequently, it is concerned with; how people work, how they are managed and developed to improve their performance, and ultimately how to maximize

their contribution to the organization. It is underpinned by the notion that sustained organizational success will be achieved through a strategic and integrated approach to improving the performance and developing the capabilities of individuals and wider teams (Armstrong & Baron, 2005). Although competitive pressures have been the driving force in the increased interest in performance management, organizations have also used these processes to support or drive culture change and to shift the emphasis to individual performance and self-development (Fletcher & Perry, 2001).

In some organizations, only individuals who have acquired skills on specific jobs are employed. But in others, individuals are employed to be developed on the job as required by the organization. In this case, it is believed that the individual, through training and development programmes, will acquire the skill and knowledge required for effective performance of the job (Nwatu, 2006: 72). However, human capital development must be based on the need rather than meeting the requirements of the organization. Such requirements must be accurately defined and the development programme should be organized to exploit the potentials of the employee or to correct the deficiencies in the level of their performance (Ugwunna, 2007:151). One means of ensuring this is through employee mentoring programs.

In a traditional sense, mentorship involves a process that brings together the inexperienced and experienced individuals in an attempt to enable the former to gain knowledge, self-confidence, skills as the other benefits from the later as they transit through the process (Gershenfeld, 2014). Allen (2007) argues that mentorship is a system of semi-structured guidance where one person or a group of people share their knowledge, skills and experience to assist others to progress in their own lives and careers. Over time, the definition of mentorship has evolved, with some theorists suggesting that mentorship must be voluntary relationship of equality, openness, and

trust between the mentor and mentee (Coppola *et al*, 2010).

A mentor is a person who commands a certain degree of respect, either by virtue of holding a higher-level position, or because of age, expertise or experience doing the job (Noe, Greenberger & Wang, 2002). It also refers to someone who takes a special interest in a person, and in teaching that person skills and attitudes to help that person succeed. (Mathewman, Clutterback & Ragins, 2012) established that mentorship has a large number of outcomes for the mentor, the protégé and the organization. Protégé outcomes include career advancement, success and satisfaction whilst mentors can benefit from increased promotion rates, rejuvenation and the acquisition of useful information. Furthermore, organizational outcomes include increased employee motivation, better job performance and increased competitive advantage. Clutterbuck and Klaseen (2012) found out that mentorship has the net effect of enhancing the competence of mentee; provide psychological support, motivation and job satisfaction which enhances performance not only for the employee but the organization as a whole which may translate into a competitive advantage position to the organization. Olsen et al (1999) established that in knowledge economy, where the business environment is characterized by turbulence and complexity, knowledge is the main source of creating

both innovation and sustainable competitive advantage. It is therefore necessary to appreciate the link between mentorship and knowledge identification, creation, transfer and application of knowledge in order to enhance employee competence and capability through acquisition of relevant skills, knowledge and decision making strategies. Mentorship has immense benefits to an organization besides being the key to improving project capability. While there is a reliance on personal knowledge, explicit knowledge and collaboration within the project external networks play a crucial role in terms of knowledge creation. These networks tend to be the informal networks of project team members when external knowledge or expertise is required (Jennex, 2007). This study therefore examines the relationship between mentoring and employee performance improvement in public hospitals in Rivers State. Furthermore, this study was guided by the following research questions:

- What is the relationship between training and job enrichment in public hospitals in Rivers State?
- What is the relationship between training and job rotation in public hospitals in Rivers State?
- What is the relationship between training and competency mapping in public hospitals in Rivers State?



**Figure 1: Conceptual Framework for the relationship between mentoring and employee improvement**

**Source: Author's Desk Research, 2019**

## LITERATURE REVIEW

### Resource Based View of the Firm (RBV)

Resource Based view of the firm (RBV) which is an economic baseline theory. Resource Based-view of the firm is concerned with the fundamental question of why firms are different and how these firms deploy their resources to achieve and sustain competitive advantage. This theory has been examined by some management experts who contributed to its development. There is a shift away from external forces to internal resources as what contributes to the competitive advantage of the firms in strategy literature over the last decade. The reasons for the shift are: firstly, the increase rate of change in products, technology and shift in customer preferences. Secondly, the activities and coverage of some industries overlap, especially the information-related ones (Betis and Hitt, 1995, Hamel and Prahalad 1994). Thirdly, the rate of change in both the external and internal environment of business has made firms to react very quickly, as competitive advantage is often tied to time (Stalk and Hout, 1990).

The primary concern of RBV is resource, and the performance of a firm is determined by the firm-specific resources and capabilities (Barney 1991). According to Barney (1991) Resources refer to a firm's assets, capabilities, organizational processes, firms' attributes, information, knowledge etc controlled by a firm that enable the firm conceive of and implement strategies that improve its efficiency and effectiveness". Resources are those asset that are tied semi-permanently to the firm (Wernerfelt, 1984). It includes Economic, physical capital, human capital, commercial, technological, organizational capital resources, or assets used by the firm to develop, manufacture, and deliver products and services to its customers, its reputation and informational resources, including a firm's corporate culture, as well as its management team (Barney 1991). Resources are the inputs into the production process.

The resources of a firm comprise the tangible resources (physical resources) and intangible resources (employees experience, skills, and firms good will) which are the sources of the firm's in competitive advantage. The competitive advantage of a firm according to Barney (1991) is dependent on the characteristics of a firm's resources. These characteristics include whether the resources are; valuable (in that they exploit opportunities and or neutralized threats in a firm's environment), rare among a firm's current and potential competitors, inimitable, and non-substitutable (VRIM). Many authors have expanded Barney's view to include resource durability, non-tradability, and idiosyncratic nature of resources (Amit and Schoemaker, 1993; Mahoney and Pandian, 1992).

### Human Capital Theory

Human-capital theory is a modern extension of Adam Smith's explanation of wage differentials by the so-called net (dis)advantages between different employments (Fitzsimons, 1999). Schultz (1961) recognized the human capital as one of important factors for a national economic growth in the modern economy. Frank & Bemanke (2007) define that human capital is 'an amalgam of factors such as education, experience, training, intelligence, energy, work habits, trustworthiness, and initiative that affect the value of a worker's marginal product'. The costs of learning the job are a very important component of net advantage and have led economists to claim that, other things being equal, personal incomes vary according to the amount of investment in human capital; that is, the education and training undertaken by individuals or groups of workers. A further expectation is that widespread investment in human capital creates in the labour-force the skill-base indispensable for economic growth.

Training is the component of human capital that workers acquire after schooling, often associated with some set of skills useful for a particular industry or useful with a particular set of technologies. There is a widespread belief that learning is the core factor

to increase the human capital. In other words, learning is an important component to obtain much knowledge and skills through lots of acquisition ways including relationship between the individual and the others (Sleezer, Conti, Nolan, 2003). At some level, training is very similar to schooling in that the worker, at least to some degree, controls how much to invest. But it is also much more complex, since it is difficult for a worker to make training investments by himself. The firm also needs to invest in the training of the workers, and often ends up bearing a large fraction of the costs of these training investments. The role of the firm is even greater once we take into account that training has a significant “matching” component in the sense that it is most useful for the worker to invest in a set of specific technologies that the firm will be using in the future. So training is often a joint investment by firms and workers.

### **Mentoring**

Clutterbuck (2002) defines mentoring as a help from one person to another through the sharing of knowledge and work idea. Mentoring is aimed at increasing employees’ competence in the organization. Hish and Cater (2002) assert that mentors are persons who help to prepare and nurture others to perform optimally in future and in their careers. Mentoring is the use of experts who advice in self-development and educational problems. They direct and guide people/ employees in acquiring knowledge, competence and skills for a job by giving them both administrative and technical advice. They also try to proffer solutions to certain problems encountered initially by employees in the advancement of their career, as well as shaping values and projecting organizational culture and behaviour (Harris, 2008). It is necessary for mentors to be expert in a particular area so as to give sufficient support to individuals that are made to learn in the organization.

Mentoring is a process that can only be defined within a contextual setting. This is characterized by the relationship between a more knowledgeable individual and a less experienced individual. A mentor

provides counseling, guidance, instructions, modeling, sponsorship and professional networking. Mentoring is a mechanism that allows personal, psychological and professional development. A mentoring relationship is a socialization and reciprocal relationship which transformation the identity of both the mentor and the mentee (Brockbank & McGill, 2006). Formal and informal mentoring have over time become an integral part of a human resource strategy which organizations seek to develop their human resources to achieve competitive success.

Mentoring has been an age-long activity since the ancient times. In defining mentoring, Emecheta (2007) posits that it is a relationship between a young person and an adult in which the adult provides the young person with support, guidance, and assistance as the younger person goes through difficult periods, faces new challenges, or work to correct earlier problems mentors according to Clarke (2000) teach, guide, help, counsel, and inspire their protégés (mentees). They have a big impact not only on their protégés but also on their organizations. Mentoring activity is multi-faceted.

According to Collins (1994) the activities of typical mentors revolve around the following: Teaching the job; counselling; endorsement of activities; sponsoring; protection; teaching politics career help; challenging tasks; friendship and demonstration of trust. From these useful insights, we decipher that mentoring is a relationship between a mentor and a mentee (protege) whereby the latter understudies the former both in a formal and in an informal way, for the purposes of acquiring certain skills and knowledge from the mentor. The management of organizations or companies in turbulent times is a challenge.

In a traditional sense, mentorship involves a process that brings together the inexperienced and experienced individuals in an attempt to enable the

former to gain knowledge, self-confidence, skills as the other benefits from the later as they transit through the process (Gershenfeld, 2014). Allen (2007) argues that mentorship is a system of semi-structured guidance where one person or a group of people share their knowledge, skills and experience to assist others to progress in their own lives and careers. Over time, the definition of mentorship has evolved, with some theorists suggesting that mentorship must be voluntary relationship of equality, openness, and trust between the mentor and mentee (Coppola & Ledlow, 2010).

A mentor is a person who commands a certain degree of respect, either by virtue of holding a higher-level position, or because of age, expertise or experience doing the job (Noe, Greenberger & Wang, 2002). It also refers to someone who takes a special interest in a person, and in teaching that person skills and attitudes to help that person succeed. (Mathewman, Clutterback & Ragins 2012) established that mentorship has a large number of outcomes for the mentor, the protégé and the organization. Protégé outcomes include career advancement, success and satisfaction whilst mentors can benefit from increased promotion rates, rejuvenation and the acquisition of useful information. Furthermore, organizational outcomes include increased employee motivation, better job performance and increased competitive advantage. Clutterback, Klasen, (2012) found out that mentorship has the net effect of enhancing the competence of mentee; provide psychological support, motivation and job satisfaction which enhances performance not only for the employee but the organization as a whole which may translate into a competitive advantage position to the organization. It is therefore necessary to appreciate the link between mentorship and knowledge identification, creation, transfer and application of knowledge in order to enhance employee competence and capability through acquisition of relevant skills, knowledge and decision making

strategies. Mentorship has immense benefits to an organization besides being the key to improving project capability. While there is a reliance on personal knowledge, explicit knowledge and collaboration within the project external networks play a crucial role in terms of knowledge creation. These networks tend to be the informal networks of project team members when external knowledge or expertise is required (Jennex, 2007).

There are a number of reasons why organizations may benefit from encouraging and supporting mentoring relationships. Mentoring can be used for employee socialization, management development, succession planning, and diversity enhancement (Chao, 2007; Eddy, Tannenbaum, Alliger, D'Abate, & Givens, 2001). Likewise, mentoring may serve as a tool for career advancement or on-the-job training (Cummings & Worley, 1997). Therefore, mentoring may also be useful as an organizational retention strategy, as employees may be more likely to remain in organizations that offer developmental opportunities such as those provided through mentoring programs (Allen & O'Brien, 2006).

Mentoring relationships are typically characterized as being either formal or informal. Formal mentoring programs are designed by the organization as a structured relationship, typically involving some type of contract outlining the expectations of mentor and protégé and the purposeful matching of mentors and protégés (Allen, Day, & Lentz, 2001; Ragins & Cotton, 1999). Informal mentoring may also be encouraged by the organization, but this is an unstructured, spontaneously developed, and unplanned relationship where protégés seek out mentors for career-related advice or support (Ragins & Cotton, 1999). Due to the reported success of informal mentoring relationships, many organizations have implemented formal mentoring programs. These developmental programs also gained popularity as a way to reduce career inequities among women and racial minorities (Chandler & Kram, 2007).

Mentoring is a common practice in organizations today, with approximately 71% of Fortune 500 companies reporting the use of formal mentoring programs (Bridgeford, 2007). The frequency and use of informal mentoring relationships in organizations is more difficult to document, but the mentoring literature suggests that between 45% and 76% of white-collar employees have had a mentor at work (Scandura & Ragins, 1993).

### **Employee Performance Improvement**

Performance improvement theory results in powerful and practical principles and models to help practitioners identify and solve performance problems. As stated by Cardy and Leonard (2011), "Improving performance is, or at least should be, the goal of performance management. The authors are absolutely right, performance does not improve by only looking at the past performance. If an organization aims to improve the employee's performance, the results got from measuring the performance should be analysed and dealt with. After analysing the performance, setting a diagnosis, evaluating the performance and giving feedback to the employee, a solution for the improvement should be found. The more accurate the diagnosis is, the easier it is to improve the performance. Once the cause of the performance has been identified, it is easier to find a solution since the problem source has been discovered and one can focus on a certain area when searching for a way to improve the performance. Cardy and Leonard (2011) have come up with a formula which states that performance is built up on three factors: ability, motivation and system. Performance can be a result of either the person or the system or both. Once the manager knows what the problem source is, it is easier for him or her to look for a solution. If a manager discovers that the cause of the performance is the poor equipment, he or she knows that new and better equipment must be bought. If the performance cause lies within the person or cannot be seen clearly,

the supervisor should go back to the first step of influencing factors where an answer might be found.

Employee performance improvement strategies are interventions adopted to improve the performance of employees. They include employee development, rewards, modifying the job description and involving employees. Employee development involves planning and career development, employee training, coaching and mentoring and performance feedback. According to Armstrong (2006), a career is a profession, lifelong sequence of jobs, sequence of position occupied by a person during the course of a lifetime. Career development involves managing your career either within or between organizations. It also includes learning new skills, and making improvements to help in your career. Career planning involves matching an individual's career aspirations with opportunities available in an organization. Career pathing is the sequencing of the specific jobs that are associated with those opportunities. For success, the individual and the organization must assume an equal share of responsibility for it. Career planning is the systematic process by which one selects career goals and the path to these goals and from organization's point of view, it means helping employees.

### **Measures of Employee Performance Improvement**

#### **Job Enrichment**

Job enrichment analyzed the various assumptions inherent in the job enrichment approach, along with the ramifications and utility of employing it in work organizations. This article suggested that the utility of job enrichment programs predicted on the development of increasing intrinsic job elements and down-grading attention to extrinsic factors, is questionable, at best. Kaplan et al (1969). Job enrichment adds a feeling of satisfaction derived from work itself. Structured jobs make people feel like human beings rather than units of production and that the pressures arising from the obvious discrepancies between social and technological



changes are reduced Walsh (1974). There is interdependence between job enrichment, job enlargement, employees' satisfaction and employee's performance. Job enrichment and job enlargement made the employees' feel that the organization actually owns them and thus improved their performance. Employees' performance can be enhanced by increasing their satisfaction level and satisfaction level can be enhanced by enriching and enlarging their jobs in the organization Saleem et al (2012).

### **Job Rotation**

Job rotation is a job design method which is able to enhance motivation, develop workers' outlook, increase productivity, improve the organization's performance on various levels by its multi-skilled workers, and provides new opportunities to improve the attitude, thought, capabilities and skills of workers, Casad (2012). Job rotation is also process by which employees laterally mobilize and serve their tasks in different organizational levels; when an individual experiences different posts and responsibilities in an organization, ability increases to evaluate his capabilities in the organization, Asensio-Cuesta, Diego-Mas, Cremades-Oliver, González-Cruz, (2012). Yet another medium through which stress could be managed effectively is job rotation. Through job rotation, an employee will be accorded the opportunity of being moved from one specific duty post to another. The essence is for the employee to acquire new skills and knowledge required to perform other jobs and ease out tension from those that are very tasking and stressful (Miller, 2008). Job rotation is a model of training through which already employed staffs leave their job to go on further training and unemployed people are brought into their places for work (Parker & Turner, 2002). Job rotation can also be seen as the result of employees systematically moving from one particular job to another within the organization in order to achieve planned objectives.

### **Competency Mapping**

At the heart of any successful activity lies a competence or a skill. In today's competitive world, it is becoming particularly important to build on the competitive activities of business (Sanghi, 2007). There has been much more thinking about business strategy over the past three decades, particularly regarding what competencies a business needs to have in order to compete in a specific environment. Organizations that possess inherent strengths that are core competencies are likely to have an edge over others (Sanghi, 2007). More often than not, competencies are an organizations most important resource because they are valuable, rare and difficult to imitate. Organizations can capitalize on this resource; after identifying them (competency mapping), can make decisions about how to exploit them and also learn how to expand them. Competency mapping is becoming an important HR tool today. Competency mapping is a process which identifies an individual's strengths and weaknesses in order to help them to better recognize themselves. It is a process through which one assesses and determines one's strengths as an individual worker and in some cases as part of an organization. It generally examines two areas: strengths of an individual in areas like team structure, leadership and decision making. It consists of breaking a given job or given role into constituent's tasks or activities and identifying the competencies (technical, managerial, behavioural, conceptual knowledge, attitudes, skills etc.) needed to perform the same successfully.

Competency based HRM is increasingly being recognized as an effective way of talent management over the previously adopted job-description related approach. It involves a translation from the traditional HR based on what people have (e.g skills and abilities) to what people can do (performance). Effectively mapped competencies translate the strategic vision and goal of the organization into behavioural actions that employees

must display. The success of any talent management strategy depends on a well -defined roadmap that supports a long term vision (Lathitha, 2012). The long term vision of the organization will facilitate in assessing its current talent. HRD aims at constantly assessing competency requirements of different individuals to perform the jobs assigned to them effectively and provide opportunities for developing these competencies to prepare them for future roles in the organization.

From the foregoing point of view, we hereby hypothesized thus:

**Ho<sub>1</sub>:** There is no significant relationship between mentoring and job enrichment of work organizations.

**Ho<sub>2</sub>:** There is no significant relationship between mentoring and job rotation of work organizations.

**Ho<sub>3</sub>:** There is no significant relationship between mentoring and competency mapping of work organizations

### METHODOLOGY

The study adopted the cross-sectional survey in its investigation of the variables. Primary source of data was generated through self- administered questionnaire. The population for the study was 594 employees of six (6) selected manufacturing companies. A sample size of 239 was determined using Taro Yamen’s formula. The reliability of the instrument was achieved by the use of the Cronbach Alpha coefficient with all the items scoring above 0.70. The hypotheses were tested using the Spearman’s Rank Order Correlation Statistics with the aid of Statistical Package for the Social Sciences (SPSS).

## DATA ANALYSIS AND RESULTS

### Bivariate Analysis

**Table 1: Correlation matrix for mentoring and employee performance improvement.**

		Mentoring	Job Enrichment	Job Rotation	Competency Mapping
Mentoring	Correlation Coefficient	1.000	.697	.665	.576
	Sig. (1-tailed)	.	.000	.000	.000
	N	240	240	240	240
Job Enrichment	Correlation Coefficient	.697	1.000	.942	.833
	Sig. (1-tailed)	.000	.	.000	.000
	N	240	240	240	240
Job Rotation	Correlation Coefficient	.665	.942	1.000	.912
	Sig. (1-tailed)	.000	.000	.	.000
	N	240	240	240	240
Competency Mapping	Correlation Coefficient	.576	.833	.912	1.000
	Sig. (1-tailed)	.000	.000	.000	.
	N	240	240	240	240

**Source: Research Data July2019 and SPSS output version 23.0**

Table 1 illustrated the test for the two previously postulated bivariate hypothetical statements. The results showed that for:

**Ho<sub>1</sub>: *There is no significant relationship between mentoring and job enrichment in public hospitals in Rivers State***

The correlation coefficient (r) showed that there is a significant and positive relationship between mentoring and job enrichment. The *rho* value 0.697 indicated this relationship and it was significant at  $p\ 0.000 < 0.05$ . The correlation coefficient represents a high correlation indicating a strong relationship. Therefore, based on empirical findings the null hypothesis earlier stated was hereby rejected and the alternate upheld. Thus, there is a significant relationship between mentoring and job enrichment in public hospitals in Rivers State

**Ho<sub>2</sub>: *There is no significant relationship between mentoring and job rotation in public hospitals in Rivers State***

The correlation coefficient (r) showed that there is a significant and positive relationship between mentoring. The *rho* value 0.665 indicated this relationship and it was significant at  $p\ 0.000 < 0.05$ . The correlation coefficient represents a very high correlation indicating a very strong relationship. Therefore, based on empirical findings the null hypothesis earlier stated was hereby rejected and the alternate upheld. Thus, there is a significant relationship between mentoring and job rotation in public hospitals in Rivers State.

**Ho<sub>3</sub>: *There is no significant relationship between mentoring and competency mapping in public hospitals in Rivers State***

The correlation coefficient (r) showed that there is a significant and positive relationship between mentoring and job enrichment. The *rho* value 0.576 indicated this relationship and it was significant at  $p\ 0.000 < 0.05$ . The correlation coefficient represented a high correlation indicating a strong relationship. Therefore, based on empirical findings the null

hypothesis earlier stated was hereby rejected and the alternate upheld. Thus, there is a significant relationship between mentoring and competency mapping in public hospitals in Rivers State

## DISCUSSION OF FINDINGS

The study examined the relationship between mentoring and employee performance improvement. It was hypothesized that there is no significant relationship between mentoring and employee performance improvement. These hypotheses were tested using the Spearman Rank Order correlation technique. The study findings revealed that there is strong positive relationship between mentoring and employee performance improvement. The P-value (0.00) was less than the level of significance at (0.05). This finding agreed with previous findings that there are a number of reasons why organizations may benefit from encouraging and supporting mentoring relationships. Mentoring can be used for employee socialization, management development, succession planning, and diversity enhancement (Chao, 2007; Eddy, Tannenbaum, Alliger, D'Abate, & Givens, 2001). Likewise, mentoring may serve as a tool for career advancement or on-the-job training (Cummings & Worley, 1997). Therefore, mentoring may also be useful as an organizational retention strategy, as employees may be more likely to remain in organizations that offer developmental opportunities such as those provided through mentoring programs (Allen & O'Brien, 2006).

## CONCLUSION AND RECOMMENDATIONS

This study concluded that Human capital development significantly influences employee performance improvement. The study recommended that management of public hospitals should craft a successful mentoring strategy that would focus on the developing critical employee skills, capacities and competencies which would enhance employee performance improvement.

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