

**FACTORS AFFECTING CAREER MANAGEMENT AMONG NON-ACADEMIC  
STAFF IN PUBLIC UNIVERSITIES IN KENYA: A CASE STUDY OF JOMO  
KENYATTA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY**

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AGRICULTURE AND TECHNOLOGY**

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**A Project Report Submitted to the School of Human Resource Development in  
Partial Fulfillment of the Requirements for the Award of Master of Science Degree  
of Jomo Kenyatta University of Agriculture and Technology**

**June 2011**

**DECLARATION**

This project report is my original work and has not been presented for a degree or any other award by any University.

Signature ..... Date .....

REBECCA ANN MAINA

This project report has been submitted for examination with my approval as the University Supervisor.

Signature ..... Date .....

DR. KABARE KARANJA

## **DEDICATION**

I dedicate this project to my dear husband David and our beautiful daughters Azaliah and

Abigail, my parents, sister, friends and all those that look up to me.

Thank you for your love and support throughout this study. May God always guide you.

## **ACKNOWLEDGMENTS**

Special thanks to the Almighty God for His love, providence and for giving me wisdom to accomplish my work.

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God bless you all.

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**Definition of terms**

**Career** – Is a sequence of positions occupied by a person during the course of a lifetime (Super, 1980).

**Career Planning** – Is a deliberate attempt by an individual to become more aware of his or her own skills, interests, values, opportunities, constraints, choices and consequences. It involves identifying career related goals and establishing plans for achieving those goals (Hall, 1986).

**Career Management** – Considered to be an organizational process that involves preparing, implementing, and monitoring career plans undertaken by an individual alone or within the organization's career systems (Hall, 1986).

**Training and Development** – a planned process to acquire/modify attitude, knowledge and skill behavior through learning experience to achieve effective/improved performance in a specific current or future work situation (Reid & Barrington, 1994).

## ABSTRACT

The purpose of the study was to determine the factors that affect career management among non-teaching staff in public universities in Kenya. The research objectives were to analyze the effect of career planning on career management among non-academic staff in public universities in Kenya; to analyse the effect between career management and training and development among non-academic staff in public universities in Kenya; to analyze the effect between career management and institutional framework among non-academic staff in public universities in Kenya and to examine the effect of work-life balance on career management among non-academic staff in public universities in Kenya. The research adopted a descriptive survey design. The target population was 1,275 non-academic staff members working in JKUAT. Simple random sampling was used to select 130 non-academic staff members to take part in the study. Data for the study was collected using a questionnaire. Validity and reliability of the questionnaire was enhanced by carrying out a pilot study prior to data collection. The researcher distributed questionnaires to respondents and gave them adequate time to fill in their responses, after which the questionnaires were collected for analysis. Descriptive statistics such as percentages and frequencies were used to analyse the quantitative data. The qualitative data obtained in this study was analyzed by organizing them into similar themes and tallying the number of similar responses. The results of data analysis were reported in summary form using frequency tables, bar graphs and pie charts. The study established that career planning, training and development and institutional framework had a positive effect on career management in JKUAT. It however emerged that work-life balance had a negative effect on career management since employees could not balance their private and work lives effectively. It emerged that JKUAT did not have a clear career management policy for its non teaching staff and that supervisors did not discuss with the non-academic staff ways in which to improve their careers. The study established that JKUAT gave its non-academic staff opportunities to further their education and training by encouraging them. It was also established that JKUAT does not have an effective institutional framework and that the non-academic staff felt there was sexual discrimination on progression. The study recommends that non teaching staff in JKUAT should be sensitized on the career management policy if it exists and should also introduce flextime to allow employees to balance their personal lives and jobs effectively; The employees at JKUAT should also be given the support they need to improve in their careers, especially by their immediate supervisors; further both male and female employees should be given equal chances for progression in their careers; among other recommendations.

# CHAPTER 1

## INTRODUCTION

### 1.1 Background to the study

In the past, many companies assumed responsibility for the career paths and growth of their employees. That approach worked reasonably well in the corporate climate of the latter 20<sup>th</sup> century (Cascio, 2006). Bernardin (2008) however notes that the career of the 21<sup>st</sup> century is measured by continuous learning and identity changes rather than by chronological age and life changes. With downsizings, delayerings, right-sizings, restructurings and layoffs, the covenant employees used to believe in between the employer and employees seems null. Thus, there is ever greater interest in career development, and trainers have never before faced so many challenges in meeting the needs of individual employees and organizations in designing career systems. To cope in today's turbulent times, it has become increasingly important for both organizations and employees to better address career needs.

According to the Chartered Institute of Personnel and development survey of 2003 by Dr. Wendy Hirsh it was evident that organizations appear to be struggling with two main issues: keeping career development on the core business agenda and understanding how to make it work effectively. The survey indicated that the argument for developing a dialogue with all employees about their careers is not accepted in the majority of organizations. For most part, career management is still seen as an optional, 'nice to have' activity for employees, rather than an essential part of organizational resourcing. Proactive career management is generally aimed at the 'high potential' few.

Proper career planning interventions by an organization lead to staff retention as they are motivated to fully their potential, talents and capabilities in the best possible ways. A good career planning system sends out a message that the organization believes in providing fairness and equal opportunities to all its employees with transparency (Bhatawdekar, 2009).

While each individual on his or her job in an organization will start planning out his career growth path and crossing the milestones along the path to finally reach his goals, organization where he or she works is also responsible to support or to proactively carve his or her career progression (Bhatawdekar,2009). It is considered an important function of HRM but it is true also that it is one of the most neglected and least developed functions in large number of organizations.

Beranardin (2008) emphasizes the importance of understanding career development in organizations by examining the interaction of individual and organizational career processes. Of particular value is an understanding of the role HR managers must play to design career development systems. There are immense benefits the organization may get if the matching process is done well like increased productivity, higher organizational commitment, long-range effectiveness and the employee on the other hand may have greater satisfaction, security and personal development.

It has been recognized that institutional strategies are impacting on academic roles and career paths (Gordon, 2003) but this is suggested as adaptive and evolutionary (Henkel, 2000). Strike in *Evolution in academic career structures in English Universities* observes in his study that the view of who is an academic and who is not, a shared sense

of level and status and recognized titles allows, for example, peer review reports for assessing promotion considerations internationally. While traditional academic career structures remain strong, they differ between types of institution and between countries they follow a simple vertical ladder of Lecturer, Senior Lecturer, and Professor is well recognized and understood (Ibid).

In this study the researcher explores the factors that affect career management among non-teaching staff in public universities in Kenya. While there are evidently defined career structures among teaching staff there seems to be lack of clearly defined career paths by many public universities for their non-teaching staff. This in turn has led to placement of staff in areas they are not trained on and in fact may lead to staff turnover. (Noe, 1996) agrees that no empirical research has investigated the relationship between the career management process, developmental behavior and participation in development activities (e.g Hall and associates, 1986; Leibowitz and Schlossberg, 1981; London and Mone, 1987).

In Kenya the government through the ministry of state for public service (DPM) has several interventions for career management for civil servants as stipulated in the HRD policy for Kenya Public Service 2005. This is a bid to ensure that there is proper placement of staff within the civil service.

## **1.2 Statement of the problem**

This study determined the factors that affect career management among non-teaching staff in public universities in Kenya. The study was conducted in Jomo Kenyatta University of Agriculture and Technology (JKUAT). The institution does not have a

written strategy detailing career management of staff. This shows that there could be problems facing career management in the institution. Previous research in JKUAT by (Kathoka, 2010) showed that majority of non-teaching staff in the institution were not satisfied with the support offered by supervisors in relation to career advancement. This shows that there could be problems facing career management in the university, hence the need for this research.

Although the primary and final responsibility for career development rests with each employee, the company has complementary responsibilities. The company is responsible for communicating to employees where it wants to go and how it plans to get there (corporate strategy), providing employees with as much information about the business as possible, and responding to the career initiatives of employees with candid, complete information (Cascio, 2006). This approach to career management means that employees are assigned the responsibility for managing their own careers, then provide the support they need to do it. Hirsh 2003 notes in her findings that only a quarter of organizations have a formal written strategy covering the career management of all employees. Most see their career management activities as partly, but not fully integrated with HR strategy.

According to (Bernadin, 2008), training has been viewed positively among employees. They concur that it has been useful in helping them perform their current job duties. They were less enthusiastic about how well it has prepared them for higher-level jobs and also viewed training their employer provided as critical for determining whether or not they would stay with their current firm. In the past Kenyan Public Service had paid scanty attention to performance management. As part of the reform initiatives undertaken by the Government, performance management has taken center stage as a priority area for the

government in its efforts to respond to the needs of public in terms of service delivery. This requires elaborate training and capacity building to equip the public servants with a view to improving their performance (HRD Policy 2005).

Institutional framework according to the Kenya Education sector integrity survey of 2000, the education act lacks explicit mechanisms for consultation between the minister of education and relevant ministries. The JKUAT strategic plan for 2009 – 2012 highlights some of the HR activities as: Conducting human resource audit, Conducting job analysis and evaluation, recruiting and retaining a qualified human resource, reviewing schemes of service for all categories of staff and adopting an effective Electronic Human Resource Planning (EHRP) system which doesn't clearly state the role of career management.

Work life balance is another factor affecting career management. Dessler (2009) asserts that some corporate career development programs are inconsistent with the needs of minority and non minority women. For example, many such programs assume that career paths are orderly, sequential and continuous; yet the need to stop working for a time to attend to family needs may punctuate the career paths of many men and women thus underestimating the role played by family responsibilities. Other studies, such as (Kodz et al 2002) have found that concerns about career prospects cause much of 'work-life balance take-up gap' between flexible working policies and their take-up by employees.

### **1.3 Objectives**

#### **1.3.1 General objective**

To determine the factors that affect career management among non-teaching staff in public universities in Kenya.

#### **1.3.2 Specific objectives**

1. To analyze the effect of career planning on career management among non-academic staff in public universities in Kenya.
2. To analyze the effects of training and development on career management.
3. To examine the effect of institutional framework on career management among non-academic staff in public universities in Kenya.
4. To analyze the effect of work-life balance on career management among non-academic staff in public universities in Kenya.

### **1.4 Research Questions**

1. What is the effect of career planning on career management among non-academic staff in public universities in Kenya?
2. What is the effect of training and development on career management among non-academic staff in public universities in Kenya?
3. What is the effect of institutional framework on career management among non-academic staff in public universities in Kenya?
4. What is the effect of work-life balance on career management among non-academic staff in public universities in Kenya?

### **1.5 Significance and Justification of the Study**

Organizations need to send clearer messages about the business case for career management. Career management should improve the deployment of skills and develop a stronger and more flexible skills base for the future, as well as supporting the attraction, motivation and retention of high-quality staff (Hirsh 2003).

The beneficiaries of this research are among others the organization, managers, employees, government, academicians and future researchers. More particularly the research gives insight into procedures public universities employ in terms of career management. This may shed light on whether career planning strategies exist and if they are effectively managed thus issues of whether it contributes to staff retention may be substantiated.

### **1.6 Scope and Limitations of the Study**

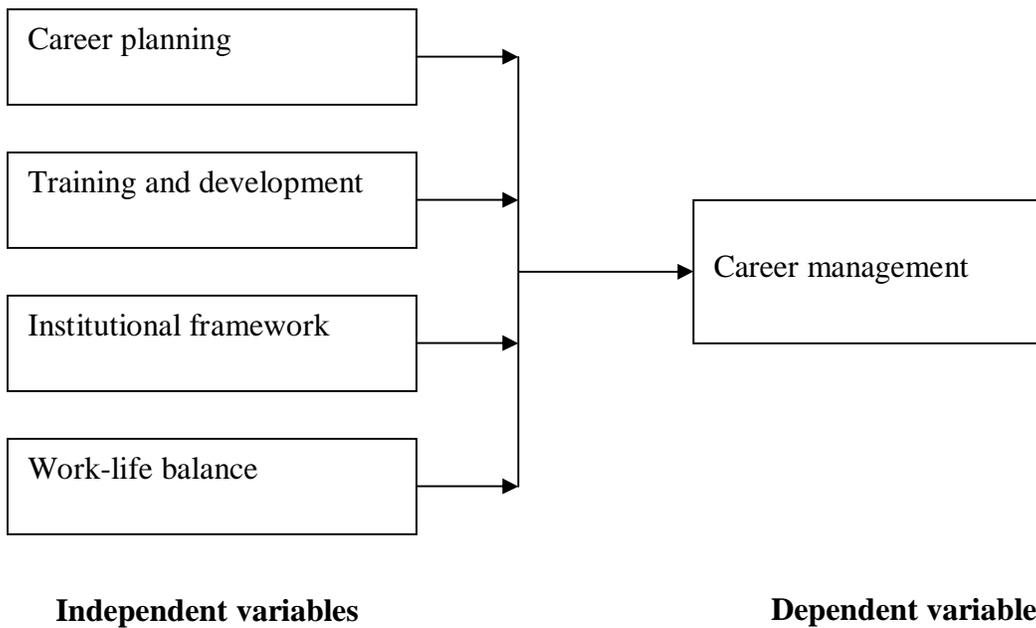
This study was limited to public universities. The study focused on career management as a strategic option to keeping the organization competitive in an emerging market. The study was limited by the fact that it was a case study of JKUAT. Within this organization, the researcher involved a selected number of non-academic staff members. Due to financial and time limitations, a larger sample representing different organizations could not be used. The findings therefore may not be generalized to all organizations in Kenya.

**CHAPTER 2**  
**LITERATURE REVIEW**

**2.1 Introduction**

According to Kombo and Tromp (2006), the literature review gives an overview and synthesizes previous studies. A review of theoretical and analytical literature and gaps to be filled by the study is provided in this chapter in an attempt to shed light on the accomplishment and challenges encountered in the field of study. Literature on effects of career planning, training and development, institutional framework, and work-life balance on career management is also provided.

**2.2 Conceptual framework**



**Figure 2.1: Conceptual Framework**

The goal of the study was to determine the factors that affect career management among non-teaching staff in public universities in Kenya. As shown in Figure 2.1, career

management is the dependent variable of the study, and can be influenced by the following factors, which are the independent variables of the study: career planning, training and development, institutional framework, and work-life balance. The factors influencing career management are both organizational and personal in nature. Career planning is both a personal factor and an organizational factor. Organizations need to offer training and development opportunities, and the individual worker should show personal initiative towards training for career growth. Employers and employees need to work in concert to strike a work-life balance, while institutional framework is reflected in policies guiding career management in organizations.

## **2.3 Review of Theoretical Literature**

This study is guided by two theories: Action Regulation Theory of career self-management (Raabe, Frese & Beehr, 2006), and Human Capital theory (Becker, 1964). These two theories are used in the study to show that career management is both a personal and organizational responsibility because both the individual employee and the organization benefit from career growth and development. The two theories are described below.

### **2.3.1 Action Regulation Theory of Career Self-Management**

In presenting the Action Regulation Theory of career self-management, (Raabe, Frese and Beehr ,2006) argue that with the changing nature of jobs, there has been a shift of the responsibility for careers from employers to employees and a call for people to be proactive regarding their careers, which requires a high degree of personal initiative. They presented an action regulation theory framework based on personal initiative to serve as a basis for developing the intervention content and process (self-regulation).

Raabe et al. (2006) state that in action regulation theory, control means that individuals steer their own activities in correspondence with some goal. Self-regulation theory argues that people's transactions with the environment enable an individual to guide his/her goal-directed activities over time and across changing circumstances (Vohs & Baumeister, 2004). Interventions to apply self-regulation theory aim at enhanced control and self-regulation, and they have been effective for very specific, short-term employee behaviors such as job attendance, reduction of problematic workplace behaviors, and sales (Frayne and Geringer, 2000).

Self-regulation theory is based on the idea that goals, plans and feedback are relevant parameters for regulating one's actions (Raabe, Frese & Beehr, 2006). An action sequence consists of the following steps: Goals, information collection, planning, execution, and feedback. People monitor their environments, gathering information to aid in planning a course of action. As a result of goals and information, they develop plans. Executing the plan means to actively influence the environment on one's behalf, and the results are feedback regarding one's actions. Thus personal initiative, characterized by people being self-starting, proactive and persistent in the face of barriers, serves as the underlying foundation for seeking interventions. This theory implies that employees are responsible for career experiences in an organization. If an organization does not favour career development by providing opportunities to employees, the employee may seek interventions such as quitting the organization.

### 2.3.2 Human Capital Theory

Becker (1964), who is the proponent of Human Capital Theory, defines human capital as the productive capabilities of people. Skills, experience, and knowledge have economic value to organizations because they enable it to be productive and adaptable; thus, people constitute the organization's human capital. Like other assets, human capital has value in the market place, but unlike other assets, the potential value of human capital can be fully realized only with the cooperation of the person. Therefore, all costs related to eliciting productive behaviours from employees-including those related to motivating, training, monitoring, and retaining them-constitute human capital investments made in anticipation of future returns (Becker, 1964).

Organizations can use human resource management in a variety of ways to increase their human capital. For example, they can *buy* human capital in the market (for example by offering desirable compensation packages) or *make* it internally (for example by offering extensive training and development opportunities). Investments of either type have associated costs, which are justifiable only to the extent the organization is able to productively utilize the accumulated capital (Becker, 1964). In human capital theory, contextual factors such as market conditions, unions, business strategies, and technology are important because they can affect the costs associated with alternative approaches to using HRM to increase the value of the organizations human capital and the value of the anticipated returns, such as productivity gains. Career management in organizations is a way of increasing human capital through staff professional development activities. If an organization fails to invest in its human capital through training and experience labour turnover, higher costs are expended in hiring new employees.

## **2.4 Effects of Career planning on Career Management**

Career management is considered to be an organizational process that involves preparing, implementing, and monitoring career plans undertaken by an individual alone or within the organization's career systems (Hall, 1986). Therefore, the measures of career management include the extent to which organizations engage in career planning, implementation of the career plans, as well as monitoring progress of the implementation.

Career planning is an important part of career management, which shapes the progression of individuals within an organization in accordance with assessments of organizational needs, defined employee success profiles and the performance, potential and preferences of individual members of the enterprise (Armstrong 2009).

Dessler, (2009) asserts that it is a deliberate process through which someone becomes aware of personal skills, interests, knowledge, motivations and other characteristics; and establishes action plans to attain specific goals

Heading into the 1990's and beyond, the career planning profession faces several major issues and trends. Career planning professionals are being asked to interpret employment trends, articulate the value of institutional education programs to student and employer audiences, and meet changing customer needs as never before (Mosser, 1988).

Cascio, (2006) explores three main perspectives to career planning as that focusing on the individual, the other on the organization and finally organizations focusing on their own maintenance and growth. At the individual level, the main focus is the employee himself whereby self-management of a person's own career is key in addition to establishing career objectives. The second perspective was that of organizations focusing on

individuals: that is, managing individuals during early career (organizational entry, impact of the first job); midcareer, including strategies for coping with midlife transitions and 'plateaued' workers; and late career (age 50 and over stages. The third perspective was that of organizations focusing on their own maintenance and growth, which requires the development of career management systems based on career paths defined in terms of employee behaviors.

Mathias and Jackson, (2008) agree with Cascio's perspectives to some extent but narrow them into two: that is organizational and individual. They propose that at the organizational level, the management and Human Resource professionals are responsible for developing career planning programs, which includes elements of talent management like performance appraisal, development activities, opportunities for transfer and promotion and some planning for succession. On the other hand, the individual level is purely determined by general patterns in people's lives and the effects on their careers. These are summarized in the figure below

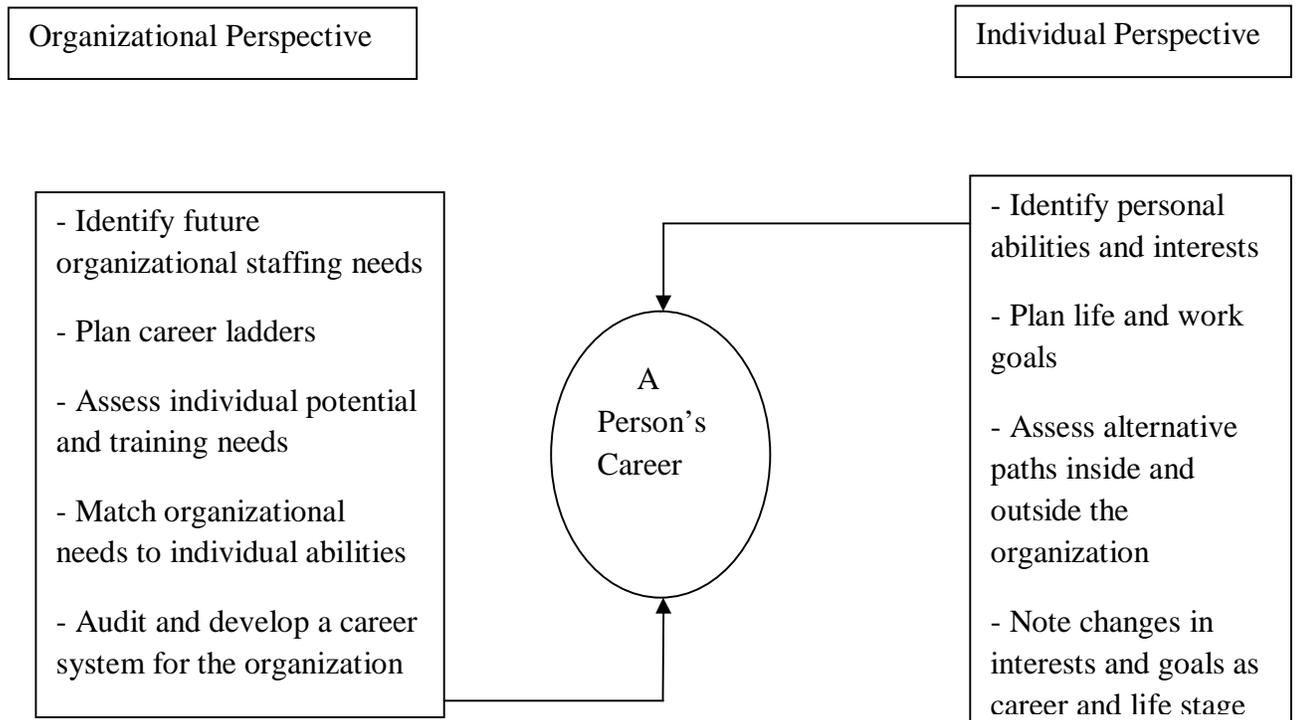


Figure 2.2: Organizational and individual career planning perspectives

**Source:** Mathias and Jackson (2008)

According to the Chartered Institute of Personnel and development survey of 2003 by Dr. Wendy Hirsh it was evident that organizations appear to be struggling with two main issues: keeping career development on the core business agenda and understanding how to make it work effectively. The survey indicated that the argument for developing a dialogue with all employees about their careers is not accepted in the majority of organizations. Jessica Rolph, (2003) concurs with Hirsh as her survey results indicate that very little is being done to rethink how career management can help organizations grow and develop their existing resources and talent to counter these issues.

Bernardin, (2008) emphasizes the importance of understanding career development in organizations by examining the interaction of individual and organizational career processes. Of particular value is an understanding of the role HR managers must play to design career development systems. There are immense benefits the organization may get if the matching process is done well like increased productivity, higher organizational commitment, long-range effectiveness and the employee on the other hand may have greater satisfaction, security and personal development.

Increasingly, corporations have come to realize that they cannot win if they take total responsibility for the career development of their employees. No matter what happens, employees often blame top management or the company for their lack of career growth, and those who want to be top contributors at their current level often feel pressured to move up. This is a potentially lose-lose proposition for organizations and their employees (Cascio, 2006). Collaborative career planning is therefore a managed process of dialogue between every manager and the organization about career prospects and aspirations, skills and development needs (Herriot, 1992).

## **2.5 Effects of Training and development on Career Management**

Training has evolved substantially in recent years with evidence indicating more organizational investment in training and development (Bernardin, 2008). The 2005-2006 workplace forecast from the society of Human Resource Management ranked the growth of computer-based, electronic learning as one of the top 10 most important trends in all Human Resource Management. Given the intense pressure to compete, improve

quality and customer service, and lower costs, leading American companies have come to view training as a key to organizational survival and success.

Dessler, (2009) argues that training plays a key role today in the performance management process. Performance management means taking an integrated, goal oriented approach to assigning, training, assessing and rewarding employees' performance. It is therefore important that managers remain aware of the outcomes of their subordinates' performance, as well as how their subordinates view these outcomes (Werner and Desimone, 2009). This knowledge can be useful in detecting needs for training, motivating employees to participate in training and in ensuring that what employees learn in training is applied to their jobs (ibid).

Hall (1984) describes the term career as '*the individually perceived sequence of attitudes and behaviors associated with work-related experiences over the space of the person's life*'. Based on Halls description of career we find that development entails altering an individual's perception and behavior. Any activity that changes an employee's performance, adaptability, attitude or identity is considered a development, be it job experience, assignments, feedback, socialization or training (ibid). Development therefore is not only bound to task-related activities but rather any change that enhances an employee's career outcome.

As the workforce matures, retaining employees with critical skills, creating career paths to keep senior employees break out of career plateau, and retaining senior employees break out of career plateau, and retraining senior employees whose skills have become

outdated, are posing special challenges to managers and business operators (Zeffane and Mayo, 1994).

Jamrog, (2002) asserts that employees want good training opportunities in order to keep themselves up-to-date and survive in the labor market if needed. A usual logic applied in the discussion of development is that increasing employee's attractiveness on the market through training is that they will leave when the opportunity presents itself. However, Jamrog argues that employees are more willing to stay within firms that provide training and that turnover commences when those opportunities cease to exist.

Training has been identified as an example of a human resource management practice that contributes to gains in competitive advantage (Schuler and MacMillan, 1984); some researchers have suggested that contributions to productivity and organizational performance are the most dominant argument for justifying training (Scott and Meyer, 1991). Yet there is little empirical data on the extent to which Kenyan organizations engage in training and development of their employees.

As organizations evolve in response to the impact of organizational changes, developments in cultural and environmental areas, and improvements to and introduction of new technologies and procedures, continuous training and development of employees become important. Training and development of employees, as a component of organizational career management programmes, can contribute to ensuring organizational changes and improvements occur as planned by assuring that such changes are supported by qualified, motivated and committed staff resources (Baruch, & Peiperl, 2000).

Consequently, this study found out the relationship between career management and training and development among non-academic staff in public universities in Kenya.

## **2.6 Effects of Institutional framework on Career Management**

For effective career management in organizations, there is need for supportive institutional framework detailing the role of the organization in career management. Organizational support for career development (OSCD), also called organizational career management or organizational sponsorship, refers to the programs, processes and assistance provided by organizations to support and enhance their employees' career success (Ng et al., 2005). According to (Baruch 2006), organizations are changing from the traditional "command and control" approach to career development taken in the past to a new supportive and enabling role. Organizational support for career development comprises formal strategies (including career planning, training and assessment centres) and informal support such as providing mentoring, coaching and networking opportunities (Hall, 2002). For such programmes to be successful there is need for supportive institutional framework and relevant policies guiding organizational career development activities.

There are several statutes governing the education sector in Kenya. Framework acts are intended to provide a basis for the establishment of key institutions and overall coordination of broad aspects of education. There are two key framework statutes i.e the Education Act and the Universities Act. The universities' Act is the principal legislation governing university education in Kenya. It was enacted pursuant to The Report on the Presidential Working party on the second university in Kenya (Mackay report, 1981).

The act categorizes universities as either public (maintained or assisted out of public funds) or private (established by funds other than public money). The Act creates the Commission of Higher Education (CHE) as the organ responsible for governing broad aspects of University education in the country including registration and accreditation of universities, planning, promotion and quality control of university education and advising the government on financing of university education.

The HRD Policy for Kenya Public Service 2005 seeks to address succession management issues in the public service through capacity building as provided for in various schemes of service and career progression guidelines for all cadres and appropriate performance appraisal system to identify suitable competencies.

JKUAT strategic plan for 2009 – 2012 highlights some of the HR activities as: Conducting human resource audits, Conducting job analysis and evaluation, recruiting and retaining a qualified human resource, reviewing schemes of service for all categories of staff and adopting an effective Electronic Human Resource Planning (EHRP) system which doesn't clearly state the role of career management. This study sought to establish whether there is a relationship between such institutional frameworks and career management among non-academic staff in public universities in Kenya.

## **2.7 Effects of Work-Life Balance on Career Management**

Burke and Mattis (2008) define work-life conflict as having two major components: the practical aspects associated with time crunches, incompatible demands and scheduling conflicts (that is an employee cannot be in two different places at the same time) and the

perceptual aspect of feeling overwhelmed, overloaded or stressed by the pressures of multiple roles. Organizations are becoming more involved in designing programs to help employees manage their work-family role conflict by providing a place and procedure for discussing conflicts and coping strategies (Bernardin, 2008)

Armstrong (2009) asserts that work-life policies define how the organization intends to allow employees greater flexibility in their working patterns so that they can balance what they do at work with the responsibilities and interests they have outside work. Some of these include flextime, job sharing, part time work, compressed workweeks, temporary work, and work at home (telecommuting). These programs enable employees to address their work and family concerns and reduce their potential stress or conflict between their various life roles (Bernardin, 2008).

A Canadian survey on balancing work and family responsibilities by Paris 1990, showed that some of the greatest difficulties faced by employees in managing their personal and work responsibilities cause substantial reductions in performance through stress, absenteeism, a lack of available employees for full-time work and inequities in workloads. The outcomes of more recent research lead many successful organizations to provide more flexible working methods and hours and better child-care arrangements, such as workplace nurseries. Although a growing number of organizations offer employee child-care assistance, few seem to analyze the impact of these programmes on productivity and organization effectiveness (Zeffane and Mayo 1994). Linking work and family issues is becoming a symbol of the more significant way in which the staffing plans and objectives of organizations are being redefined to include social (non-work) factors (Kossek and Grace 1990).

(Rolph, 2003) notes that few organizations provide effective career support to ‘all’ employees on managing their careers. Instead they tend to provide more extensive career management activities for key groups of staff giving less thought to the careers of the rest of the workforce especially those with caring responsibilities, those who take career breaks and those working part-time (primarily women), remain disadvantaged in the workplace in terms of career progression. The proposed study seeks to find out the effect of work-life balance on career management among non-academic staff in public universities in Kenya.

## **2.8 Summary**

The literature review shows that career planning is both a personal and organizational responsibility. The Action Regulation Theory of career self-management (Raabe, Frese & Beehr, 2006) shows that individuals need to be proactive regarding their careers, which requires a high degree of personal initiative. On the other hand, Human Capital Theory (Becker, 1964) shows that organizations can use human resource management in a variety of ways to increase their human capital, for instance by offering desirable compensation packages or by offering extensive training and development opportunities. These two theories imply that both the employee and the employer have a role to play in career management. The literature review shows that career management can be influenced by factors like career planning, training and development, institutional framework, and work-life balance. The study sought to determine the effects of such factors on career management among non-teaching staff in public universities in Kenya.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers the procedures that were used to conduct the study. The chapter focuses on research design, target population, sample and sampling procedures, research instruments, data collection and analysis.

#### **3.2 Research Design**

The study employed a descriptive survey design to determine the factors that affect career management among non-teaching staff in public universities in Kenya, a case of Jomo Kenyatta University of Agriculture and Technology. Descriptive survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2004). The choice of descriptive survey design was based on the fact that the researcher did not manipulate any variables.

#### **3.3 Target Population and Study Area**

The target population is the larger group to which one hopes to apply findings (Frankel and Wallen, 1993). Singleton (1993) noted that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. The study was conducted among the non-academic staff in Jomo Kenyatta University of Agriculture and Technology (JKUAT). There are 1,275 non-academic staff members working in JKUAT, all of whom were targeted.

### **3.4 Sampling and Sample Size**

According to (Orodho 2002), a sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as representative of that population, such that any statements made about the sample are true of the population. It is however agreed that the larger the sample the smaller the sampling error. Gay (1992) suggests that a sample of at least 10% of the target population is representative. The researcher therefore randomly selected 130 non-academic staff members to take part in the study, which represented 10.2% of the 1,275 employees in the target population, which is within the minimum sample size in line with (Gay's 1992) recommendation.

### **3.5 Data Collection Methods**

Data was collected using a questionnaire. The questionnaire had five parts: part one collected background information of the non-academic staff, including gender, professional experience and level of education. Part two collected data on the effect of career planning on career management, part three on relationship between career management and training and development; part four on relationship between career management and institutional framework; and part five on the effect of work-life balance on career management.

Validity and reliability of the questionnaire was enhanced by carrying out a pilot study prior to data collection. Validity is the degree to which a test measures what it purports to be measuring. This is how well a test measures what it is intended to measure. Validity can also be said to be the degree to which results obtained from an analysis of data

actually represent the phenomenon under investigation (Orodho, 2004). The researcher tested both face and content validity of the questionnaire. Face validity refers to the likelihood that a question may be misunderstood or misinterpreted. According to Wilkinson (1991), pre-testing a survey is a good way to increase the likelihood of face validity. A pilot study was used to identify those items that could be misunderstood, and such items may be modified accordingly, thus increasing face validity. Content validity refers to whether an instrument provides adequate coverage of a topic. Expert opinions, literature searches, and pre-testing of open-ended questions help to establish content validity (Wilkinson, 1991). The researcher prepared the instruments in close consultation with her supervisors, and ensure that the items in the questionnaire cover all the areas under investigation.

Reliability of an instrument is the consistency in producing a reliable result. Reliability focuses on the degree to which empirical indicators are consistent across two or more attempts to measure the theoretical concept (Orodho, 2004). Prior to visiting the schools for data collection, the researcher pre-tested the questionnaire among 15 non-teaching staffs at JKUAT, who were not included in the final sample. The purpose of the pilot study was to test the reliability of the instrument.

### **3.6 Data Collection Procedures**

The researcher obtained a research permit from the National Council for Science and Technology and a letter of permission to conduct the research from JKUAT, after which the heads of the departments were notified of the research. The researcher then selected the participants and assured them that strict confidentiality would be maintained in

dealing with the responses. The questionnaires were then distributed to the participants, and given adequate time to complete filling in their answers. The researcher distributed the questionnaires to the respondents in person.

### **3.7 Data Analysis**

After all the data was collected, data cleaning was done in order to determine inaccurate, incomplete, or unreasonable data and then improve the quality through correction of detected errors and omissions. After data cleaning, the data was coded and entered in the computer for analysis. The research yielded data that required both qualitative and quantitative analysis. Quantitative analysis entails analyzing numbers about a situation by choosing specific aspects of that situation. Descriptive statistics was used to analyze the quantitative data. The statistics used included frequency counts, means and percentages. Quantitative data analysis required the use of a computer spreadsheet, and for this reason the Statistical Package for Social Sciences (SPSS) was used. On the other hand, qualitative analysis entails analyzing in words or pictures by collecting data, recording peoples' experiences not selecting any pre-chosen aspect. The qualitative data to be obtained in this study was analyzed by organizing them into similar themes and tallying the number of similar responses. The results of data analysis were presented using frequency distribution tables, bar graphs and pie charts.

## **CHAPTER 4**

### **DATA ANALYSIS AND DISCUSSION**

#### **4.1 Introduction**

Presented in this chapter are the results of the study based on analysis of data collected from the field. The chapter presents data analysis, discussion of the study findings and other related studies. The main purpose of the study was to determine the factors that affect career management among non-teaching staff in public universities in Kenya. The demographic data of the respondents is given first, followed by the discussion of the four research objectives re-stated below:

1. To analyze the effect of career planning on career management among non-academic staff in public universities in Kenya.
2. To analyze the effects of training and development on career management.
3. To examine the effect of institutional framework among non-academic staff in public universities in Kenya.
4. To analyze the effect of work-life balance on career management among non-academic staff in public universities in Kenya.

#### **4.2 Demographic Data of Respondents**

The study participants comprised 124 non-academic staff members, the target being 130 respondents. Out of the 124 respondents, there were 58 (46.8%) males and 66 (53.2%) females.

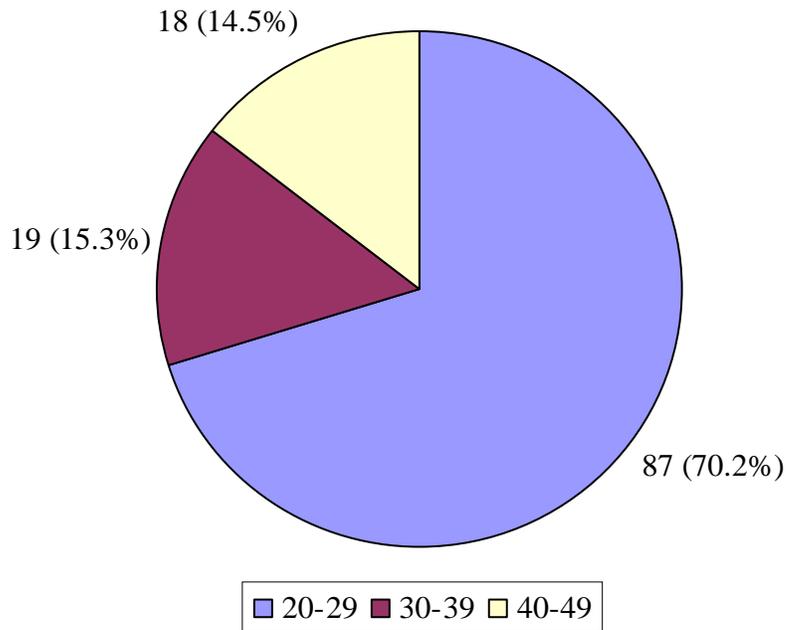
Table 4.1 shows the departments in which the respondents worked in.

**Table 4.1: Department**

<b>Department</b>	<b>Frequency</b>	<b>Percent</b>
IT	25	20.2
General stores	16	12.9
Botany	18	14.5
Estate	21	16.9
Physics	12	9.7
Pure and applied mathematics	10	8.1
CEP	22	17.7
<b>Total</b>	<b>124</b>	<b>100.0</b>

Table 4.1 shows that 20.2% of the respondents were in the IT department, 17.7% were in CEP, 16.9% were in estate, 14.5% were in Botany, and the rest responded as shown in the Table. There are seventy five departments in JKUAT, out of which the seven shown in the table were randomly selected as a representative sample for the study.

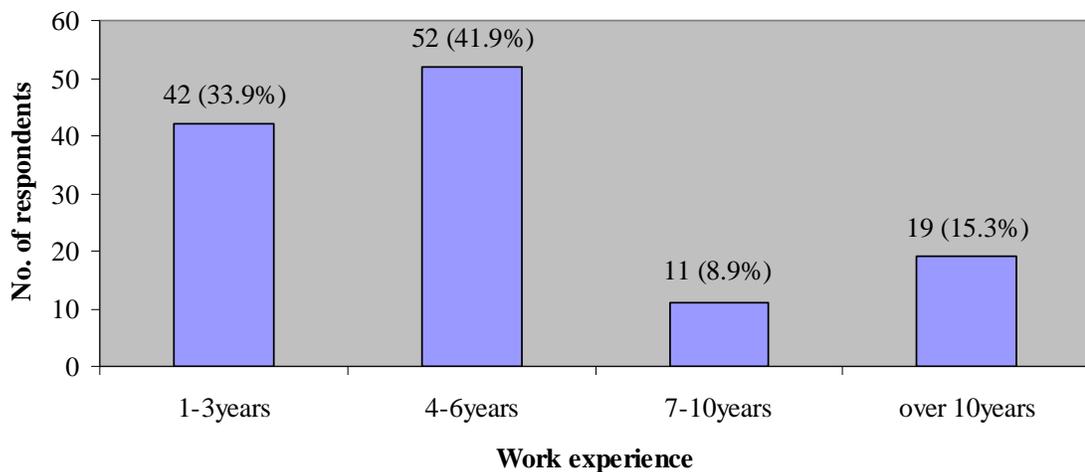
Figure 4.1 shows the respondents' ages in years.



**Figure 4.1: Age in years**

Figure 4.1 shows that the majority 87 (70.2%) of the respondents indicated that they were 20 – 29 years old, 19 (15.3%) were 30 – 39 years old, 18 (14.5%) were 40 – 49 years old.

**Figure 4.2 shows the respondents’ work experience in years.**



### Figure 4.2: Work experience

Figure 4.2 shows that 52 (41.9%) of the respondents had worked for 4 – 6 years, 42 (33.9%) had worked for 1 – 3 years, 11 (8.9%) had worked for 7 – 10 years, 19 (15.3%) had worked for over 10 years.

The respondents were asked whether they had worked anywhere before joining JKUAT. They responded as shown in table 4.2.

**Table 4.2: Worked in other place**

	<b>Frequency</b>	<b>Percent</b>
Yes	60	48.4
No	64	51.6
<b>Total</b>	<b>124</b>	<b>100.0</b>

Table 4.2 shows that 60 (48.4%) of the respondents had worked at other places before joining JKUAT while 64 (51.6%) had not worked at other places.

Table 4.3 shows the positions held by the respondents.

**Table 4.3: Positions held**

<b>Positions</b>	<b>Frequency</b>	<b>Percent</b>
Office assistant	20	16.1
Clerk	19	15.3

Messenger	26	21.0
Cleaner	38	30.6
Store keeper	21	16.9
<b>Total</b>	<b>124</b>	<b>100.0</b>

Table 4.3 shows that 30.6% of the respondents were cleaners, 21.0% were messengers, 16.9% were store keepers while 15.3% were clerks.

Table 4.4 shows the respondents' academic qualifications.

**Table 4.4: Academic qualifications**

	<b>Frequency</b>	<b>Percent</b>
Bachelor degree	17	13.7
Diploma	50	40.3
Certificate	57	46.0
<b>Total</b>	<b>124</b>	<b>100.0</b>

Table 4.4 shows that 46% of the respondents had reached certificate level, 40.3% had diplomas while 13.7% had bachelor degrees.

### 4.3 Effect of Career Planning on Career Management among Non-academic Staff

The first research objective sought to find out the effect of career planning on career management among non-academic staff.

In order to establish this, the respondents were asked whether career planning affected career management. In response, 50% of them indicated that career planning affected career management while the other 50% indicated it did not.

The respondents were further given a table containing factors that could influence career management, and they were required to indicate their agreement levels based on a Likert scale. Their responses are shown in table 4.5.

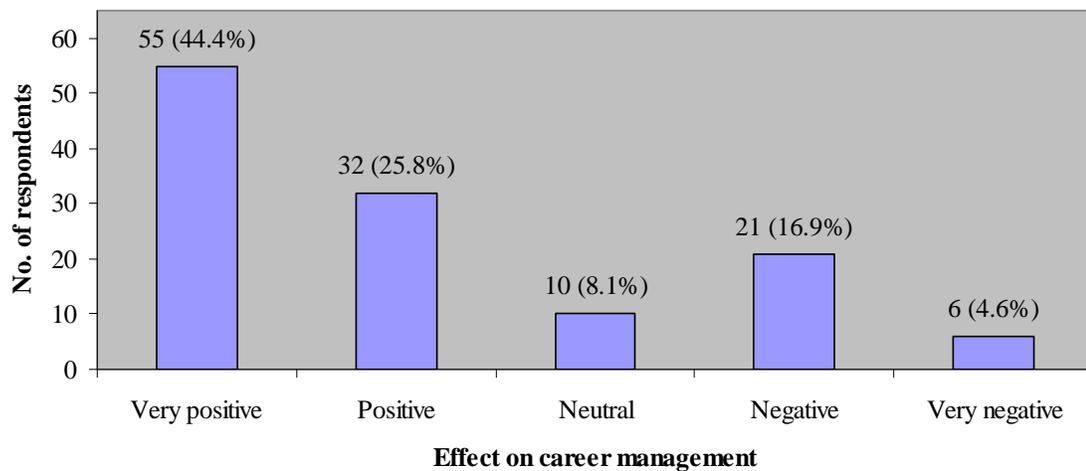
**Table 4.5: Factors influencing career management**

	SA		A		NA		D		SD	
	F	%	F	%	F	%	F	%	F	%
1. I am still undecided on my future in JKUAT	60	48.4	24	19.4	0	0.0	36	29.0	4	3.2
2. I am aware of the career management policy at JKUAT	28	22.6	25	28.2	10	8.1	12	9.7	39	31.5
3. My career goals are in line with JKUAT's career management policy	47	37.9	36	29.0	10	8.1	18	14.5	13	10.5
4. My career plans can be fulfilled at JKUAT	63	50.8	41	33.1	0	0.0	20	16.1	0	0.0
5. My supervisor discusses with me ways of succeeding in my career	10	8.1	49	39.5	0	0.0	52	41.9	13	10.5
6. JKUAT has many avenues for career advancement of staff	12	9.7	112	90.3	0	0.0	0	0.0	0	0.0
7. I am aware of the career management policy at	37	29.8	50	40.3	5	4.0	12	9.7	20	16.1

JKUAT										
8. I am too busy at my work place to think of career advancement	12	9.7	23	18.5	0	0.0	58	46.8	31	25.0
9. I am satisfied with my current position, and so don't plan to advance my career further	9	7.3	21	16.9	0	0.0	1	0.8	93	75.0

Table 4.5 shows that the majority 112 (90.3%) of the respondents agreed with the statement that JKUAT has many avenues for career advancement for staff. Over 40% of them also agreed with the statements that they were still undecided on their future in JKUAT, their career plans can be fulfilled at JKUAT and that they were aware of the career management policy at JKUAT. On the other hand, over 40% of the respondents disagreed with the statements that their supervisors discussed with them ways of improving their careers and that they were too busy at their work place to think of career advancement.

In order to know the effect of career planning on career management, the results in table 4.5 were computed as shown in figure 4.3.



**Figure 4.3: Effect of planning on career management**

Figure 4.3 shows that 55 (44.4%) of the respondents reported that career planning had a very positive effect on career management, 32 (25.8%) reported that it had a positive effect, 10 (8.1%) were neutral, 21 (16.9%) reported that it had a negative effect while 6 (4.5%) reported it had a very negative effect. The results imply that career planning had a positive effect on career management.

Career planning is an important part of career management, which shapes the progression of individuals within an organization in accordance with assessments of organizational needs, defined employee success profiles and the performance, potential and preferences of individual members of the enterprise (Armstrong 2009).

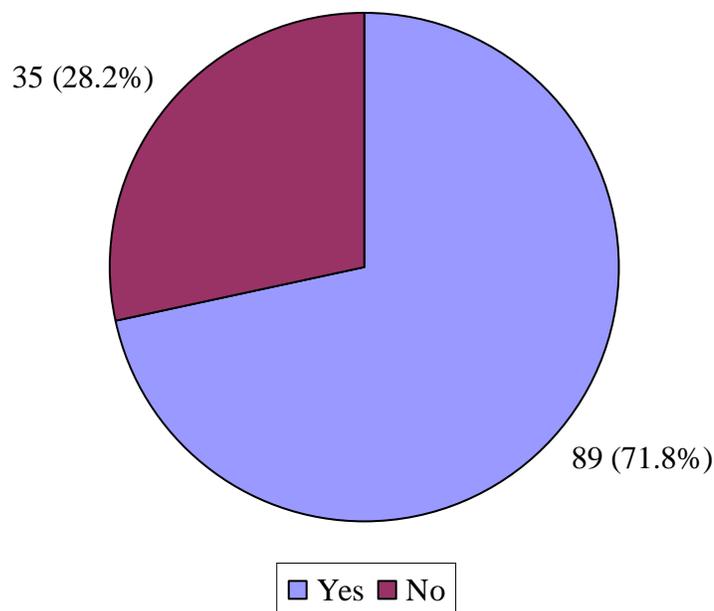
The respondents were asked to list other ways in which career planning affects career management. Their responses are shown below:

- Career planning helps in proper utilization of skills and talents
- Career planning improves employee productivity
- Career planning helps organizations to embrace change
- Career planning helps employers to think of how to make employees satisfied with their jobs, hence ensuring retention.

#### 4.4 Effects of Training and Development on Career Management

The second research objective sought to find out the effects of training and development on career management.

To achieve this, the respondents were asked to state their opinion regarding whether training and development affected career management. They responded as shown in figure 4.4.



**Figure 4.4: Training and development affects career management**

Figure 4.4 shows that 89 (71.8%) of the respondents reported that training and development affected career management while 35 (28.2%) reported that it did not.

Upon further inquiry as to whether they planned to pursue education at a current level then their current level, 112 (90.3%) of the respondents indicated that they would pursue further studies while 12 (9.7%) indicated that they did not intend to pursue further studies.

The respondents were asked to state their agreement levels concerning some factors that could influence their training and development. Their responses are shown in table 4.6.

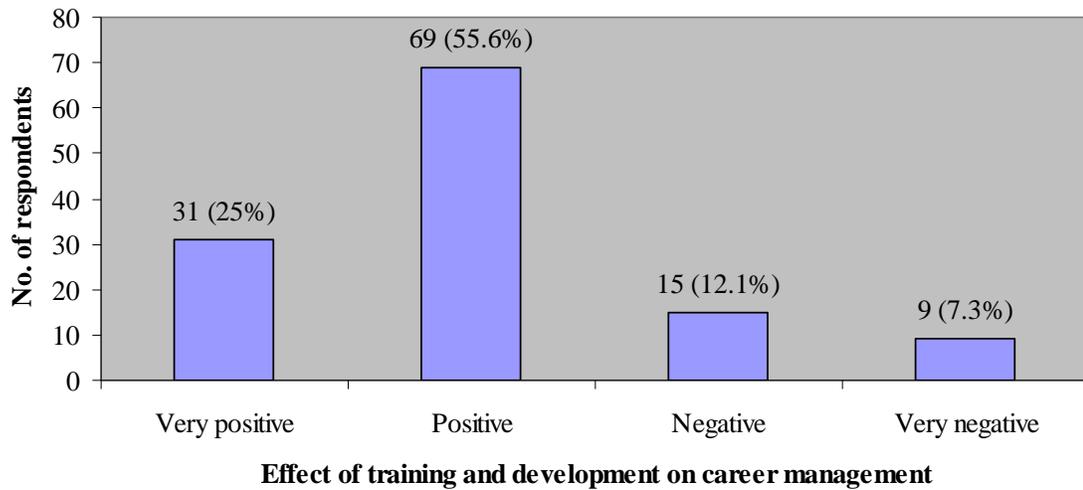
**Table 4.6: Factors influencing training and development**

	SA		A		D		SD	
	F	%	F	%	F	%	F	%
1. At JKUAT I have an opportunity to receive scholarship to enable me to pursue further education.	12	9.7	66	53.2	33	26.6	13	10.5
2. My boss encourages and assists me to participate in the in-service courses and seminars related to my job.	18	14.5	31	25.0	51	41.1	24	19.4
3. My supervisor encourages and stimulates me to think and work independently to accomplish various tasks and assignments	0	0.0	53	42.7	36	29.0	35	28.2
4. There are adequate opportunities available at JKUAT for me to seek and pursue further studies and training.	12	9.7	91	73.4	21	16.9	0	0.0
5. my employer is willing to grant me paid study leave or time-off to pursue	10	8.1	53	42.7	17	13.7	44	35.5

further studies								
6. working at JKUAT guarantees me opportunities to progress in my career	45	36.3	79	63.7	0	0.0	0	0.0
7. my supervisor does not support me with information on career advancement opportunities	0	0.0	25	20.2	69	55.6	30	24.2
8. If I left the workplace for further studies, I would be assured of my position at JKUAT after studies	37	29.8	86	69.4	0	0.0	1	0.8
9. I am involved in the training needs assessment in my department	37	29.8	44	35.5	43	34.7	0	0.0
10. I am involved in training project design in the department	5	4.0	22	17.7	56	45.2	41	33.1

Table 4.6 shows that over 50% of the respondents agreed with the statements that: If they left the workplace for further studies, they would be assured of their position at JKUAT after studies, there are adequate opportunities available at JKUAT for them to seek and pursue further studies and training, working at JKUAT guarantees them opportunities to progress in their careers and that at JKUAT they have an opportunity to receive scholarship to enable them to pursue further education. However, over 40% of the respondents disagreed with the statements that: they were involved in training project design in the department, their supervisors do not support them with information on career advancement opportunities and that their boss encourages and assists them to participate in the in-service courses and seminars related to my job. This implies that to a large extent, the employers in JKUAT were concerned about the development of their employees.

To find the effect of training and development on career management, the results in table 4.6 were computed and categorised as shown in figure 4.5.



**Figure 4.5: Effect of training and development on career management**

Figure 4.5 shows that 31 (25%) of the respondents reported that training and development had a very positive effect on career management, 69 (55.6%) reported it had a positive effect, 15 (12.1%) reported it had a negative effect while only 9 (7.3%) reported it had a very negative effect. This implies that employees who are well trained and given chances of development perform better than those who do not.

As organizations evolve in response to the impact of organizational changes, developments in cultural and environmental areas, and improvements to and introduction of new technologies and procedures, continuous training and development of employees become important. Training and development of employees, as a component of organizational career management programmes, can contribute to ensuring organizational changes and improvements occur as planned by assuring that such changes are supported by qualified, motivated and committed staff resources (Baruch, & Peiperl, 2000).

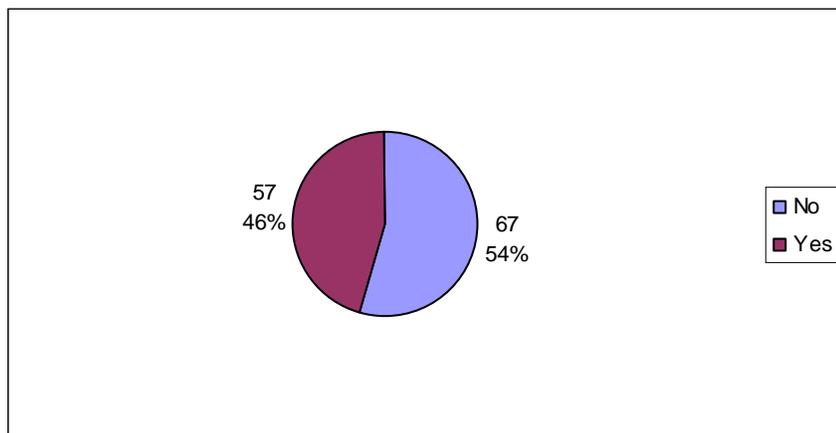
The respondents were asked to indicate other ways in which training and development influences career management. They responded as shown:

- Training and development provides members with the means to address labour-related problems and issues
- Training and development instills in enterprise managers skills needed to improve their management of people
- Training and development helps in motivating employees and giving them opportunity for improvement and promotion
- Training and development improves workplace relations by encouraging team work.

#### **4.5 Effect of Institutional Framework on Career Management**

The third research objective sought to find out the effect of institutional framework on career management among non-academic staff.

The respondents were asked to state their opinion regarding whether institutional framework affected career management. They responded as shown in figure 4.6.



**Figure 4.6: Institutional framework affects career management**

Figure 4.6 shows that 67 (54%) of the respondents indicated that institutional framework affected career management while 57 (46%) of the respondents indicated that it did not.

The respondents were given a table of items on institutional framework, and they were required to state their agreement levels. Their responses are shown in table 4.7.

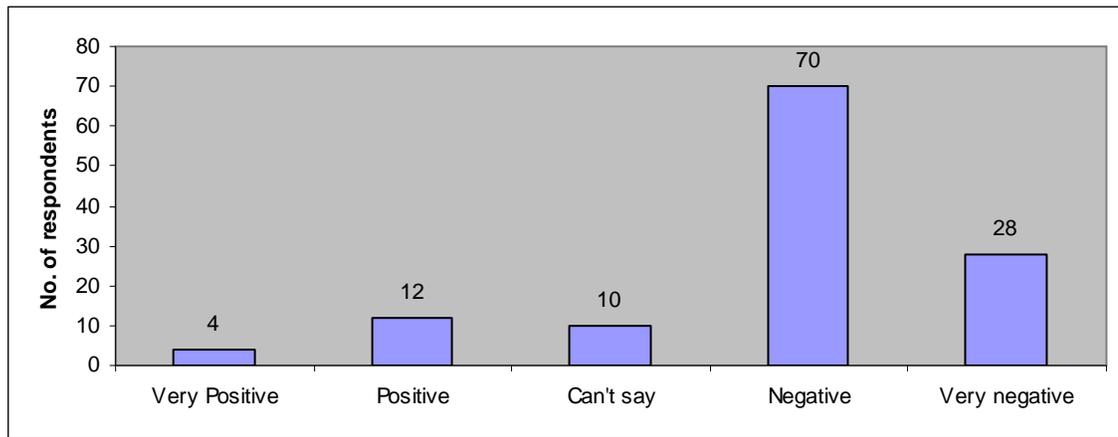
**Table 4.7: Effects of institutional framework on career management**

	SA		A		CS		D		SD	
	F	%	F	%	F	%	F	%	F	%
1. JKUAT has a clear policy on career development of employees	1	0.8	0	0.0	0	0.0	37	29.8	86	69.4
2. At JKUAT there exist clear guidelines on promotion of staff after training	46	37.1	27	21.8	0	0.0	21	16.9	30	24.2
3. Corruption and discrimination do not favor career development of staff at JKUAT	64	51.6	36	29.0	0	0.0	19	15.3	5	4.0
4. JKUAT offers career counselling services to employees	17	13.7	73	58.9	3	2.4	31	25.0	0	0.0
5. JKUAT avails adequate information to employees on training opportunities	12	9.7	55	44.4	24	19.4	21	16.9	12	9.7
6. The organizational culture at JKUAT favors career growth of non-teaching staff	5	4.0	49	39.5	45	36.3	12	9.7	13	10.5
7. JKUAT favors career development of teaching staff at the expense of non-teaching staff	33	26.6	43	34.7	36	29.0	12	9.7	0	0.0
8. Even if I advanced by education by enrolling for a course I am not assured of promotion at JKUAT	65	52.4	9	7.3	20	16.1	18	14.5	12	9.7

9. The fact that JKUAT is a university means there are adequate opportunities for all employees to pursue further education	12	9.7	61	49.2	19	15.3	32	25.8	0	0.0
10. Colleagues at work are supportive of employees seeking career advancement	43	34.7	57	46.0	12	9.7	0	0.0	12	9.7
11. Both men and women at JKUAT have equal chances of career progression	5	4.0	50	40.3	0	0.0	31	25.0	38	30.6

Table 4.7 shows that over 50% of the respondents agreed with the statements that: Corruption and discrimination do not favor career development of staff at JKUAT, and that JKUAT offers career counselling services to employees and that even if they advanced by education by enrolling for a course they were not assured of promotion at JKUAT. 36.3% of the respondents were non-committal on the statement that the organizational culture at JKUAT favors career growth of non-teaching staff. On the other hand, over 30% of the respondents disagreed with the statement that: JKUAT has a clear policy on career development of employees and that both men and women at JKUAT had equal chances of career progression. This implies that despite the fact that there was an effective institutional framework at JKUAT, there was some sexual discrimination on progression.

In order to establish the effectiveness of institutional framework on career management, the responses in table 4.7 were computed. The results are shown in figure 4.7.



**Figure 4.7: Effects of institutional framework on career management**

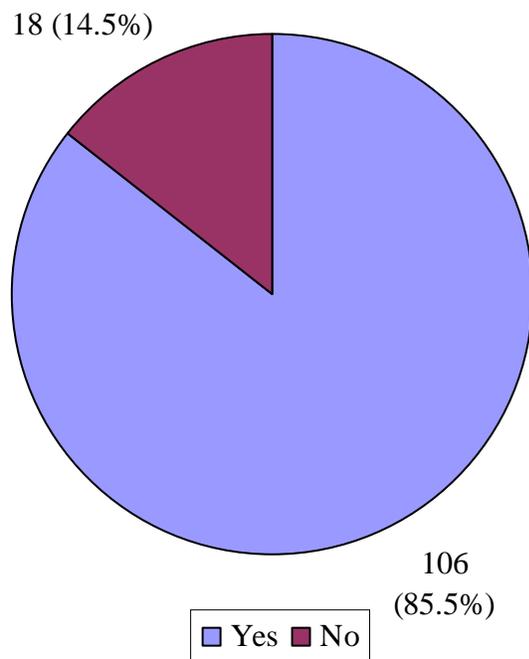
Figure 4.7 shows that 28 (22.6%) of the respondents reported that institutional framework had a very negative effect on career planning, 70 (56.5%) reported that the effect was negative, 10 (8.1%) were non-committal, 12 (9.7%) reported that the effect was positive while 4 (3.2%) reported the effect was very positive. This implies that there was an institutional framework in JKUAT and it was ineffective.

For effective career management in organizations, there is need for supportive institutional framework detailing the role of the organization in career management. Organizational support for career development (OSCD), also called organizational career management or organizational sponsorship, refers to the programs, processes and assistance provided by organizations to support and enhance their employees' career success (Ng et al., 2005).

#### **4.6 Effect of Life-work Balance on Career Management**

The fourth research objective sought to find out the effect of work-life balance on career management among non-academic staff in JKUAT.

In order to establish this, the respondents were asked whether in their opinion, life-work balance had an effect on career management. Their responses are discussed in figure 4.8.



**Figure 4.8: Effect of Life-work Balance on Career Management**

Figure 4.8: 18 (14.5%) of the respondents indicated that life-work balance had an effect on career management while 106 (85.5%) indicated that it had an effect.

Table 4.8 shows work-life balance issues.

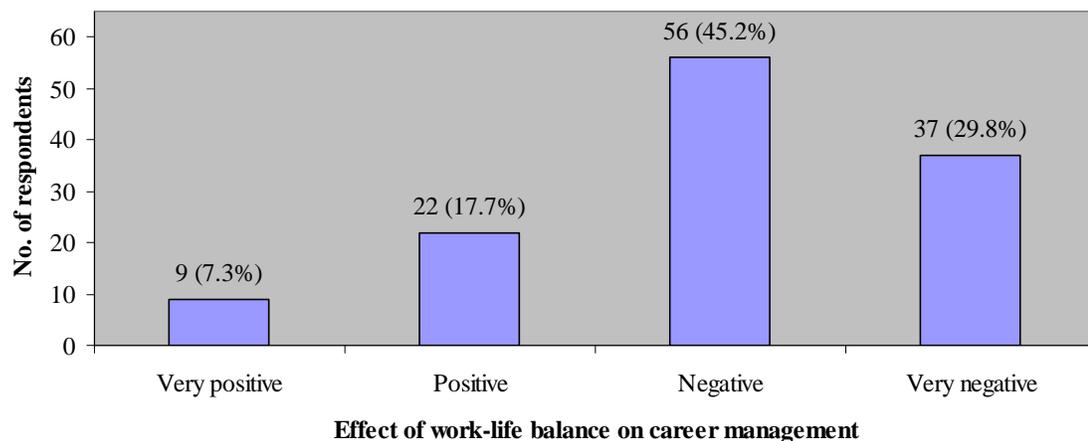
**Table 4.8: Effect of life-work balance on career management**

	SA		A		D		SD	
	F	%	F	%	F	%	F	%
1. JKUAT offers flexible work schedules to allow employees attend to family issues	20	16.1	12	9.7	35	28.2	57	46.0
2. JKUAT offers paid leaves to employees to attend training or during maternity leave	38	30.6	13	10.5	39	31.5	34	27.4
3. As a family person, it is difficult for one to progress in career at JKUAT	55	44.4	38	30.6	19	15.3	12	9.7
4. Classes for the course I would want to take are flexible	19	15.3	0	0.0	17	13.7	88	71.0
5. The salary I earn cannot meet my family needs and pay for career development activities such as college fees	8	6.5	0	0.0	79	63.7	37	29.8
6. JKUAT organizes counselling programmes to advice staff on work-life balance	39	31.5	44	35.5	41	33.1	0	0.0
7. My supervisor shows concern about what happens with my family, and offers support where possible	75	60.5	14	11.3	5	4.0	30	24.2
8. In case of emergencies, colleagues at work are willing to help with work for me to attend to personal issues.	19	15.3	0	0.0	57	46.0	48	38.7
9. JKUAT as a place of work is friendly to breastfeeding mothers	0	0.0	32	25.8	10	8.1	82	66.1
10. JKUAT ensures that women attending childcare are not disadvantaged in terms of promotion	46	37.1	18	14.5	60	48.4	0	0.0

Table 4.8 shows that over 40% of the respondents disagreed with the statements that: JKUAT offers flexible work schedules to allow employees attend to family issues, the salary they earn cannot meet their family needs and pay for career development activities

such as college fees, in case of emergencies, colleagues at work are willing to help with work for them to attend to personal issues, JKUAT ensures that women attending childcare are not disadvantaged in terms of promotion and that JKUAT as a place of work is friendly to breastfeeding mothers. However, over 40% of the respondents agreed with the statements that: as a family person, it is difficult for one to progress in career at JKUAT and that their supervisors show concern about what happens with their family, and offers support where possible. This implies that the work-life balance at JKUAT was ineffective.

To confirm these findings, the results in table 4.8 were computed and the results are shown in figure 4.9.



**Figure 4.9: Effect of work-life balance on career management**

Figure 4.9 shows that 9 (7.3%) of the respondents reported that work-life balance had a very positive effect on career management, 22 (17.7%) reported that it had a positive

effect, 56 (45.2%) reported it had a negative effect while 37 (29.8%) reported that it had a very negative effect. This shows that work-life balance at JKUAT had a negative influence on career management.

A Canadian survey on balancing work and family responsibilities by Paris 1990, showed that some of the greatest difficulties faced by employees in managing their personal and work responsibilities cause substantial reductions in performance through stress, absenteeism, a lack of available employees for full-time work and inequities in workloads. The outcomes of more recent research lead many successful organizations to provide more flexible working methods and hours and better child-care arrangements, such as workplace nurseries. Although a growing number of organizations offer employee child-care assistance, few seem to analyze the impact of these programmes on productivity and organization effectiveness (Zeffane and Mayo 1994).

The respondents were asked to set some other factors that affect career management in public universities. Their responses are shown below.

- Employee attitudes and beliefs
- Employee expectations
- Social, political and economic environment
- Employee welfare programmes

## **CHAPTER 5**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1: Introduction**

This chapter presents the summary of the study, conclusions and recommendations arrived at. It also gives suggestions for further studies.

#### **5.2: Summary**

The purpose of this study was to determine the factors that affect career management among non-teaching staff in public universities in Kenya. The study participants comprised 124 non-academic staff members, the target being 130 respondents. The data was therefore analyzed based on this number. Given below is a summary of the main study findings.

Regarding whether career planning affected career management, the respondents indicated that career planning affected career management while the other indicated it did not. The majority of the respondents agreed with the statement that JKUAT has many avenues for career advancement for staff. They also agreed with the statements that they were still undecided on their future in JKUAT and that their career plans can be fulfilled at JKUAT. On the other hand, the respondents disagreed with the statements that they were aware of the career management policy at JKUAT, their supervisors discussed with them ways of improving their careers and that they were too busy at their work place to think of career advancement. The respondents also reported that career planning had a very positive effect on career management. The results imply that career planning had a positive effect on career management. The respondents also reported that: career planning

helps in proper utilization of skills and talents, career planning improves employee productivity, career planning helps organizations to embrace change and that career planning helps employers to think of how to make employees satisfied with their jobs, hence ensuring retention.

The study established that the respondents reported that training and development affected career management while others reported that it did not. Upon further inquiry as to whether they planned to pursue education at a current level then their current level, most respondents indicated that they would pursue further studies while a few indicated that they did not intend to pursue further studies. The respondents agreed with the statements that: If they left the workplace for further studies, they would be assured of their position at JKUAT after studies, there are adequate opportunities available at JKUAT for them to seek and pursue further studies and training, working at JKUAT guarantees them opportunities to progress in their careers and that at JKUAT they have an opportunity to receive scholarship to enable them to pursue further education. However, over a few of the respondents disagreed with the statements that: they were involved in training project design in the department, their supervisors do not support them with information on career advancement opportunities and that their boss encourages and assists them to participate in the in-service courses and seminars related to my job. This implies that to a large extent, the employers in JKUAT were concerned about the development of their employees. From the findings it implies that employees who are well trained and given chances of development perform better than those who do not. The respondents also commented that: training and development provides members

with the means to address labour-related problems and issues, training and development instills in enterprise managers skills needed to improve their management of people, training and development helps in motivating employees and giving them opportunity for improvement and promotion and that training and development improves workplace relations by encouraging team work.

The study found out that many of the respondents indicated that institutional framework did not affect career management while a few of the respondents indicated that it did. The respondents agreed with the statements that: corruption and discrimination do not favor career development of staff at JKUAT, JKUAT offers career counselling services to employees and that even if they advanced by education by enrolling for a course they were not assured of promotion at JKUAT. A few of the respondents were non-committal on the statement that the organizational culture at JKUAT favors career growth of non-teaching staff. On the other hand many of the respondents disagreed with the statement that JKUAT has a clear policy on career development of employees both men and women at JKUAT had equal chances of career progression. This implies that despite the fact that there wasn't an effective institutional framework at JKUAT and that there was some sexual discrimination on progression. This shows that institutional framework at JKUAT had a negative influence on career management.

Regarding life-work balance, the study established that few of the respondents indicated that life-work balance had an effect on career management while many indicated that it

had an effect. Many of the respondents disagreed with the statements that: JKUAT offers flexible work schedules to allow employees attend to family issues, the salary they earn cannot meet their family needs and pay for career development activities such as college fees, in case of emergencies, colleagues at work are willing to help with work for them to attend to personal issues, JKUAT ensures that women attending childcare are not disadvantaged in terms of promotion and that JKUAT as a place of work is friendly to breastfeeding mothers. However, a few of the respondents agreed with the statements that: as a family person, it is difficult for one to progress in career at JKUAT and that their supervisors show concern about what happens with their family, and offers support where possible. This implies that the work-life balance at JKUAT was ineffective. This shows that work-life balance at JKUAT had a negative influence on career management. The respondents also reported that some of the factors affecting career management were: employee attitudes and beliefs, employee expectations, social, political and economic environment and employee welfare programmes

## **5.2: Conclusion**

One of the objectives of the study was to analyze the effect of career planning on career management among non-academic staff in public universities in Kenya. From the findings of the study, it emerged that career planning had a positive effect on career management in JKUAT.

The second objective of the study was to analyze the effect of training and development on career management among non-academic staff in public universities in Kenya. The study showed that it had a positive effect on career management in JKUAT. The study

also established that JKUAT gave its non-academic staff opportunities to further their education and training by encouraging them.

Institutional framework and its effect on career management was the other objective and it emerged that it had a negative effect on career management among non teaching staff in JKUAT. It also emerged that many employees were not aware of a career management policy in the institution on non teaching staff.

The final objective of the study was to establish whether work-life balance had an effect on career management among non teaching staff in JKUAT. It emerged from the findings that it had a negative effect on career management since employees could not balance their private and work lives effectively.

#### **5.4: Recommendations**

- i. JKUAT should introduce flextime to allow employees to balance their personal lives and jobs effectively
- ii. The employees at JKUAT should be given the support they need to improve in their careers, especially by their immediate supervisors
- iii. Both male and female employees should be given equal chances for progression in their careers
- iv. The employees at JKUAT should be encouraged to pursue further studies to enable them to build their careers and progress

### **5.5: Areas for Further Research**

- i. A study on factors influencing employee performance in public and private universities in Kenya.
- ii. A similar study should be conducted to determine the effects of career management among the teaching staff in public universities.

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## APPENDIX A: RESEARCH AUTHORISATION LETTER

Rebeccah Ann Maina  
JKUAT

Date 2<sup>nd</sup> March, 2011

The Deputy Vice Chancellor,  
Administration, Planning and Development,  
JUKAT,  
P. O. Box 62000.

Dear Sir,

Re: Authorization to Conduct Research

I am a student at JKUAT pursuing a Master of Science Degree. This is to request your authorization to collected data among non-teaching staff of the university for my research project: **Factors affecting career management among non-academic staff in public universities in Kenya: a case study of Jomo Kenyatta University of Agriculture and Technology.**

The information collected will be treated in utmost confidence and will be used only for academic purposes.

Thank you for your assistance,

Yours Faithfully,

Rebeccah Ann Maina  
Student.

## APPENDIX B: LETTER TO THE RESPONDENTS

Rebeccah Ann Maina  
JKUAT

Date 2<sup>nd</sup> March, 2011

Dear Sir/Madam,

Re: Participation in Research

I am a student at JKUAT pursuing a Master of Science Degree, conducting a research among non-teaching staff of the university for my research project titled: **Factors affecting career management among non-academic staff in public universities in Kenya: a case study of Jomo Kenyatta University of Agriculture and Technology.**

You have been selected to participate in the study. The information collected will be treated in utmost confidence and will be used only for academic purposes.

Thank you for your assistance,

Yours Faithfully,

Rebeccah Ann Maina  
Student.

## APPENDIX C: EMPLOYEES' QUESTIONNAIRE

### Introduction

This questionnaire is intended to collect information on your career management experiences at JKUAT. The information you give will be treated confidentially. Please respond to all items honestly. Respond by putting a tick on the right box.

### Part 1: Background Information

1. In which department are you working?

.....

2. What is your gender?

Male

Female

3. Age in years (Please tick where appropriate)

20 - 29

30 - 39

40 - 49

50 and above

4. For how many years have you worked in JKUAT?

1 – 3 years  4 – 6 years

7 – 10 years  over 10 years

5. Did you work elsewhere before joining JKUAT?

Yes

No

6. What is your position in the field?

.....

7. What are your current academic qualifications (Please tick where appropriate)

Masters Degree  Bachelors Degree

Diploma  Certificate

Other (specify).....

**Part 2: Effect of Career Planning on Career Management**

1. The table below presents a number of factors that could influence career management. Indicate the extent to which you agree or disagree with each of the statement using the scale below.

Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Statement	SA	A	D	SD
10. I am still undecided on my future in JKUAT				
11. I am aware of the career management policy at JKUAT				
12. My career goals are in line with JKUAT’s career management policy				
13. My career plans can be fulfilled at JKUAT				
14. My supervisor discusses with me ways of succeeding in my career				
15. JKUAT has many avenues for career advancement of staff				
16. I am aware of the career management policy at JKUAT				
17. I am too busy at my work place to think of career advancement				
18. I am satisfied with my current position, and so don’t plan to advance my career further				

2. How else does career planning affect career management?

- i .....
- ii .....
- iii .....

**Part 3: Effect of Training and Development on Career Management**

1. Are you planning to pursue education at a higher level than your current level?

[ ] Yes                      [ ] No

If yes, indicate the course you wish to pursue

.....  
 .....

1. The table below presents a number of factors that could influence your training and development. Indicate the extent to which you agree or disagree with each of the statement using the scale below.

Strongly disagree (SD),      Disagree (D),      Agree (A)      Strongly Agree (SA)

Statement	SA	A	D	SD
11. At JKUAT I have an opportunity to receive scholarship to enable me to pursue further education.				
12. My boss encourages and assists me to participate in the in-service courses and seminars related to my job.				
13. My supervisor encourages and stimulates me to think and work independently to accomplish various tasks and assignments				
14. There are adequate opportunities available at JKUAT for me to seek and pursue further studies and training.				
15. my employer is willing to grant me paid study leave or time-off to pursue further studies				
16. working at JKUAT guarantees me opportunities to progress in my career				
17. my supervisor does not support me with information on career advancement opportunities				
18. If I left the workplace for further studies, I would be assured of my position at JKUAT after studies				
19. I am involved in the training needs assessment in my department				
20. I am involved in training project design in the department				

2. In which ways does career management at JKUAT influence your training and development?

i .....

ii .....

iii .....

**Part 4: Effect of Institutional Framework on Career Management**

1. The table below presents a number of institutional framework factors that could influence your career management. Indicate the extent to which you agree or disagree with each of the statement using the scale below.

Strongly Agree (**SA**), Agree (**A**), Can't Say **CS**, Disagree (**D**), Strongly Disagree (**SD**)

Statement	SA	A	CS	D	SD
12. JKUAT has a clear policy on career development of employees					
13. At JKUAT there exist clear guidelines on promotion of staff after training					
14. Corruption and discrimination do not favour career development of staff at JKUAT					
15. JKUAT offers career counselling services to employees					
16. JKUAT avails adequate information to employees on training opportunities					
17. The organizational culture at JKUAT favours career growth of non-teaching staff					
18. JKUAT favours career development of teaching staff at the expense of non-teaching staff					
19. Even if I advanced by education by enrolling for a course I am not assured of promotion at JKUAT					
20. The fact that JKUAT is a university means there are adequate opportunities for all employees to pursue further education					
21. Colleagues at work are supportive of employees seeking career advancement					
22. Both men and women at JKUAT have equal chances of career progression					

2. In which other ways does JKUAT’s institutional framework influence your career management?

i .....

ii .....

iii .....

**Part 5: Effect of Work-Life Balance on Career Management**

1. The table below presents a number of institutional framework factors that could influence your career management. Indicate the extent to which you agree or disagree with each of the statement using the scale below.

Strongly disagree (**SD**),      Disagree (**D**),      Agree (**A**)      Strongly Agree (**SA**)

Statement	SA	A	D	SD
11. JKUAT offers flexible work schedules to allow employees attend to family issues				
12. JKUAT offers paid leaves to employees to attend training or during maternity leave				
13. As a family person, it is difficult for one to progress in career at JKUAT				
14. Classes for the course I would want to take are flexible				
15. The salary I earn cannot meet my family needs and pay for career development activities such as college fees				
16. JKUAT organizes counselling programmes to advice staff on work-life balance				
17. My supervisor shows concern about what happens with my family, and offers support where possible				
18. In case of emergencies, colleagues at work are willing to help with work for me to attend to personal issues.				
19. JKUAT as a place of work is friendly to breastfeeding mothers				
20. JKUAT ensures that women attending childcare are not disadvantaged in terms of promotion				

2. How else does work-life balance influence your career management?

i .....

ii .....

iii .....

3. What other factors in your view affect career management in Kenya Public Universities?

i .....

ii .....

iii .....