

**INFLUENCE OF CAREER DEVELOPMENT ON
EMPLOYEES' COMMITMENT IN PUBLIC UNIVERSITIES
IN KENYA**

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**Influence of career development on employees' commitment in Public
Universities in Kenya**

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

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DEDICATION

To my husband Gabriel Githu, my children Melody and Emmanuel Githu for their patience, support and prayers during my time of studies.

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LIST OF ACRONYMS AND ABBREVIATIONS

AC	Affective commitment
CC	Continuance commitment
CD	Career development
CIPD	Chartered Institute of Personnel and Development
CUE	Commission for University Education
JKUAT	Jomo Kenyatta University of Agriculture and Technology
KU	Kenyatta University
KUSU	Kenya University Staff Union
NC	Normative commitment
OCM	Organization career management
OSCD	Organizational support for career development
POS	Perceived organization support
RIASEC	Realistic, investigative, artistic, social, enterprising and conventional
TCM	Three component model
UoN	University of Nairobi

DEFINITION OF TERMS

Affective Commitment: For the purposes of this study and in line with commitment literature, affective commitment has been defined as staying with an organization because of the ‘emotional attachment to, identification with, and involvement in the organization. (Meyer & Allen 1997)

Career: The progress and actions taken by a person throughout a lifetime, especially those related to that person’s occupation. Career is understood to relate to a range of aspects of an individual's life, learning and work (Manolescu, 2003).

Career Development: Career development is defined as the opportunities organizations provide to advance an individual’s career prospects, such as challenging assignments, career counseling and being kept informed. Career development has both personal and organizational dimensions. (Applebaum *et al.* 2003).

Career Development Programs: Career development programs include a variety of components for use in organizations in order to increase the efficiency, skills for efficient job performance such as self-assessment tools, workshops, seminars, counseling, organizational assessment programs, mentorship, coaching. (Antoniou, 2010).

Career Management: Career management can be defined as the process that plans and shapes the progression of individuals within an organisation in accordance with the organisational needs and objectives (that is the integration of the individual's objectives with those of the organisations) (Armstrong, M., & Taylor, 2014).

Career Planning: Career planning is a continuous process of discovery in which an individual slowly develops his/her own occupational concept as a result of skills or abilities, needs, motivations and aspirations of his/her own value system. Gill and Kustron (2011). Career planning practice process involves both the organization and the individual responsibility. Career planning helps the employees to plan for their careers in terms of their capacities and competencies within the context of organisational needs. Career planning is an integral part of the manpower planning that affects business strategy and corporate planning.

Commitment: Commitment is a force that binds an individual to a course of action of relevance to one or more targets. (Meyer & Herscovitch, 2002). Porter et al (1974) on the other hand referred to commitment as an attachment and loyalty. It is the relative strength of the individual's identification with, and involvement in, a particular organization and readiness to exert considerable effort on behalf of the organization

Organization Career Planning: This is the process in which an organization plans career goals for its employees is called organizational career planning. It is very important for an organization to plan career for its all employees by which employees personal and organizational both goals can be achieved. (Ritesh, 2014)

Personal Career Planning: Personal career planning (Zlate, 2004) can be defined as all actions of self-assessment, exploration of opportunities, establishing goals, designed to help an individual to make informed choices and changes about career.

Perceived Organisation support: Perceived organization support refers to the degree to which employees believe the organization values their work and contribution, and cares about their well-being (Eisenberger *et al*, 1986). According to Champan (as cited in Kopp, 2013), support can be divided into two broad categories: material and psychosocial.

Public University: A Public university is a university that is predominantly funded by Public means through a national government and typically operate under the supervision of state governments. (https://en.wikipedia.org/wiki/Public_university).

ABSTRACT

Career development initiatives benefit both employees and the organization they work for. Employees benefit from improved, more marketable skills that allow for increased mobility within the organization while the organization benefits from increased employee talent, performance and commitment and reduce employee intention to leave for alternative employers. The study considered staff career development variables such as career planning, career management, career programs (tools) and career development goals and expectations for the diverse workforce in Public universities in Kenya. Perceived organization support was considered a moderating variable in the study. Employees' commitment to the organization was the dependent variable. This was a field study that adopted a cross-sectional survey research. The data analysis was both descriptive and inferential. To obtain a comprehensive view of the staff career development situation in Public universities, stratified random sampling was used in the first stage to ensure all subgroups were represented; simple random sampling was applied in the second stage. The study population was 3,484 academic staff and 6,773 nonacademic staff from the University of Nairobi (UoN), Kenyatta University (KU) and Jomo Kenyatta University of Agriculture and Technology (JKUAT). The three institutions were a good representation since they have more established systems unlike other upcoming universities. The sample size was 131 academic staff and 254 nonacademic staff. Questionnaires were used as instruments for obtaining the data required. Validity and reliability of the questionnaire were enhanced by carrying out a pilot study prior to data collection. Cronbach's Alpha was used to test for reliability of each variable. Inferential statistics were used to test the influence of career development on employee commitment. Correlations were computed to determine how items correlate among themselves. Analysis of variance was also carried out to establish the interrelationship between variables. Linear regression was used to show if there was correlation between the independent and dependent variables and the effect of the moderating variable on each relationship. From the findings of this study all the

independent variables of career development had an influence on employee commitment in public universities in Kenya. It was notable that employees in public universities are highly committed to their career advancement. In order to foster employees' engagement and commitment Public universities will be required to continuously identify its needs and opportunities, evaluate, plan, individual development efforts, and advise and inform its staff on available career development programs so that the organisations needs are met.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The aim of this study was to analyze staff career development and its influence on employees' commitment in Public universities in Kenya. A variety of definitions were proposed to conceptualize organizational career development. Karp (2013) and Patton, and McMahon (2014).describe career development systems as integrated services and procedures which meet the needs of both individuals and organizations. Services meeting individual needs are referred to as career planning (career planning workshops, teaching of advancement strategies), while those related to organizational needs are termed as career management (performance appraisals, management succession and replacement planning).

1.1.1 Career Development

Although the origin of career could be traced to the fifteenth century (Brown & Brook 2002) and earlier, organized career counseling had no clear beginning. Some situations from which it evolved were economic, industrialism and the growing division of labor among others. Modern theories of career development began appearing in literature during the 1950s. At that time, occupational choice focus of the first 40 years of career development was beginning to give way to a broader, more comprehensive view of individuals and their occupational development over their life span. In the 1960s, knowledge about occupational choice as a developmental process increased dramatically. At the same time, the terms career and career development became popular, so that many people today prefer them to vocation and vocational development. In the 1970s, the definitions of career and career development used by some writers became broader and more encompassing. Gordon, & Steele, (2015) defined career as

encompassing a variety of possible patterns of personal choice related to an individual's total lifestyle, including occupation, education, personal and social behavior, learning how to learn, social responsibility, and leisure time activities.

Career development programs have been around since the turn of the century. The number of organizations using them has steadily increased since the mid-1970s, as more organizations strive to meet the needs and expectations of their employees. In a 1991 survey of 1000 private agencies, 70% of the respondents had or were planning to implement career development programs in the workplace (Gutteridge, Leibowitz, & Shore, 1993). The increasing popularity of career development programs suggests that many organizations are willing to play a major role in career planning and employee development. Organizations that emphasized customer service, organizational performance, and professionalism and employee empowerment were most likely to have career development programs (Merchant, 2003).

In a 1978 survey conducted by the American Management Association on company-sponsored Career Development Programs, over 90% of the respondents found them to enhance job performance, help employees use personnel systems more effectively, and improve the utilization of available talent.

In the late 1980's, four large corporations; British Petroleum Exploration, Amoco, Baxter Healthcare and John Deere, developed and implemented comprehensive and visible career development programs in the workplace. Each of the firms' companies used methods such as career counseling, workshops and workbooks, along with techniques such as self-assessment testing and job rotations to enhance employees' opportunity for growth and development. These resulted in lower employee turnover, fewer employee complaints and higher levels of job satisfaction. Baxter Healthcare had the lowest employee turnover in their industry segment. The results achieved by larger organizations encouraged even mid-sized and smaller organizations to implement

career development programs. However, even with the increased popularity of career development programs, the Public sector has lagged behind the private sector in instituting these programs (West & Berman, 1993). According to Patton and McMahon (2014), career development can be divided into two aspects: content and process. Similar to internal career, content oriented career development refers to employee intrinsic motivation in improving their works, such as interests and values. By contrast, the process-related career development is similar to the external career, and refers to interaction and change of career over time, such as position and status (Patton & McMahon, 2014).

Career development has been identified as a means of helping organizations to tap into their wealth of in-house talent for staffing and promotion by matching the skills, experience and aspirations of individuals to the needs of the organization (Kapel & Shepherd, 2004; Kaye, 2005). Extensive research has been carried out in a bid to unearth the extent to which organizations can support career development initiatives for their employees. Such research has focused on the extent to which such practices foster organizational effectiveness (Appelbaum, Ayre & Shapiro, (2002) and result in job satisfaction among employees. Other scholars have focused on the extent to which such practices encourage employee commitment (Purcell, Hutchinson & Swart, 2003).

For many organizations the development of people has taken centre stage as a crucial business strategy since the 1990s. Many companies have realized that in the global economy, leveraging workforce skills and talents is the critical means of staying competitive. Since keeping ahead on the technological platform is very transient, the quality, innovativeness and commitment of human resources is what makes the difference in competition. There is recognition that people development must necessarily be closely aligned with the strategic business needs of the organization. Employees' career plans and their developmental needs must be consciously linked with the

organizational workforce needs as well as strategic direction (Natalie, Dyke & Duxbury, 2007).

In today's 'lean and mean' business climate, development is a necessary survival strategy: it helps companies position themselves to adjust to rapid changes in their environments. Development processes enable companies to meet emerging challenges quickly and effectively. Organizational career development is a strategic process involving maximizing individuals' career potential as a way of enhancing the success of the organization as a whole. Many companies have come to realize that developing people is central to organizational effectiveness. It is also a key factor as organizations compete for skilled human resources that is quite scarce (Natalie *et al*, 2007).

One of the key differentiators for an organization to become an employer of choice is the extent of avant-garde strategic development initiative you do to enable the staff to interact with the very latest in the industry. This is the value that people are looking for in terms of corporate development or institutional development in any organization. Offering career resilience and opportunity to learn the best will remain the greatest attraction for people joining the job market (Natalie *et al*, 2007). Organizations that provide career development that advances employees' career potential (that is, organizational career management) have illustrated gains in job performance (Jaramillo *et al.*, 2004; Luchak *et al.*, 2007, Vandenberghe *et al.*, 2004) and improved levels of employee commitment to the organization (Paul & Anantharaman, 2004).

Kemboi (2014) looked at the perceived effect of career development practices on employee retention at the Kenya Post Office Savings Bank. The study found out that career development practices that are being practiced at Post Bank include career planning, guidance and counselling, coaching and mentoring and training. These are geared towards retention of employees in the bank.

Kelley (2012) examined career development practices among commercial Banks in Kenya. The main objective of the study was to determine the career development practices among commercial banks in Kenya. The study established that there are several career development practices that are evident among commercial banks in Kenya.

With the realization that most teaching staff do not have a Doctorate degree as in many sub-Saharan countries (Lewa, 2009), Kenyan Public universities have encouraged their members of the teaching staff to undertake further studies as well as other career development initiatives. Some universities do finance such initiatives (Kinyanjui, 2007). According to Alnaqbi (2016) career development is not simply a means of arming employees with skills they need to perform their jobs, it is often deemed to be representative of an employer's commitment to their work force.

1.1.2 Employee Commitment to Organisations

Meyer and Allen (1991) in response to the confusion over the definitions and dimensionality of commitment constructs, proposed a three-component conceptualisation of organizational commitment, in which they defined commitment as a desire, a need and/or an obligation to maintain membership of an organization. Allen and Meyer (1991) conceptualised organizational commitment as a multidimensional construct consisting of affective commitment, normative commitment and continuance commitment. Furthermore, Meyer and Herscovitch (2001) argued that commitment with the core essence should be identified as a distinguished construct from other constructs. In other words, the construct of commitment was more than a motive to engage in certain behaviors or a positive attitude towards certain targets. To sum up, Meyer and Herscovitch (2001) proposed the definition of commitment as a force that binds an individual to a course of action of relevance to one or more targets, and that commitment is distinguishable from exchange-based forms of motivation and target-relevant

attitudes, and can influence behavior even in the absence of extrinsic motivation or positive attitudes.

Wallace and Trinka (2009) identified three types of employee commitment. These include; affective commitment, continuance commitment and normative Commitment. Affective commitment (affection for your job) is when employees feel a strong emotional attachment to their organization, and to the work that they do. They are most likely identified with the organization's goals and values, and they genuinely want to be there; continuance commitment (fear of loss) - this type of commitment occurs when employees weigh up the pros and cons of leaving an organization. An employee may feel like they need to stay at the company, because the loss they'll experience by leaving it is greater than the benefit they think they might gain in a new role. These perceived losses, or side bets, can be monetary; professional or social; Normative Commitment (Sense of Obligation to Stay)- this type of commitment occurs when an employee feels a sense of obligation to the organization, even if they are unhappy in their role, or even if they want to pursue better opportunities.

Employee commitment is critical to the success of any organization. Meyer and Allen (1997) stated that a committed employee is one who will stay with the organization through thick and thin, attend work regularly, put in a full day and maybe more, protect company assets and who shares company goals. When an employee is enthused such that he or she finds herself or himself working effortlessly, loyally, consistently and harder for the ideals of the organization, then such an employee can be said to be committed. (Wachira, 2013)

Employees are major assets of any organization, they play an active role towards the company's success that cannot be underestimated. Organizations value commitment among their employees because it is typically assumed to reduce withdrawal behaviour, such as lateness, absenteeism and turnover. Hence, there is no doubt that these values

appear to have potentially serious consequences for overall organizational performance. The study of employee commitment is important because; Lo, Ramayah, and Min, (2009) noted that employees with a sense of employee commitment are less likely to engage in withdrawal behaviour and more willing to accept change. Hence, there is no doubt that these values appear to have potentially serious consequences for a core of committed individuals who are the source of organizational life; (b). Workers who become less committed to an organization, will route their commitment in other directions; thus, it is important to know how to develop the right type and level of employee commitment to ensure that the better employees are retained; (c). Employees who develop a high level of employee commitment tend to be highly satisfied and are fulfilled by their jobs; (d). In the current global economic scenario, organizational change is a continuous process that requires support of all employees in the hierarchical structure (Irefin, 2014).

Committed employees who are highly motivated to contribute their time and energy to the pursuit of organizational goals are increasingly acknowledged to be the primary asset available to an organization (Choudhury, 2015). They provide the intellectual capital that, for many organizations, has become their most critical asset (Choudhury, 2015). Furthermore, employees who share a commitment to the organization and their collective wellbeing are more suitable to generate the social capital that facilitates organizational learning. It is therefore important for organization to know the aspects that play important role or have big impact in boosting the commitment of their employees.

Commitment in the workplace can further be divided into different aspects. Employee may be committed to career, occupation, goals, teams, leaders or organization as such (Meyer & Herscovitch 2001; Suma & Lesha, 2013). Meyer and Herscovitch (2001) conducted a review of the previous studies and conceptualizations on workplace commitment. They argue that it is well recognized that employees develop more than

one work-relevant commitment. Even though all of these are to be seen in the workplace and affect employees total workplace commitment, they all have their own characteristics. In this paper the focus was on organizational employee commitment. What is good to note is that these various commitments will exist at the same time and employees always have many commitments to different institutions and people, for example, family, friends, sports and community groups. Therefore, it is unrealistic to expect total commitment to the organization. (Hassan, 2014)

Having committed employees is crucial for a successful company. If the company uses a lot of resources to find the correct persons for the job, it is extremely important to be able to keep them in the long run. (Antilla, 2014). Commitment comes into play in this process. On the other hand, it is important to study commitment and know the factors affecting it because it has potential to influence organizational effectiveness and employees' well-being (Meyer & Herscovitch 2001).

Firstly, it is said that these days it is much more common that people change jobs and Companies during their career than it has been before. It is not certain that employees will stay within one company once hired for the whole work life. Now companies should pay more attention to retain the talents. When employee feels committed to an organization, he or she will not change the company easily. Secondly, it has been in the media that it is more challenging to get younger employees committed to the organization (Kaplan & Haenlein, 2010). These employees are more and more committed to their job or career rather than the organization. This will be a challenge also for the companies' HR departments in the more competitive employment market. Lastly, the ongoing economic situation is also giving its' own perspective for studying commitment now. It has been found that during economic crisis, when the work environment is very insecure, employees become less committed to organizations (Markovits, Boer & van Dick 2013). This brings up yet another challenge for HR departments. What matters can be found from the employees' point of view that

separates one particular company from others? What are the matters that could be promoted?

Institutions have suffered due to lack of organizational commitment, the employees efforts are no longer being directed to making the organizations better, but rather towards making themselves better by increasing the quantity and competitiveness of their marketable skills. As a result, organizations are experiencing turnover of high performing employees as they seek advancement opportunities elsewhere (Kraimer, Seibert, Wayne, Liden, & Bravo, 2011). Several factors had been identified in the literature as determinants of employee commitment. Some of the identified factors include; leadership style (Lo, 2009); organizational fairness (Ponnu & Chuah, 2010); corporate social responsibility (Ali, Rehman, Ali, Yousaf, & Zia, 2010).

The one study on organizational commitment in Higher Education Institutions identified with regard to academics in Kenya was carried out by Kipkebut (2010). The study was set out to establish the relationship between organizational commitment and job satisfaction in Higher Education Institutions in Kenya. The study explored a large number of factors that influence commitment: sectoral factors (public, private), occupational group (academic and administrative), job satisfaction, turnover intentions, demographic characteristics, job and role-related factors, and HRM practices. The findings show that in Kenyan Higher Education Institutions, age, education, role overload, supervisory support, organizational factors, distributive justice and participation in decision making were the most important predictors of organizational commitment. This research was aimed to find out the influence of career development on employee commitment.

1.1.3 Public Universities in Kenya

The emergence of universities in Kenya can be traced back to 1951 when the Royal Technical College of East Africa was established in Nairobi. The college opened its

doors to the first students in April 1956. In 1961, it was transformed into University College of Nairobi, offering University of London degrees. In 1970, the University of Nairobi was established through an Act of Parliament (University of Nairobi Act, 1970). The high demand for university education in the 1980s and 1990s led to the increase in the number of universities from one Public university college in 1970 to seven Public universities in 2002.

Since the year 2002, higher education in Kenya has undergone tremendous transformation. As the demand for higher education rises, the number of Public universities rose from seven (7) in 2002 to twenty-two (22) in 2013. Besides this there is the mushrooming of private universities and constituent colleges in every region of the country. To date, there are seventeen (17) fully accredited private universities besides their various campuses, and nine (9) Public universities constituent colleges.

In the recent past, there was the enactment of the Universities Act No. 42 of 2012, which took effect on 12th December, 2012. This brought the establishment, governance and administration of all universities under the same legal framework. The enactment caused some Public university constituent colleges operating under Legal Orders to be upgraded to fully-fledged Public universities. According to the Act, a university is required to have adequate and competent human resources to carry out its mandate. The expansion of higher education in Kenya has posed a challenge of shortage of qualified and experienced academic and nonacademic staff. This is so severe that universities are forced to recruit from each other while competing for the scarce resource.

This has resulted in challenges of university employees' retention. Employees are moving from one university to another that is, both private and public Universities in search of greener pastures. Opportunities for training and development are among the

most important reasons that keep employees committed to organisations, especially the young and enthusiastic. It is evident that the problem of academic staff retention in Kenyan Public universities is a pertinent one and is expected to even worsen with time (Ng'ethe, 2013). Kenyan Public universities have staff development policies that are well documented, but majority of the staff cannot attest to their effectiveness or implementation as a basis for their PhD academic staff development programmes (Dawo, 2012). In a study conducted at Maseno University and Masinde Muliro University of Science and Technology only an average of 38% of academic staff are PhD degree holders indicating a skills, knowledge, and attitudinal gap hence a critical need for invigorated staff career development (Dawo, 2012).

In a study conducted among lecturers at Moi University, only 35% of staff benefitted from short training offered by the university for a period of 5 years and only 36% attended international conferences and 43% attended local conferences (Ondinga, 2010). Universities must invest in their employees' career development endeavors. Workers commitment is a function of how effective management is able to design and implement good career development programme in the organization. Employees want management to show interest in their career development. (Agba, 2010). This study focused on the influence of career development on commitment of employees, both academic and non-academic in Public universities in Kenya.

1.2 Statement of the Problem

Successful organizations are increasingly realizing that career development is clearly the most critical element in ensuring employee commitment and engagement (Murray, 2008). Organizations are spending huge amount of resources to get a committed workforce and to retain them within the organization. According to Sohail, Iqbal, Razaq, and Sabir, (2011) if the organization want committed workforce then it must also take steps to satisfy the career needs of the employees. There is a direct relationship between

organization commitment and job satisfaction of the employees within a particular organization which affect the career of the employees ultimately (Mowday, Porter, & Steers, 2013).

According to CIPD (2012), it is necessary to develop staff because the global changes are rendering obsolete some of their original professional skills and knowledge and demanding the development of others. Members of staff are therefore being encouraged to engage in continuous professional development (CPD) through professional activities, formal learning, and self-directed and informal learning. (Sekiwu, 2013). In tandem with the global changes, Public universities can gain a competitive advantage from the human resources they possess. Therefore, these organizations are expected to strive to improve the capabilities of their employees so as to enable them cope with changes in their environment.

Many employees in Public Universities have been trained but they have remained stagnant with little evidence of career advancement. (Oduma, 2014). Consequently, high performing individuals will be frustrated and leave the organization in search of greener pastures (Kraiger & Ford, 2007) if they lack desired career advancement. Studies by Chacha (2004) and Lewa (2009) showed that Public Universities included employee development programs as part of their mandate and strategic plans. Such initiatives were expected to improve employee's performance and commitment. Nonetheless, studies indicated that there was very little effort put in place for overall employee development in Kenyan public universities. As a matter of fact studies showed that the number of non-academic staff in these institutions undertaking career development programs was on the decline.

This state of affairs may cause dissatisfaction that may contribute to employees leaving the university in favour of other organizations which will fulfill their need for career development. Therefore, it is essential for proper career planning interventions to be

made by an organization as they may lead to staff retention, as employees will be motivated to fulfill their potential, talents and capabilities in the best possible ways. (Maina, 2014)

According to Kipkebut (2010) employees from private universities were more committed to their universities and satisfied with their jobs than employees from public universities hence turnover intentions among employees in Kenyan public universities is on the increase. One way of increasing retention rates is by providing adequate training and development opportunities to employees (Kerby & Burns, 2012). A study conducted by Ngethe (2012) showed that opportunities for training and development are among the most important reasons that keep employees committed to organisations, especially the young and enthusiastic.

Morse and Babcock (2010) find that providing employees with access to training and development opportunities does more than improve their skills and abilities: it also increases employee commitment and engagement to the organization. Pfau and Kay (2002) expressed that it is logical to believe that there may be a negative impact on career development in instances where employees' expectations for career development are not met. This study therefore sought to determine the influence of career development on employee commitment in Public universities in Kenya.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective was to find out the influence of career development on employees' commitment in Public universities in Kenya.

1.3.2 Specific Objectives

1. To determine the influence of career planning on employees commitment in Public universities in Kenya.
2. To find out the influence of career management systems on employee commitment in Public universities in Kenya.
3. To examine the influence of career development programs on employee commitment in Public universities in Kenya.
4. To determine the influence of career development goals and expectations for diverse workforce on employees' commitment in Public universities in Kenya.
5. To find out the moderating effect of perceived organizational support on the relationship between career development and employee commitment in Public universities in Kenya.

1.4 Statistical Hypotheses

The research hypotheses on this study were:

- Ho: Career planning has no significant influence on employees' commitment in Public universities in Kenya.
- Ho: Career management has no significant influence on employees' commitment in Public universities in Kenya.
- Ho: Career development programs have no significant influence on employees' commitment in Public universities in Kenya.
- Ho: Career development goals and expectations for diverse workforce have no significant influence employees' commitment in Public universities in Kenya.

Ho: Perceived organization support (POS) has no moderating effect on the relationship between staff career development and employees' commitment in Public universities in Kenya.

1.5 Significance of the Study

This research was aimed at establishing new data, models and interpretation as well as frontiers of knowledge that would be of importance to various sectors. The findings of the study were aimed at helping organizations and managers to implement career planning and management systems that will result in staff career development that lead to employee commitment to organisations.

Effective career development support is important not only for individuals but also for the organizations that employ them. For both of them, it is part of a strategy of achieving resilience to handle change more effectively. Career development is a major tool for attracting, motivating and retaining good quality employees. Purcell et al., (2003) found that providing career opportunities is one of eleven key practices which influence organizational performance. This study will help employers, including Public university managers, to realize the importance of having career management systems and their unmatched benefits.

There is an important role for Public policy to play in encouraging and supporting employers in providing career development services for their employees and assuring access to career development. The changing pattern of employment opportunities in knowledge economy and the increasingly specialized labour markets in which many careers are being pursued require that a clear Public policy is in place.

The Government and other relevant institutions will utilize the knowledge gained from this study to develop needed policies to support career development in organizations.

Career development is an individual's responsibility and gives a sense of purpose and direction. It includes ideas of progression and development, both at work and personal level (Antoniou, 2010). In this way, it embraces ideas about life-long learning as well as skill development. It is also concerned with people's futures, the skills they want to develop, what they want to achieve at work and as individuals as well as their future employability in a rapidly changing labour market. This study will hence help individual employees realize their own role in their career development.

The study will assist to clearly show ways of improving career development activities and the strategies to employ in order to maintain highly motivated and engaged employees through career development efforts.

1.6 Scope of the study

This study covered the Public universities in Nairobi county namely University of Nairobi (UoN) and Kiambu county namely Kenyatta University (KU) and Jomo Kenyatta University of Agriculture and Technology (JKUAT). The three institutions have high staff establishments and well developed systems and having been in operation for more than twenty years provided a good representation of Public universities in Kenya. The study targeted both the teaching and the non-teaching staff in the Public universities.

This study featured independent variables, a dependent variable and a moderating variable. The independent variables included career planning, career management, career development programs (tools) and career development expectations and goals for diverse workforce. The dependent variable was employee commitment to organization while the moderating variable was perceived organization support (POS).

1.7 Limitations of the study

The challenges included some respondents not filling in the questionnaires within the agreed period and some unexpected occurrences where some respondents went on leave or were away for official duties without filling the questionnaires. This challenge was mitigated through constant reminders to the respondents during the period they had the questionnaires. Due to unique characteristics of Public universities in other parts of the world, the results of this study may not be generalized unless the circumstances in those countries are similar to Kenya. Employee commitment is a multifaceted variable and therefore this research did not study all types of employee commitment.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature by various scholars in career development. The chapter aimed to present gaps in literature requiring investigation and the development of research models on the subject. The chapter was divided into three main parts. The first part discusses the theoretical review and models on career development. The second part dealt with the secondary research in accordance with the variables of the study. The final part looked into empirical studies carried out in the past in accordance with the variables presented in the research model, the critique, research gaps and summary.

2.2 Theoretical Framework

A theory is a set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested, or is widely accepted and can be used to make predictions of phenomena. According to Camp (2010), it is a set of interrelated concepts, definitions and prepositions that presents a systematic view of phenomena by specifying relations among variables with the purpose of explaining and predicting phenomena.

2.2.1 Holland's Career Typology Theory

This theory was developed by John L. Holland and it is one of the most widely researched and applied theories of career development. This is an off-shoot of the trait-factor theory that can be seen in the work of John Holland. Like the trait-factor approach, Holland's Career Typology focuses on individual characteristics and occupational task. Holland's theory (1985) of vocational personalities and work environments suggests that a description of an individual's vocational interests is also a

description of the individual's personality. Personality traits are identified by preferences for school subjects, recreational activities, hobbies, and work; and vocational interests can be viewed as an expression of personality (Weinrach & Srebalus, 1990).

Holland's theory is considered to be a structural-interactionist therapy. This means that the individual influences, and is influenced by, the environment. Weinrach and Srebalus (1990) state that structural-interactionist theories possess the following common beliefs such as; the choice of an occupation is an expression of personality and not a random event, although chance plays a role; the members of an occupational group have similar personalities and similar histories of personal development, because people in an occupational group have similar personalities, they will respond to many situations and problems in similar ways, occupational achievement, stability, and satisfaction depend on congruence between one's personality and the job environment.

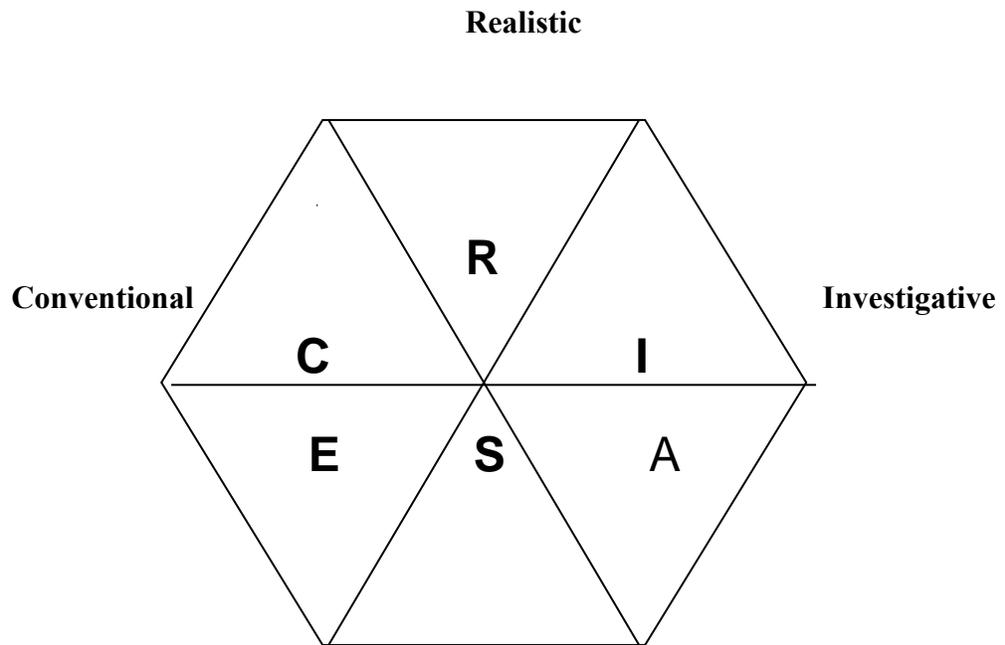
Holland suggests that individuals can be classified into one of six basic personality types: realistic, investigative, artistic, social, enterprising, and conventional. Although one of the six types usually predominates in characterizing people, a compilation of the three most prevalent types results in a Holland profile or a three-letter code which characterize people and occupations. Holland's theory expanded the concept of personality types and posited that personalities fall into six broad categories namely, realistic, investigative, artistic, social, enterprising and conventional (often referred to as RIASEC). Since certain personalities are attracted to certain jobs, the work environments then reflect this personality and can be clustered into six similar populations (RIASEC). First, each individual is made up of all six types, one type is usually dominant. Most personalities tend to resemble up to three of the six personality factors. Secondly, personalities can be matched with similar combinations of work environments using a problem-solving

approach. Thirdly, the closer the match of personality to job, the greater the satisfaction (HCT Library, 2013).

Holland (1985) believes that special hereditary factors (such as biological predispositions governing stature, physical abilities, size, intelligence, social class, gender, among others) and environment experiences (such as those within the home, school, community, peer group, among others) combine to reinforce and influence one's values, personality traits, and interests. Thus, the personality type and the vocational environment a person seeks out can be affected by the interaction of hereditary and environmental factors.

Holland's career typology takes a cognitive, problem-solving approach to career planning, and this model has been extremely influential in vocational counseling. It has been employed by popular assessment tools such as the self-directed search, vocational preference inventory and the strong interest inventory. It has also resulted in practical resources like the Dictionary of Holland Occupational Codes, which applies Holland's codes to major occupations. Figure 2.1 shows John Holland's six personality types that are usually expressed in 6 letters RIASEC.

Holland Hexagon



Enterprising

Social

Artistic

Most Masculine Types - R and E

Most Prestigious Types - I and E

Most Feminine Types - A and S

Least Prestigious Types - R and C

Figure 2.1: Model adapted from Holland (1959, 1997)

In over 450 research studies, Holland types appear to be stable over time and across gender and racial lines. This theory supports the independent variable on the need to identify the expectations of diverse workforce for career development and the influence of the organization environment on career development. Hence the following hypothesis in this study;

2.2.2 Super's Life-Span/ Life-Space Theory

This theory was developed by Donald Super in the 1950s. Super (1990) believed that humans are anything but static, and that personal change is continuous. Super's Life-Span/Life Space is a very comprehensive developmental model that attempts to account for the various important influences on a person as they experience different life roles and various life stages. Some of Super's main tenets are that; every individual has potential; people have skills and talents that they develop through different life roles making them capable of a variety of tasks and numerous occupations; in making a vocational choice, an individual is expressing his or her understanding of self; his or her self-concept. People seek career satisfaction through work roles in which they can express themselves and implement and develop their self-concept; self-knowledge is key to career choice and job satisfaction.

Career development is life-long and occurs throughout five major life stages: Growth, exploration, establishment, maintenance and disengagement. Each stage has a unique set of career development tasks and accounts for the changes and decisions that people make from career entry to retirement. These five stages are not just chronological. People cycle through each of these stages when they go through career transitions. Lastly, people play different roles throughout their lives including the role of worker. Job satisfaction increases when a person's self-concept includes a view of the working-self as being integrated with their

other life roles (Super, 1990). Super’s theory has greatly influenced how we view career practices. Understanding the ages and related stages of career development assists practitioners to identify where clients are in the career development continuum and suggest appropriate career-related goals and activities. It also underscores the necessity to examine career development within the larger context of an individual’s roles and life style, and how to achieve a life/work balance (HCT Library, 2013).

This theory supports the importance of having in place career development programs (tools) that will assist employees obtain skills and knowledge to perform their roles. It also supports the diverse workforce expectations in the Growth, exploration, establishment, maintenance and disengagement stages of their career growth (Super, 1990). Figure 2.2 shows the career development stages as proposed by Donald Super.

	Career Stage			
	Exploration	Establishment	Maintenance	Disengagement
Developmental Tasks	Identify interests, skills, fit between self and work	Advancement, growth, security, develop lifestyle	Hold on to accomplishments, update skills	Retirement planning, change balance between work and nonwork
Activities	Helping Learning Following directions	Making independent contributions	Training Sponsoring Policy making	Phasing out of work
Relationships to Other Employees	Apprentice	Colleague	Mentor	Sponsor
Typical Age	Less than 30	30–45	45–60	61+
Years on Job	Less than 2 years	2–10 years	More than 10 years	More than 10 years

Figure 2.2: Summary of Career Development Stages

Adopted from Donald super (1990), Development process of making career decisions.

No single theory of career development is comprehensive. As career practitioners, we need to recognize and be aware of a theory's strength, weaknesses and inherent biases. There is need to use a holistic approach by pulling from a combination of career development theories and approaches. Hence the following hypothesis in this study;

2.2.3 Hall's Model

This theory was developed by Edward T. Hall in 1966. Hall's Model (1986) of organizational career development is proposed to link individual and organizational needs. Hall provides a six-step model of organizational career development. The first step is referred to as the 'career context' stage. In this stage, the employee must exhibit some level of motivation for career exploration. Meanwhile, the organization must have an internal labour market, the need for movement, a fairly clear career path, and a policy of promoting employees from within the organization (Cole, 2015)..

The second step is referred to as the 'information' stage. During this stage, the employee is responsible for completing a self-assessment of his or her own values, skills, interests, and experience. The organization is responsible for assessing each employee's level of performance, his or her potential for growth within the organization, and for documenting the various job assignments that individual employees have fulfilled. The organization is responsible for keeping all of the above information in an integrated career information system. In addition to such record keeping, the organization also provides career counseling services and information to employees about the career opportunities that are available within the organization.

The third step is referred to as the 'goals' stage. At this stage, individuals are required to synthesize information about themselves into some life goals. Organizations are required to identify and communicate their future business objectives and staffing needs. At this stage, information about specific candidates

and available career opportunities culminates in the establishment of career development goals.

The fourth step is referred to as the 'plans' stage. In this stage, individual employees are required to break down their career development goals into specific strategies for achieving each goal. Meanwhile, the organization is involved in establishing a human resource development strategy to ensure that the necessary talent is available when needed. This leads organizations to define the key assignments an employee should have received before entering a new role within the organization. When organizational human resource development strategies are communicated, and the key assignments necessary for particular roles made clear, employees are able to refine their individual strategies into specific career plans (Hall, 1986).

The fifth step is referred to as the 'resources' stage. During this stage, employees must utilize problem-solving and coping skills to ensure that their plans are implemented. At this time, it is essential for the organization to help employees implement their plans by providing the necessary support. Support services include personal contacts with key managers, a peer support system, and training in the effective use of networking skills. The sixth and final step is referred to as the 'performance' stage. During this stage, employees and organizations refocus on the issue of performance, this time in the new role. Good performance may trigger a repeat of the steps and result in another cycle of career growth.

Hall's model appears to make heuristic sense. In fact, it effectively delegates the responsibility for career development equally between the individual and the organization. However, it greatly emphasizes the need for organizations to have a clearly defined career path structure. This is difficult to achieve, as organizations increasingly move from a hierarchical structure to one of ownership in the organization's vision and strategic plans (Scott, & Davis, 2015). This model helps

employees to understand the various stages of career development in their work life and hence carry out personal career planning that help enhance positive employee career behavior.

2.2.4 The Three Component Model of Organization Commitment

The Three-Component Model of organizational commitment (Meyer & Allen, 1991) has gained substantial popularity since its inception (Wasti, 2002). Meyer and Allen concluded that employee commitment reflected a desire, need and obligation to maintain membership in an organization. Consequently, commitment manifests itself in three relatively distinct manners. Affective commitment refers to the degree to which a person identifies with, is involved in, and enjoys membership in an organization. Employees with affective commitment desire to remain with an organization.

Continuance commitment involves a person's bond to an organization based on what it would cost that person to leave the company. Continuance commitment echoes Becker (1960) side-bet theory, and employees with continuance commitment remain with an organization out of need or to avoid the perceived cost of leaving. Normative commitment involves a feeling of moral obligation to continue working for a particular organization. For any number of reasons, such as a feeling of indebtedness, need for reciprocity or organizational socialization, normatively committed employees feel that they ought to remain with the organization (Meyer & Allen, 1991).

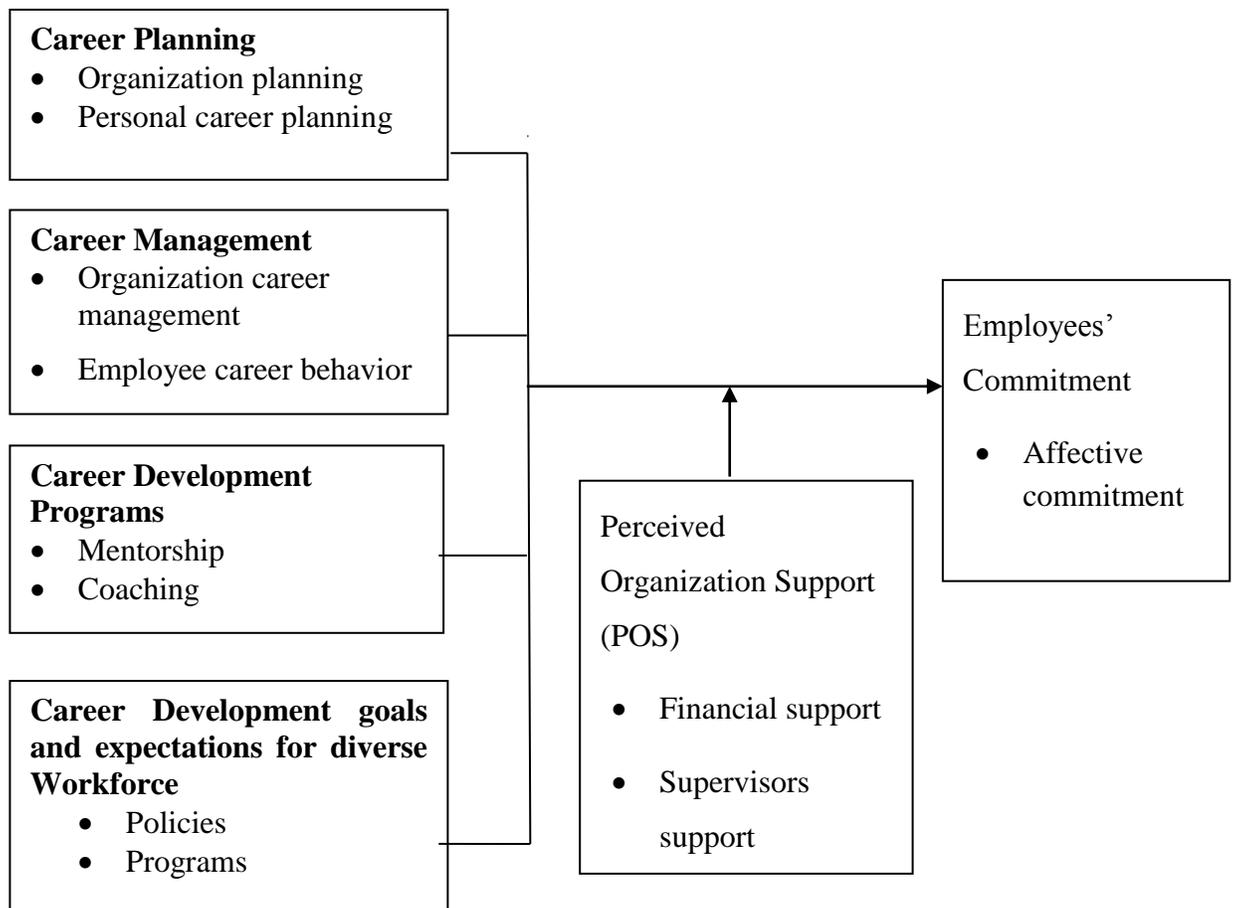
Affective commitment of the dimensions of the Three-Component Model (TCM) of organizational commitment has been most strongly linked to positive work-related behaviors (such like attendance and organizational citizenship behavior (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002)), and as a result much of the TCM research has centered on affective commitment.

Affective commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization; normative commitment refers to the employee's feelings of obligation to stay with the organization and continuance commitment refers to the commitment based on the costs that the employee associates with leaving the organization (Kipkebut, 2010). This research focused on how career development influences employees affective commitment.

2.3 Conceptual Framework

A conceptual framework is a graphical or diagrammatic representation of the relationship between variables in a study (Borg, Gall & Gall, 2003). It helps the researcher to see the proposed relationship between the variables easily and quickly. A conceptual framework's proposition summarizes behaviours and provides explanations and predictions for the majority number of empirical observations (Cooper & Schindler, 2008). Descriptive categories are placed in a broad structure of explicit propositions or statement of relationships between empirical properties to be tested for acceptance or rejection (Nachmias & Nachmias, 2008).

This study focused on independent variables, a dependent variable and a moderating variable. The independent variables included career planning, career management systems, career development programs (tools) and Career development goals and expectations for diverse workforce. The dependent variable was employee commitment to organization and the moderating variable was perceived organization support (POS). This is shown in figure 2.3 below



Independent Variables

Moderating Variable

Dependent Variable

Figure 2.3: Conceptual Framework Model

2.4 Review of Literature

2.4.1 Career Planning

In human resource management, career planning aims to identify needs, aspirations and opportunities for individuals' career and the implementation of developing human resources programs to support that career (Manolescu, 2003). According to Antoniu (2010) career planning is a continuous process of discovery in which an individual slowly develops his own occupational concept as a result of skills or abilities, needs, motivations and aspirations of his own value system. Career planning is seen as a very systematic and comprehensive process of targeting career development and implementation of strategies, self-assessment and analysis of opportunities and evaluate the results. The career planning process is a dynamic activity. As individuals reach their goals, they will likely develop new ones. When life situations and circumstances change, individuals may revisit their plans to establish different goals and action plans. The career planning process is an outstanding tool for fostering employee engagement (Kelso, 2007).

The career planning process involves both the organization's and the individual's responsibility. Thus, the individuals must identify their aspirations and abilities, and through assessment and counseling to understand their needs of training and development. The organization needs to identify its needs and opportunities, to plan its employees, and to ensure its staff access necessary information and appropriate training for career development (Antoniou, 2010). Therefore, career planning must link individual needs and aspirations with organizational needs and opportunities. The organization must continue evaluating, planning, individual development efforts, and advising and informing its staff on available training and development programs. More often than not this is not done, and the organizations instead pay differential attention to employees, focusing on career planning of the high performers for

greater opportunities for promotion and not taking into account the performance potential of other employees (Popescu & Neveanu, 2003). A career planning model, from the Ivancevich *et al* as cited by Antoniu (2010) is presented in Figure 2.4.

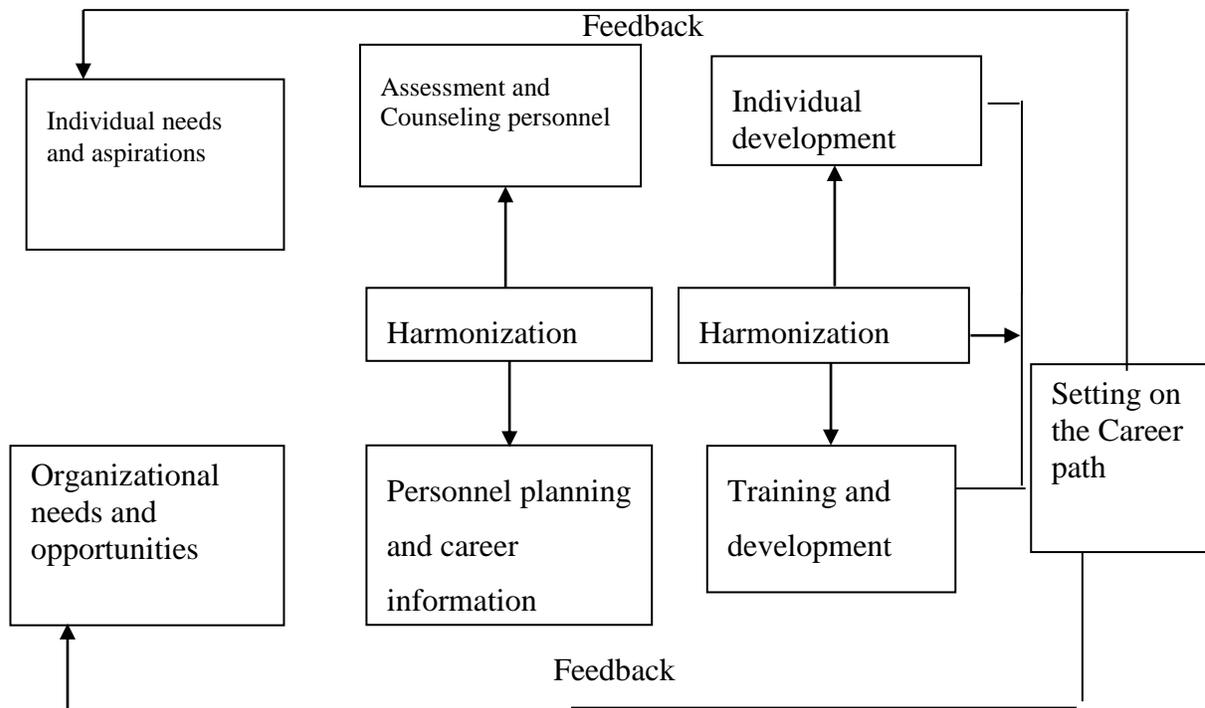


Figure 2.4: The career planning process

(Linking individual needs and aspirations with organizational needs and opportunities) *Source: J.M. Ivancevich and W.F. Glueck, in Aurel Manolescu – Human Resource Management*

There are two approaches to career planning (Manolescu, 2003) depending on the emphasis on the needs of the organization, or on individual objectives. They are; the organization centered planning system and the person-centered planning system. The organization centered planning system aims to develop the human resource needs as well as harmonization of organization career needs. The person centered planning system aims to identify the potential skills and interests of the individuals in relation

to career goals.

2.4.1.1 The main components of Career Planning System

Career planning systems for individuals differ in complexity and of emphasis on certain components. However, all career planning systems include the following components:

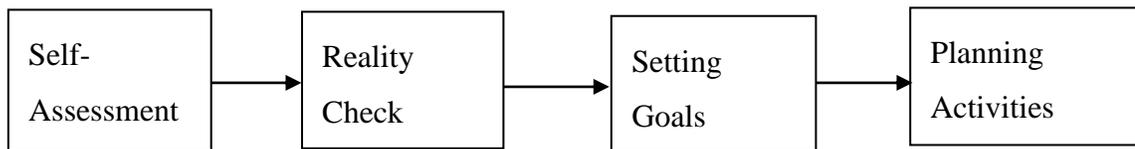


Figure 2.5: The career planning process for individuals

Source; Antoniu E. (2010). *Career Planning Process and its Role in Human Resource Development*.

2.4.2 Career Management

Career management is another commonly cited antecedent of career development that is defined as the process by which individuals develop insight into themselves and their environment. According to CIPD (2012), career management is defined as planning and shaping the progression or movement of individuals within an organisation by aligning employee preferences, talent and potential with organisational resourcing needs, both currently and in future. Career management is usually seen as talent management, in which management monitors the implementation of career programmes in order to ease employees' adaptation to rapid organizational changes such as a turbulent working environment, job instability and insecurity, flexible work practice, and multiskilling (Ready & Conger, 2007). The ability of employees to adapt to these organizational changes can enhance the progression of their career ladders in organizations (Adekola, 2011; Greenhaus, et

al., 2010; Ismail *et al.*, 2011; Martin *et al.*, 2001). It is not a singular event but a continuing process that is a necessity for adapting to the changing demands of modern economies. Career management is an ongoing process of preparing, developing, implementing and monitoring career plans and strategies undertaken by the employee alone, or in concert with the organization's career system (Hall, 1986; Greenhaus *et al.*, 2010). In addition, change of business strategies and direction, organization restructuring, and technological changes, demand ongoing career management, resulting in the need to revisit career options and modify career paths (Greenhaus *et al.*, 2010). This will enable employees to make informed decisions that are consistent with their skills, aspirations, and values, and improve organization effectiveness.

According to Baron and Greenberg (1990), a typical career management programme, as part of the larger human resources system, involves efforts to help employees to assess their own career strengths and weaknesses; set priorities and specific career goals; provide information on various career paths and alternatives within the organisation; and offer employees yearly reviews of their progress towards these goals by managers who have received training in conducting such assessments. Career management systems contribute to increased employees' professional satisfaction because it helps them identify and take positions consistent with their objectives and plans. From the employers perspective, career planning system reduces the required time to fill vacancies, help succession planning (preparing employees for filling positions that become vacant following staff turnover or retirement), identify employees with management potential and ensure to all employees the opportunity to identify career goals and develop plans to achieve them (Antoniou, 2010). The two main drivers of career management are organization career management and career management behaviours by individuals.

2.4.2.1 Organisation Career Management (OCM)

Organization career management (OCM) is a term usually employed to cover the various policies and practices deliberately established by organizations to improve the career effectiveness of their employees (Oh, 2013 citing Orpen, 1994). Downs and Adrian,. (2012).and Venkiteswaran (1996) opines that assessment of employee abilities and potential, determination of logical paths of progression, efforts directing individual career interests compatible with organization's future/current human resource needs. According to Baruch and Peiperl (2000), OCM is concerned with an organization carrying out activities relevant to the career development of its employees.

Organizational career management refers to the procedures taken by organizations to help promote career development, including mentoring programmes, succession planning, job posting, individual counseling and external training (Gutteridge, 1986). These organizational career management practices often benefit career development among employees by enhancing self-awareness (Greenhaus & Connolly, 1982), promoting career-planning skills (Noe, 2008), and integrating employees' career development with organizational opportunities. Mowday, Porter, and Steers (2013). Due to these beneficial effects, perceived organizational career management significantly predicts employees' satisfaction with the promotion process, organizational commitment, and job performance (Liefoghe, 2002; Sturges, Conway, N., Guest Conway, Guest, 2002).

Organizational career management (OCM), also known as organizational support for career development 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; Orpen, 1994). There are many studies exploring OCM activities, such as those by Bowen and Hall (1977); Gutteridge (1993); Louchheim and Lord (1988); Baruch (1996); and Baruch and Peiperl (2000).

2.4.2.2 Career Management Behaviours

Career management behaviours are the actions that individuals take to achieve their career goals. These behaviours occur when individuals choose to initiate and intervene in their career situation in such a way that the individual acts in a desired direction, rather than responding passively to imposed change (Crant, 2000). These behaviours are referred to alternatively as career enhancing strategies (Nabi, 2003); context-specific proactive behaviours (Crant, 2000) and career goal-directed activities (Lent, 2004). The behaviours include career exploration and planning, skills development, networking, and promoting one's achievements (Claes & Ruiz-Quintamilla, 1998; Kossek et al., 1998; 2003; Noe, 1996; Downs, & Adrian, 2012). Even though the big five personality factors have been used in previous studies, some scholars have embraced the idea that under today's conditions, being proactive is the key to career progression and satisfaction (Coetzee, & Schreuder, 2011;. Bindl, & Parker, 2010).

Proactive personality has been considered a stable disposition to take personal initiatives in a broad range of activities and situations (Seibert, Crant & Kraimer, 2001). Studies (McCarthy, 2002; Seibert et. al. 2001) suggest that people with proactive personality are more likely to experience career success over time. Seibert et. al. (2001) found that having proactive personality is indirectly related to career progress and satisfaction through proactive behaviour and cognitive processes, namely, innovativeness, political skills and career initiatives. The basis of this is that people who take the initiative and make constructive change to their circumstances are more likely to experience career success over time (Belschak, Hartog, & Fay, 2010)

Burt (1992) suggested that people with larger network of relationships that provide advantage of structural holes in organizations achieve better career growth. Career growth is more likely to be extrinsic. Consequently, extroverts and proactive individuals are likely to achieve better extrinsic career growth. Sturges et al (2002) found that both

formal and informal organizational career management activities are correlated with individual career management activities aimed at furthering career within the organization, the most prominent being the networking activities.

2.4.3 Career Development Programs

Career development programs include a variety of components for use in organizations. In order to increase the efficiency of the programs, the human resource managers must have complete knowledge about these tools since they play the role of a consultant when employees and supervisors use the system. Additionally, they are responsible for designing and developing an effective career development system for their organization. (Colombo & Werther, 2003). Some activities or components are considered individual career planning tools while others are used for organizational career management. (Feldman, 2001). To achieve greater efficiency, most organizations use a combination of both types of activities. Career development program includes self-assessment tools, career planning workshops, individual counseling, organizational assessment programs, career information services, job posting systems and skills inventories.

Development is the process of trying to build on strengths and overcoming weaknesses by taking action to ensure employees' success, while preparing them for future opportunities. Developmental programs are used by organizations to develop their employees for future positions. They can be internal as well as external, and can be performed under the supervision of human resource staff or external trainers and specialists. These programs include assessment centers, job rotation programs, tuition refund plans, internal training programs, external training seminars, coaching and formal mentoring programs (Jackson et al, 2006).

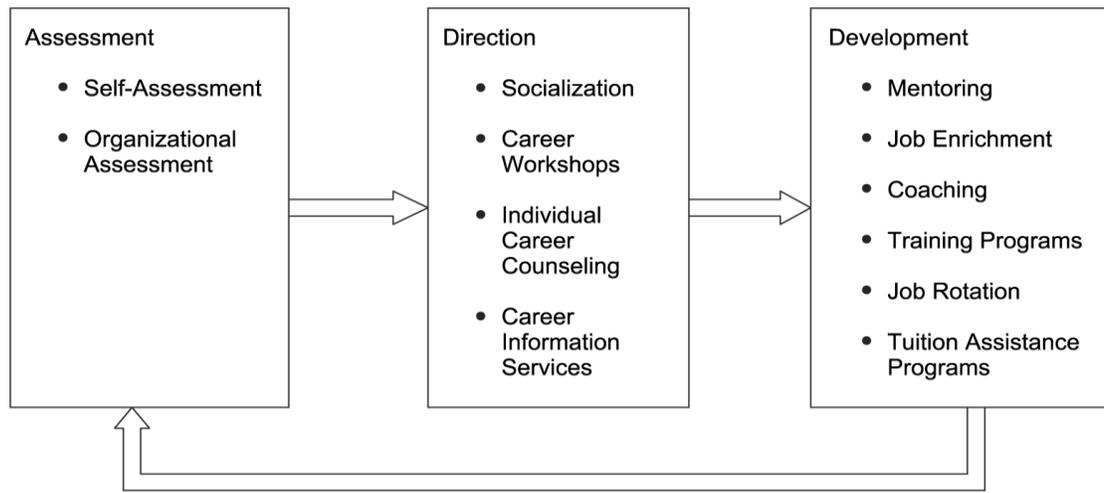


Figure 2.6: The components of career development

Adopted from Donald Jackson Jr, Thomas Hollmann, Andrew S. Gallan, (2006)

Examining Career development for sales people; Emerald.

According to Murray (1998) and (Ahmed, 2008), mentoring is a career development practice which entails helping and supporting people to manage their own learning in order to maximize their potential, develop their skills, improve their performance and become the person they want to be in alignment with organization objective. Mentoring has been practiced in different cultures for hundreds of years. But it is only recently that mentoring has been a career development practice rediscovered by the private sector, and now by the civil society sector, as a mechanism for leadership development.

Barber (2011) defines coaching as a primarily career development for a short-term intervention aimed at performance improvement or developing a particular competence. This career development practice involves the process that enables supervisors providing learning and development to occur on the job as job training which enhance performance and improvement of the employee. Coaching as a career development practice is a popular capacity-building tool, especially in the area of leadership development. It is

often mentioned in projects and reviews as a key element of good capacity-building career development practice. Yet despite its current status, many people are unclear what coaching really involves, and where and when it works. In order to be able to understand this practice, it is important to understand what a coach actually does; the origin of the concept; when it is appropriate or not appropriate to use coaching (CIPD, 2012).

According to research it has been suggested that careers counseling is a career development practice that consist of a greater number of transitions as a result of the changing nature of work organizations. (Jackson et al., 2012). One implication of this change is that careers counseling which is a career development practice will be needed at a greater number of points during the course of an adult career as people encounter more frequent employer and job changes. It is also suggested that, since employers will increasingly withdraw structured career management programs, people need to be more reliant on their own career self-management (Lockwood, 2007). In an effort to improve the quality of the teaching staff, Public universities in Kenya have designed human resource development policies that have incorporated career development as one of the pillars of creating and sustaining a competitive human resource pool (Manyasi, 2012). In Kenya, most Public universities have career development programmes as part of their plans and mandate (Chacha, 2004).

2.4.4. Career Development Goals and Expectations for Diverse Workforce

Diversity may be defined as the presence of differences among members of a social unit (Jackson et al, 2006). Diversity is an increasingly important factor in an organizational life as organisations worldwide become more diverse in terms of the gender, race, ethnicity, age, national origin and other personal characteristics of their members (Shaw & Barret-Power, 1998). Today, the workforce comprises people who are different and share different attitudes, needs, desires, value, and work behaviors (Deluca & McDowell, 1992; Rosen & Lovelace, 1991).

Workplace diversity includes several dimensions starting from the legal aspect, equal opportunity, and nondiscrimination to other valued people's identities and perspectives Mirvis, P. (2012). Diversity is based on informational differences reflecting a person's education, experience, and generational differences from the differences that exist within the workplace (Kerby & Burns, 2012). A diverse workforce improves an organization's performance and boosts its bottom line (Ozbilgin & Tatli, 2008).

Demographics, competition for talent, marketplace demands, and the changing environment have all generated great diversity in organizational workforces. Workforce includes (and treats equally) men and women; employees with differing ethnic backgrounds; young and older workers; physically challenged employees, and other workers who differ from the dominant group, male employees. By bringing a greater pool of talent to the workplace, diversity often results in better decision-making, an increased understanding of customers' needs, and a greater staffing ability (Gordon, 2011).

As the workforce increasingly matures, retaining employees with critical skills, creating career paths to help senior employees break out of career plateau, and retaining senior employees whose skills have become outdated and require further development, will pose special challenges for organisations. Yet, few organisations, large or small, have policies in place to capitalise on the advantages of not only hiring but also retaining (and retraining) older workers. Traditionally, training within organisations has been directed at the youngest employees and focused heavily on the induction period and the early career of employees. Beaver and Hutchings (2005). According to McBride and Bostian, as cited by Velma (2004), attention to diversity increases employee satisfaction and loyalty. Companies with good track records of equitable opportunities will find it easier to recruit and retain talented women and ethnic minorities, who prefer to work where they can expect to advance (LDI, 2002; Catalyst, 2001; Larson, 2002).

As the workforce increasingly matures, retaining employees with critical skills, creating career paths to help senior employees break out of career plateau, and retaining senior employees whose skills have become outdated and require further development, will pose special challenges for organisations. Yet, few organisations, large or small, have policies in place to capitalise on the advantages of not only hiring but also retaining (and retraining) older workers. Traditionally, training within organisations has been directed at the youngest employees and focused heavily on the induction period and the early career of employees. Beaver and Hutchings (2005).

Age-mates in a work setup identify with each other as in-group members, while others outside of the group recognize them as a distinct generation. Thus, individuals from a respective generation can be differentiated from members of other generations not only by shared birth years, but also by unique social and historical experiences of the members, which permanently influenced their characteristics. (Sullivan et al, 2009). The four major generations of the twentieth century that have thus been studied are: the Greatest Generation, born between 1922 and 1945; the Boomers, born between 1946 and 1964; the Generation X (Xers), born between 1965 and 1983; and the Generation Y (hereinafter Yers), born between 1984 and 2002 (Alwin & McCammon, 2007; Kupperschmidt, 2000).

Boomers value extrinsic measures of career success and are willing to work long hours to obtain rewards. Boomers appreciate the value of working well in teams to achieve goals. Unlike the Boomers who seem to live to work, it is said that Generation X work to live. Generation X are greatly influenced by the financial, family and societal insecurities that dominated their childhoods. The downsizing of their Boomer parents in the 1980s and 1990s caused Generation X to be distrustful of organizations that lack solid traditions but are accustomed to rapid change. They are highly mobile; they are more loyal to work-groups and bosses than firms. They dislike hierarchy, believe

rewards should be based on merit as opposed to seniority, prefer to work alone, and prefer informal work arrangements. Generation X have also been dubbed the Slacker Generation because they place a lesser emphasis on work as an important part of their lives, especially in comparison to their Boomer parents (Taylor, & Gao, 2014). Generation Y cannot remember a time when they were not connected 24/7. They are considered to be the most technologically adept members of the workforce. Their reliance on fast-paced technology, however, often makes them seem impatient (Ismail & Lu, 2014). For the first time in modern history, members from four generations are in the workforce. In 2007, approximately 9% of the workforce were members of the Greatest Generation, 32% were Boomers, 45% were Generation X, and 14% were Generation Y (Index, 2011). Although over the last five decades scholars have examined generational conflicts at both the micro level, such as between parents of one generation and children of another, and at the macro level, such as generational clashes over social and economic issues including social security and health care policies (Alwin & McCammon, 2007), organizational scholars have just begun to study how generational differences may impact the workplace (Smola & Sutton, 2002).

Generation X and Generation Y in addition to the problem faced by HR managers in needing to manage out non-performing older employees whilst retaining and retraining the productive ones, is the difficulty in attaining and retaining productive younger employees. One of the problems in doing so arises from the mobility of today's workforce, which is most particularly evident amongst younger workers as employers in the ageing, slow-growing industrialised nations are eager for talent while the developing world is educating more workers than it can productively employ (Johnston, 1996). Organisations will need to offer attractive conditions if they are to attract and retain these younger employees that show a propensity to be highly mobile and seek self-employment. O'Bannon (2001) as cited in Benson, & Brown, (2011) states that Generation X-ers are self-reliant yet jaded survivors who live in times of relatively high unemployment compared to their parents. They are also haunted by their parents being

retrenched and having watched their parents devote their lives to a corporation only to be become the human flotsam of downsizing (Ruch, 2000), Gen X-ers do not want to make the same mistake. As such, they highly value entrepreneurship and working for themselves and are quick to capitalise on job opportunities elsewhere.

Managers at companies such as Wal-Mart, Applied Materials, Toyota, and Chase Manhattan who appreciate the uniqueness of each employee and therefore create collaborative relationships among people with different skills, abilities, experiences, aspirations, and expectations. Some managers need encouragement to develop positive attitudes about people different from themselves, and to recognize the unique contribution and potential of each employee. Understanding the ways people differ is the first step in dealing with diversity. The number of women, racial and ethnic minorities, older workers, and physically challenged workers has increased in the last decade. These groups will remain a significant part of the workforce. They bring different and important perspectives to the workplace that can help companies attain a competitive advantage (Gordon, 2011).

According to Gordon (2011), organizations face a dramatic increase in the number of older workers as the baby boomers age. Predictions call for almost a doubling of the number of senior citizens by 2025. At the same time, current and projected labor shortages make older workers an important source of employees. Wells Fargo & Company, for example, buses retirees from Sun City, Arizona, to the bank's operations center in Tempe, Arizona. Problems in the hiring and advancement of older workers can arise from stereotypes about their skills, energy, and interests. Managers should recognize that the myths about older workers' inability to learn, slow speed of response, and inflexibility are not necessarily accurate. Older workers can demonstrate the same creativity, adaptability, and manageability as younger workers (Gordon, 2011).

Ozbilgin & Tatli, (2008) highlight that in order to manage a multicultural workplace respecting traditions and culture, it is necessary to implement a new approach of training and development which integrates and valorizes the diversity of the workforce. Training and development should incorporate diversity management as a core function.(Rawat, & Basergekar, 2016).

In Kenya, the issue of diversity has received a lot of attention since 2007 after the General elections which led to ethnic clashes, which further led to the enactment of the National Cohesion and Integration Act, (2008). (Bana, Guyo., & Odhiambo, 2016). Discrimination in the public service has reached a level of concern as one of the major challenges facing universities with existence of negative ethnicity and intolerance from university administrators (Kibaji, 2010; NCIC, 2012). While contemplating people as the most important asset of every organization, it is equally important for HR strategists to recognize human inequalities, otherwise called workforce diversity and manage these effectively (Sparrow, Brewster, & Chung, 2016). HR managers could increase individual and group commitment to organizational goals by creating conducive diversity climate (Cox 1993).

2.4.5 Perceived Organizational Support

Theory of Perceived organizational support was derived from theories related to the relationships between employers and employees, which was based on mutual expectations and obligations (Golparvar, Nayeri & Mahdad, 2009). According to this theory when the organization values employee's cooperation and efforts and pays attention to their welfare employees feel they are supported by the organization (Eisenberger & Eder, 2008).

The central contrast within organizational support theory (OST), perceived organization support refers to the degree to which employees believe the organization values their work and contribution, and cares about their well-being (Eisenberger *et al*, 1986). Supportive leader behaviours and a generally facilitative organizational climate may be

subsumed under a variable entitled 'perceived organizational support.' Eisenberger, Huntington, Hutchison and Sowa (1986) demonstrated that individuals tend to form global beliefs concerning the extent to which the organization values their contributions and cares about their well-being. Specifically, individuals evaluate the behavior of organizational agents towards them and infer the general motive underlying that treatment, with the categories that are considered important varying considerably between organizations and between persons.

DeConinck, (2010), Paillé, Bourdeau, and Galois, (2010) support, trust, satisfaction, intent to leave and citizenship at organizational level consider POS as the most vital source of socio-emotional events as it imparts to employees' engagement and organizations. Supplementary, this support leads to stability and commitment, which are employee's need. Perceived organizational support creates healthier and more manageable culture as well as better environment. It also support relates to employees job satisfaction; well-being; attitudes; affective commitment; positive mood; job performance; employees moral motivation; fairness; and organizational rewards. Eisenberger *et al.*, (1986) stated that rewards and incentives are significant components in maintaining employees' engagement, vigor, absorption, dedication and faithfulness. They also cited that staffs tendency to assign the organization humanlike characteristics describe perceived organizational support.

Eisenberger *et al* (2014) noted that as supervisors act as organizational agents they have a major influence relating to perceived organizational support therefore POS includes favorable treatment from a supervisor received by employees. Employees which are connected with perceived organizational support receive four major categories of beneficial treatment such as: supervisor support, fairness, favorable job condition and organizational support (Eisenberg *et al.*, 2002b).

Some individuals might base their sense of perceived organizational support (POS) upon such factors as the organization willingness to provide them with special assistance or special equipment in order to complete a project. Others might develop a strong sense

of POS based upon the organization members' willingness to provide them with additional opportunities for training in an area that is of particular interest to them. Furthermore, employees are frequently sensitive to relevant environmental and organizational constraints that might limit the ability to provide them with desired rewards (Eisenberger, Cummings, Armeli, & Lynch, 1997). For example, a teacher who is aware that district cut-backs preclude the opportunity to attend a professional seminar would be unlikely to suffer a loss of POS as a result (Baranik, Roling, & Eby, 2010).

Employees who experience a strong level of POS theoretically feel the need to reciprocate favorable organizational treatment with attitudes and behaviours that in turn benefit the organization (Eisenberger *et al.*, 1986). In support of this social exchange perspective, research has revealed that POS is positively related to job attendance and measures of job performance (Eisenberger *et al.*, 1986; Eisenberger, Fasolo, & Davis-LaMastro, 1990), the tendency to help co-workers (Shore & Wayne, 1993), the tendency to offer constructive suggestions for organizational improvement, and affective organizational commitment (Eisenberger *et al.*, 1990). Overall, it appears that employees with higher levels of POS are likely to be more committed and possibly more willing to engage in extra role or organizational citizenship behaviors (Organ, *et al* 1988) than are employees who feel that the organization does not value them as highly. Additionally, some studies also suggest that POS may be beneficial to the individual as well as to the organization.

2.4.6 Employee Commitment to Organisation

Meyer and Herscovitch (2001) defined commitment as a force that binds an individual to a course of action of relevance to one or more targets, adding that commitment is distinguishable from exchange-based forms of motivation and target-relevant attitudes, and can influence behavior even in the absence of extrinsic motivation or positive attitudes.

Career commitment is an outcome of career development initiatives. Hall (1984) defines career commitment as the strength of one's motivation to work in a chosen career role (Noordin, Williams & Zimmer 2002). Colarelli and Bishop (1990) contend that career commitment is characterised by the development of personal career goals, the attachment to, identification with, and involvement in those goals. Organisations that provide career relevant information and assistance will narrow employees' career focus and bind them more closely to their employer leading to commitment (Granrose & Portwood 1987).

Both personal predispositions and organisational interventions influence commitment (Wiener, 1982). Commitment to an internally defined career may become an important source of occupational meaning and continuity as organisations become more fluid and less able to guarantee employment security (Colarelli & Bishop 1990). Perrow (1986) highlights that career commitment is also important to the development of ability, because commitment to a career helps one persist long enough to develop specialised skills and also provides the staying power to cultivate business and professional relationships (Colarelli & Bishop 1990, Noordin, *et al.*, 2002). Therefore, career commitment would seem to be essential for career progression and development (Noordin, *et al.* 2002).

Career development opportunities support career commitment initiatives among employees. King (2002) points out that psychological forces of self-identity, self- insight and resilience in pursuing career goals represent core components for career motivation and commitment, and for building cooperation, cohesiveness and consensus in organisation. Career commitment creates an inward centripetal force inward, protecting the organisation from outside influence, drawing human resources toward countless acts of cooperation with each other (King, 2002). Lee (2000) cites that employees job satisfaction, organisational commitment and morale levels are important measures of the return on the efforts of HR function.

Organisations that invest in career management are more likely to increase employee's job satisfaction (Lee, 2000). A number of researchers who provided alternative views of job satisfaction have appreciated this notion. First, numerous authors describe job satisfaction as a state of mind and provide different interpretations. For instance, Gregson (1987) defines job satisfaction as the positive emotional state resulting from the individual appraisal of one's job or experience. Chay and Bruvold (2003) define job satisfaction as an individual's affective response to specific aspects of the job. Noe (1996) defines it as a pleasurable feeling that results from the perception that one's job fulfils or allows for the fulfilment of one's important job values (Appelbaum, *et al.* 2002).

Secondly, job satisfaction is a form of attitude towards work-related conditions, facets or aspects (Wiener 1982). Jepsen and Sheu (2003) observe that such an attitude, either in the form of liking, or disliking a job is a universal and an essential aspect of career development. Clearly, theorists and practitioners seem to accept the assumption that nearly everybody seeks satisfaction in his or her work (Jepsen & Sheu 2003). According to Jepsen and Sheu (2003), if a person becomes engaged in work that matches his occupational choices, he is likely to experience job satisfaction. Lastly, Herzberg's two-factor theory posits that hygiene factors are necessary to keep employees from feeling dissatisfied, but only motivators can lead workers to feel satisfied and motivated. Herzberg *et al* (1959). Motivators include achievement, responsibility, work itself, recognition, growth, and achievement (Beck, Crandall, O'Bryan, & Shabatura, 2016). As far as affective commitment is concerned, an employee will need to feel emotionally attached Schein, identify with the organization, as well as get involved in the activities that drive success in the organization.

2.5 Empirical Literature Review

A survey titled ‘Critical success factors’ by Natalie *et al* (2007) conducted on career development in best practice organizations, shows that best-practice organizations are willing to invest in the career development process to back up their vision of a career-resilient workforce that is committed to the organization’s success. IBM, for example, invested \$1 million to get the Career Vitality Centre (now called Career Net) in operation in January 1997 to bring together virtually all the vital services and information employees needed for assistance in career management such as self-assessment tools; career counseling; workshops; library of books; audios; videos; job news and competency pro-files. In the same year, the firm invested \$22 million in employee development, \$12 million being on training alone (Natalie *et al* 2007).

In all best-practice companies examined, responsibility for career development rests with three parties namely, the individual, the manager and the organization. The primary onus is however on the individual. The individual needs to take responsibility for his or her own career and career development. The manager needs to be supportive and to provide coaching in terms of identifying the right gap and how it may be closed. The organization should be responsible for creating an environment where learning and continuous learning is valued. From a financial sense, this implies providing support as warranted, and from an organizational sense, making sure that there is sufficient flexibility in the system that employees have adequate time for it. Additionally, the organization provide the necessary tools and incentive (Natalie *et al*, 2007).

Manyasi *et al*, (2012) in a study on ‘Influence of university incentives for career development on lecturers’ performance in Public universities in Kenya’ found that lecturers in Public universities are encouraged by their employers to undertake further studies and other career development initiatives. Among the career development programmes embraced by these institutions for their teaching staff

included pursuit of higher academic qualifications; attendance of conferences, workshops and seminars; presentation of research findings in such conferences; workshops and seminars; Publication of books or papers in refereed journals and engaging in consultancy services in their respective fields of specialization.

The study also established that Public universities had human resource policies that encouraged academic staff to undertake career development initiatives. Majority of the respondents were in agreement that both monetary and non-monetary incentives were provided by the institutions to encourage lecturers to undertake career development programmes. This was confirmed by 133 (40.5%) and 106 (32.3%) of the respondents who strongly agreed and agreed respectively with the statement on the issue. Annual report survey 'Learning and Talent development,' conducted by CIPD (2012) on trends of learning and development showed that in-house training, job rotation, coaching, on the job training were the most effective practices of learning and development.

Shen, Netto and Sohal (2010) in a study on 'Human resource practices and workforce diversity: an empirical assessment'. The findings showed that recruitment provides the entry point for this diverse pool of talent. The absence of good diversity practices in recruitment process will result in failure to benefit from a multicultural workforce in future. The results of this study indicate that while there is strong top management support for recruitment, this support does not translate into effective policies and practices at lower levels. The findings of this study also indicate that urgent attention should be paid to development and use of proactive recruitment policies and practices to manage workforce diversity effectively. It is difficult to understand how organizations in Australia can be committed to enhancing organizational productivity while continuing to adopt recruitment policies and procedures which actually block the entry of non-traditional employees into the organization.

A survey by CIPD (2014), of 2000 workers found less than half aged 65 or over had received a formal appraisal once a year compared to almost two thirds of all employees. Older workers are much less likely than younger workers to have received training, with 51% of those aged 65 or over saying they had received no training in the last three years, compared to 32% across all age groups, the study by the Chartered Institute of Personnel and Development.

Multiple studies find that today's younger workers have absolutely no intention of sticking in a job if they do not feel like they are learning, growing and being valued in a job. Carver, a consultant who has spent 12 years researching exit interviews, finds that lack of training opportunities and that of mentors in the workplace are the two biggest reasons why young workers leave employers. According to Carver, organisations need to recognize that young workers are very mobile, and want a personal and clearly articulated career path. With their social media skills and easy access to job postings on the Web, young workers do not find it difficult at all to land new opportunities, mostly for money. Carver exit interview research reveals that the reason for exit at times is because the job does not live to the expectation they had. More often than not, they realize they are not getting personal attention, the mentoring, the coaching, and the training they anticipated (HBR, 2012).

According to Forbes magazine dissatisfaction with some employee development efforts appears to fuel many early exits. In a study where young managers were asked what their employers did to help them grow in their jobs and what they liked their employers to do, large gaps were observed. The workers reported that the employers generally satisfied their needs for on-the-job development and that they valued the opportunities, which included high-visibility positions and significant increases in responsibility. But they were not getting much in the way of formal development such as training, mentoring and coaching – things they also value highly (Krauesslar, Avery & Passmore, 2015).

Similar to Smola and Sutton (2002), other organizational researchers have found relatively few of the generational differences suggested by previous research. Of the nine work outcomes examined by (Young, Davis, McNeill, Malhotra, Russell, Unsworth, & Clegg, 2015) only three of the outcomes (job involvement, normative organization commitment, and continuance professional commitment) were statistically significant. While continuance professional commitment was significantly higher for Boomers than Generation X as predicted, contrary to expectations, job involvement and normative organization commitment were significantly higher for Generation X. There were no generational differences on factors including work involvement, work group attachment, affective organization commitment, continuance organization commitment, affective professional commitment, and normative professional commitment.

Likewise, Sullivan, Forret, Carraher, and Mainiero, (2009) reported no significant generational differences in Boomers' and Generation X' attitudes about learning and development. Despite suggestions that Generation X are more protean (Hall 1986, 1996, 2004) in their beliefs about learning and taking responsibility for their own career development, there were no significant differences between Generation X and Boomers in beliefs about the importance of on-the-job learning, as well as the belief that their firms develop them as employees. Although it would be expected that Generation X would be more likely to intend to engage in developmental learning, only three of the twenty nine comparisons about plans to engage in developmental initiatives (learning another language, development of leadership skills) showed significant generational differences. As to preferences for the use of different developmental techniques (for instance classroom instruction, web-based training, on-the-job training) for learning soft and hard skills, only six of the thirty comparisons made were significantly different. Overall, their findings suggest few generational differences in attitudes toward learning.

The findings suggest employers should make more effort to treat older workers equally when it comes to training and development, especially as the removal of the default

retirement age means people can work into their late sixties and beyond if they choose. Employers should therefore focus career development efforts not only towards younger staff, but also the aging. (CIPD, 2012). According to Bambacas (2010) in a study titled 'Organizational handling of careers influences managers' organizational commitment', the levels of affective and normative commitment improved when organizations provided continuous learning to managers. This was the case for career management both by the individual and by the organization. In particular, normative commitment was strongest for those who valued the continuous learning they received while managing their own careers. For the group of managers who experienced organizational career development, the opposite was the case. Continuous learning provided by the organization improved their levels of affective commitment. Organizations must therefore understand the needs of their staff so that they provide career management practices that are valued and can enhance their levels of affective and normative commitment.

Empirical evidence suggests that levels of commitment may improve (Struges *et al*, 2005; Sturges *et al*. 2002) or decrease (Bambacas & Bordia, 2009) with the advent of career self-management. Mowday, Porter, and Steers (2013) suggest that differences in commitment levels may result from individual differences. In other words, commitment to the organization depends on individuals and the value they place on organizational offerings. For example, career opportunities offered by organizations, such as career development or opportunity for continuous improvement, if valued by individuals (as they enhance future career prospects) will enhance their levels of commitment (Bambacas, 2010). Literature to date has shown a persistent interest in the attitudes of employees as they are considered to be critical contributors to the organization's competitive advantage (Gottschalg & Zollo, 2007). Employees committed to their organization demonstrate improved job performance (Jaramillo *et al*, 2004; Luchak *et al*, 2007; Vandenberghe *et al*, 2004) and organizational financial performance (Steyrer *et al*, 2008). Among the most frequently examined predictors of organizational commitment

are human resource management (HRM) practices such as career development (Paul & Anantharaman, 2004), which enhance employee career opportunities within the organization and contribute to labour force commitment (Paul & Anantharaman, 2004; Chew & Chan, 2008). Employee career development managed by organizations is an important factor in management literature, as it has a strong relationship to positive organizational outcomes such as commitment (Chew & Chan, 2008).

According to a study by Ababneh (2013) on 'Antecedents and outcomes of career development in Jordanian Public sector' that aimed to examine empirically the antecedents (career planning and career management) and outcomes (organizational commitment, job creativity, and job turnover) of the career development with a sample of 531 employees. The analysis showed that career planning and career management have a positive significant influence on career development with approximate explanation values of variance 20% and 23% respectively. Regression analysis revealed a stronger impact of career management on career development compared with career planning. These results concur with Hall (1986) and Granrose and Portwood (1987) findings that career planning is crucial to the career development process. The findings also revealed significant positive influence of career development on organizational commitment and job creativity (Al- Ababneh, 2013).

These findings are consistent with earlier research such as Sturges *et al.* (2002); Colarelli and Bishop (1990); Perrow (1986); Noordin *et al.* (2002); Puah and Ananthram (2006); Sturges *et al.* (2008); Schnaks *et al.* (2007); and Steinbinder (1997). This means that organizations cannot only influence employees' commitment by providing them with inducement and incentives, but also by stimulating and supporting them to become more actively engaged in managing and planning their own careers. In line with previous research (Schnake *et al.* (2007); Huselid (1995) and Chen Chang and Yeh (2004), the analysis reported a negative influence of career development on job turnover, indicating that the more the practice of career development the lower the level of

employees' job turnover, which helps retain valued employees. Clearly, the findings showed that about 40% of the sample did not participate in any career training program (Al- Ababneh, 2013).

2.6 Critique of Existing Literature Relevant to the Study

Very few theoretical career models exist, and most relate to the individual perspectives (Kuijpers, & Meijers, 2012; Dalton, Thompson, & Price, 1977; Greenhaus, 2000; Hall, 1986, 1996; Schein, 1978, Hernández-López, Colomo-Palacios., García-Crespo, & Cabezas-Isla, 2011). The theoretical base of organizational career management is quite thin (Grimland, Vigoda-Gadot, & Baruch, 2012 citing Arthur, Hall, & Lawrence, 1989) and shows little convergence (Peiperl & Arthur, 2000; Sullivan, 1999). Schein's cone model of career development is perhaps the only prominent example that reflects both individual developmental paths and organizational systems (yet even this is clearly outdated, based on its static, single-firm perspective). For the few models that do reflect the organizational aspect, empirical validations are rare. Several works explore the existence of career management practices, but these were not directed to test theory or build it further. There is a need, therefore, to consider the current state of career management practice in organizations, to look for patterns, and to associate these with a wider framework.

To investigate and model career management practices require a comprehensive view of what those practices are. Baruch and Peiperl (2000) citing Tsui and Gomez-Mejia (1988) suggested a list of activities, programs, and methods through which organizations can handle HRM processes. Existing empirical studies fail to recognize potential differences in the degree to which individuals value career opportunities that enhance future career prospects offered by organizations, and the resulting impact on individuals' level of commitment (Bambacas, 2010). Therefore, differences between what individuals' value and what organizations provide may generate adverse consequences on employee levels

of commitment to the organization. As individuals who are committed improve organizational effectiveness (Skerlavaj *et al*, 2007) and become a critical source of competitive advantage for organizations (Gottchalg & Zollo, 2007), it is important to investigate career management practices offered by organizations and how the value placed on these may affect employee levels of commitment. Unless organizations are able to understand the career management practices that staff value and find difficult to replace, employee resignations will escalate, adding to rising organizational costs (Bambacas, 2010). A study by Bambacas (2010) extends the current literature by investigating how the value that individuals place on the career management practices offered by organizations' impacts on their levels of organizational commitment.

2.7 Research Gaps

In a study investigating differences in career management by organizations and individuals titled Organizational handling of careers influences managers' organizational commitment (Bambacas, 2010) it was illustrated that allowing employees to manage their careers will have positive outcomes for organizations. However, organizations need to appreciate how the value that individuals place on the career management on offer impacts on their commitment levels to the organization. According to Bambacas, career management by individuals is a little-researched area yet an essential part of the way organizations manage careers in organizations. In a study on the relationship between mentoring and career development of higher education faculty members (Tareef, 2013), the researcher recommends more research into mentoring in higher education due to the scarcity of literature on this subject.

Organizational commitment has been studied extensively among diverse professional groups. Mowday, Porter and Steers (2013) called for more work examining organizational commitment across divergent samples and demographics.

The importance of organizational commitment in the realization of organizational goals in higher education institutions, especially in sub-Saharan Africa, has remained untapped by researchers. This is despite the crucial role played by these institutions in the development of the skills and knowledge base needed for national development.

Studies have shown that most of the organizational commitment research studies have been carried out using Western samples (Allen & Meyer, 1990; Meyer & Smith, 2000; Lambert, Hogan, Barton-Bellessa & Jiang, 2012) and emerging economies in Asia such as China and South Korea (Çakmak-Otluoğlu, 2012) . However, few studies have used samples from sub-Saharan Africa and Kenya in particular, thus challenging the generalization of these studies to a non-Western context. In addition, most of these studies have tended to use only one aspect of organisational commitment-affective/attitudinal commitment (Mulinge, 2000; Walumbwa, Lawler & Avolio, 2007; Walumbwa, Orwa, Wang & Lawler, 2005). In this regard, Meyer (1997) cited by Suliman and Iles (2000) state that the models of commitment have been developed and tested in western countries. There is a need for more systematic research to determine whether these models apply elsewhere. Furthermore, since America and other Western countries are individualistic societies as compared to the collectivist culture of African countries, generalising the outcomes of these studies may be problematic. This is supported by Yacob (1998) who states that no findings can be accepted universally unless they have been tested and proven in another culture or environment (Kipkebut, 2010).

2.8 Summary of study

The chapter reviewed both theoretical and empirical literature on career development and its influence on employees' commitment in Public universities in Kenya. In the theoretical literature, the study highlighted the major theoretical issues on each research

variable that included various theories and models of career development. This chapter further explained the conceptual framework highlighting the key research variables. All the variables, independent, moderating and dependent variables were broken down into sub variables that were operationalized.

In the empirical literature, the study explored past studies previously undertaken by various scholars. Various studies under each research variables were analyzed and further developed into hypotheses. The empirical study therefore helped to identify major research gaps and recommendations for further studies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter describes the design and research methodology that was used in the study. The chapter is divided into the following sections; research design; the study population; the study sample and sampling technique; instruments for data collection; validity and reliability of the instruments; research design and data analysis procedures. The main objective of this study was to find out the influences of career development on employees' commitment in Public universities in Kenya. There are both quantitative and qualitative variables.

3.2 Research Philosophy

Scholars in social science assume that empirical research is dominated by two prime methodologies namely positivism and interpretivist or phenomenology (Gray, 2013). The research philosophy of this study is positivist paradigm. The positivist paradigm arose from the philosophy identified as logical positivism and is based on rigid rules of logic and measurement, truth, absolute principles and prediction (Andrew, & Halcomb 2007).

A research philosophy is the approach to understand and write the knowledge that is gained by conducting the research (Mackenzie & Knipe, 2006). The positivist philosophy argues that there is one objective reality. The positivistic philosophical approach is quantitative and is dominated by the process of hypothesis testing, with the intent of either rejecting or accepting the null hypothesis. This approach allows for the operationalization of the various hypothetical concepts as well as generalization of the results. (Comte & Bridges, 1865).

Therefore, as a consequence, valid research is demonstrated only by the degree of proof that can be corresponded to the phenomena that study results stand for (Hope and Waterman, 2003). Positivism is the scientific method that is based on rationale and empiric of the research. In its paradigm various concepts like hypothesis and objectives formulated will be tested.

3.3 Research Design

A research design is the specification of methods and procedures for acquiring the information needed. It is the overall operational pattern or framework of the project that stimulates what information is to be collected from which source by which procedures (Green & Tull, 2009). This study adopted a cross-sectional survey research and a descriptive research approach. Cross-sectional research is a research method often used in social sciences and education. This type of study utilizes different groups of people who differ in the variable of interest, but share other characteristics such as socioeconomic status and educational background.

Cooper and Schindler (2008) define research design as the plan and structure of investigation so conceived as to obtain answers to research questions. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of the data (Kerlinger, 2006). A research design helps to control the experimental, extraneous and error variables of a particular research problem being investigated. Cross-sectional studies are observational in nature and are known as descriptive research, not causal or relational (Kothari, 2004). According to Creswell (2003), a descriptive survey designs are used in preliminary studies to allow the researcher to gather information, summarize, present and interpret it for the sake of clarification.

The research was a cross-sectional survey study geared towards describing the characteristics of the study population, in this case to shed more light on the influence of career development on employees' commitment in Public universities in Kenya.

3.4 Target Population

Cooper and Schindler (2008) observe that a population is the total collection of elements about which one wants to make inferences. Kothari (2004) defines population as the researcher's 'universe.' According to Mugenda and Mugenda, (2008), a population contains the total subjects that can be considered in a study. The target population in this study was the 22 Public chartered universities in Kenya, which have a population of approximately 24,000 employees according to the Kenya universities staff union records. The population was stratified using the two strata, all the teaching and non-teaching staff.

3.5 Sampling Frame

According to Mugenda and Mugenda (2008), a sampling frame is a list, directory or index of cases from which a sample can be selected. Subjects or cases selected from the sampling frame form the units of observation in a study. Nachmias and Nachmias (2008) define a sampling frame as a list of all the items from where a representative sample is drawn for the purpose of a study.

In the case of this study, the sample frame of the study was a sample of 3 (three) Public universities which is 10% representation of 22 listed Public universities in Kenya (CUE, 2014). Kerlinger (2006) stated that the smaller the sample, the larger the sampling error, and vice versa. Kerlinger (2006) indicates that a sample size, 10% of the target population is large enough so long as it allows for reliable data analysis by cross tabulation, provides desired level of accuracy in estimates of the large population, and allows testing for significance of differences between estimates.

The study population was the University of Nairobi, Kenyatta University and Jomo Kenyatta University of Agriculture and Technology, which have a total staff population of 10,257. These three universities have the bulk of the university staff population, and have more established systems unlike other upcoming universities. The findings were therefore to be representative of all Public universities.

Table 3.1: Study Population

S/N	University	Teaching Staff	Non-Teaching Staff	Population Size
1	University of Nairobi (UoN)	1703	3817	5520
2	Kenyatta University (KU)	951	1600	2551
3	Jomo Kenyatta University of agriculture and Technology (JKUAT)	830	1356	2186
	Total Population Size	3484	6773	10257

Source: HR Departments (2015)

3.6 Sample Size and Sampling Technique

The process of sampling makes it possible to draw valid inferences or generalizations on the basis of careful observations of variables within relatively small portions of population. According to Gatara (2010), a large survey would need a large number of researchers and this would not give quality data. A large survey would also require a long time to implement which means that by the time results are out, the events would have greatly altered the phenomenon under study. Therefore, the researcher selected a sample to represent the population both stratified random sampling in the first stage and simple random sampling in the second stage were used. The central limit theorem states that in selecting simple random samples from a population, the sampling distribution can be approximated by a normal probability distribution whenever the sample size is large

enough (Gay, Mills & Airasian, 2008). Random sampling was preferred because it gives the participants equal chances of being selected and this helps to minimize bias (Kombo & Tromp, 2006). The large sample condition can be assumed for simple random samples of size thirty or more (Anderson, Sweeney & Williams, 2002). According to Gupta (2008) a sample size of 30% is appropriate for research. Zachary and Craig (2006) asserted that a sample size of 30% is statistically significant. In this study a sample of 10, 257 would therefore be adequate representation of total Public university staff population.

Stratified random sampling technique was used in the first stage to select the sample from the academic and non-academic staff. Cooper and Schindler (2008) talk of stratified method as a technique used where the population is not homogeneous. This was considering that the universities employees are on two main categories; teaching and non-teaching staff. The researcher also used stratified sampling to get the population of each category of staff. According to Cooper and Schindler (2006), stratified sampling is used to achieve desired representation from various subgroups in the population. In stratified random sampling subjects are selected in such a way that the existing subgroups in the population are more or less reproduced in the sample. The following formula was used to determine the sample size of a large population is as shown below. (Kothari, 2008)

$$n = \frac{z^2 pq}{e^2}$$

$$n = \frac{1.96^2 \times 0.5 \times 0.5}{0.05 \times 0.05} = 385$$

n = the desired sample size

z = the standard normal deviate at required confidence level

p

= *the population proportion estimated to have characteristics being measured*

$q = 1 - p$

$e =$ *the degree of accuracy expressed as a proportion (0.05)*

A representative sample constituted a minimum total of 385 which represented opinion of 10,257 staff members in the three universities. Stratified random sampling was used to group the employees into two categories of teaching and non-teaching staff for representation. Many of the previous studies conducted in Kenyan public universities recorded a response rate of between 70%-77%, for example a study by Manyenze (2013) on procurement performance in public university had a response rate of 73%. Other studies such as that conducted by Waswa (2013) on Assessment of corporate management practices in Public universities had a response rate as low as 45%. In order to reach the minimum requirement of 385 representation, the following formula was applied;

No of questionnaires = $\frac{\text{Sample size}}{\text{Response rate}}$

Response rate (0.77) was used in this study.

In this study, 500 questionnaires were taken to the field to give an allowance for those who may not respond. The researcher preferred considering a large sample because with a large sample the researcher was confident that if another sample of the same size was selected, findings from the two samples would be similar to a high degree. This minimizes the sampling error (Mugenda& Mugenda, 2003). The sampling frame showed that the target population was distributed in the areas of study as follows:

Table 3.2: Sample Size

University	Teaching Staff	Sample	Non-Teaching Staff	Sample	Population Size	Total Sample Size
University of Nairobi (UoN)	1703	64	3817	143	5520	207
Kenyatta University (KU)	951	36	1600	60	2551	96
Jomo Kenyatta University of agriculture and Technology (JKUAT)	830	31	1356	51	2186	82
Total		131		254		385

Source: Researcher (2015)

3.7 Data Collection Procedure

The researcher needs to develop instruments with which to collect the necessary data. In social science research, the most commonly used instruments are; questionnaires, interviews, and observation (Cooper & Schindler, 2006). In this study self-developed questionnaires were used to collect data from university employees. The researcher used closed-ended and open-ended questionnaires as instruments of data collection and interview administered questionnaire. Questionnaires assist in the translation of the research objectives into research hypothesis which motivate the respondents to provide the information being sought. (Kombo & Tromp, 2006). A similar study done by Maina (2011) in Public universities used similar instrument. The questionnaires were developed using likert five-point scale and survey questions based on previous academic studies and literature reviews therefore making the instrument reliable for use in this study.

Questionnaires as instruments of data collection also save on time and money. They also allow the respondents to answer questions freely and frankly even on sensitive issues because they are not supposed to reveal their identity this increases the likelihood of getting accurate feedback.

The researcher with the assistance of research assistants administered the questionnaires to the various selected respondents, targeting to have a representation of various cadres of staff in Public universities. In the cases where the respondents requested to be given more time the questionnaires were collected at a later date.

3.8 Instruments

Data collection instruments can be questionnaires, interviews, schedules and available records. Questionnaires are a paper and pencil data collection instruments filled in by respondent for the purpose of the research study (Morris, Devlin & Parking, 2007).

Both closed and open-ended questionnaire was designed by writing down all the questions that employees will need to answer for the study. The key advantage of a questionnaire is that it included every person from whom input was required. Where possible the questionnaire was administered and in other cases, it will be left with the employees to be picked at a later agreed date. Every employee was asked the same questions, and consequently data was very easy to compile and analyze. Questionnaires can be useful in obtaining a 'big picture' of what a large number of employees think while allowing everyone to feel that they have had an opportunity to participate in the needs analysis process. The questionnaires were self-administered. Through the questionnaire, the respondents were asked to give their views on various questions that assisted in establishing the influence of staff career development on employee commitment in Public universities.

3.9 Pilot Testing

Marczyk, DeMatteo and Festinger (2005) observe that pilot test is the start phase in data gathering of the research process. According to Sekaran (2003) a pilot study is necessary for testing the reliability of data collection instruments. Pilot test is conducted to detect weakness in design and instrumentation of a research, and to provide alternative data for

selection of a probability sample. Muus and Baker-Demaray (2007) note that a pilot test should draw subjects from the target population and simulate the procedures and protocols that have been designated for data collection. In summary, pilot test measures the reliability and validity of the instruments. In this study, a representative sample constituted a total of 385 respondents and a 10% of the sample size was used for pilot. (Lackey & Wingate, 1998). According to Mugenda & Mugenda (2008), one-tenth of the sample size was sufficient for pilot. Therefore 39 respondents were adequate for pilot testing in this study.

Samples of questionnaire were administered or pilot tested to 39 respondents in two universities. Respondents were encouraged to make comments and suggestions concerning instructions, clarity of questions and relevance (Mugenda & Mugenda, 2008). A pilot study was conducted to provide the researcher with an opportunity to try out the questionnaires to check whether the questionnaire was reliable and whether the items gathered the information intended. This assisted in improving the validity of the study.

3.9.1 Reliability and Validity

Reliability and validity of the instrument was tested for consistency. Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Borg, Gall & Gall, 2003; Mugenda & Mugenda, 2008). Reliability was computed to indicate how reliable the data was. According to Collis and Hussey (2003), a measuring instrument is reliable when the research results emanating from these instruments can be repeated. Zikmund (2010) defines reliability as the degree to which measures are free from error and therefore yield consistent results. DeVellis, (2016) states that the ability of a measuring instrument to determine the proportion of systematic variation in the scores yielded by the instrument is a reflection of the reliability of that instrument. This is done by determining the association between the

scores obtained from different administrations of the instrument. If the association is high, the instrument yields consistent results and is therefore reliable.

Internal consistency reliability was examined by use of Cronbach alpha coefficient. Cronbach's alpha is the most widely used measure of the reliability of instruments in the social sciences. It indicates the extent to which a set of test items can be treated as measuring a single latent variable (Malhotra, 1999). It has also been reported that the Cronbach alpha coefficient formula is a more accurate and careful method of establishing internal consistency than the Spearman-Brown and Kuder-Richardson reliability measures (Parasuraman & Manzey, 2010).). In addition, the Cronbach alpha coefficient has the advantage of producing a reliability estimate with only one administration. Kline (1999) noted that acceptance value for cronbach's alpha is between 0.7 and 0.9. However, Nannally (1978), argued that an alpha coefficient of 0.5 or greater is adequate to accept presence of internal consistency.

Convergent validity exists if a group of indicators are measuring one common factor. Convergent validity can be assessed at the individual and construct level by examining individual item loading. A loading of 0.7 indicates that about one half of the items variance can be attributed to the construct. Cronbach's alpha was used to test for internal reliability of each variable used in the study. Cronbach's alpha values range from 0 to 1. If computed alpha coefficient will be greater than 0.70, this will be considered as an acceptable level of internal reliability (Bryman, 2008). The result of the pilot showed a Cronbach's Coefficient Alpha of 0.7 for all items of the variables (Cronbach, 2004).

As shown in table 3.4, the reliability coefficient for career planning (organization) was 0.824, Career Planning (Individual) was 0.846, Career Management was 0.714, Career Development Programs was 0.803, Career development goals and expectations for diverse workforce was 0.781, Perceived Organisation Support was 0.896, Employee Commitment was 0.882 all exceeding minimum threshold of 0.7 which is an acceptable

level of internal reliability (Bryman, 2008). In the final study the variables that had less than seven items were revised to have more items.

Table 3.3: Reliability Test Results

Variables	Cronbach's Alpha	Coefficient	Items
Career Planning (Organisation)	0.824		7
Career Planning (Individual)	0.846		7
Career Management Systems	0.714		10
Career Development Programs	0.803		7
Career development goals and expectations	0.781		8
Perceived Organisation Support	0.896		10
Employee Commitment	0.882		7

Source: Researcher (2016)

Validity is the accuracy and meaningfulness on inferences, which are based on research results. In other words, validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda, 2008). The researcher consulted the supervisors to examine the content validity of questionnaires in relation to the purpose of the study. Adjustments were made according to the feedback from supervisors. The researcher used probe techniques to get detailed information, and respondents were interviewed at their convenience.

3.10 Data Processing and Analysis

The data analysis was both descriptive and inferential (Mugenda & Mugenda, 2008). This was attempted to describe such aspects as behaviour, attitudes, values and characteristics (Cooper & Schindler, 2008). To analyze the data, SPSS, a statistical software package was used. Data was coded by assigning numbers to responses.

Descriptive statistics were used to analyze data and explain the findings. Inferential statistics (one sample t-tests), were used to test the influence of career development on employee commitment in a neutral value of 3 where a value greater than 3 was considered stronger than a value less than 3. These values were also used to test the hypotheses on the career development to employee commitment. Correlations and ANOVA were used to explain the interrelationship that existed between variables. Similar studies carried out by Sturges et al (2002); Li (2014), Ogaboh (2010) used this to test the hypotheses on the career development to organisation commitment. Analysis of variance (ANOVA) was also carried out among the indicators of career development to establish the interrelationship between the variables.

Linear regression analysis was used to show if there was a correlation and strength of the relationship between variables both independent and dependent and the effect of the moderating variables on each relationship. Multiple regression analysis was thereafter conducted to test the overall effect on the study model. Analysis of Variance (ANOVA) was also be used to test the goodness of fit of the regression models and finally to test the hypothesis of the multiple regression models. T-test was used to test the significance of model parameters.

3.10.1 Measurement of variables

All the study variables were measured by survey questions and a five point Likert scale which ranged from strongly agree (5) to strongly disagree (1). All the scores for each of the items were averaged to obtain an overall measure for each of the variables. This method was used in a similar study done by D'Agostino and Levine (2010). A questionnaire was designed to measure the influence of career development on employee commitment.

Questions were constructed to reflect the theoretical framework of the study. Demographics were collected regarding the respondents' age, employment status,

marital status, work experience, education level, and position held and the last three grades attained.

The level of satisfaction in career planning was measured using a five point likert scale where respondents gave their opinion on planning the career by both the organisation and the individual. Career management was rated and respondents were to rate statements in percentages regarding their career management as well as that of the organisation. Career development programs by use of a five likert scale and by respondents indicating the number of career development programs they have undertaken and the number of opportunities of training in the universities. On Career development goals and expectations for diverse workforce career development opportunities, the respondents used a five point likert scale where they were to state the extent of agreeing on certain statements. A method by Eisenberger *et al* (2001) of a 7= point likert scale was used to measure perceived organisation support. These were statements that represent possible feelings that individuals might have about the university they work for. The respondents were to indicate the degree of agreement and disagreement with each statement. This was the moderating variable in the study. The dependent variable in this study was employee commitment. The researcher adapted Allen and Meyer's (2002) commitment scale for measurement and a 7 point likert scale was used. The respondents were required to indicate the extent to which they agree with certain statements.

Multiple Regression model

$$Y = \beta_0 + \beta_i X_i$$

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

Where Y= Dependent Variable of the study, $X_1 - X_4$ - are the independent variables of the study

β_0 -is a constant (Coefficient of intercepts), $\beta_1 - \beta_4$ - are regression coefficient, ϵ - is a random error term

For the moderating effect the following model will be used;

$$Y = \beta_0 + \beta_1 X_1 + e$$

$$Y = \beta_0 + \beta_1 X_1 + \beta_M M + e$$

$$Y = \beta_0 + \beta_1 X_1 + \beta_M M + \beta_{M_i} X_1 M + e$$

$$(i=1, 2, 3, 4)$$

Where M_i is the moderating variable (Perceived organization support) and $X_i M$ Is the interaction term between i independent variables and the moderating variable.

3.11 Operationalization of variables in the Study

Table 3.4: Operationalization of variables

Table 3.4 shows the operationalization of the variables of the study.

Variables Independent	Measures	Questionnaire Item
Career planning (X ₁)	University commitment to career development Understanding of career planning and management Matching career development to organization strategic direction Communication by the university Employees understanding of career development and expectations Provision of career guidance to staff by university Support of university to individual career growth Planning for career paths Link of career development to strategy Ownership of career development process Departmental heads support Career paths Responsibilities of career development Career development for individual	Likert Scale - 22 items open ended questions 5 items Rating5 items
Career management (X ₂)	Recognition of individual responsibility in career development Awareness of opportunities for career growth Existence of career guidance in the university Individual career planning	

	Certainty in career goals Dissatisfaction with current career path Levels of career plateauing Supervisor's support in career management	Yes/ No 3 Items
Career development programs (Tools) (X ₃)	Provision of Career development programs to staff by university Training programs provided Effectiveness of provided training Mentorship programmes. Provision of in-house training Engagement of staff in career development decisions Job rotation	Likert scale – 6 items Open questions-3 items
Career development goals and expectations of Diverse workforce (X ₄)	Existence of career development programs for diverse workforce Opportunities created for career development for workforce aged 46 and above, for younger workers Equal opportunities for male and female in career development Clear career paths for diverse workforce Flexibility in addressing work and family needs for diverse workforce Are expectations for diverse workforce met?	Likert scale – 8 items
Moderating Variable Perceived Organization Support(OS) (M _i)	Organizational support scales	7 point Likert scale 10 items
Dependent Variable Employee commitment (Y)	Affective commitment	7 point Likert scale 9 items

3.12 Testing of hypotheses

Table 3.5: Testing of hypotheses

Effect	Model	Null Hypothesis	Test
Effect of x_1	$Y = \beta_0 + \beta_1 X_1 + \varepsilon$ <p>Joint effect based on multivariate model also to be tested</p> $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$	$H_0: \beta_1 = 0$	T-test for significance of parameters
Effect of x_2	$Y = \beta_0 + \beta_2 X_2 + \varepsilon$ <p>Joint effect based on multivariate model also to be tested</p>	$H_0: \beta_2 = 0$	T-test for significance of parameters
Effect of x_3	$Y = \beta_0 + \beta_3 X_3 + \varepsilon$ <p>Joint effect based on multivariate model also to be tested</p>	$H_0: \beta_3 = 0$	T-test for significance of parameters
Effect of x_4	$Y = \beta_0 + \beta_4 X_4 + \varepsilon$ <p>Joint effect based on multivariate model also to be tested</p>	$H_0: \beta_4 = 0$	T-test for significance of parameters
Moderator effect	$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_M M + \beta_{M_i} X_i M + \varepsilon$	$H_{01}: \beta_i = 0$ $H_{02}: \beta_M = 0$ $H_{03}: \beta_{M_i} = 0$ $H_{04}: \beta_{M_i} = 0$	T-test for significance of model parameters

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

The chapter presents analysis of data gathered from the study. The findings are discussed based on the strength of the model, specific objectives and the test of the hypotheses of the study. The empirical findings and the results of each variable item is analysed descriptively. The chapter focuses on presenting the findings and discussions of the study by detailing the general characteristics of the study sample. The research findings are presented in form of tables, charts and graphs.

The purpose of this research was to find out the influence of career development on employees' commitment in Public universities in Kenya. It was necessary for the researcher to establish the general characteristics of the respondents under which the researcher would justifiably make inference from the responses.

4.2 Response Rate

Response rate in a survey refers to the number of people who answered the survey divided by the number of people in the sample (IAR, 2011). In this study, a representative sample was to constitute a minimum total of 385 respondents which would represent opinion of 10,257 staff members in the three Public universities: UoN, KU and JKUAT. However, 500 questionnaires were taken to the field to give an allowance for those who may not respond. The researcher considered a large sample because with a large sample the researcher was confident that if another sample of the same size was selected, findings from the two samples would be similar to a high degree. This minimizes the sampling error (Mugenda & Mugenda, 2003).

Out of the 500 questionnaires administered, a total of 441 out of 500 questionnaires were filled and returned giving a response rate of 88.2%. Babbie (2002) observes that in a descriptive research, a response rate of 50% or above is adequate for analysis. A response rate of 88.2% was therefore considered for analysis.

Table 4.1 below shows that 102 representing (23.1%) responses were from JKUAT, while 95 representing (21.5%) responses were from KU while 244 representing (55.3%) responses were from UoN. This means that the study covered the three sample universities that were to represent the Public universities in Kenya. Putting the study population of both teaching and non-teaching staff into strata aided in ensuring that the sample was representative for all staff categories working in the Public universities. The analysis showed that the respondents included 64 non-teaching staff, 38 teaching staff from JKUAT, 67 non-teaching staff and 28 teaching staff from KU, 186 non-teaching staff and 58 teaching staff from UoN giving a total sample size of 441 respondents in the three Public universities.

Table 4.1: Response rate per University

	Frequency	Percent
JKUAT	102	23.1
KU	95	21.5
UoN	244	55.3
Total	441	100.0

4.3 Demographic Information

A range of all cadres of staff working in Public universities were involved in the study. They included professors, lecturers, tutorial fellows, senior managers, registrars, accountants, procurement officers, secretaries, administrative assistants, clerks,

messengers and cleaners. The questionnaires were administered to five hundred (500) employees out of which four hundred and forty-one (441) were received back. The respondents were required to give some personal and general information. From the questionnaire the respondent's bio-data and qualifications were determined.

4.3.1 Gender of the Respondents

The questionnaire required that the respondents indicate their gender as shown in Figure 4.1. The results indicated that 49.7% of the respondents involved in the study were female while 50.3% were male.

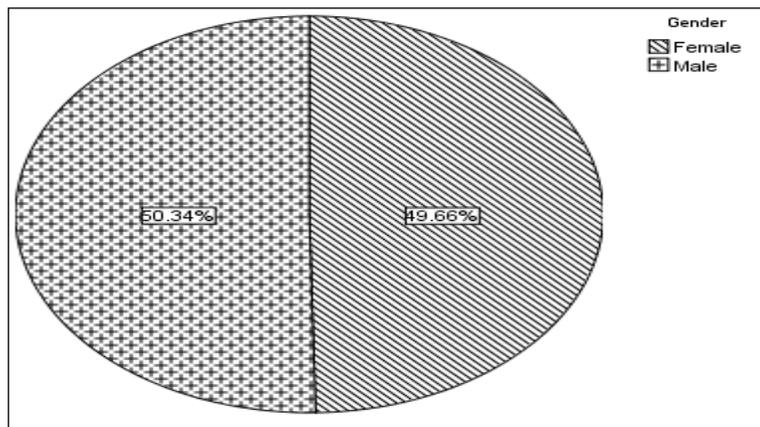


Figure 4.1: Gender of respondents

This finding indicates that the study had a reasonable gender balance of the respondents which implied that the data collected had a consideration of both genders. The study collected perspectives from both male and the female staff from all cadre of staff on influence of career development on employees' commitment and this enriched the findings of the study since each gender was well represented as shown in Figure 4.1. A study by Kirai (2013) showed that women experience various barriers in their career progression. This is also supported by a study by Ibarra (2013) Women Rising, the unseen Barriers. This representation will therefore allow to also get the views of women

on career development and if they too have equal opportunities for career development as their men counter parts.

4.3.2 Age of respondents in years

The ages of the respondents in the study ranged from youthful who according to GOK are individuals between 18-35 years. The youthful category of respondents consisted of 38.6% while those aged between 36-55 years were 52.9% and those aged more than 55 years 8.8% as shown in Table 4.2. The mix of respondents indicated in the table was important to the study because the findings of the study captured views of diverse workforce in the Public university environment. This ensured representation of employees work life experiences as far as career development was concerned and also gave feedback on the career development expectation for each age group.

A study by Beatrice (2008) showed that career developments over time are linked, careers and ageing should be looked at in an integrative way in order to acknowledge that careers span the whole life of a person. A study by van Veldhoven, and Dorenbosch, L (2008) showed that career opportunities as experienced by employees have multiple determinants and age is a main factor.

Table 4.2: Age of respondents in years

		Frequency	Percent
Valid	18-25 yrs	19	4.3
	26-35 yrs	150	34.3
	36-45 yrs	141	32.3
	46-55 yrs	92	21.1
	Over 55 yrs	39	8.0
	Total	441	100.0

4.3.3 Level of education

The respondents were asked to indicate their highest level of education and their response was presented in a pie chart. The distribution of the respondents shown in Figure 4.2 indicates that 27.03% of the respondents had a bachelor's degree, 25.80% had a master's degree, while 17.94% had a doctorate degree, 16.95% had a diploma, 10.32% with a higher diploma qualification and 1.97 had O-level certificate. This distribution indicates that Kenyan Public universities have highly qualified staff and therefore capable of giving relevant information regarding their career development experiences in their work life and also show how it influences their commitment to their employer.

For universities to retain the highly qualified personnel in the competitive environment it is important that they keep the employee motivated by ensuring that they have opportunities to grow their careers. A study by Ng'ethe (2013) showed by offering training and development opportunities, the academic staff will feel that the university is investing in him or her and that there are opportunities for growth within the organization and hence gives meaning to the current job. This will result in higher commitment by the employees to their employer.

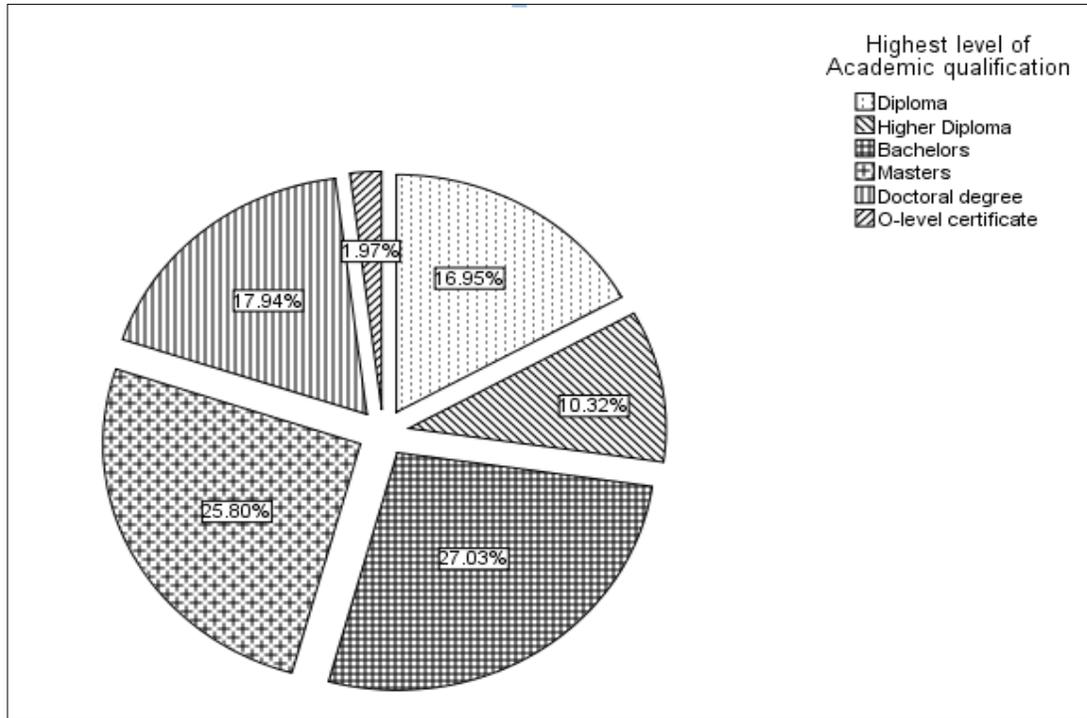


Figure 4.2: Highest level of respondents' academic qualification

4.3.4 Years of experience in the organization

The respondents' years of working in the Public University ranged from 1 year to over 37 years. From the findings the numbers of respondents were fairly distributed across the years. This indicated that majority of the respondents were well versed with how various activities are carried out in Public University and they would authoritatively comment on the career developments as well as their own personal career development during their working experience in the Public University. Social Cognitive Career Theory posits that the development of positive career development depends on an individual's experiences that result from interactions between environmental and personal factors (Lin, Tsai, Joe, & Chiu, 2012). SCCT also emphasizes the role of a person's outcome expectancies on educational and career goal formation.

4.3.5 Terms of service

The respondents' terms of employment are shown in Figure 4.3 and the findings indicated that 70.02% were employed on permanent basis while 29.98% were employed on temporary basis. This indicated that a big percentage of the respondents were employees who are expected to have a high level of commitment to their employer since they had a solid contract and therefore their levels of organization citizenship are expected to be high.

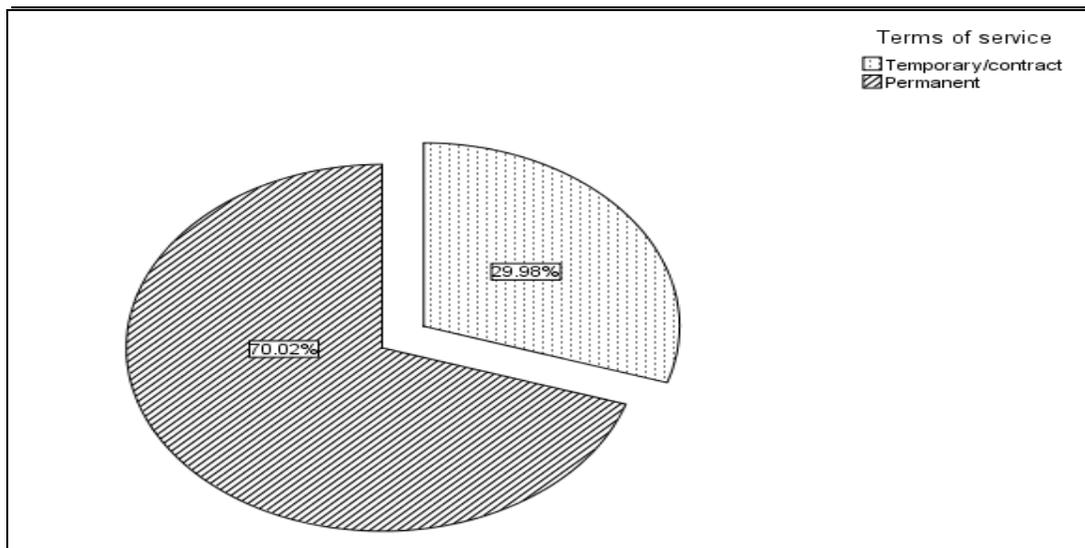


Figure 4.3: Terms of service

4.4 General information on Public university career development.

4.4.1 Training policy on employee training and career development

The respondents were required to indicate whether the Public University had a policy on employee training and career development the results were as shown in Figure 4.4. The

findings showed that 78.91% were absolutely sure that their Public University had a training and career development policy, 14.51% answered that the Public University did not have a policy while 6.58% were not sure whether such a policy existed.

These results showed that the respondents were aware of the existence of a Public university policy that guides on employees' career development and most employees clearly understood what the employer expected of them if they were to be promoted and this promotes personal career development plans for individual employees. This in return may influence their commitment to the Public University since they have set career goals and development targets they wish to achieve. Those who were not sure of the existence of the policy were mainly staff who had worked for the universities for less than five years.

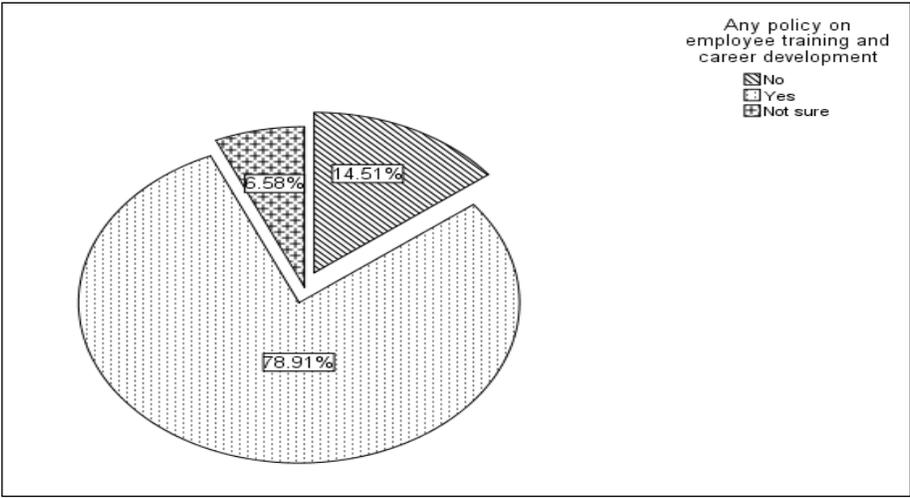


Figure 4.4: Training policy on employee training and career development

4.5 Descriptive Analysis

The researcher analyzed descriptive statistics for the observed variables in order to realize the purpose of the study which was to find out the influence of career development on employees' commitment in Public universities in Kenya. The

observation was done on the independent variables which in this study are aspects of career development, moderating variable which in this study is perceived organization support and the dependent variable which in this study is employees' commitment.

The section has responses to each of the items of the variables and the reliability of the items. In this study any mean score above 3.0 was considered positive while any other score below 3.0 was considered negative. The Cronbach's Alpha for all items under participation in the groups were above acceptable Cronbach's Alpha of 0.7 implying that the instrument was reliable and measured intended objective.

4.5.1 Influence of career planning on employees commitment in Public universities in Kenya.

The first objective sought to determine the influence of career planning on employees' commitment in Public universities in Kenya. Career planning focused on the general aspects of career planning, organization as well as personal development planning. The career planning process involves both the organization and the individual responsibility (Antoniou, 2010). The organization centered planning system aims to develop the human resource needs as well as harmonization of organization career needs. The person centered planning system aims to identify the potential skills and interests of the individuals in relation to career goals (Manolescu, 2003).

Thus, the individuals must identify their aspirations and abilities, and through assessment and counseling in order to understand their needs of training and development. The organization needs to identify its needs and opportunities, to plan its employees, and to ensure its staff access necessary information and appropriate training for career development (Antoniou, 2010). The aim was to find out how career planning is carried out by both the organization and the individual.

General aspects of career planning

The respondents were given a set of statements regarding career planning by the Public University and were asked to rate them as Strongly Agree, Agree, Neutral, and Disagree and Strongly Disagree. The results of this study showed that 56% of the staff in the Public universities agreed that career planning for staff is a high priority in the Public university planning. Universities are the highest institutions of learning and therefore require highly qualified personnel. This explains why Public universities will embark in training their employees for upgrading of skills and especially for the academic staff. 59% did not agree that all cadres of staff are given opportunities for career advancement.

This is supported by a study conducted in Public universities by Ng'ethe (2013) that showed 57.0% of the respondents disagreed that there is fairness in the implementation of the training policy. This can be attributed to reduced capitation by the government that has resulted in Public universities offering training based on needs analysis hence ignoring the requirement of some of its employees. 52% agreed that the leadership and management of the Public University highly support career advancement for staff. 57% agreed that the Public University has clear employment policies and procedures that affect career advancement, 68% did not agree that the Public University allocates adequate funds for staff career development.

The study by Ng'ethe (2013) showed that the financial support given by Public universities to attend conferences and workshops to enhance professional development in Public universities was inadequate. The declining financial support by the exchequer has resulted in Public universities' inability to sustain its operations through internally generated funds. As a result of this Public universities are not fully able to meet the requirements of its employee for career planning. An earlier survey conducted by the World Bank in 2002 indicated the government neglect in investment in higher education in developing countries. 54% did not agree that the Public university regularly assesses

employees to understand their strengths, weaknesses, and career aspirations, this is as a result of the Public universities not being able to properly plan and manage the progression of employees careers through close monitoring and discussions with the supervisors and heads of departments. 58% did not agree that career management and development is clearly defined in the university as shown in Table 4.3.

The items mean scores were 3.396, 2.954, 3.314, 3.477, 2.847, 3.1447 and 3.220 respectively as shown in Table 4.3. Most of the scores were above the score of 3 signifying that the respondents agreed with most of the items on Public university career planning apart from two items; one scoring a mean of 2.954 where respondents indicated that not all cadre of staff are given opportunities for training and the other scoring 2.847 where respondents indicated that the universities do not allocate adequate funds for staff career development. The standard deviation for all the items was above 1.0. This shows that for most of the items there were extremes; the respondents did not agree.

Table 4.3: Responses to general Career Planning items

Statements	SD %	D %	N %	A %	SA %	Mean	Std. Deviation
Career planning for staff is a high priority in university planning	9.3	16.2	18.7	37.1	18.7	3.3964	1.22478
All cadres of staff are given opportunities for career advancement	17.4	22.4	19.5	28.8	11.9	2.9542	1.29845
Leadership and management highly support career planning for staff	8.4	21.2	18.2	34.9	17.3	3.3144	1.22252
The university has clear policies and procedures that affect staff career advancement	8.0	8.5	26.4	42.0	15.1	3.4771	1.09835
The university allocates adequate funds for staff career advancement	12.8	26.7	29.0	26.0	5.5	2.8470	1.11239
The university assesses employees to understand their career aspirations	13.8	19.3	20.7	33.8	12.4	3.1172	1.25267
Career planning and development is clearly defined in our university	9.1	20.2	24.3	32.3	14.1	3.2205	1.18612

n= 441, Cronbach's Alpha=0.906

SD= Strongly Agree, D= Disagree, N= Neutral, A=Agree, SA= Strongly Agree

Organisation planning Level

Here the respondents were expected to give a factual answer of either yes or no to statements that showed that the universities carried out career planning that would benefit its employees. According to the respondents 68.4% were certain that the university understood its responsibility for providing necessary resources for successful employee career planning. 54.7% responded yes to the statement that a large percentage of the university's plans and policies positively influence their career advancement. 78.5% of the respondents were positive that their skill matches their job description

appropriately. 57.3% of the respondents indicated that the university did not have a deliberate development programme for succession. Succession planning involves using the supply of labor within the organization for future staffing needs. With succession planning, the skills and abilities of current employees are assessed to see which future positions they may take within the organization when other employees leave their positions and this in return results to employee commitment. This finding inferred that Public universities do not have a guiding policy on succession planning. 63.5% of the respondents indicated that the university provides information on job openings and training opportunities available for them. This information is availed in university websites which are accessible by all staff. The information is also disseminated in the university notice boards and also internal memos sent to relevant departments.

51.6% of the respondents indicated that they understand the key skills that the university need in the next five years. 53.3% of the respondents indicated no to the statement that the university allows for flexible career path for them. This shows that there is a high probability that some employees would wish to change careers which in the long run would affect employee commitment levels. In a study conducted in Public universities by Maina (2011), the employees agreed with the statements that they were still undecided on their future in the university and that their career plans can be fulfilled at Public University. 64.2% indicated no to the statement that the university addressed their career planning needs for each career development stage as shown in Table 4.4. This showed that the Public universities do not have clear mentoring programs that will assist in attainment of good feedback for both the organization and the employees. Receiving feedback would in return assist in coming up with appropriate programs that would respond to the employees at every stage of career development and this would enhance employee commitment.

Table 4.4: Responses on career planning items (Organisation level)

Statement	No %	Ye s %	Not sure %	Mean	Std. Deviation
University understand its responsibility for providing necessary resources for successful employee career planning	30.2	68.4	1.4	.7123	.48303
A large percentage of university's plans and policies influence my career advancement	44.7	54.7	.7	.5605	.51079
My job description appropriately matches my skills	21.3	78.5	.2	.7894	.41389
The university have a deliberate development programme for succession	57.3	41.3	1.4	.4413	.52476
The university provides information on job openings or trainings opportunities available to me	35.8	63.5	.7	.6490	.49217
I understand the key skills that the university needs in the next five years	47.5	51.6	.9	.5346	.51755
The university allows for flexible career paths for me	53.3	46.0	.7	.4739	.51397
The university has addressed your career planning needs for each of the career development stages	64.2	34.9	.9	.3677	.50181

n= 441, Cronbach's Alpha=0.827

Personal Career Development Planning

Here the respondents were expected to give their levels of satisfaction at the range of very satisfied, satisfied, neutral, dissatisfied, very dissatisfied to statements that would indicate personal career development planning. As shown in Table 4.5 and Figure 4.5, 50.9% of the respondents were not satisfied with their supervisors' advice on career growth; this showed that employees in Public universities take it upon themselves to grow their career since not much guidance is given by their supervisors. This finding is also supported by the study conducted by Maina (2011) on Kenyan Public universities that showed that over 50% of the respondents disagreed that they received advice from their supervisors on career advancement. This shows there is high personal development

planning for career development among the employees. Joint discussions by the employee and the supervisor on the specific developmental experiences are necessary in order to fulfill the mutual goals of organizational enhancement.

According to a study by Linden (2015) on job expectations on the millennial generation, employees indicated that they wanted timely, honest and constructive feedback from their supervisors to help them grow their careers. In this study 53.0% of respondents indicated they were satisfied with the quality of coaching they had received for their current position, 51.5% of the respondents were not satisfied with the mentorship they received from senior peers, this implied that Public universities have not cultivated a culture of mentorship which is key in maintaining standards and conservation of organization knowledge.

According to Allen et al. (2002), there is a significant positive relationship found between mentoring and employee career satisfaction. 58.8% of the respondents pointed out that they were not satisfied with the management's effort to support their career goals, 56.5% of respondents were dissatisfied with the feedback acquired from peers and supervisors that would guide on career planning. This finding is supported by a study conducted on Public universities by Maina (2011) that showed that the supervisors did not discuss with the employees ways of improving their careers. Feedback from the supervisor is crucial to enhancement of knowledge, skills, abilities needed to meet the organization's mission, goals and objectives. Previous studies have also shown concern that the line managers in employee career management lack the HR skills and knowledge necessary for fulfillment of devolved responsibility as indicated in the studies by Perry and Kulik (2008) and Whittaker and Marchington (2003).

50.4% of respondents were not satisfied with the continuous learning and growth opportunities that are available for them in the university and this can have major influence on employees' commitment since employees will seek to have this need met

elsewhere hence encouraging employee's exit. 50.4% were satisfied with the level of career advancement opportunities that is in the university. According to the findings Public universities are keen in providing information on job openings and training opportunities available for them and also that they understand the key skills that the university need in the next five years.

The respondents indicated that they were satisfied with the level of career advancement opportunities that they have in the university. This finding is also supported by the study conducted by Maina (2011) on Kenyan Public universities that showed that the universities have many avenues of career advancement for staff. This showed that career development is key in Public universities, and that Public universities have in place organization career management (OCM) which is concerned with an organization carrying out activities relevant to the career development of its employees. It showed that Public universities have in place programs, processes and support that enhance their employees' career success. This is mainly as a result of Public universities pegging promotion to acquisition of additional qualifications for the employees.

The items mean scores were 3.26, 3.29, 3.233, 3.016, 3.158, 3.266 and 3.273 respectively as shown in Table 4.5. All of the scores were above the score of 3 signifying that the respondents agreed with most of the items on Public university career planning (personal development). There is need for management to take interest in the employees career advancement efforts in order that employees will pursue knowledge, skills, abilities that will meet the organization's mission, goals and objectives The standard deviation for all the items was above 1.0. This shows that for most of the items there were extremes; the respondents did not agree.

Table 4.5: Responses to Career planning items on (Personal Development)

Statement	VD	D	N	S	VS	Mean	Standard
	%	%	%	%	%		Deviation
Your supervisor's efforts advice on career growth	11.2	13.3	26.2	36.5	12.6	3.2600	1.17899
The knowledge and skill acquired on job for your current position	10.0	14.9	22.1	41.6	11.4	3.2953	1.15620
The mentoring you are currently receiving from senior peers	11.4	15.2	24.9	35.7	12.8	3.2331	1.19451
Management's support for your efforts to achieve your career goals	14.4	19.9	24.5	32.2	9.0	3.0162	1.20795
The feedback acquired from peers and supervisors that would guide on career planning	10.0	16.5	30.0	34.7	8.8	3.1581	1.11490
Continuous learning and growth opportunities that available within the university	9.5	17.8	23.1	35.0	14.6	3.2731	1.19139
The level of career advancement opportunities that you see for yourself with the university	9.7	16.9	23.0	37.6	12.8	3.2668	1.17366

n= 441, Cronbach's Alpha=0.928

VD=Very Dissatisfied, D= Dissatisfied, N= Neutral, S=Satisfied, VS= Very Satisfied

4.5.2 Influence of career management on employee commitment in Public universities in Kenya.

The second objective sought to find out the influence of career management on employees' commitment in Public universities in Kenya. According to CIPD (2012), career management is defined as planning and shaping the progression or movement of individuals within an organisation by aligning employee preferences, talent and potential with organizational resourcing needs, both currently and in future. Career management

is a very significant and specific process that, when done properly, helps to ensure long-term career success. Career management is not a single event; it is a long structured process that is part of career journey. It helps individuals to formulate career objectives and strategies, and acquire feedback regarding career progress and opportunities (Greenhaus *et al.*, 2010). In Table 4.6 the respondents were expected to rate themselves against certain parameters in percentages that would give an indication on individual's career progress. The percentages were between the ratings of 0-20%, 21-40%, 41-60%, 61-80% and 81-100%. Any rating beyond 40% was acceptable to the researcher.

Table 4.6 shows that respondents understood their personal responsibility towards their career growth and had positive career management behavior. 91% indicated that majority of staff in Public universities understood their responsibility in the process of their long term career success. 83% of the respondents had gathered information about the existing opportunities for their career growth. This indicated that staff in the university is aware of their career progression or movement plan within the university in accordance to their preferences, talent and potential and they also understand the university's resourcing needs, both currently and in future. 73.4% of the respondents indicated that they had the necessary resources required for attainment of career goals. 75.6% of the respondents indicated that they have set both the short term and long term goals they have set for training requirement for their career development. 67.0% indicated that they were sure of their next step in their career progression. This shows that Public university staff has positive career management behaviours and they are motivated and plan to grow their careers and achieve their career goals irrespective of whether they receive management support or not. The behaviors include career exploration and planning, skills development, networking, and promoting one's achievements. This is mainly as a result of Public universities pegging promotion to acquisition of additional qualifications for the employees. This finding is also supported by the study conducted by Ng'ethe (2013) on Kenyan Public universities that showed that opportunities offered and support by

employers for training did not influence employees' career commitment.

The items mean scores were 4.01, 3.63, 3.15, 3.18 and 3.07 respectively as shown in Table 4.8. All of the scores were above the score of 3 signifying that the respondents agreed with most of the items on Public university career management.

Table 4.6: Responses on career management items

Statements	0-20%	21-40%	41-60%	61-80%	81-100%	Mean	Std. Deviation
Rate the level of your personal responsibility in career development	2.8	6.2	15.2	38.2	37.6	4.0161	1.01363
Rate the percentage of information you have gathered about existing opportunities for career growth	4.1	12.2	21.6	40.7	21.4	3.6299	1.07486
Rate the level you have the necessary resources required for attainment of career goal	9.1	17.5	31.5	33.3	8.6	3.1492	1.09422
Rate the level at which you met both the short term and long term goals you have set for career development	7.8	16.6	34.8	30.9	9.9	3.1843	1.07378
Rate the level of surety of your next step in your career progression	17.7	15.3	23.6	28.8	14.6	3.0731	1.31614

n= 441, Cronbach's Alpha=0.7

In Table 4.7 on career goals the respondents were asked to give a factual answer of either YES or NO to some statements regarding career management. In the first statement respondents were asked if they would need to change their career path in order to achieve their career goals and 50.9% indicated NO. This shows staff in Public universities have strongly divided opinion on this and it depends on the staff category, a further cross tabulation analysis showed that those on teaching staff category only 24 out of 124 respondents equivalent to 19.4% of sample size compared to 188 out of 317 equivalent to 59.3% of the non- teaching staff indicated that there needed to change their career path in order to achieve their career goals. (See Table 4.8)

In Table 4.7 on career goals, 59.2% of the respondents indicated NO to the statement that they feel stuck in their career progression (career plateauing). 65.9% of the respondents indicated NO on the statement that they have received feedback from their boss on career development. This shows that Public universities are not keen in the area of assessing employee abilities and potential that would help in staff determination of logical paths of progression, efforts directing individual career interests compatible with the university’s future/current human resource needs. According to Baruch and Peiperl (2000), OCM is concerned with an organization carrying out activities relevant to the career development of its employees.

Table 4.7: Responses on career goals

Statements	NO %	YES %	Total %
I may need to change my career path in order to achieve my career goals	50.9	48.8	100.0
I feel stuck in my career progression (career plateauing)	59.2	40.8	100.0
I have received feedback from my boss on my career development	65.9	34.1	100.0

Table 4.8: Summary of cross tabulation on career goals

Staff category * I may need to change my career path in order to achieve my career goals Cross tabulation

		I may need to change my career path in order to achieve my career goals			Total
		No	Yes	Not sure	
Staff category	Non-teaching staff	124	188	0	312
	Teaching staff	97	24	1	122
Total		221	212	1	434

4.5.3 Influence of career development programs on employees' commitment in Public universities in Kenya.

The third objective sought to examine out the influence of career development programs on employees' commitment in Public universities in Kenya. Career development programs include a variety of components for use in organizations. To achieve greater efficiency, most organizations use a combination of tools. Career development program includes self-assessment tools, career planning workshops, individual counseling, organizational assessment programs, career information services, job posting systems and skills inventories. The purpose of the career developmental programs is to develop the employees for future positions as well as increase of skills for efficient job performance. In this study the researcher assessed how exposed the Public university employees were to the different types tools for career development.

The respondents were asked to indicate with a YES or NO if they had undertaken any career development program of training that was relevant to their current job. The findings showed that 74.8% of the respondents had undertaken a career development program that was relevant to their current job as shown in Figure 4.5.

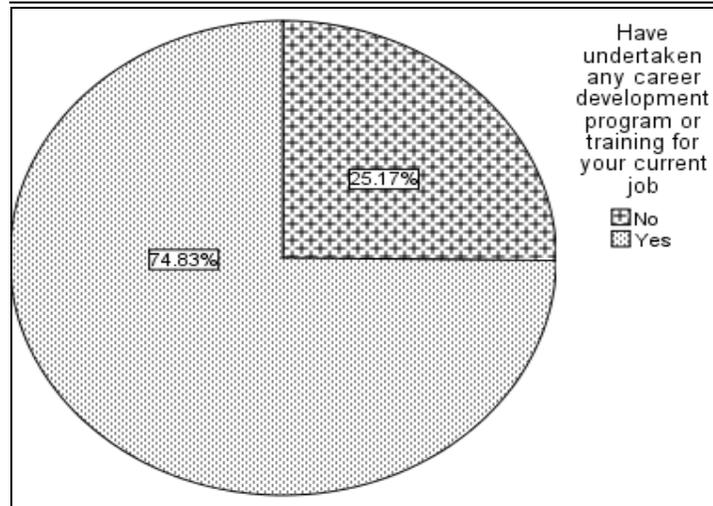


Figure 4.5: Responses on career development programs for current job

The researcher asked the respondent to tick against a list provided of various career development programs which among them they had undertaken for their current job. In Table 4.9, findings showed that 51.6% of the respondents had undertaken formal academic training, 70.8% of the respondents had not undertaken the on the job training, 96.7% had not undertaken career coaching, 95.1% had not undertaken role playing, 91.8% had not undertaken any job rotation, 92.3% had not undertaken online training, 77.3% had not undertaken any form of in house training, 79.4% of the respondents had not attended any conferences, 90.7% of the respondents had not gone through any mentorship program, 88.7% of the respondents were not given any form of orientation for their current job. These finding shows that the Public universities concentrate on offering formal academic training for staff career development and do not largely use other forms of career development programs that would be used to develop their employees for future positions. To achieve greater efficiency, most organizations use a combination of career development programs.

A study by Chen *et al.* (2004) found a relationship between career development programs and job satisfaction and professional development which results in employee commitment. Manyasi (2011) in a study in Public universities in Kenya on organization support of career development recommends that management of Public universities should consider organizing for trainings and seminars for the employees, this will help improve employee skills, loyalty and competence making them more committed to work hard for the success of the institution.

According Chacha (2004) and Lewa (2009), in Kenya, most Public universities have career development programmes as part of their plans and mandate, however the number of lecturers undertaking career development programmes is on the decline. This study supports these findings since it is evident that a very small number of staff benefit from the career development programmes offered in Public universities (see Table 4.9). Table 4.8 has responses of three statements on career development, 75.4% of the respondents agreed that they find it easy to apply the training they have received. This shows that the training received has positive impact on their career growth. 52.2% of the respondents indicated that they did not have an opportunity to work with a mentor. 53.4% of the respondents indicated that they have opportunity for cross training and learning new skills. This supports that in Public universities career development programs exists and staff should take up opportunities that are available for their career development. The items mean scores were 3.824, 3.229 and 3.334 respectively as shown in Table 4.10. All of the scores were above the score of 3 signifying that the respondent agreed with most of the items on Public university career management. This shows that the public universities will need to come up with ways of improving their mentorship programs. The standard deviation for all the items was above 1.0.

Table 4.9: Responses on number of career development programs undertaken

Program	No%	Yes%	Total Percent
Undertaken formal academic training	48.4	51.6	100.0
Undertaken On the job training	70.8	29.2	100.0
Undertaken Career coaching	96.7	3.3	100.0
Undertaken Role playing	95.1	4.9	100.0
Undertaken Job rotation	91.8	8.2	100.0
Undertaken Online training	92.3	7.7	100.0
Undertaken In house seminars	77.3	22.7	100.0
Undertaken Conferences	79.4	20.6	100.0
Undertaken mentorship program	90.7	9.3	100.0
Undertaken Orientation	88.7	11.3	100.0

Table 4.10: Responses on career development programs

Statements	SD %	D %	N %	A %	SA %	Mean	Std. Deviation
Find it easy to apply the training you have received in your job	5.0	9.5	12.1	44.8	28.6	3.8238	1.09997
There are opportunities available for you to work with a mentor	11.2	14.3	25.8	37.7	11.0	3.2291	1.16570
There is opportunity availability for you to cross-train and learn new skills	11.3	12.3	23.1	38.5	14.9	3.3341	1.20296

n= 441,

Cronbach's Alpha=0.906

SD= Strongly Agree, D= Disagree, N= Neutral, A=Agree, SA= Strongly Agree

4.5.4 Influence of career development goals and expectations for diverse workforce on employees' commitment in Public universities in Kenya.

The staff responded to statements raised on Career development goals and expectations for diverse workforce expectations on career development on a range of - not at all, not much, not sure, somewhat and a great deal.

In Table 4.11, 51.5% of the respondents agreed that Public universities have policies that cater for the changing demographic profiles of the employees. 67.4% did not agree that the Public University had formal mentoring programs for the workforce aged 46 years and above. 58.9% of the respondents did not agree that the university had formal mentoring programs for the younger workforce. According to Allen *et al.* (2002), there is a significant positive relationship found between mentoring and employee career satisfaction. 55.7% of the respondents agreed that Public University encourages skill building advancement opportunities for persons living with disabilities. 72.3% of the respondents agreed that the Public universities have equal career development opportunities for both male and female employees. 52.9% of the respondents agreed that university diverse workforce have clear career paths that could allow them to get to the top of the ladder in their careers. 53.9% of the respondents agreed that the Public universities have flexible benefits that address broad range of employees work and family needs. 51.9% of the respondents did not agree that their career expectations are met in Public universities.

Diversity management can contribute to the organization and the employees in many ways. In an environment where diversity is tolerated and approved, organizational commitment of employees can increase. Valuing diversity, organizations can establish higher commitment (Wilson, Woods & Phal, 2005). The items mean scores were 3.279, 2.845, 2.922, 3.446, 3.833, 3.204, 3.212 and 2.952 respectively as shown in Table 4.10. Most of the scores were above the score of 3 signifying that the respondent agreed with

most of the items on career development goals and expectations of diverse workforce in public universities apart from three items scoring a mean of less than three.

Table 4.11: Responses on career development goals and expectations of diverse workforce

Statements	NA %	NM %	NS %	SW %	GD %	Mean	Std. Deviation
The university has policies that cater for the changing demographic profiles of employees	7.8	21.3	19.4	38.3	13.2	3.2790	1.16737
The university has formal mentoring programs for the work force aged 46 years and above	19.0	20.1	28.3	22.5	10.1	2.8454	1.25204
The university has formal mentoring programs for the younger work force	20.2	20.9	17.8	28.7	12.4	2.9216	1.34023
The university encourages skill-building advancement opportunities for persons living with disabilities	8.3	16.3	19.8	34.0	21.7	3.4458	1.22692
The university has equal career development opportunities for both female and male employees	6.6	10.8	10.4	37.2	35.1	3.8329	1.20645
The university's diverse work force have clear career paths that would allow them to get to the top of the ladder	15.7	21.6	9.7	32.5	20.4	3.2043	1.39594
The university has flexible benefits that address broad range of employees work and family needs	14.6	23.1	8.5	34.4	19.5	3.2118	1.37784
My career development expectations are met in this university	20.5	25.2	5.2	36.9	12.2	2.9529	1.38987

n= 441

Cronbach's Alpha=0.866

NA- Not at all, NM- Not much, NS-Not sure, SW-somewhat, GD- A great deal

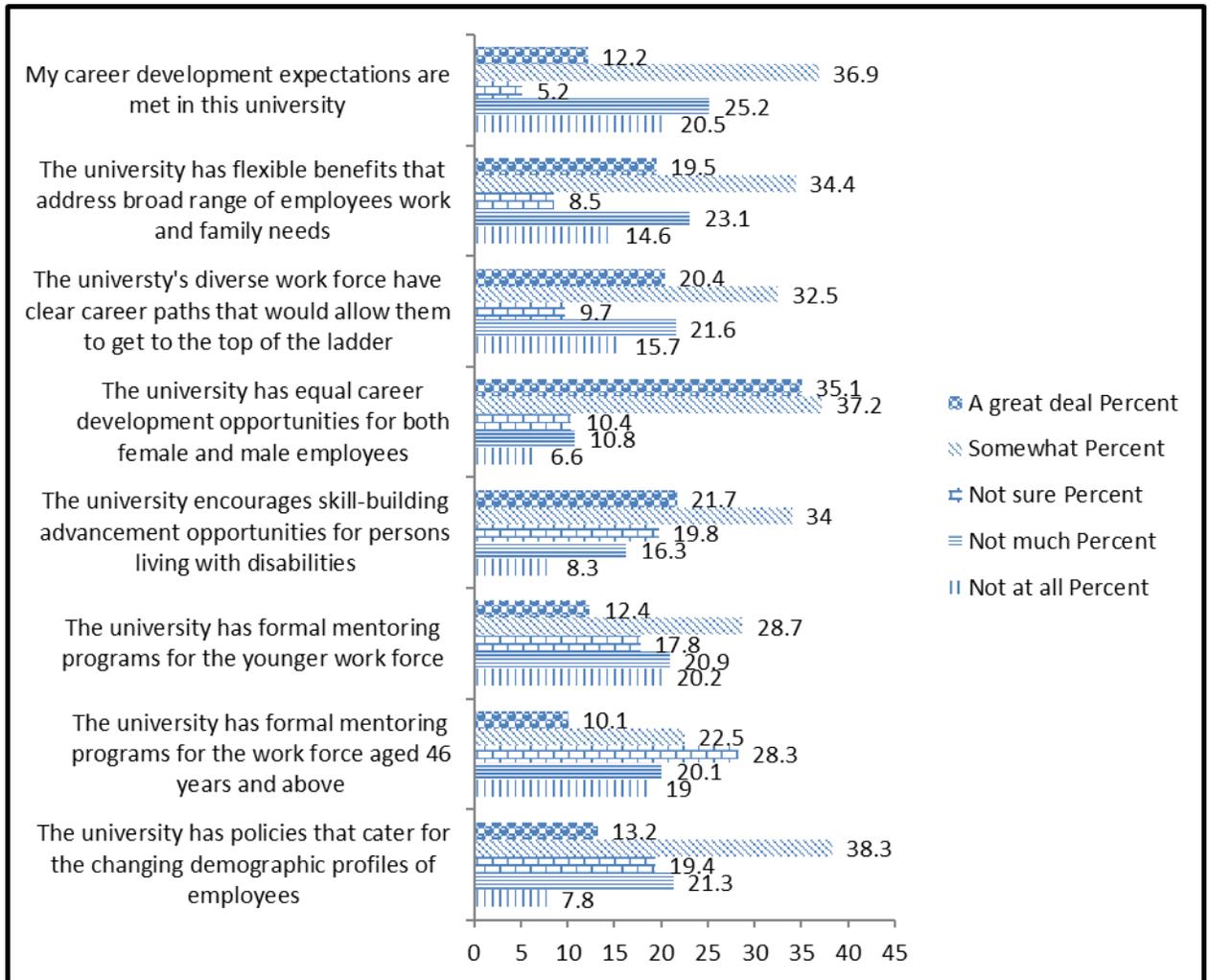


Figure 4.6: Responses on career development goals and expectations for diverse workforce

4.5.5 Moderating effect of perceived organizational support on the relationship between career development and employee commitment in Public universities in Kenya.

Perceived organization support was the moderating variable in this study. Here the respondents were presented with statement that they were to indicate the extent they

agreed with them. The indicators were strongly disagree (1), disagree (2), somewhat disagree (3), unsure (4), somewhat agree (5), agree (6), strongly agree (7).

In Table 4.12, 64.3% of the respondents agreed that Public University values their contribution to its wellbeing. 52.4% of respondents agreed that the university appreciates their effort to grow their career. 52.8% of the respondents did not agree that the university strongly considers their career goals and values. 65.7% of the respondents did not agree that financial support is available from the university when they need it. 54.3% of the respondents agreed that the university really cares about their wellbeing. 65.2% of the respondents disagreed that the university is willing to sacrifice in order to help them perform their job to their best of their ability. 61.4% of the respondents agreed that the university offers them flexibility whenever they need to study. 50.4% of the respondents agreed that the university cares about their general satisfaction at work. 54.6% of the respondents disagreed that the university shows a great deal of concern for them. 55.6% of the respondents agreed that the university takes pride in their accomplishment at work.

Some studies suggest that POS may be beneficial to the individual as well as to the organization. According to Organ et al. (1989) cited in Mayr *et al.*, (2010), it appears that employees with higher levels of POS are likely to be more committed and possibly more willing to engage in extra role or organizational citizenship behaviors than are employees who feel that the organization does not value them as highly. Existing literature reports that POS is positively related to organisation commitment (Eisenberger, & Stinglhamber, (2011; Eisenberger *et al.*, 2001; Kraimer, Seibert, Wayne, Liden & Bravo, 2011). Studies have also been done on the effect of POS on an employee career development (Manyasi, Kibas, & Chepkilot, 2012) however outside Kenya.

A study by Manyasi (2011) established that Public universities supported career development initiatives of its academic staff through giving financial assistance to those pursuing further studies, payment of participation fees and subsistence expenses for those taking part in workshop, seminars and conferences, granting of time off and study leave for those undertaking such initiatives. In a study conducted by Colakoglu et al, (2010) on the effect of POS on employee affective outcomes in hotel industry, the findings indicated that perceived organization support had a significant positive effect on job satisfaction, affective, normative and continuous commitment. According to Lent and Brown (2013), an organisation support for career development, which provides social and material support for one's personal goals, is likely to be a significant predictor of career satisfaction. Conversely, the absence of such supports, or presence of contextual obstacles, is likely to impede goal progress and reduce satisfaction. The items mean scores were 4.712, 4.320, 4.063, 3.373, 4.251, 3.636, 4.494, 4.163, 4.284 and 4.333 respectively as shown in table 4.12. All of the scores were above the score of 3 signifying that the respondent agreed with most of the items on Public University perceived organization support. The standard deviation for all the items was above 1.0. This shows that for most of the items there were extremes; the respondents did not agree.

Table 4.12: Perceived organization support items

Statements	SD %	D %	SWD %	U %	SWA% %	A %	SA% %	Mean	Std. Deviation
The university values my contribution to its well-being	9.0	6.5	6.7	13.5	21.6	31.6	11.1	4.7123	1.76683
The university appreciates my effort to grow my career	10.4	11.4	6.3	19.5	21.3	22.3	8.8	4.3202	1.80556
The university strongly considers my career goals and values	13.3	12.1	8.2	19.2	22.9	17.1	7.2	4.0631	1.82572
Financial support is available from the university when I need it	26.0	17.4	7.2	15.1	17.4	10.9	6.0	3.3735	1.96886
The university really cares about my well-being	10.5	11.9	9.4	13.8	26.9	19.2	8.2	4.2506	1.79997
The university is willing to extend itself in order to help me perform my job to the best of my ability	20.6	15.4	5.1	24.1	14.7	13.8	6.3	3.6355	1.91331
The university offers me some flexibility whenever I need it to study	12.6	10.0	6.8	9.3	21.0	28.0	12.4	4.4942	1.95106
The university cares about my general satisfaction at work	13.5	10.7	8.4	17.0	20.9	23.0	6.5	4.1628	1.85022
The university takes pride in my accomplishments at work	13.1	9.3	6.4	15.7	22.3	24.7	8.6	4.3325	1.86793

n = 441, Cronbach's Alpha=0.881

SD –Strongly Disagree, D – Disagree, SWD- Somewhat Disagree, U-Unsure, SWA- Somewhat agree, A- Agree, SA-Strongly Agree

4.5.6 To determine if Employee commitment is influenced by career development.

The respondents were required to indicate the extent they agree with provided statements at a range of 1-7, 1-being strongly disagree, 2-Disagree, 3-Somewhat

disagree, 4-Unsure, 5- Somewhat Agree, 5- Unsure, 6- Agree, 7- Strongly Agree. Table 4.13 shows the responses where 55.8% of the respondents indicated that they would be happy to spend the rest of their career life with the Public universities they were working for. 69.3% of the respondents indicated that they felt that they were loyal to the university. 52% of the respondents indicated that they were not thinking of shifting to another career. 71% of the respondents indicated that they felt a sense of achievement in their career. 91.6% of the respondents felt satisfied and happy whenever they performed well in their job. A study conducted by Younis (2013) in a pharmaceutical organisation in the United Kingdom showed that career development opportunities availed by the organization highly influences employee organization commitment.

67.7% of the respondents indicated that they were very satisfied with their job. 87.3% of respondents feel very high degree of personal responsibility for the work they do in their job. This infers that employees in the university have job satisfaction and this would result in influencing employees' commitment to the university. 86% of the respondents indicated that their job is very meaningful to them. When employees value their jobs they would do anything to protect them, they would be careful to follow the laid out expectations for the job and meet all the job demands in order to remain satisfied and fulfilled. The items mean scores were 4.504, 4.962, 5.413, 4.338, 4.965, 6.226, 4.882, 5.862 and 5.778 respectively as shown in table 4.13. Most of the scores were above the score of 3 signifying that the respondent agreed with most of the items on employee commitment in Public University. The standard deviation for all the items was above 1.

Table 4.13: Responses on items of employee commitment

Statements	SD %	D %	SWD%	U %	SWA%	A %	SA %	Mean	Std. Deviation
I would be very happy to spend the rest of my career with this university	13.3	8.0	5.9	17.1	14.8	25.5	15.5	4.5035	1.97326
I feel a lot of loyalty to this university	7.1	6.8	5.7	11.1	20.5	30.2	18.6	4.9623	1.77145
I am proud to tell others about my career	5.1	4.4	5.1	6.8	16.4	32.0	30.1	5.4136	1.69017
I am not thinking of shifting to another career	16.3	12.6	3.7	15.4	11.7	21.0	19.3	4.3380	2.14541
I feel a sense of achievement in my career	7.1	8.0	5.2	8.7	21.4	31.5	18.1	4.9647	1.78600
I feel satisfied and happy when I discover that I have performed well on this job	2.1	1.4	1.2	3.7	13.3	31.7	46.6	6.2261	3.65097
Generally speaking, I am very satisfied with my job	8.0	8.2	7.3	8.9	18.5	30.2	19.0	4.8829	1.85643
I feel a very high degree of personal responsibility for the work I do on this job	2.8	2.6	1.9	5.4	12.1	36.2	39.0	5.8621	1.41162
The work I do on this job is very meaningful to me	3.7	2.8	1.6	5.8	13.1	35.5	37.4	5.7780	1.49152

n = 441 Cronbach's Alpha=0.820

SD –Strongly Disagree, D – Disagree, SWD- Somewhat Disagree, U-Unsure, SWA- Somewhat agree, A- Agree, SA-Strongly agree

4.5.7 Summary descriptive statistics of the study variables statistics

The following Table 4.14 gives a summary of statistics for the study variable. Each set of items related to a variable was transformed to a scale of 0-100 and then the sets were aggregated by taking the average. Since some of the items were factual, the Cronbach's Alpha was not considered in this summary. The means for the variables were 31.041 for career planning, 57.897 for career management, 31.888 for career development programs, and 55.234 for Career development goals and expectations for diverse workforce, 52.217 for perceived organization support and 69.928 for employee commitment. The variables with an index below 50% were career planning and career development programs this was below average.

The responses on items of the two variables explain this result for example the respondents in this study pointed out issues in career planning such as 68% indicated that Public universities did not allocate adequate funds to career development, the universities are not utilizing the career development programs adequately to develop staff careers from results of this study. The highest mean was on employee commitment which shows that employee commitment in Public universities is relatively high.

Table 4.14: Descriptive statistics of the variables

	N	Min	Max	Mean	Std. Deviation
Career planning	437	.00	56.25	31.0418	13.57669
Career Management	436	.00	100.00	57.8972	19.83456
Career Development Programs	429	.00	92.00	31.8881	19.17715
Career development goals and expectations for diverse workforce	428	.00	100.00	55.2344	23.07384
Perceived Organisation Support	431	.00	100.00	52.2172	24.99287
Employee Commitment	429	.00	100.00	69.9286	20.92596
Valid (listwise)	414				

4.6 Test of Normality

There are significant amount of normality tests available in the literature. In this study however, the normality test used are the Shapiro-Wilk (SW) test, Kolmogorov-Smirnov (KS) test and normal Q-Q plot. Diagnostic tests for normality are important for validating inferences made from regression models (Schein, 2010). The Shapiro-Wilk (SW) test and Kolmogorov-Smirnov (KS) test did not perform well in this study and indicated some departure from normality in distribution. The departure from normality is not too big to warrant a concern. Some researchers have argued that the two tests were not suitable for testing large sample size data. A test which performs well for certain types of alternatives may perform poorly for others (Ul-Islam, 2011). Because of the vast variety of alternatives to normality, no test can be most powerful against all alternatives at the same time. In this study the sample size was large and according to (Julie, 2005), violation of the normality assumption is common in large samples.

The researcher however proceeded to use a quantile-quantile or q-q plot to show that the departure from normality was not too big to warrant a concern. The quantile-quantile plot is an exploratory graphical device used to check the validity of a distributional assumption for a data set. If the data indeed follow the assumed distribution, then the points on the q-q plot will fall approximately on a straight line. From the observation of the Q-Q plot for all the four variables fall approximately on a straight line. (See Appendix III).

4.7 Statistical Modelling

4.7.1 Correlation analysis results for the study variables

Correlation analysis is an analysis examining the correlation between two random variables (factor), and it was conducted before the Regression analysis. Different

correlation coefficients were developed according to the situation analyzed. (Selek, Altindag, Saracoglu, & Aksoy, 2015).

Most known and used one amongst these coefficients is Pearson product moment correlation coefficient. It is calculated through dividing the covariance of the two variables to the multiplication of the standard deviations of the same variables. Correlation coefficient is the parameter that indicated the direction and size of the correlation between the variables. This coefficient is placed between (-1) and (+1). Positive values represent the direct oriented linear correlation. Negative values represent opposite-oriented linear correlation. If the coefficient has a value (0), it indicates that there is not any linear correlation between the variables included in the research (Selek, Altindag, Saracoglu, & Aksoy, 2015)

The correlation matrix displays the Pearson's correlation coefficient of between the dependent variable employee commitment and the study variables. It is clear that in all cases the employee commitment is significantly correlated with career planning ($r=0.535$, $p<0.001$), career management ($r=0.600$, $p<0.001$), career development programs ($r=0.353$, $p<0.001$), career development expectations for diverse workforce ($r=0.588$, $p<0.001$), perceived organization support ($r=0.665$, $p<0.001$).

Results in Table 4.15 show that there was a positive correlation between the dependent variable employee commitment and independent variables career planning, Career management, Career development programs, diverse workforce expectations however a low correlation was found between career development programs and employee commitment. The strongest positive correlation was between the dependent variable employee commitment and the moderating variable perceived organization support ($r=0.655$) whereas the weakest correlation was between employee commitment and career development programs ($r=0.353$).

The perceived organization support was the moderating variable in the study and the results showed that there was positive correlation between the independent variables and the moderating variable with the highest being the independent variable being career planning (0.704) and the lowest being the independent variable career development programs (0.393).

From the large and significant values of correlation coefficient among the variables, one may suspect possible multicollinearity. Mathematically, a set of variables is perfectly multicollinearity if there exist one or more exact linear relationships among some of the variables. Multicollinearity test helps to reduce the variables that measure the same things and also checks model redundancy (Robert, 2007). However, the Variance Inflation Factor (VIF) and tolerance values for all the variables were examined to clarify the potential of multicollinearity. The VIF were < 10 , and therefore the suspected multicollinearity is not valid as shown in table 4.21 (C).

a) Correlation between career planning and employee commitment

The correlation matrix shows a moderate relationship exists between career planning and employee commitment, career planning ($r=0.535$, $p<0.001$). This implies career planning explains (0.535^2) 28.62 % of the variation in employee commitment. This shows that other factors outside career planning explain 71.38% of variation in employee commitment.

According to a study by Abdulkadir (2012) in the Nigerian banking sector, career planning system and employee participation significantly influence employee job commitment and that the level of organizational commitment of employees. In a study conducted in industrial organisations in Calabar, Nigeria, the coefficient of correlation (r) of 0.284 coefficients indicated a positive relationship between career advancement and employee commitment (Agba, 2010). This finding harmonizes with the studies of Kent and Otte as cited by Agba (2010), that showed that employees want management to

show an interest in their career development and once this is done, workers commitment to organizational goal increases.

b) Correlation between career management and employee commitment

The correlation matrix shows a strong relationship exists between career management and employee commitment, career management ($r=0.600$, $p<0.001$). This implies career management explains (0.600^2) 36.00 % of the variation in employee commitment. This shows that other factors outside career management explain 64% of variation in employee commitment.

A report finding of a two-wave longitudinal study investigating relationships between organizational and individual career management activities and organizational commitment in the early years of graduate careers showed high organizational commitment predicts the practice of career management activities by graduates to further their career within the organization while low commitment is closely associated with behaviour aimed at furthering the career outside the organization.

Sturges, Conway & Guest (2002) suggests that there may be the potential for employers to create a virtuous circle of career management in which individual and organizational activities complement each other. This study suggests a correlation between career management and employee commitment.

In another study conducted by Nosheen (2015) in the banking sector of Pakistan on the impact of career self-management (CSM) on employees' organization commitment, the correlation matrix indicated that there is positive correlation between independent variable career self-management and dependent variable employees' organization commitment because coefficient of regression (r) is 0.54 at a significant level of 0.01.

Chew (2008) in her study 'Is career management the panacea to retaining vital staff?' the correlation matrix revealed that career management have a significant positive correlation with employees' organization commitment. There is therefore need for organisations to ensure that they get the most of the existing employees by having career management programs that may assist in motivating employees to grow their careers within the organisation and hence retain them.

c) Correlation between career development programmes and employee commitment

The correlation matrix shows a moderate relationship exists between career development programmes and employee commitment, career development programmes ($r=0.353$, $p<0.001$). This implies career development programmes explains (0.353^2) 12.46 % of the variation in employee commitment. This shows that other factors outside career development programmes explain 87.54% of variation in employee commitment. In a study by Agba (2010) conducted in Industrial organisations in Calabar, Nigeria the results indicated a positive relationship between career advancement and employee commitment. This finding harmonizes with the studies of Kent and Otte as cited by Agba (2010), that, people want a variety of things from their jobs besides a pay check and a few fringe benefits and their loyalty to their organizations depends upon the degree to which employees satisfy their wants. They contend that employees want management to show an interest in their career development and once this is done, workers commitment to organizational goal increases.

In a study by Sajid (2008) on Information Technology professionals in Pakistan, the results showed that there is a positive correlation between career opportunities that allow them to grow in organization hierarchy and professionally and employee commitment. To retain employee who are in much demand, there is need for the organization to

provide career development programmes opportunities that assist the growth of the employee professionally otherwise they will be attracted by other competitors.

d) Correlation between career development goals and expectations of diverse workforce and employee commitment

The correlation matrix shows a strong relationship exists between career development goals and expectations of diverse workforce and employee commitment, career development goals and expectations of diverse workforce ($r=0.588$, $p<0.001$). This implies career development goals and expectations of diverse workforce explains (0.588^2) 34.57 % of the variation in employee commitment. This shows that other factors outside career development goals and expectations for diverse workforce explain 65.43% of variation in employee commitment.

In a study conducted in India on career development expectations and organization commitment of the millennials in Information Technology industry indicated that organizational commitment can be obtained if career expectations are met. There is ample evidence on the positive effect of meeting career development expectations of millennials on employee commitment as also evidenced by studies conducted by Hwee (2012).

e) Correlation between perceived organization support and employee commitment

The correlation matrix shows a strong relationship exists between perceived organization support and employee commitment, perceived organization support ($r=0.665$, $p<0.001$). This implies meeting perceived organization support explains (0.665^2) 44.22 % of the variation in employee commitment. This shows that other factors outside perceived organization support explain 55.78% of variation in employee commitment. A study conducted by Colakoglu (2010) on effects of perceived organization support on employees' affective outcomes in hotel industry showed that

perceived organization support is highly correlated with normative and affective commitment. Besides, a significant correlation ($r= 0.53$) between perceived organisational support and job satisfaction was determined. Several methodological studies showed that employees who are supported by their organisation are satisfied with their job (Buchanan, 1974; Susskind et al., 2001; Tansky & Cohen; 2001; Riggle *et al.*, 2009). According to the results of these studies, employees who feel supported by their organisation and feel valued as an employee in their organization are much more attached to the organization. In other words, employees will feel a greater sense of obligation to remain if they view the organization to be supportive of their career goals.

Table 4.15: Correlation Matrix

		Employee Commitment	Perceived Support	Career planning	Career Management	Career Development Programs	Career development goals and expectations
Employee Commitment	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	429					
Perceived Organisation Support	Pearson Correlation	.665**	1				
	Sig. (2-tailed)	0					
	N	427	431				
Career planning	Pearson Correlation	.535**	.704**	1			
	Sig. (2-tailed)	0	0				
	N	425	427	437			
Career Management	Pearson Correlation	.600**	.700**	.730**	1		
	Sig. (2-tailed)	0	0	0			
	N	428	430	432	436		
Career Development Programs	Pearson Correlation	.353**	.393**	.403**	.460**	1	
	Sig. (2-tailed)	0	0	0	0		
	N	421	424	425	429	429	
Career development goals and expectations	Pearson Correlation	.588**	.700**	.687**	.662**	.391**	1
	Sig. (2-tailed)	0	0	0	0	0	
	N	424	428	424	428	422	428

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

4.7.2 Regression Modelling

Regression Analysis is a method used for measuring the correlation between two or more variables. The analysis conducted by using one variable is called univariate regression analysis; the analysis conducted by using more variables is called multivariate regression analysis. With this analysis method, the correlation between the variables is revealed, and its degree can also be determined. An important point to be taken into consideration during the analysis is that the method does not give information about the cause and effect relationship between the variables, if there is any, when revealing the variation of the two variables (Selek, Altindag, Saracoglu, & Aksoy, 2015)

The model hypothesized that career planning, career management, career development programs, diverse workforce expectations have no significant influence on employees' commitment in Public universities in Kenya. To test the model a simple regression model was fitted with employee commitment as the dependent variable and career planning, career management, career development programs, diverse workforce expectations as the independent variables. The resulting model is as shown below:

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

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

Where

Y= Dependent Variable of the study

$X_1 - X_4$ - are the independent variables of the study

β_0 -is a constant (Coefficient of intercepts)

$\beta_1 - \beta_4$ - are regression coefficient

ε - is a random error term

Anova test was also conducted to determine whether the model worked in explaining the relationship among the variables as postulated in the conceptual model.

a) Regression results of career planning on employee commitment

Table 4.16 present a summary of regression model result. The R and R squared are 0.535 and 0.287 respectively. A simple regression model was fitted to the data with career planning as the independent variable and employee commitment as dependent variable and the model was found to be significant ($F(1,423) = 169.9, p < 0.001$) with $R^2 = 0.287$. This implies that career planning index on its own explains 28.7% of the variation in employee commitment index, see table 4.16(b). The model coefficient was found to be significantly different from zero ($t = 13.034, p < 0.001$). The model equation generated for career planning is $Y = 44.591 + 0.825X_1$ which implies for every unit measure of career planning it leads to 0.825 increase in employee commitment as shown in Table 4.16 (c).

Therefore, the null hypothesis based on objective 1 was rejected that;

Ho: Career planning has no significant influence on employees' commitment in Public universities in Kenya and concluded that career planning significantly influences employee commitment.

This finding has been supported by other studies such as that by Sabir (2010) conducted among employees in the banking sector in Pakistan that showed there was positive correlation between career planning and employee commitment. Lee (2000) confirmed that career planning, management development are important human resource initiatives that have potential to increase employee job satisfaction and employee commitment.

Table 4.16: Regression results of career planning on employee commitment

a) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.535 ^a	0.287	0.285	17.59768

(b) ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	52610.9	1	52610.883	169.889	.000 ^a
	Residual	130994	423	309.678		
	Total	183605	424			

(c) Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	44.591	2.137		20.87	.000
	Career planning	0.825	0.063	0.535	13.034	.000

a. Predictor: (Constant), Career planning

b. Dependent Variable: Employee commitment

b) Regression results of career management on employee commitment

Table 4.17 present a summary of regression model result. The R and R squared are 0.600 and 0.36 respectively. Another simple regression model was fitted to the data with career management as the independent variable and employee commitment as dependent variable and the model was found to be significant (F (1,426) =239.5, p<0.001) and R

squared=0.360. This implies that career management index on its own explains 36% of the variation in employee commitment index.

The model coefficient was found to be significantly different from zero ($t=15.475$, $p<0.001$). The model equation generated for career management is $Y= 33.1+0.634X_2$ which implies for every unit measure of career management it leads to 0.634 increase in employee commitment as shown in Table 4.17 (c).

Thus from the findings of this study showed that career management has a positive influence on employee commitment.

Therefore, the null hypothesis based on objective 2 was rejected that;

Ho: Career management has no significant influence on employees' commitment in Public universities in Kenya and concluded that career management significantly influences employee commitment.

This finding is supported by other studies such as that of Adekola(2011) who carried out a study among employees in a Nigerian Bank that showed that career management has positive effect on job satisfaction and career commitment.

In another study conducted by Nosheen (2015) in the banking sector of Pakistan on the impact of career self-management (CSM) on employees' organization commitment, the regression model revealed that CSM explains 30.6% of variance in employees' organization commitment showing significant relation.

In a study conducted in Korea by Moon and Chong (2016) on the impact of career management on organisation commitment, the results revealed that career management behavior (CMB) and organisation career development (OSCD) are associated with affective commitment, providing empirical support for the theoretical claim that individual and organizational career management are predictors of organizational

commitment (Bambacas, 2010; Enache, Sallan, Simo, & Fernandez, 2013).

Table 4.17: Regression results of career management on employee commitment

a) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.600 ^a	0.36	0.358	16.76235

b) ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	67289.4	1	67289.374	239.484	.000 ^a
	Residual	119696	426	280.976		
	Total	186985	427			

c) Coefficients^a

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.		
	B	Std. Error	Beta			
1	(Constant)	33.076	2.512	13.165	.000	
	Career Management	0.634	0.041	0.6	15.475	.000

a. Predictors: (Constant), Career Management

b. Dependent Variable: Employee Commitment

c) Regression results of career development programs on employee commitment

Table 4.18 present a summary of regression model result. The R and R squared are 0.353 and 0.125 respectively.

Another simple regression model was fitted to the data with career management as the independent variable and employee commitment as dependent variable and the model was found to be significant ($F(1,419) = 59.605, p < 0.001$) and $R^2 = 0.125$. This implies that career development programs index on its own explains 35.3% of the variation in employee commitment index.

The model coefficient was found to be significantly different from zero ($t = 7.72, p < 0.001$). The model equation generated for career development programs is $Y = 57.13 + 0.39X_3$ which implies for every unit measure of career development programs it

leads to 0.39 increase in employee commitment as shown in table 4.20 (c).

Therefore, the null hypothesis based on objective 3 was rejected that;

Ho: Career development programs has no significant influence on employees' commitment in Public universities in Kenya and concluded that career development programs significantly influences employee commitment.

This finding is supported by other studies such as the study by Chen, Chang and Yeh (2004) that surveyed the capability of career development programmes in responding to career needs at different career stages and the influence on job satisfaction, professional development and productivity among the Research & Development personnel. One of the major findings of the research was that career development programmes positively influence job satisfaction, professional development and productivity hence enhancing employee satisfaction.

Results from a study conducted in Hong Kong on continuing professional development by Li, Hallinger and Walker (2016) showed that there was a significant positive influence of perceived value of career development on employee commitment. Availability of career development opportunities moderates the relationship between perceived value of career development and attachment to an institution (affective) and choosing to stay.

It is obvious today that employees are no longer satisfied with having just a job and the usual fringe benefits. They want a career that expresses their interests, personality, abilities and harmonies with their total situation. Their loyalty to the organization depends upon the degree to which their employees satisfy their wants. Workers commitment is a function of how effective management is able to design and implement good career development programme in the organization. Employees want management to show interest in their career development. (Agba, 2013).

Table 4.18: Regression results of career development programs on employee commitment

(a) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.353 ^a	0.125	0.122	19.66242

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	23043.870	1	23043.870	59.605	.000 ^a
	Residual	161989.919	419	386.611		
	Total	185033.789	420			

c) Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	57.13	1.887		30.272	.000
1	Career Development Programs	0.39	0.051	0.353	7.72	.000

a. Predictors: (Constant), Career Development Programs

b. Dependent Variable: Employee Commitment

d) Regression results of career development goals and expectations of diverse workforce on employee commitment

Table 4.19 present a summary of regression model result. The R and R squared are 0.588 and 0.346 respectively. A simple regression model was fitted to the data with career development goals and expectations of diverse workforce as the independent variable and employee commitment as dependent variable and the model was found to be significant ($F(1,422) = 223.55, p < 0.001$) and $R^2 = 0.346$. This implies that career development goals and expectations of diverse workforce index on its own explains 34.6% of the variation in employee commitment index.

The model coefficient was found to be significantly different from zero ($t = 14.952, p < 0.001$). The model equation generated for career development goals and expectations of diverse workforce is $Y = 40.41 + 0.53X_4$ which implies for every unit measure of career development goals and expectations of diverse workforce it leads to 0.53 increase in employee commitment as shown in Table 4.21 (c). Thus from the findings of this study career development goals and expectations of diverse workforce has a positive influence on employee commitment.

Therefore, the null hypothesis based on objective 4 was rejected that;

Ho: Career development goals and expectations of diverse workforce has no significant influence on employees' commitment in Public universities in Kenya and concluded that career development goals and expectations of diverse workforce significantly influences employee commitment.

This finding is supported by other studies conducted by (Allen & Meyer 1990, Blomme, R. & Beasley-Suffolk, 2011; Darcy, McCarthy, Hill, & Grady, 2012; Kushman, 1992) their studies concluded that organization commitment and age are correlated and hence

the need to address employees career development need in every stage of their work life. One of the objectives of HR practices is specifically to meet the career expectations of employees and these practices drive the right behaviours to bring about organizational commitment. In a study conducted in India on career expectations and organization commitment of the millennials in IT industry indicated that organizational commitment can be obtained if career expectations are met. There is ample evidence on the positive influence of meeting career expectations of millennials on employee commitment as also evidenced by previous studies (Hwee, 2012; Park, & Gursoy, 2012; Chaudhuri & Ghosh, 2012).

Table 4.19: Regression results of career development goals and expectations of diverse workforce on employee commitment

(a) Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.588 ^a	0.346	0.345	16.95097		
(b) ANOVA^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	64233.9	1	64233.921	223.55	.000 ^a
	Residual	121255	422	287.335		
	Total	185489	423			
(c): Regression Coefficients^a						
Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	
1	(Constant)	40.407	2.137		18.908	
	Career goals and Expectations	0.533	0.036	0.588	14.952	

a. Predictors: (Constant), Career expectations for diverse workforce

b. Dependent Variable: Employee Commitment

Thus from the findings of this study career development goals and expectations for diverse workforce has a positive influence on employee commitment.

4.8 Moderating effect of perceived organization support (POS).

This section provided results of analysis on the effect of the independent variables on the dependent variable before and after introducing a moderating variable. The independent variables herein are career planning, career management, career development programs, career development goals and expectations for diverse workforce with perceived organization support as the moderating variable. The researcher used R squared also referred to as coefficient of determination and significance tests were done to determine the effects of the predictor variable on the dependent variable. The R square and the overall significance of the model were analyzed before introducing the moderating variable to each independent variable.

The introduction of the moderating variable introduces an interaction effect on the prediction strength of the independent variable on the dependent variable. The interaction effect leads to either a stronger or weaker prediction power of the independent variable and the dependent variable. In this study interaction effect was created by use of the product between each predictor variable and the moderating variable.

4.8.1 Moderation models using R squared significance change of variables

The three regression models to determine the moderating effect were summarized as follows; For the moderating effect the following models will be used on all independent variables;

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

$$Y = \beta_0 + \beta_1 X_1 + \beta_M M + \varepsilon$$

$$Y = \beta_0 + \beta_1 X_1 + \beta_M M + \beta_{M_i} X_i M + \varepsilon$$

($i=1, 2, 3, 4$)

Where M_i is the moderating variable (Perceived organization support) and $X_i M$ is the interaction term between i independent variables and the moderating variable.

In order to determine the moderating effect of perceived organization support (M) on the relationship between career planning (X_1), career management (X_2), career development programs (X_3), career development goals and expectations for diverse workforce (X_4) and employee commitment (Y), perceived organization support (M) and the interaction term were hierarchically added into a regression procedure in SPSS.

a) Moderating effect of perceived organization support on career planning

Three models shown in (Table 4.20) were found to be significant. From the model, it is clear that adding Perceived organization support (M) to a model containing career planning (X_1) as a predictor improved the R squared by 0.162 which was significant with $p < 0.001$. When the interaction term is added to the model containing the other two

variables did not significantly improve the model (change in R squared =0.004, p=0.081) implying that the moderating role of perceived organization support (M) is not statistically significant.

Table 4.20: Moderating model using R squared significance change of career planning.

Independent variables Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
X ₁	.537 ^a	0.288	0.287	17.56802	0.288	170.675	1	421	0.000
X ₁ and M	.671 ^b	0.451	0.448	15.45637	0.162	123.892	1	420	0.000
X ₁ ,M and X ₁ *M	.674 ^c	0.455	0.451	15.41847	0.004	3.068	1	419	0.081

X₁- Career planning, M- Moderator (Perceived organization support)

Moderating effect of perceived organization support on career management

Three models shown in (Table 4.21) were found to be significant. From the model, it is clear that when perceived organization support(M) is added to a model containing career management (X₂) as a predictor improved the R squared by 0.116 which was significant with p<0.001. When the interaction term is added to the model containing the other two variables, it did not significantly improve the model (change in R squared =0.000, p=0.539) implying that the moderating role of perceived organization support (M) is not statistically significant.

Table 4.21: Moderating model using R squared significance change of career management.

Independent variables Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
X ₂	.601 ^a	0.361	0.36	16.73923	0.361	239.81	1	424	0.000
X ₂ & M	.691 ^b	0.477	0.475	15.15826	0.116	94.057	1	423	0.000
X ₂ ,M & X ₂ *M	.691 ^c	0.478	0.474	15.16943	0.000	0.377	1	422	0.539

X₂- Career Management, M- Moderator (Perceived organization support)

b) Moderating effect of perceived organization support on career development programs

Three models shown in (Table 4.22) were found to be significant. From the model, it is clear that when perceived organization support (M) is added to a model containing career development programs (X₃) as a predictor improved the R squared by 0.325 which was significant with $p < 0.001$. But when the interaction term is added to the model containing the other two variables it significantly improved the model (change in R squared = 0.006, $p = 0.036$) implying that the moderating role of perceived organization support (M) is statistically significant.

Table 4.22: Moderating model using R squared significance change of career development programs.

Independent variables Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
X3	.352a	0.124	0.122	19.6502	0.124	59.026	1	418	0.000
X3 and M	.670b	0.449	0.446	15.60355	0.325	245.924	1	417	0.000
X3,M and X3*M	.674c	0.455	0.451	15.53971	0.006	4.433	1	416	0.036

X₃- Career development, M- Moderator (Perceived organization support)

c) Moderating effect of perceived organization support on career development goals and expectations for diverse workforce.

Three models shown in (Table 4.23) were found to be significant. From the model, it is clear that when perceived organization support (M) is added to a model containing career development goals and expectations for diverse workforce (X₄) as a predictor improved the R squared by 0.125 which was significant with $p < 0.001$. When the interaction term is added to the model containing the other two variables, it did not significantly improve the model (change in R squared = 0.004, $p = 0.089$) implying that the moderating role of perceived organization support (M) is not statistically significant.

Table 4.23: Moderating models using R squared significance change of career development goals and expectations for diverse workforce

Independent variables Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
X4	.588a	0.346	0.345	16.95097	0.346	223.55	1	422	0.000
X4 and M	.686b	0.471	0.468	15.26925	0.125	99.075	1	421	0.000
X4,M and X4*M	.689c	0.474	0.471	15.23484	0.004	2.904	1	420	0.089

X4- Career development goals and expectations for diverse workforce, M- Moderator (Perceived organization support)

From the model tables, it is clear that adding perceived organization support (M) to a model containing career planning (X₁), career management (X₂), career development goals and expectations for diverse workforce (X₄) as a predictor does not have a strong effect implying that the moderating role of perceived organization support is not statistically significant.

However, the findings showed that when perceived organization support(M) was added to career development programs (X₃) as a predictor there was an effect that was statistically significant (change in R squared =0.006, p=0.036). Therefore, perceived organization support has a moderating effect on career development programs (X₃).

This result showed that employees get more committed whenever they perceive to be

supported in their career development efforts. From the findings of this study, over half of the staff interviewed had undertaken academic training but only a small percentage had attended in-house seminars and conferences which are also key in upgrading employees' skills. This finding shows that if Public universities management concentrated more in supporting employees in career development programs initiatives it would in return result in higher employee commitment.

Public universities can support career development initiatives through supportive leadership, creation of opportunities for organizational learning, funding career development programmes, offering incentives to those undertaking career development such as promotion upon completion, allowing such employees to be on study leave and organizing forums such as seminars, workshops and conferences for them disseminate new knowledge and innovations (Manyasi, Kibas, & Chepkilot, 2012)..

A study by Manyasi (2011) established that the Public universities supported career development initiatives of its academic staff through giving financial assistance to those pursuing further studies, payment of participation fees and subsistence expenses for those taking part in workshops, seminars and conferences, granting of time off duty and study leave for those undertaking such initiatives as well as providing incentives such as salary increments and promotions to those who successfully complete these initiatives.

This finding is supported by other studies that suggest that employees who feel supported by their organisation also feel morally obligated to remain with that organisation, according to findings of this study, shows that perceived organisational support affects normative commitment positively. In the other words, the greater the extent to which employees perceive that the organisation is giving them support, the more they feel a moral obligation to keep working for that organisation (Aube *et al.*, 2007). This result is similar to previous findings (Aube *et al.*, 2007; aMastro; 2008).

Another findings of this study showed that those who perceive to be supported have higher commitment at the beginning while they are developing their careers, however their commitment lessen at the later stages of career development stages. Those who do not perceive to be supported however had their commitment going steadily and had even higher commitment towards the later stages of career development unlike those who perceived to be supported. This can be explained by the fact that they had a strong sense of accomplishment since they had attained the career goals they have worked so hard to achieve over the years hence having a sense of career satisfaction.

4.8.2 Use of scatter plots to assess moderation effect

The researcher also used scatter plots to assess the moderating effect (See Figure 4.7 and Annex IV). A visual examination of the scatter plots suggested that there is some likelihood that the two lines may converge later on suggesting that there is some form of moderation effect. Although there was suggested moderation in the scatter plots of variables X_1 , X_2 and X_4 , was not statistically significant based on the regression results in which the interaction term is insignificant. For career planning ($t= -1.751$, $p=0.081$), career management ($t= -0.614$, $p=0.539$), career development goals and expectations for diverse workforce ($t= -1.704$, $p=0.089$).

But a visual examination of the scatter plot for career development programs (Figure 4.9) suggested a there is moderation effect between perceived organization support (POS) on the two variables career development programs and employee commitment ($t= -2.105$, $p=0.036$). The intersecting line of those above average is not as steep compared to those below average. This implies that at a certain point the two lines will converge and those below average will have higher commitment than those above average.

The level of effect that perceived organization support has on the other three variables was statistically determined by performing a regression analysis. (See table 4.16, 4.17and 4.19 above). Hence accepting the null hypothesis;

Ho: Perceived organization support (POS) has no moderating effect on the relationship between staff career development indicators career planning (X₁)_a, career management (X₂)_b, career development goals and expectations for diverse workforce (X₄)_d and employees' commitment in Public universities in Kenya.

Ho_a: Perceived organization support (POS) has no moderating effect on the relationship between staff career planning (X₁) and employees' commitment in Public universities in Kenya.

Ho_b: Perceived organization support (POS) has no moderating effect on the relationship between career management (X₂) and employees' commitment in Public universities in Kenya

Ho_d: Perceived organization support (POS) has no moderating effect on the relationship between career development goals and expectations of diverse workforce (X₄) and employees' commitment in Public universities in Kenya

From the findings POS did not have a significant moderating effect on career planning (X₁), career management (X₂), career development goals and expectations for diverse workforce (X₄) this can be as a result of employees in Public universities having personal responsibility in developing their careers and positive career management behavior. It is also clear from previous studies that promotion in Public universities is based on additional training hence employees take it as their responsibility to train so that they grow in their career. However, the results showed that perceived organization support has a positive moderating effect on career development programs (X₃)_c, (t= -2.105, p=0.036).

Therefore, the null hypothesis was rejected that;

5. H_{0c} : Perceived organization support (POS) has no moderating effect of on the relationship between career development programs $(X_3)_c$ and employees' commitment in Public universities in Kenya

From the findings there are two categories of staff, those who perceive to be supported and those who do not perceive to be supported.

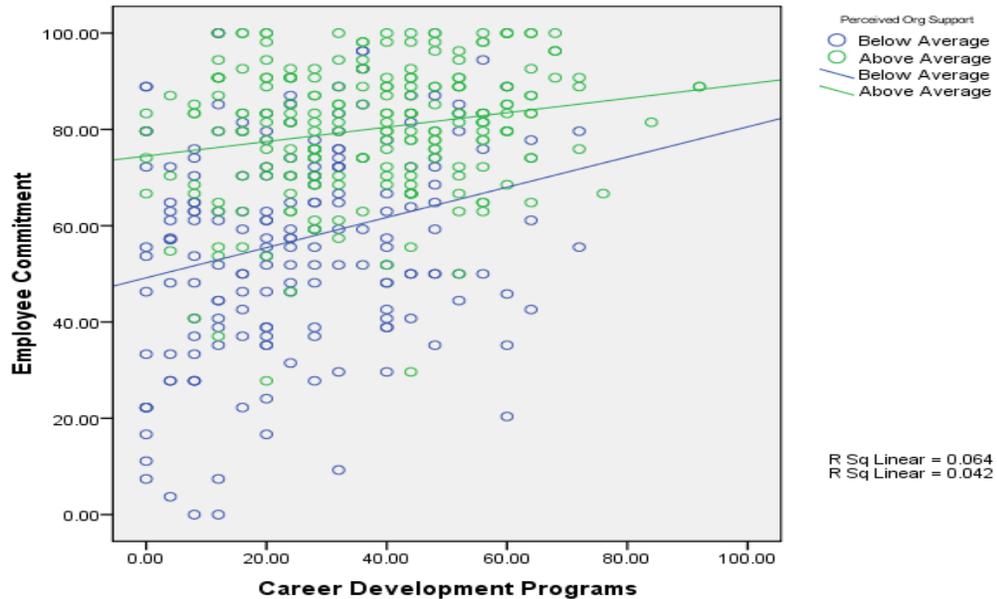


Figure: 4.7: Scatterplot of career development programs on employee commitment

4.9 Regression results of all variables on employee commitment

Table 4.24 present a summary of regression model result for the multiple regression. The R and R squared are 0.654 and 0.0427 respectively. A simple regression model was fitted to the data with all the independent variable and employee commitment as

dependent variable and the model was found to be significant ($F(4,409) = 76.307$, $p < 0.001$) and $R^2 = 0.427$.

The model coefficient was found to be significantly different from zero ($t = 1.447$, $p < 0.001$) for career planning, ($t = 5.145$, $p < 0.001$) for career management, ($t = 1.354$, $p < 0.001$) for career development programs, ($t = 5.409$, $p < 0.001$) for career development goals and expectation. The unit measure increased by 0.134, 0.325, 0.064, 0.267 respectively for the independent variables led to increase in employee commitment as shown in table 4.24 (c). The joint model equation generated is;

$$Y = 30.137 + 0.134X_1 + 0.325X_2 + 0.064X_3 + 0.267X_4 + \epsilon$$

From the joint model the most useful predictors are career development goals and expectations for diverse workforce ($t = 5.409$) followed by career management ($t = 5.145$) but individually each of the independent variable is a significant predictor of the model as shown in Table 4.16, Table 4.17, Table 4.18 and Table 4.19. The beta coefficient confirmed the relative strength of each variable as a predictor of employee commitment. Since the Variance Inflation Factor (VIF) for all the variables are < 10 , the suspected multicollinearity is not valid. Variance Inflation Factor quantifies the severity of the multicollinearity in an ordinary least squares regression analysis. It provides an index that measures how much the variance of an estimated regression coefficient is increased because of collinearity.

Table 4.24: Multiple Regression Model

a) Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.654 ^a	0.427	0.422	15.87061

b) ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	76880.027	4	19220.007	76.307	.000 ^a
	Residual	103017.448	409	251.876		
	Total	179897.475	413			

(c) Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.	VIF
		B	Std. Error	Beta	t		
1	(Constant)	30.137	2.465		12.228	0.000	
	Career planning	0.134	0.092	0.087	1.447	0.149	2.586
	Career Management	0.325	0.063	0.309	5.145	0.000	2.578
	Career Development Programs	0.064	0.047	0.058	1.354	0.176	1.318
	Career goals and expectations	0.267	0.049	0.297	5.409	0.000	2.147

a. Predictors: (Constant), career Expectations, Career Development Programs, Career Management, Career planning

b. Dependent Variable: Employee Commitment

According to the findings each of the independent variable had a significant effect on employee commitment. Career management had the greatest effect followed by career development goals and expectations for diverse workforce followed by career planning

then career development programs. The regression equation can be remodeled as shown below:

$$Y = 30.137 + 0.325X_1 + 0.267X_2 + 0.134X_3 + 0.064X_4 + \epsilon$$

Where

Y= Employee commitment,

X₁ – Career Management,

X₂ – Career development goals and Expectations for diverse workforce,

X₃ – Career Planning,

X₄ – Career Development Programs.

4.10 Optimal Model

From the research findings the revised study model is;

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon$$

$$Y = 30.137 + 0.325X_1 + 0.267X_2 + 0.134X_3 + 0.064X_4 + \epsilon$$

Y= 30.137+0.325 Career Management +0.267 Meeting diverse workforce Career Expectations +0.134 Career Planning +0.064 Career Development Programs+ ϵ

Where Y= Employee commitment, X₁ – Career Management, X₂ – Meeting diverse workforce Career Expectations, X₃– Career Planning, X₄– Career Development Programs, β_0 -is a constant (Coefficient of intercepts), $\beta_1 - \beta_4$ - are regression coefficient, ϵ - is a random error term

4.11 Revised Model

From the research findings above, the revised study model is as in Figure 4.10

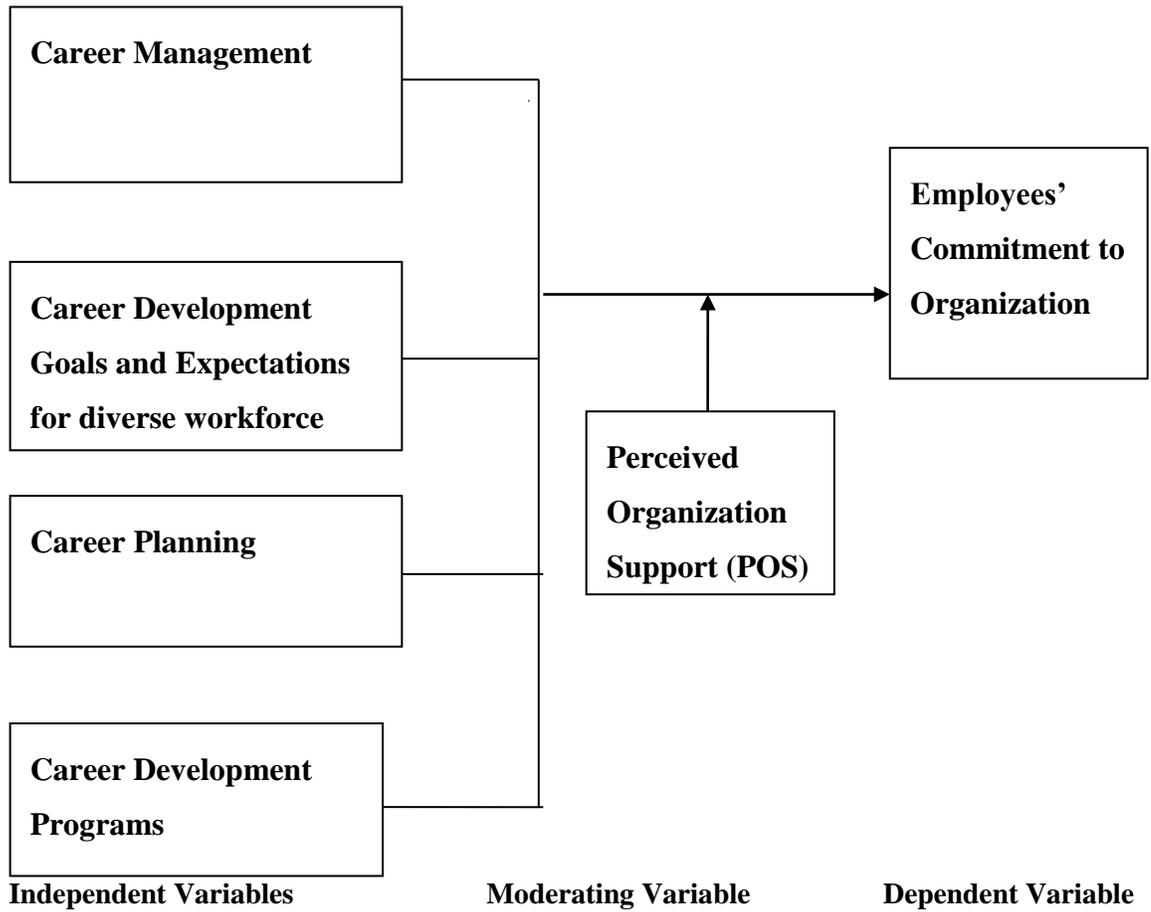


Figure 4.8: Revised Study Model

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study, the conclusions and the recommendations. The study sought to determine the influence of career development on employee commitment in Public universities in Kenya. This chapter summarizes the findings, collected data and the statistical treatment of analysis. The discussion is done with reference to the specific research objectives and assesses the meaning of the results by evaluating and interpreting them. The conclusions relate directly to the specific research objectives. The recommendations were done in line with the study specific objectives. The chapter ends with suggestions for further research, or proposals for change, or both. Each recommendation traces directly to each conclusion.

5.2 Summary of Findings

The findings of the study are presented herein on the basis of the research objectives. All the tested hypothesis based on the objectives of the study were rejected since all the independent variables had significant influence on the dependent variable, employee commitment.

5.2.1 Influence of career planning on employees' commitment in Public universities in Kenya.

The first research objective was to determine the influence of career planning on employees' commitment in Public universities in Kenya. To arrive at the findings, descriptive and multiple regressions were carried out.

The descriptive statistics indicated that the respondents agreed that leadership and management support career development for staff however 59% of respondents indicated that not all cadres of staff are given opportunities for career development. 68% of respondents also indicated that Public universities do not allocate adequate funds for staff career development. 64.2% of the respondent also indicated that the university did not address their career development needs. These responses infer that not all employees are supported in their career development endeavors and this in return may affect employee commitment.

From the findings it is evident that there is positive correlation between career planning and employee commitment and that effective career planning will increase employee commitment. The findings showed that for every unit measure of career planning it leads to 0.825 increase in employee commitment. Career planning index on its own explains 28.7% of the variation in employee commitment index.

5.2.2 Influence of career management on employee commitment in Public universities in Kenya.

The second objective was to establish the influence of career management systems on employee commitment in Public universities in Kenya. Career management has a positive influence on employee commitment. The descriptive statistics showed that employees in Public universities have very high levels of career management behaviours. The employees are aware of which actions to take and what information to gather and also the plans to achieve their career goals. However, 48.8% of the employee indicated they would need to change their career paths and 65.9% indicated that they were not receiving feedback on career from their bosses.

From the findings it is evident that there is positive correlation between career management and employee commitment. The regressions results showed that every unit measure of career management leads to 0.634 increase in employee commitment. Career

management index on its own explains 36% of the variation in employee commitment index.

5.2.3 Influence of career development programs on employee commitment in Public universities in Kenya.

The third research objective was to examine the influence of career development programs on employee commitment in Public universities in Kenya. When career development programs are utilized for staff career development there is a positive influence on employee commitment in Public universities. This is because implementing career development programs allow employees to prepare for future positions as well as increase of skills for efficient job performance. The descriptive findings showed that most employees have benefited from mainly one form of career development programme namely formal academic training. From the findings very few employees had undertaken the other types career development programs (Table 4.10).

From the findings it is evident that there is positive correlation between career development programs and employee commitment. The regressions results showed that every unit measure of career development programs leads to 0.39 increase in employee commitment. Career development programs index on its own explains 35.3% of the variation in employee commitment index.

5.2.4 Influence of career development goals and expectations for diverse workforce on employees' commitment in Public universities in Kenya.

The fourth research objective was to determine the influence of career development goals and expectations for diverse workforce on employees' commitment in Public universities in Kenya. Career development goals and expectations for diverse workforce have a positive influence on employee commitment in Public universities. The descriptive findings showed that 67.4% of employees did not agree that Public

universities have mentoring programs for those aged 46 years and above as well as the younger workforce. Also 51.9% of the respondents did not agree that their career expectations are met in Public universities.

From the findings it is evident that there is positive correlation between career development goals and expectations for diverse workforce and employee commitment. The regressions results showed that every unit measure of career development goals and expectations for diverse workforce leads to 0.53 increase in employee commitment. Career development goals and expectations for diverse workforce index on its own explain 58.3% of the variation in employee commitment index.

5.2.5 Moderating effect of perceived organization support on the relationship between career development and employees' commitment in Public universities in Kenya.

The fifth objective of the study was to determine the moderating effect of perceived organizational support on the relationship between career development indicators and employee commitment in Public universities in Kenya. The descriptive findings showed that 52.8% of employees did not agree that the university strongly considers their career goals and values. 65.7% did not agree that financial support was available from the university when they need it.

The results showed that there was positive correlation between the independent variables and the moderating variable. The correlation between career planning and perceived organization support was 0.704, career management was 0.700, career development programs was 0.393, Career development goals and expectations for diverse workforce 0.700. The highest being the independent variable being career planning (0.704) and the lowest being the independent variable career development programs (0.393).

The moderating effect on employee commitment by perceived organization support on the independent variables was not statistically significant for career planning, career

management, Career development goals and expectations for diverse workforce based on the regression results in which the interaction term is insignificant. For career planning ($t = -1.751$, $p = 0.081$), career management ($t = -0.614$, $p = 0.539$), Career development goals and expectations for diverse workforce ($t = -1.704$, $p = 0.089$). But for the variable Career development programs it was statistically significant at ($t = -2.105$, $p = 0.036$).

5.3 Conclusions

Based on this study several conclusions were made. The study revealed that all the independent variable of career development has an influence on employee commitment in Public universities. Employees in Public universities understand the university's resourcing needs, both currently and in future, they also understand their responsibility in their career success. Employees are aware of their career progression or movement plan within the university in accordance to their preferences, talent and potential. This therefore shows that Public university staff has positive career management behaviours.

Public universities are keen on career development and have in place organization career management (OCM) that is relevant to the career advancement of its employees. Public universities have in place programs, processes and support that enhance their employees' career success. However, they do not have in place mentorship programs that ensure employees are mentored by senior peers. They also pointed out that they were not satisfied with the management's effort to support their career goals. They were also dissatisfied with the feedback acquired from peers and supervisors that would guide on career planning. Public universities concentrate mostly in providing formal academic training and fail to utilize all other career development programs such like, on the job training, job rotation, mentoring, coaching, orientation, seminars, conferences and role playing. Public universities have flexible benefits that address broad range of employees work and family needs and Public universities have equal career development

opportunities for both male and female employees. Employees' in Public universities have the self-drive to develop their career with or without employers' support as well as high levels of job satisfaction and this influences employee commitment.

5.4 Recommendations:

The following recommendations were made from this study;

Career planning in Public universities

Career development initiatives benefit both employees and the organization therefore Public universities will need to identify their organization needs and opportunities, in order to plan for its employees' career needs, and ensure its employees access necessary information and appropriate training for career development. From this study the respondents indicated that Public universities do not allocate adequate funds for staff career development. It is therefore recommended that Public universities revise their budgetary allocation for career development upwards. This will allow more employees to access career development opportunities. Most of the respondent also indicated that the university did not address their career development needs. There is therefore need that Public universities will require to examine what are their employees' career development needs for all cadres of employees and come up with suitable career development programs.

In order for individual employees in Public universities to become conversant with identifying their career needs, potential skills and interests for career goals it is recommended that Public universities sensitize staff on person centered planning system that help them to do self-assessment, reality checks, setting activities and planning for activities of their career needs.

Career management in Public universities

For career management to have positive influence on employees, Public universities will be required to align their employee preferences, talent and potential with the organizational current and future resourcing needs. Public universities should ensure that at the point of recruitment they identify candidates with diverse abilities who can be trained and be developed for the benefit of the universities. For employees in Public Universities to experience long term career satisfaction in all their career development stages, it is recommended that Public universities allow for flexibility of career paths so that those employees that desire to change their career paths can do so as long as they meet the requirements for the path they wish to shift to. This will in turn benefit the Public universities by producing employees who are more motivated and committed who will not exit the organization in search of meeting their desired careers goals elsewhere. Nearly half (48.8%) of the employees interviewed indicated that they wished to change their career paths.

In the study, respondents indicated that they were not receiving feedback on career development from their bosses. This is a serious omission since feedback helps individuals to assess their own career strengths and weaknesses and formulate career objectives and strategies. It is therefore recommended that Public universities come up with ways to provide career development feedback to their employees regarding their career progress and opportunities. The supervisors' needs to be supportive and to provide coaching by identifying the right gaps and how it may be closed. Employees will also require to be coached on how to carry out career self-assessment and reality checks. Public universities should create an environment where continuous learning is valued.

Career development programs in Public universities

From this study it was noted that Public universities do not optimally utilize the career development programs available. It is recommended that Public universities implementing career development programs in Public universities to allow employees prepare for future positions as well as increase of skills for efficient job performance. This will allow for strategic succession planning as employees grow upwards in the career ladder.

It is also recommended that Public universities schedules for joint in house- seminars, short courses for employees that are aimed at disseminating knowledge that would help improve their skill for increased job performance. Individual employees should also be encouraged to attend conferences by Public universities providing warranted support for example through funding and making sure that there is sufficient flexibility in the system that employees have adequate time for it.

It is recommended that the Public universities redefine career advancement so that employee understand that it is more than moving up the career ladder but it also means amassing a portfolio of experiences and skills that can help them with their future careers.

Career development goals and expectations for diverse workforce in Public universities

Employees in Public universities are in different levels in the career development stage and each group of employees have their unique need. It is recommended that Public universities develop policies that cater for all diverse employees in all the human resources practices. The findings of this study indicate that urgent attention should be paid to policy development and use of proactive recruitment policies to manage workforce diversity effectively. It is recommended that Public universities come up with formal and mentoring programs for both the younger and the aged workforce. This will

help in employees achieving their career goals in all the stages of career development cycle and hence enhance employees' commitment to the university.

To provide employees with appropriate opportunities to grow within the organization and expand their horizons as well upgrade and use their skills to maximum possible extent, it is recommended that Public universities integrate activities related to personal career planning by the employees and organization career management for employers. In return the organization benefits and this encourages employee retention. There is need to create an organization culture that encourages employees learning from one another, the older employees to learn from the younger workforce and vice versa. This will help in knowledge conservation and also improve on mentoring and coaching that will result to knowledge transfer among employee and this increases employee commitment.

The Public universities should manage diverse employee's expectations of career advancement by setting realistic expectations upfront and communicating them. Public universities should also have strategic human resource plan with good workforce diversity practices that would promote productivity and enhance employee commitment and organizational performance.

Perceived organization support in Public universities

From the findings the respondents indicated that Public universities do not allocate adequate finances for staff career development and that financial support is not available when they need it. They also reported that not all cadres of staff are granted support and some of the respondents did not agree that the university strongly considers their career goals and values. It is therefore recommended that the university allocates more finances to staff career development so that they cater for the career needs of all their staff. By so doing the staff will in return feel valued and will raise their perception of being supported.

It is also recommended that the Public universities improve their psychosocial support by having the managers or supervisors offer to employees' expert cognitive advice. They should also have mentorship programs for its staff where older employees mentor the younger employee on work related matters. Such structure helps the work group to do the job and share responsibilities.

5.5 Areas of future research

Recommendation to further studies arises from the gaps that this study did not address. A study on the role of the manager or supervisor in career development for employees in public universities is recommended. This study would assist in assessing further how involved a supervisor is in the career development of the staff under them and also help establish a good career management system. A study on the role of mentorship in influencing career development for employees in public universities is also recommended. This study would show how important mentorship is to career development and initiate mentorship programs that would assist employees in public universities.

A study on an evaluation of career satisfaction levels among employees in public universities is also appropriate since this will advise on employees' commitment to leave or not to leave. A comparative study for the teaching and nonteaching staff in Public universities on career development is recommended for it will help identify specific issues for each category of staff and come up with specific recommendation to address those needs.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

LETTER REQUESTING PARTICIPATION OF RESPONDENTS

Rose M. Githu
Jomo Kenyatta University of Science and Technology
School of Human Resource Development,

P.O Box 62000 00200,

Nairobi.

To _____

Dear Sir/Madam,

I am a postgraduate student in the School of Human Resource Development. I am carrying out a study on Effect of Staff Career Development on Employees' Commitment in Public Universities in Kenya.

I wish to request you to participate in this study. The purpose of the study is to gather information for scholarly work and hopefully can be used by the Government and other stakeholders so as to understand the effect of staff career development on employees' commitment in Public universities in Kenya for both academic and non-academic staff. Your responses will be kept in confidence.

Kindly complete all sections of the questionnaire. The findings of this study will be used purely for academic purposes.

Your co-operation and honesty will be highly appreciated.

Yours Sincerely,



Rose M. Githu.

APPENDIX II: RESEARCH QUESTIONNAIRE

Instructions: Please write in the space provided or tick () appropriately as applies to you.

A. PERSONAL-DATA

Indicate your gender. Male [] Female []

What is your age bracket? 18-25 [] 26-35 [] 36-45 [] 46-55 [] over 55 []

What is your highest level of Academic Qualification? Doctoral Degree [] Masters []
Bachelors [] Higher Diploma [] Diploma [] Other []

Indicate your staff category. Teaching [] non-teaching []

How many years have you worked for the university? _____

Indicate your terms of service. Temporary/Contract [] Permanent []

B. General Information on the University

Does the university have any policy that states the philosophy on employee training and career development? Yes [] No []

Does the university have any process for assessing the University's (immediate and future) training needs and individual career development needs? Yes []
No []

If yes who carries out the assessment? Human Resource Department [] Outside consultants [] Department head []

Does the university allow for change of career paths for staff in their career development?

Yes [] No []

In your university who bears the responsibility for, or owns the management and development of employee career?

i. Shared responsibility between employee and manager []

ii. Shared responsibility between employee, manager and university []
]

iii. University management []

iv. Head of department/ Section []

v. Human Resource manager []

Not sure []

If other, Please specify_____

18. Please rate the level of satisfaction with each of the following;

VS- Very satisfied, S-Satisfied, N-Neutral, D- Dissatisfied, VD- very dissatisfied.

	Career Planning (Personal Career planning)	VS	S	N	D	VD
A	Your supervisor's advice on career growth					
B	The quality of coaching and training you have received for your current position					
C	The mentoring you are currently receiving from senior peers					
D	Management's support for your efforts to achieve your career goals					
E	The feedback acquired from peers and supervisors that would guide on career planning.					
F	Continuous learning and growth opportunities within the university					
G	The level of career advancement opportunities within the university					

Part II

Please rate the following statements regarding your career management

	Career Management	0- 20%	21- 40%	41- 60%	61- 80%	81- 100%
A	What is the level of your personal responsibility in your career development?					
B	What percentage of information have you gathered about the existing opportunities for your career growth?					
C	To what level do you have the necessary resources required for career advice that can help you attain your career goals?					
D	To what level do you meet both the short term and long term goals you have set for training requirements?					
G	What is your level of surety of your next step in my career progression?					

Answer with a yes or no as appropriate:

		Yes	No
H	I may need to change my career path in order to achieve my career goals.		
I	I feel stuck in my career progression (career plateauing)		
J	I have received feedback from my boss on my career development		

Part III. Career Development programs:

Have you undertaken any career development program or training for your current job?

Yes [] No []

If the answer is yes, tick appropriately from the list provided.

- a. Formal academic training [] b. On the job training []
- c. career coaching [] d. Role playing []
- e. Job Rotation []
- f. On line training [] g. In house Seminars []
- h. Conferences []
- Orientation [] j. Mentorship programme []

Overall, how satisfied are you with the career development programs you have undertaken for your current position? Very satisfied [] Somewhat satisfied[] Neutral[] Somewhat dissatisfied[] Dissatisfied []

What would you say about the following statements?

(SA= Strongly Agree, A= Agree, N= Neutral, D=Disagree, SD=Strongly Disagree)

	Career Development programs	SA	A	N	D	SD
A	You find it easy to apply the training you have received in your job.					
B	There are opportunities available for you to work with a mentor					
C	There is opportunity availability for you to cross-train and learn new skills.					

D	How many in-house trainings in the university have you had opportunity to attend?	1	2	3	4	More than 4
E	How many times have you participated in (either informal or formal) mentoring during your career in the university?					
F	How many times have you taken a job at the same grade (level) within the university in an entirely different function or department (job rotation)?					

Part IV: Career development goals and Expectations for Diverse Workforce

To what extent do you agree with the following statements regarding your institution?

	DIVERSE WORKFORCE GOALS AND EXPECTATIONS	A great deal	Some what	Not much	Not at all	Not sure
a	The university has policies that cater for the changing demographic profiles of employees					
b	The university has formal mentoring programs for the workforce aged 46 years and above.					
c	The university has formal mentoring programs for the younger workforce.					
d	The university encourages potential skill-building advancement opportunities for persons living with disabilities.					
f	The university has equal career development opportunities for both female and male employees.					
g	The university's diverse workforce have clear career paths that would allow them to get to the top of the ladder					
h	The university has flexible benefits that address broad range of employees work and family needs.					
i	My career development expectations are met in this university.					

Part V: Perceived organization support

Please indicate the extent to which you agree with the following questions using the scale below.

Strongly Disagree	Disagree	Somewhat Disagree	Unsure	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

- a. The university values my contribution to its well-being. _____
- b. The university appreciates my effort to grow my career. _____
- c. The university strongly considers my career goals and values. _____
- d. Financial support is available from the university when I need it. _____
- e. The university really cares about my well-being. _____
- f. The university is willing to sacrifice in order to help me perform my job to the best of my ability. _____
- g. The university offers me some flexibility whenever I need to study. _____
- h. The university cares about my general satisfaction at work. _____
- i. The university shows a great deal of concern for me. _____
- j. The university takes pride in my accomplishments at work. _____

Part VI: Employee commitment

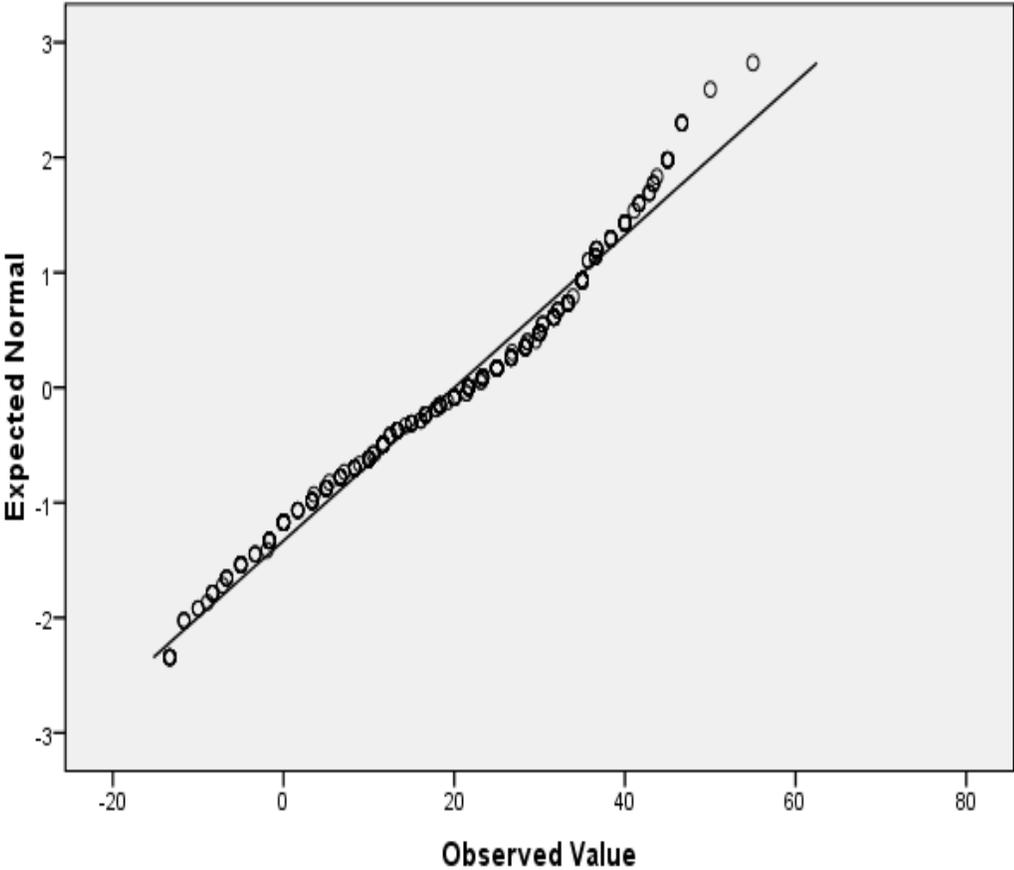
Please indicate the extent to which you agree with the following statements using the scale below.

Strongly Disagree	Disagree	Somewhat Disagree	Unsure	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

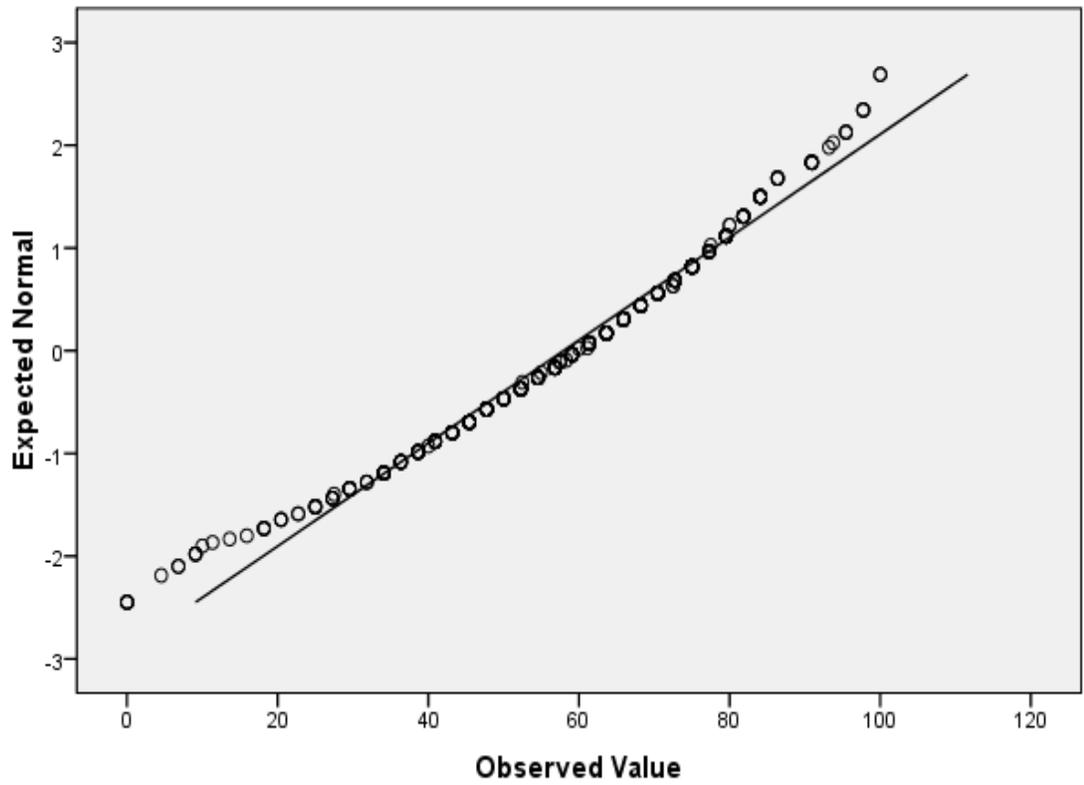
- a. I would be very happy to spend the rest of my career with this university. _____
- b. I feel a lot of loyalty to this university. _____
- c. I am proud to tell others about my career. _____
- d. I am not thinking of shifting to another career. _____
- e. I feel a sense of achievement in my career. _____
- f. I feel satisfied and happy when I discover that I have performed well on this job. _____
- g. Generally speaking, I am very satisfied with my job. _____
- h. I feel a very high degree of personal responsibility for the work I do on this job. _____
- i. The work I do on this job is very meaningful to me. _____

APPENDIX III Normal Q-Q plots

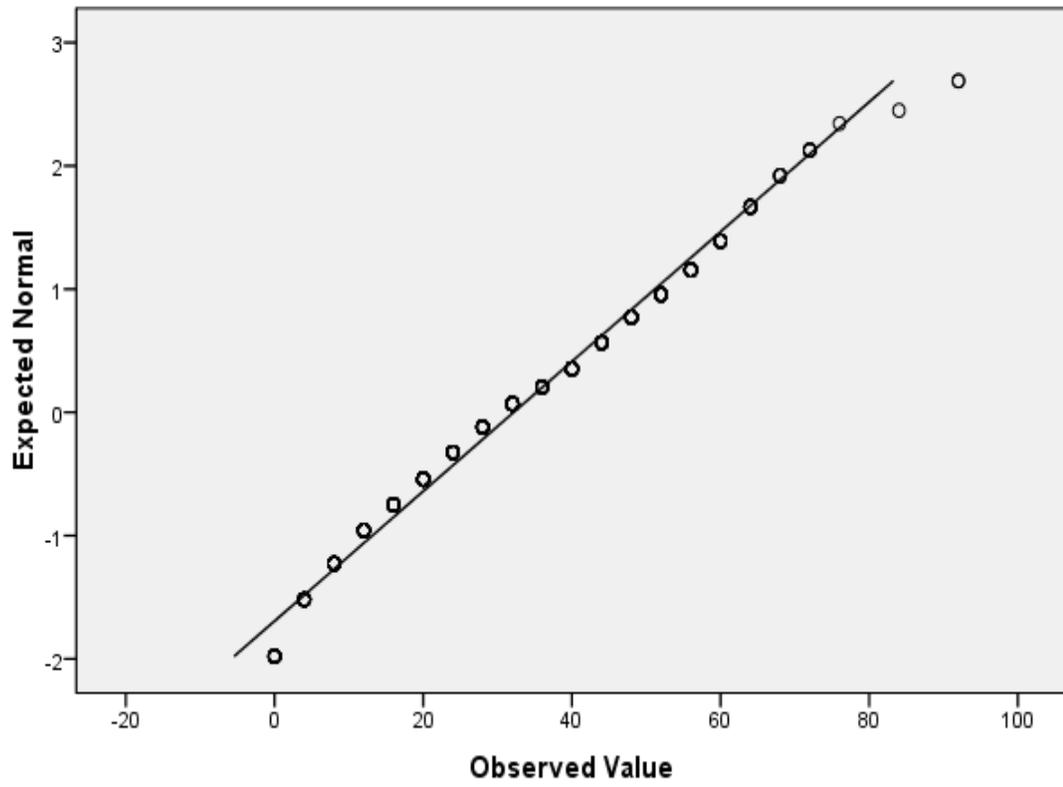
Normal Q-Q Plot of Career Planning



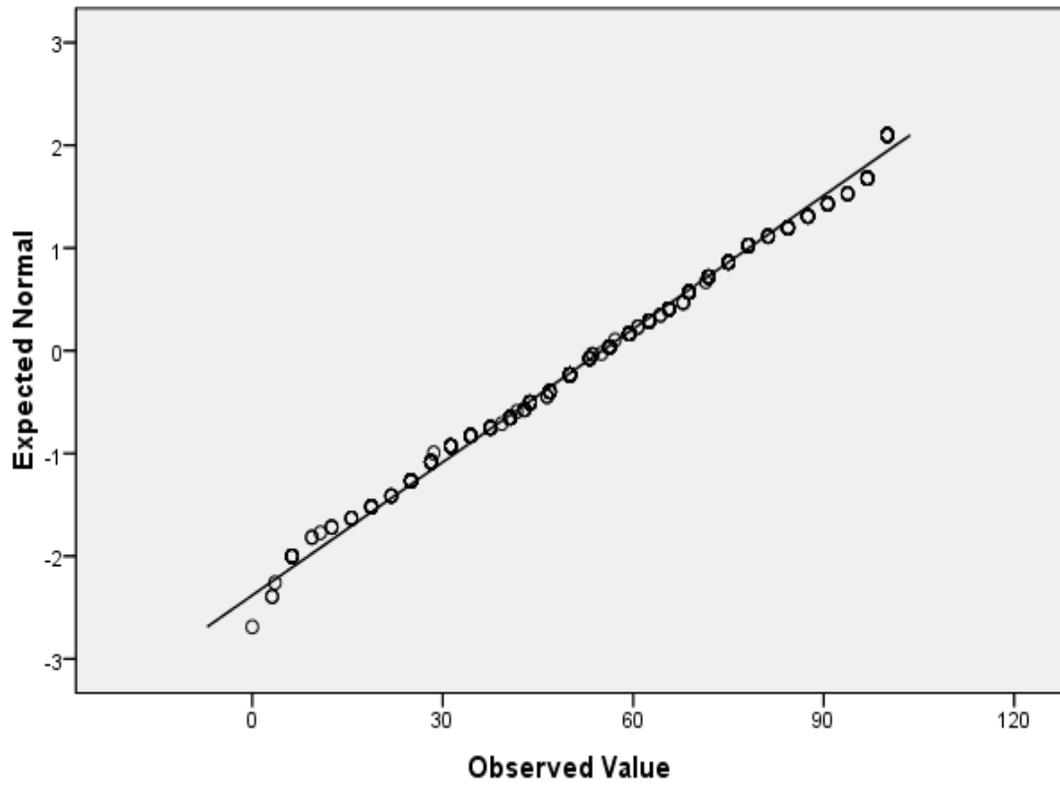
Normal Q-Q Plot of Career Management



Normal Q-Q Plot of Career programmes

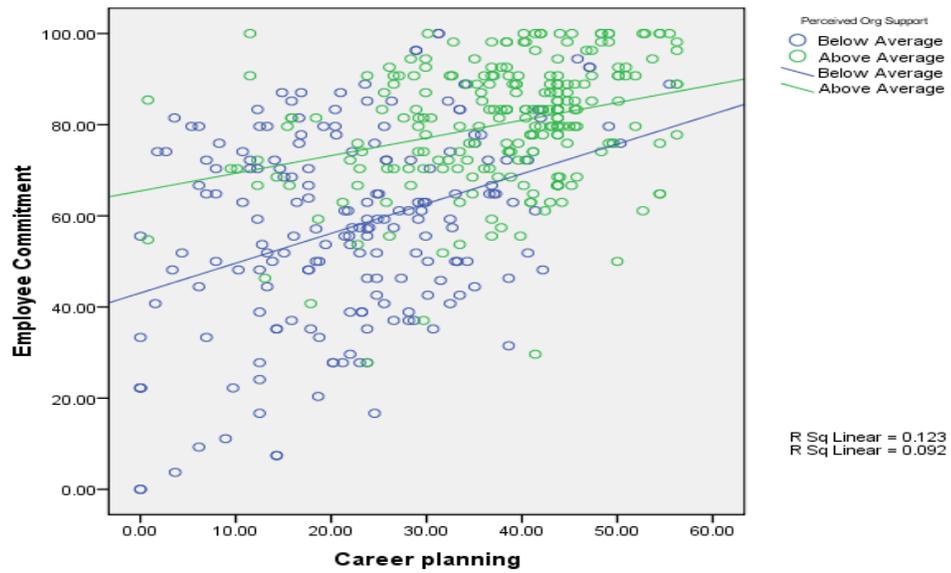


Normal Q-Q Plot of Meeting Expectations

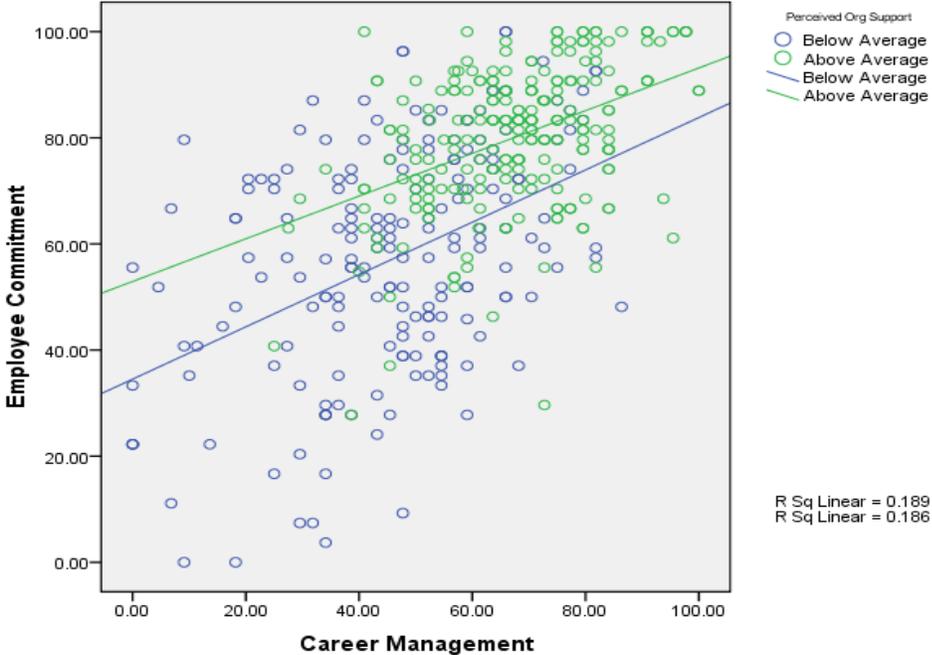


APPENDIX IV Scatter plots

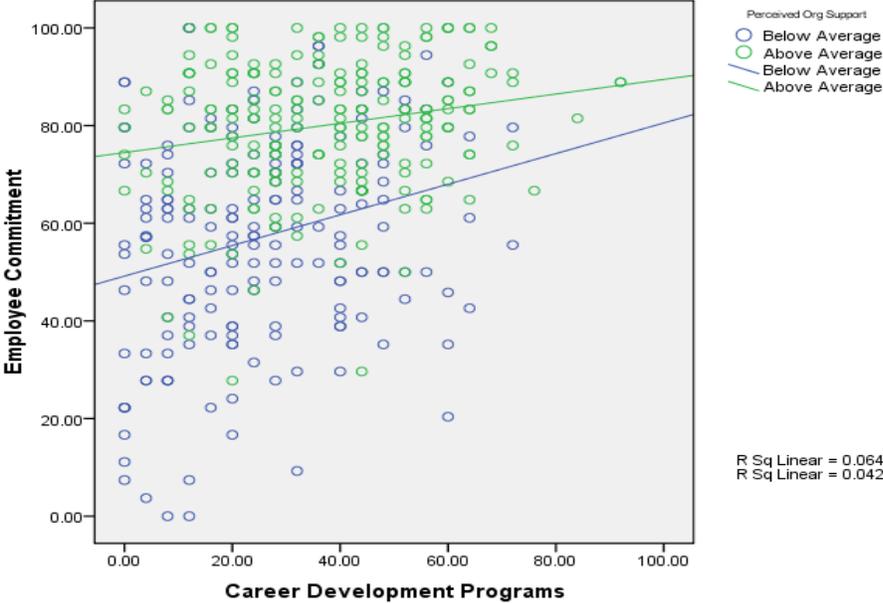
a) Scatter plots of the moderation effect



b) Scatter plot of career planning on employee commitment



c) Scatter plot of career Management on employee commitment



d) Scatter plot of career development goals and expectations on employee commitment

