

**INFLUENCE OF STRATEGIC HUMAN RESOURCE
DEVELOPMENT PRACTICES ON PERFORMANCE OF
YOUTH DEVELOPMENT OFFICERS IN KENYA**

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**Influence of Strategic Human Resource Development Practices on
Performance of Youth Development Officers 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

This is dedicated to the Almighty God who has given me the physical and the mental strength to undertake and accomplish this work; and to my dear family. To you my wife Betty M. Williams, my daughter Polly Williams, my son George-Favor Williams, my father George M. Githua, my dear mum, Polly Jelagat G, my brothers Jim, Sammy, Dave, Evans, Laban, late Ben and sister Rose.

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LIST OF ABBREVIATIONS AND ACRONYMS

CDYA	County Director Youth Affairs
CEDA	Citizen Entrepreneurial Development Agency
CIPD	Certified Institute of Personnel Development
DYA	Directorate of Youth Affairs
EAP	Employee Assistant Programme
GDP	Gross Domestic Product
HR	Human Resource
HRD	Human Resource Development
HRM	Human Resource Management
ILO	International Labour Organisation
JKUAT	Jomo Kenyatta University of Agriculture and Technology
KSOG	Kenya School of Government
MD	Management Development
MODP	Ministry of Devolution and Planning
MOYAS	Ministry of Youth Affairs and Sports
MPSYG	Ministry of Public Service Youth and Gender Affairs
MSEs	Micro Small Enterprises
OP	Organisation Performance

PSC	Public Service Commission
ROK	Republic of Kenya
SHRM	Strategic Human Resource Management
SME	Small and Micro Enterprise
SOQ	Student Orientation Questionnaire
SPSS	Statistical Package of Social Sciences
SWOT	Strengths, Weaknesses, Opportunities, and Threats
SYDO	Sub county Youth Development Officer
TNA	Training Needs Assessment
UNDP	United Nations Development Program
UNECOSOC	United Nations Economic & Social Council
WEF	Women Enterprise Fund
YDO	Youth Development Officers
YEDF	Youth Enterprise Development Fund

DEFINITION OF TERMS

- Career Development:** it's the lifelong series of activities that contribute to a person's career exploitation, establishment, success and fulfillment (Cole, 2002).
- Employee Counselling:** is a helping process that provides a sound board for employees by giving them a safe place to talk about issues that trouble them, and allowing counsellors to help them find their own solutions to problems or develop better ways to manage issues. It is not about giving advice, but providing a non-judgmental, empathic and accessible means to allow employee to find a way (Hughes, 2015).
- Employee Performance:** it is individual (youth development officer) efforts focused on helping an Organisation (DYA) achieves its strategic goals (Gary, 2005).
- Employee Training:** is any learning activity which is directed towards the acquisition of specific knowledge and skills for the purposes of an occupation/task on the need to perform their jobs (Cole, 2002).
- Management:** is an act that involves functions of planning, organization, coordination, controlling and staffing in ensuring employees achieves firm's objectives more effectively (KIM, 2009).
- Management Development:** is the overall concept that describes the many ways that organizations help employees develop their personal and organizational skills, either as managers in a management job or with an eventual management job in mind (Cannell, 2008).

Strategic Human Resource Development: is a field aimed to produce a coherent and comprehensive framework for developing people through creation of learning and formulation of firms and individual learning strategies to develop intellectual capital required by firms as well as ensuring that the right quality of employees is available to meet present and future needs (Armstrong, 2009).

Youth Development: is a process which prepares young people to meet the challenges of adolescence or adulthood through a coordinated, progressive series of activities or experiences to empower them (MOYAS, 2013).

ABSTRACT

Organizations' success or failure today entirely depends on employee performance. Many organizations are therefore investing huge amount of money on development of human capital in order to achieve competitive advantage. This study, therefore, investigated the influence of strategic human resource development practices on performance of youth development officers in Kenya. The study objectives were to establish how management development, employee training, career development, employee counselling influence performance of youth development officers in Kenya. The literature review was primarily guided by key theories in HRD namely: Douglas McGregor's "Theory X"Y", Human Capital theory, Self-concept theory and Reality therapy theories. Conceptual framework was described using four independent variables while performance of youth development officers as dependent variables. The study employed a descriptive survey research design. The study population was 472 youth development officers in Kenya while target population was 195 youth development officers in 12 selected counties. The study used a sample size of 105 youth development officers and 12 supervisors (CDYA). The study adopted a multistage sampling design in three stages to select youth officers and purposive sampling technique for supervisors. Primary data was collected using questionnaires administered to youth officers and another set to their respective supervisors. The questionnaires were pilot tested; data collected and then analyzed using descriptive and inferential statistics by using statistical package for social sciences version 21. A hypothesis testing was done using ANOVA in order to assist in coming up with a model to show the relationship between the four variables of SHRD practices and performance of youth development officers. Null hypothesis for career and counselling were rejected. The findings showed that all the four independent variables (management development, employee training, career development and employee counselling) significantly influences the performance of youth development officers. On overall, the researcher concluded that all the four variables on strategic HRD play a significant role on the performance of youth officers. The study recommended that directorate of youth affairs should develop and mainstream policies on strategic human resource development practices that would influence performance of youth development officers. The study therefore summarizes that; enhancement of strategic human resource development practices did influence performance of youth development officers in Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The concept of HRD is to develop skills, competencies, knowledge, employee's attitudes and ensuring they are competent to achieve organization's desired goals and objectives. Human resource development impacts the required knowledge through effective training programmes. It is also a conscious and proactive approach applied by employers who seek to empower and give maximum/fully utilizes their potential to develop themselves. Human resource development field is therefore large and recognized to provide capacity building in organisation and it draws heavily from behavioral sciences (Kuchinke, 2010).

Strategic business priorities involving operations processes and services remain critical issues for senior leadership (Haggerty & Wright, 2009). The strategic role in leveraging employee-related skills, abilities and knowledge, as a source of competitive advantage, remains an aspirational goal for many organizations (Alagaraja, 2013). Success or failure of the organization depends on employee performance. Many organizations are, therefore, investing huge amount of money on employee development that is directly related to performance (Hameed, 2011). When employee performance increases, this will lead to firm's effectiveness because they would be more satisfied and committed (Champathes, 2006). Strategic HRD arises from a clear vision about people's abilities and operates within overall organisation's strategic framework (Harrison, 2005).

Strategic HRD aims to produce a coherent and comprehensive framework for developing people through the creation of a learning culture and formulation of organizational and individual learning strategies. It therefore develops the intellectual capital required by an organization as well as ensuring that the right quality of people is available to meet present and future needs. The main impact of strategic HRD is to provide an environment in which people are encouraged to learn and develop (Armstrong, 2006). Knowledge and skills of employees are to be constantly

developed in order to be in line with changes and new technologies (Vilmanté, 2010). Strategic HRD is increasingly recognized as pivotal to alignment in supporting organizational transformation and change and is well placed to stimulate, support, and sustain creativity and innovation (Alagaraja, 2013). In today's global marketplace and competition, organizations struggle to attract and retain experienced employees and simultaneously develop and coach new employees for higher positions (Baron & Morin, 2010; Boyce, Jackson & Neal, 2010; Ladyshewsky, 2007).

1.1.1 Strategic Human Resource Development Practices

Management today needs professionals with managerial competence to enable them make decisions in complex situations based on strategic optimization of resources (Wolfgang, 2010). There are a number of strategies that managers can learn on the job. These include an active approach to strategies such as performance management, project teams and regular debriefing sessions during times of significant change (Shanley, 2007). Managers should therefore focus on linking employee performance to valued rewards.

A manager without any leadership skills is like a ship sailing on high seas without a compass and a gyroscope (Luke, 2011). Leadership style and role is essential in creating and shaping the culture of an organization and can effect and influence the level of employee job satisfaction, commitment and motivation (Mannheim & Halamish, 2008).

Chief executive officers worldwide face many challenges. Since 2013, talent or human capital has been the number one challenge faced by executives. Leadership development is among the top 5 strategies they are pursuing to address their human capital challenge (Philips *et al.*, 2015). The implementation of appropriate human resource practices can benefit the performance of an organization (Denby 2010). Hence management development is perceived as one of the major strategic human resource development practices among many organizations.

Management development is a systematic process of training and growth by which managerial personnel gain and apply skill, knowledge, attitude and insights to manage the work in their organizations effectively and efficiently (Gary, 2008). According to Cannell (2008), it is best described as the process from which managers learn and improve their skills not only to benefit themselves but also their employing organizations. Management policy provides guidelines on the approach an organization adopts to the development of its managers (Cannell, 2008).

Management development activities are concerned with programs organization proposes to implement in order to develop their managers. These activities include analysis of needs, assessment of skills and competence and management development strategies. Management development is very important since it increases firm's present and future capability in attaining its goals. This includes avoidance of both managerial and professional obsolescence. It also helps in highly competitive and changing business environments (Cannell, 2008).

Management development is viewed as an enabler that leverages flexibility, efficiencies and builds competence among those responsible for formulating, implementing strategies and policies designed to effectively manage organization resources (Noreen & Morley, 2003). Management development increases managerial productivity and effectiveness which in turn contributes to the economic wellbeing of a country (Enterprise Strategy Group, 2004). It is so central to general positive transformation in an organisation since line managers are required to make a wide range of skills. It is also assessed in terms of its ability to contribute to strategy on firm's development and culture change (Longenecker & Ariss, 2002). Recently there are increased reports towards investments in management development (Fulmer *et al.*, 2000).

Winning firms on performance has been explained by their ability to make management development a central means of doing business (Tichy, 2002). It means that a close linkage between management development and strategic management has been successfully formed and retained over time (Luoma, 2005). Governments all over the world are increasingly faced with the challenge to improve delivery of

service to the public. Performance contracting helps improve efficiency and effectiveness in management of the public service (KSOG, 2012).

Great managers usually exhibit some common management practices: Visionary big picture orientation, a sense of curiosity and inquisitiveness of new knowledge and to seek a better way of doing things. Good managers must always pay attention to details for example Warren Buffett learns every facet of his companies thoroughly, has such a good grasp of details that he can quote facts and figures off the cuff when questioned (Berkshire & Hathaway, 2008). The art of delegation and communication skills like President Ronald Reagan was one of the best managers of US politics because he managed the White House administration like a corporation (Skinner *et al.*, 2003).

Leadership development is becoming an increasingly critical and strategic imperative for organizations in the current business environment (Sheri-Lynne, 2007). Leadership development is an important area which is considered and implemented in organizations to increase human capability and some other benefits like to gain competitive advantage performance (Qaisar & Yaqoob, 2009). Acquisition of transformation leadership skills through management development programme will for example enables youth development officers achieve departmental goals more effectively and efficiently.

The best leadership development programs do not stand alone but are closely aligned and integrated with the strategic objectives of the firm (Cohn, Khurana & Reeves, 2005). The practice of coaching has become increasingly prevalent and popular in organizational settings. According to Champathes (2006), coaching has become an important technique to improve performance. It has proved to be a two-way communication other than one where coaches identify what can be improved and how it can be improved. Further coaching addresses beliefs and behaviors that hinder performance (Toit, 2007).

According to Gregory and Levy (2010), employee coaching is an increasingly popular talent management and development tool. It is a developmental activity in which an employee works one-on-one with his or her direct manager to improve

current job performance and enhance his or her capabilities for future roles and challenges. It also uses objective information on performance feedback. Ideally, employee coaching occurs as part of the organization's ongoing performance management system (Gregory & Levy, 2009), that includes performance appraisals, formal/informal feedback and development opportunities (Gregory & Levy, 2008). De Haan and Curd (2011) suggest that creating a helpful coaching environment, such as building relationships, empathic understanding and positive expectation, supports the success of coaching program. Coaching as a technique for fostering self-development is rooted in antiquity (Bagshaw *et al.*, 2002).

Training is designed to help equip employees with skill so that they can perform well. This can be done by formally developing training programs or informally on the job training can be offered (Sahinidis & Bouris, 2008). In a rapidly changing business environment that is surrounded by globalization and harsh competition, firms will need to speed up their learning process in order to adapt to these changes and innovations (Mosca *et al.*, 2009). Employee training is a very important part of SHRD practices that ensures officers acquires relevant skills, knowledge, values, attitude and competencies as well as understand directorate's culture in order to carry out their duties more effectively and efficiently. Realization on development of management competence has created and sustained the demand for excellence in employee training (Sharma, 2014).

More often, newly employed employees do not have all the competencies usually required for successful or excellent performance on their jobs. Through training they also need to be updated to acquire competencies they didn't have at the time of appointment. Workforce training is therefore essential to equip employees with the skills required to make themselves more productive and adaptable (Antonios, 2011). Training is one of the most important and reliable HRD techniques to enhance organizational and employee productivity (Bhatti & Kaur, 2010). Training should be designed in such a way that they create a win-win situation for both the firm and employees to achieve their goals if learning skills are transferred effectively to the workplace (Kanfield & Lehmann, 2010).

Training ensures an adequate supply of employees that are technically competent for management positions (Mullins, 2007). Trainings conducted at the right time provide big payoffs for increased productivity, knowledge, loyalty and contribution (Heathfield, 2012). The modern employee has to learn throughout their lives because of permanent changes in requirements for professional competence (Mimina & Nikitina, 2012). Training focuses on the progress of logical thinking and ability for deep vision of every day routines (Bordovskaya & Rean, 2004). The central issue in training is to engage employee in effective learning to the maximum utility of training (Nikadrou *et al.*, 2009).

Employee's value continuous learning which is a key concern for employability, which is also, is linked to demands of the knowledge economy. Proper training program design and delivery is a major contributor to the transfer of learning that meets the needs of the learner and organization (Montesino, 2002). Program design should therefore include a needs assessment, clear program goals that align training with firm's strategic direction (Harry, 2010). Programs properly designed have greater success in transferring learning to workplace (Colquitt *et al.*, 2000). Assessing individual performance and providing feedback prior to training can also have a positive impact on motivation (Harry, 2010). Supervisors play a key role in follow-up (evaluation) and post-training by giving feedback (Kraiger *et al.*, 2004).

Career development is a lifelong series of activities that contribute to a person's career exploitation, establishment, success and fulfillment. Many employers today have strengthened career focus of their HRD activities. Most people will have to change employers several times during their work lives especially among Generation-Y. Career development involves concerted efforts directed towards assessing employees' potential identifying likely career paths for them and designing and implementing various forms of training and experience to prepare that person for job advancement. Career management is a process for enabling employees to develop their career skills and interest and to use them most effectively both within the firm and after they leave (Armstrong, 2009).

In today's more competitive business world, it is not only important for the firms to earn profit but most importantly to satisfy competitive employees. Retention of employees is not so easy, until an organization provides them with opportunities for career progression. Career development also involves continuously learning new things, applying new knowledge and taking advantage of opportunities and risks in order to make your company more effective, productive and achieving personal/organizational goals (Shujaat *et al.*, 2013). The purpose of career development is to enhance employee performance, take advantage of future jobs and to fulfill their career goals (Shujaat *et al.*, 2013). Firms provide time, benefits and funds according to their requirement; support them for their goals and use knowledge, skills and abilities of each employee in achieving firm's goals.

Career development is directly linked to employee satisfaction in such a way they feel value from their supervisors and firm (Duggan & Payne, 2011). It is obvious today that employees are no longer satisfied with having just a job and the usual fringe benefits (Agba, Nkpoyen & Ushie, 2010). Their firm's loyalty depends upon the degree to which employees satisfy their wants. Today consensus has been building on the need for organisations to take a prominent role in initiating, managing and enhancing the career development process. Employees are also demanding organizational fulfillment and personal satisfaction (Manyasi, Kibas & Chepkilot, 2013).

Getting your people's management skills right can be the most challenging but rewarding part of running a business. Situations where management encounters under-performing employees or people can often be the most stressful part of a supervisor or manager's role (BACP, 2014). Employee counselling has emerged as the latest HRD tool to attract and retain its best employees and also to increase the quality of the workforce. In today's fast-paced corporate world, there is virtually no organization that is free from too much anxiety rising out of various workplace related issues like managing deadlines, meeting targets, lack of time to fulfill personal and family commitments. Organizations have realized the importance of having a stress-free yet motivated and capable workforce. Emphasis has been laid on work life balance aimed at reducing job burnout among employees. Many firms have

integrated counseling services for employees and made it a part of their culture (KIM, 2009) and hence is the Directorate of Youth Affairs.

According to *Business in the Community* (2014), employee counselling can be a vehicle to provide help in an effective and practical way aimed to assist both the employer and employee by intervening with an active problem-solving approach in tackling problems at hand. Employee counselling at the workplace is therefore the latest trend catching up in the corporate HR across the world. In the world of ever increasing complexity and stress experienced by people in their workplaces, the possibility of employee's improved well-being can enable organizations to consider using workplace counselling; as a tool to restore employees and potentially improve organizational performance positively (Chan, 2011). Hence counselling enables employees to explore alternative solutions to problems with greater health and well-being resulting in better work performance (Porter, 2008).

Counselling process is about providing a sounding board for employees, giving them a safe place to talk about issues that trouble them, and allowing counsellors to help them find their own solutions to problems or develop better ways to manage issues (Hughes, 2015). Workplace counselling is an employee support intervention that is usually short term in nature and provides an independent, specialist resource for people working across all sectors and in all working environments (Hughes, 2015). The greatest advantage of staff having workplace counselling skills is that they can help to better identify when it is time to refer a staff to a specialist workplace counsellor (McInnes, 2012). Workplace counsellors offer support to people in firms across all sectors, locations and sizes.

Managers have found counselling skills training to be hugely helpful in terms of how they manage people. Poor people management skills are often cited in dysfunctional workplace relationships (McLeod, 2010). Counselors in Britain are accredited by British Association for Counselling & Psychotherapy while in Kenya it is Kenya psychological and counsellors association (KPCA) and Kenya institute of professional counsellors among others. Counselling will always remain an important workplace resource. It offers employees a safe, confidential place to talk about

anything that may be confusing, painful or uncomfortable, and allows them to talk with a counsellor (Hughes, 2015).

Counselling appears to work best in a face-to-face context. However, it can also be provided through telephone/online. Counselling types includes: disciplinary counselling that deals with lower standards of behavior or performance than are expected at work. It tries to bring an end to poor performance without taking disciplinary action. Personal counselling happens when your health is affected by personal problems that may require help due to issues of stress, bullying and harassment, depression and alcohol/drug abuse. Employers have duties to take care on safety of their staff managing stress (BACP, 2014).

1.1.2 Background to ministry of youth affairs and performance in the public service

As the public service workplace continues to confront a range of challenges, organizations must then commit to strategic development of employees' knowledge, skills and abilities (Pynes, 2013). Particularly in an environment where reductions-in-work force, downsizing and hiring freezes have been commonplace, leadership development programs can be valuable tools to grow leaders from within an organization and address some of the negative impacts of these trends (Blunt, 2009). These development programs have the potential to enhance the technical, conceptual and interpersonal competencies of employees-youth officers (Getha-Taylor *et al.*, 2015).

Kenya is a youthful nation, with 75 % of its population being under the age of 30 years and 22 % being between the ages of 15 to 24 years. Youth are particularly affected by unemployment, lack of proper housing and health challenges. Youths living in poverty are also more likely to be diagnosed with psychological problems (MOYAS, 2009). To avert and overcome these challenges, the Ministry of State for Youth Affairs (MOYA) was established in December 2005 to give special focus to the concern of the Kenyan youth and especially to assist in producing a responsible and empowered youth who would throw his/her weight behind building a better Kenya (MOYA Magazine, 2007).

In 2007, the government committed itself to fully address youth concerns through “Sessional Paper No. 3 of 2007 on national youth policy and youth development. The Department of Youth Development was established in January 2007 with an aim of spearheading the general youth empowerment in Kenya in order to reduce risk factors and promote positive factors. The department coordinates and mainstreams youth issues in all aspects of national development as stipulated in the national youth policy to address strategic issues in the areas of employment, life skills among others (MOYAS, 2013).

To execute the above mandate, youth development officers were to carry out the department functions which include: coordination, designing and implementation of youth development programs at local, national and regional levels (MOYAS, 2013). Activities of youth officers are coordinated from the directorate of youth affairs. The directorate is headed by a director and has 472 youth development officers deployed at the headquarters and at the counties. Therefore, officers’ recruitment and selection is the responsibility of the public service commission of Kenya through the ministry of public service, youth and gender affairs (MPSYG).

In summary, the department was founded on national aspirations as contained in the Vision 2030, millennium development goals, the Kenya national youth policy of 2007 and the ministry’s strategic plan. Successful implementation of the department’s programs is expected to improve efficiency in resource allocation, quality life, create opportunities for youth development and consequently empower the youth economically, socially and politically. The department of youth development was guided by this vision “To be a leader in developing and empowering youth for active participation in national development.” Youth officers also mainstream youth issues at all levels and undertake research and dissemination of information on youth issues. (MOYAS, 2013).

Youth development is both an approach and a philosophy to policies and programs that serve young people. It mainly focuses on development of assets and competencies in the development in all young people. Youth development provides a framework of programs and services that addresses human needs for the healthy

growth of young people including necessary competencies for adult success. Due to this, young people tend to experience a number of social problems including homicide, suicide, substance use and abuse, sexually transmitted infectious diseases and teenage and unplanned pregnancies. The role of youth development officers therefore is to assist in addressing positive youth development initiatives by facilitating adoption of healthy behaviors and helping to ensure a healthy transition into adulthood (MOYAS, 2013).

Youth development officers were expected to coordinate policy implementation that is geared toward youth empowerment programs aimed at alleviating the enormous challenges affecting the youth. Therefore, performance indicators for youth development officers were measured on the following youth development programmes: Achievement of goals at the directorate of youth affairs along its thematic areas like: Training youth on necessary skills for national development (entrepreneurship, life skills and ensuring youth own their enterprises). Youth affirmative action in accessing (YEDF, UWEZO & WEF) youth internship, youth empowerment and participation (NYC) among others.

This study therefore investigated the influence of strategic human resource development practices on performance of youth development officers in Kenya. The study focus area (variables) includes: management development, employee training, career development and employee counselling and how it influences the performance of youth development officers (YDOs) in Kenya.

1.2 Statement of the Problem

Governments across the globe increasingly seek to reform public services in order to deliver better and more equitable outcomes at a lower cost to the taxpayer. The key aim of many governments is to raise national skill levels to improve long-run employee's productivity and performance (Abramovsky *et al.*, 2011). In the recent past, there have been great concerns towards challenges related to youth unemployment, reinforcing policy debate on various issues affecting youth development. Apart from unemployment, youth also encounter challenges in accessing entrepreneurial skills and government procurement opportunities.

According to the Kenya national census (2009), youth (15-30 years) make about 32% of the population and 60% of the total labour force (NYP, 2007). Economic growth rate has not been sufficient enough to employ the increasing labour force of about 800,000 annually leaving 75% unemployed youth (MOYAS, 2009). The unfortunate thing is that, government is unable to absorb the majority of youth into employment (Mzungu, 2007). Directorate of youth affairs have prioritized youth development work as a major avenue through which issues affecting youth of Kenya can be addressed. In view of this, national youth policy was developed to serve as a road map for youth development through training officers (NYP, 2007). Unfortunately, youth challenges are increasingly reported on daily basis. This implied that performance of youth development officers was lacking in actualizing the dream of youth empowerment as stipulated in the Kenya's Vision 2030.

Training needs assessments conducted by the ministry in 2010 revealed that youth development officers lacked technical skills to competently deliver on the youth development mandate. This is because officers recruited to the ministry were drawn from an array of disciplines with different approaches and delivery mechanisms. Further, youth development discipline has so far not received prominence in academia. This means there is no pool of youth development professionals in Kenya. Scheme of service for YDOs also requires that they undertake a youth development course for their career progression and advancement. Strategic HRD practices therefore have a major contribution to development youth of officers. There is limited scholarly work done on the effect of SHRD practices on performance of youth development officers in Kenya public service as it is with many developing countries. Yet there is still little empirical evidence that SHRD practices actually contributes significantly to superior firm performance. This study, therefore aimed to investigate the influence of Strategic, human resource development practices on performance of youth development officers in Kenya.

1.3 Objectives of the Study

The study was guided by both the general and the specific objectives.

1.3.1 General objective

The general objective of this study was to determine the influence of strategic HRD practices on performance of youth development officers in Kenya.

1.3.2 Specific objectives

- 1) To determine the influence of management development on performance of youth development officers in Kenya.
- 2) To examine the effect of employee training on performance of youth development officers in Kenya.
- 3) To determine the influence of career development on performance of youth development officers in Kenya.
- 4) To establish the effect of employee counselling on performance of youth development officers in Kenya.

1.4 Research Hypothesis

H₀₁: Management development does not significantly influence performance of youth development officers in Kenya.

H₀₂: Employee training has no significant effect on performance of youth development officers in Kenya.

H₀₃: There is no significant influence between career development and the performance of youth development officers in Kenya.

H₀₄: Counselling of youth development officers does not significant effect on their performance in Kenya.

1.5 Significance of the Study

The study findings will help inform and guide the leadership at directorate of youth affairs on policy formulation on the application of the best practices of strategic human resource development to develop youth development officers. This will enable officers to effectively and efficiently achieve directorate of youth affair's goals to coordinate the implementation of youth development programmes in the following thematic areas: Training youth on necessary skills for national development (entrepreneurship, ICT and life skills), youth access to government affirmative fund (UWEZO, YEDF and WEF) and procurement opportunities among others in Kenya.

The study findings, conclusions and recommendations will go ahead to inform the necessary strategic interventions on how to develop youth development officers so that they can help avert enormous challenges affecting the youth countrywide. The study will therefore help government policy makers like the ministry of public service, youth and gender affairs coming up with the best human resource development policies and strategies. In return it is anticipated that the performance of youth officers will improve in nurturing, empowering and developing youth to greater heights of national development. Such policies will also to help government to be able to implement its manifesto in creating youth employment, youth mainstreaming in all ministries, 30% of government procurement opportunities to youth and achieving its flagship programs or projects.

The study's findings will value add on adoption of the following strategies of human resource development practices at the directorate of youth affairs: Management development strategies that will embrace the need for coaching, leadership development and self-development among youth development officers. Employee training strategies will ensure that directorate conducts effective training need assessment before a training program for youth officers is done and eventually do monitoring and evaluation. Career development strategies will enhance officer's performance. Directorate will also put in place effective counselling programme to ensure officers are frequently counselled.

The findings of this study will add into the existing body of knowledge and form a basis for other researchers who may need reference to information on the influence of strategic human resource development practices on performance of youth development officers. They will also benefit by being able to assess previous approaches used to solve similar management questions and revise their research on human resources and development. Finally, the study will also add to the frontiers of knowledge and will also help in equipping youth development officers (YDO) with necessary management skills, knowledge and experiences in empowering and developing young people. This will go along way with the implementation of policy and structural framework through social pillar in achieving the Kenyan Vision 2030 in a more effective and efficient manner.

1.6 Scope of the Study

The study was limited to the influence of strategic human resource development practices on performance of youth development officers in Kenya. Youth development officers are at the directorate of youth affairs at state department for public service in the ministry of public service, youth and gender affairs. Youth development officers are deployed at the headquarters, counties and sub counties offices. The study was conducted in purposively selected 12 counties out of the 47 counties based on higher number of youth and officers in the eight regions (former provinces) of Kenya. Population for this study was 472 youth development officers in Kenya with a target population of 195 officers (in the selected 12 counties). A sample of 105 youth development officers and their 12 supervisors (County Director Youth Affairs) were therefore selected from the target population.

1.7 Limitation of the Study

The study has several limitations. First, while the study collected data about influence of strategic human resource development practices on performance of youth officers, in this case or note some respondents might have been motivated to give desired data that would make their organisations look good. This error would cause concerns about generalizability, reliability, and validity of the study. The

researcher and his research assistant did explain the objectives and purpose of the study to the respondents.

Secondly, respondents provided ratings on the following independent variables management development, employee training, career development and employee counselling. For example, it is possible that respondents' evaluations or assessments for being biased on their ratings for influence or perceptions of these variables. To address this potential limitation, we explained the purpose of research and need to be objective when responding to the questions or items in the questionnaire.

Thirdly, some respondents were reluctant to provide data related to the study. Some respondents may also have given false responses to the questions asked. It was very hard to convince the respondents of the intention of my research in a bid to collect information from them, especially the supervisor who felt uncomfortably. However, with the assistance of friends working in the ministry and with the introduction letter from the university the researcher was given the opportunity to undertake the research.

Finally some respondents were quietly uncooperative and attempted to ignore questionnaires which threatened to reduce the response rate. The researcher minimized non response cases by taking and collecting questionnaires by hand from some respondent. Also, by having responsible research assistants to help distribute and collect the questionnaires. Those who did not respond were also called later and requested to fill in the questionnaires.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter comprises of the discussion on literature relevant to the study topic and discussion of various theories on human resource practices and employee performance. Secondly, it developed the conceptual framework for the study that was supported by empirical studies of the various study variables reviewed. The researcher then provided a summary of literature and finally the research gaps forming the basis of this study.

2.2 Theoretical Review

The study will be guided by cognitive and the learning theories. Cognitive motivation theories argue that motivation is based on person's thoughts and beliefs (or cognitions). Learning as the heart of human resource development, is often seen as a cognitive process. There are various theories under the learning and the cognitive theories. The study will therefore review theories relevant in the research.

2.2.1 Managerial Styles (Douglas McGregor's "Theory X" and "Theory Y")

Changes in managerial styles have contributed greatly to the overall success on how to conduct management development in an organisation. Management scholars have long been aware of the distinctions between Douglas McGregor's "Theory X" and "Theory Y" management styles. According to McGregor (1960), Theory X managers assume that employees dislike work, seek to avoid responsibility, and need coercion and control to make them work toward organizational goals. The Theory Y manager believes in the inherent creativity of employees and assumes that they are generally interested in directing their own work. The Theory X manager was also concerned with productivity, rather than with employees' needs for involvement. The Theory Y manager tends to emphasize the human aspects of the work environment. Organizations must no longer choose between concern for people and concern for production.

According to Blake and Mouton (1978), the most effective managers are those who realize that employee commitment and productivity are directly related to the organization's overall effectiveness. This study therefore wants to investigate the influence of management development (variable) on performance of youth development officers. Therefore when youth officers undergo the following management development programs that includes coaching, leadership development and self-development programs there is alike hood on enhanced individual performance. This will be due to increased level of commitments productivity and motivation in achievement of goals for directorate of youth affairs thematic areas. Acquisition of necessary management skills will ensure that youth development officers have positive attitude toward work like Y managers will do and this will led to effective and efficient service delivery in their performance. Good leadership, coaching and self-development initiatives in an organisation(DYA) will go all way in ensuring that employees (Youth development officers) have positive attitude toward their performance. This will be demonstrated by level of goal achievement at Directorate of youth affairs thematic areas.

2.2.2 Human Capital Theory

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

Employee training is therefore one of the variables in this study that, its main aim is to investigate how the following sub variables: Training needs assessment, training programme and evaluation, affect performance of youth development officers. Through training programme youth development officers, will be equipped with necessary skills, knowledge and aptitudes that will influence their performance

positively. Budget is evidence that DYA invests in Training. Total human capital investment is illustrated by this model: Effective Performance = (Ability + Behavior) × (Effort × Time).

Human Capital can also contribute to organizational performance. HRD policy and practice should be aligned with organizational strategy and objectives. This system, if effectively designed, leads to both additive and synergistic outcomes. Despite arguments that people are the most valuable resource for the organization, human capital developers do not enjoy much by way of power and respect (Bierema, 2009) often seen as simply “supporting or dependent on” rather than driving the organizations goals, objectives, and success (Fenwick, 2005, p. 233). The study findings will enable the directorate of youth affairs to make training policies that are relevant in the acquisition of necessary skills for national development. Hence development of human capital (Youth development officers) will effectively and efficiently achieve directorate of youth affairs goals.

2.2.3 Self-Concept Theory of Career Development

Among the many theories of career choice and development, the theory by Super has received much attention in the USA as well as in other parts of the world. Super (1969, 1980 & 1990) suggested that career choice and development is essentially a process of developing and implementing a person’s self-concept. According to Super (1990), self-concept is a product of complex interactions among a number of factors, including physical and mental growth, personal experiences, and environmental characteristics and stimulation. Whereas Super presumed that there is an organic mechanism acting behind the process of development and maturation, recent articulations (e.g., Herr, 1997; Savickas, 2002) of Super’s theory have called for a stronger emphasis on the effects of social context and the reciprocal influence between the person and the environment.

Building on Super's notion that self-concept theory was essentially a personal construct theory, Savickas (2002) took a constructivist perspective and postulated that "the process of career construction is essentially that of developing and implementing vocational self-concepts in work roles" (p. 155). However, self-concept is not a static entity and it would continue to evolve as the person encounters new experience and progresses through the developmental stages. Life and work satisfaction is a continual process of implementing the evolving self-concept through work and other life roles. The study will therefore establish if there is career satisfaction among youth development officers.

Super (1990) proposed a life stage developmental framework with the following stages: growth, exploration, establishment, maintenance (or management), and disengagement. In each stage one has to successfully manage the vocational developmental tasks that are socially expected of persons in the given chronological age range. For example, in the stage of establishment (mid 20's through mid 40's)-efforts directed at securing one's position, acquiring seniority, developing skills, demonstrating superior performance, resume building actions. Maintenance (40's through early 60's)-Major task is to preserve one's gains and develop non-occupational roles for things one always wanted to do; Little new ground is broken, one continues established work patterns. One faces competition from younger workers. Scheme of service at DYA should ensure there is clear career growth.

Development task includes: Crystallization this is forming a general vocational goal. Specification is moving from tentative to specific preference. Implementation is complete training, enter employment. Stabilization is confirming choice through work experience and Consolidation is advancement in career. This study did agree with the theory that career advancement and satisfaction consolidates in enhancing officer's performance.

The concept of "career maturity" was used to denote the degree that a person was able to fulfil the vocational developmental tasks required in each developmental stage. In addition, individuals would go through a mini-cycle of the stages whenever

they have to make expected and unexpected career transitions such as loss of employment or due to personal or socioeconomic circumstances (Savickas, 2002).

Implications of Super's Theory for Career Counseling

- Identify the career development stage and set goals for mastery of the tasks unique to each stage.
- Help employee or student clarify self-concept because any task that enhances self-knowledge will increase vocational maturity. Then help them relate their self-knowledge to occupational information.
- Expose employee or students to a wider range of careers because occupational options narrow over time. Consider lifestyle implications and consider the vocational and a vocational relevance of subjects studied in school.
- Direct work experiences are vital. Try on roles in real worlds of work.

Supers developmental view of career development in the context of the self allows for changes over time. This is very appropriate in the 21st Century workplace that from the study the three indicators: career satisfaction, career advancement and scheme of service are key components in career development.

2.2.4 Reality Theory

Reality therapy is a relatively new form of therapy in counseling. Therapy was founded by William Glasser a psychologist in California in 1965. Reality therapy refers to the client's phenomenal world and emphasizes the subjective way the client will see and interact with their surrounding world through internal control assessment. Glasser (1985) have emphasized that people see the world through the five basic needs of genetics and not the real world as it is the locus of evaluation. Like any other therapy, reality therapy has been pointed out that people have freedom, can make responsible choices and options. People can effectively control this life if they are willing to try setting a goal. So by putting the principles of control theory, people can prevent many problems that can lead to therapy. Reality-oriented behavior therapy as a whole that involves components of doing, thinking, feeling and

physiology this means that the client is responsible for choosing not only what they do, but whatever they think, feel, and experience it physically. In other words, therapy focuses on the behavior and thinking.

In general, the goal of reality therapy is to provide an environment that can help clients to build psychological strength to assess the current behavior or values. It can be used in therapy (counselling), family counselling, rehabilitation counselling, institutional management, and development and progress of society. Like in this study employee counselling programme will help improve on area of absenteeism, turnover and productivity among youth development officers. Frequency in counselling of youth officers will ensure there is consistency in behaviour change. Kottler and Brown state that reality therapy is an approach to teaching that emphasizes problem solving, personal responsibility and he also said the reality therapy is based on the assumption or assumptions that individuals need to build the identity of either succeed or fail.

2.3 Conceptual Framework

A conceptual framework is the diagrammatic presentation of variables, showing the relationship between the independent variable and the dependent variables (Mugenda & Mugenda, 2003). The conceptual framework also explains the relationship between the independent variables, the dependent variables and moderating variables. The former is presumed to be the cause of the changes that influence the latter (Kothari, 2005). The conceptual framework here under illustrates the perceived link between the independent (strategic human resource development variables) and dependent variable (performance of youth development officers). The conceptual framework is founded from the literature review, which depicts a linkage between strategic human resource development practices and performance of youth development officers.

The conceptual framework for this study is illustrated below in Figure 2.1. The figure below conceptualizes a framework consisting of independent and dependent variables. Strategic HRD practices are the independent variables while performance of youth development officers is the dependent variable. Thus the independent variables includes: management development, employee training, career

development and employee counselling. Variable on management development had the following indicators: employee coaching, leadership development and personal development and how significantly they influence the performance of youth development officers. Employee training had 3 indicators which include: training needs assessment, training program and training evaluation and how they influence on performance on youth development officers. Variable on career development was measured using three indicators namely Career satisfaction, Career advancement and Scheme of Service for youth development officers. Variable on employee counselling was guided by indicator on counselling programme and frequency in counselling sessions of youth officers and how significantly it affects their performance. The figure conceptualizes that the above SHRD practices (independent variables) influences performance of youth development officers (dependent variables) in Kenya. Indicators includes: achievement of goals at directorate of youth affairs thematic areas, effective communication in service delivery and staff commitments to performance.

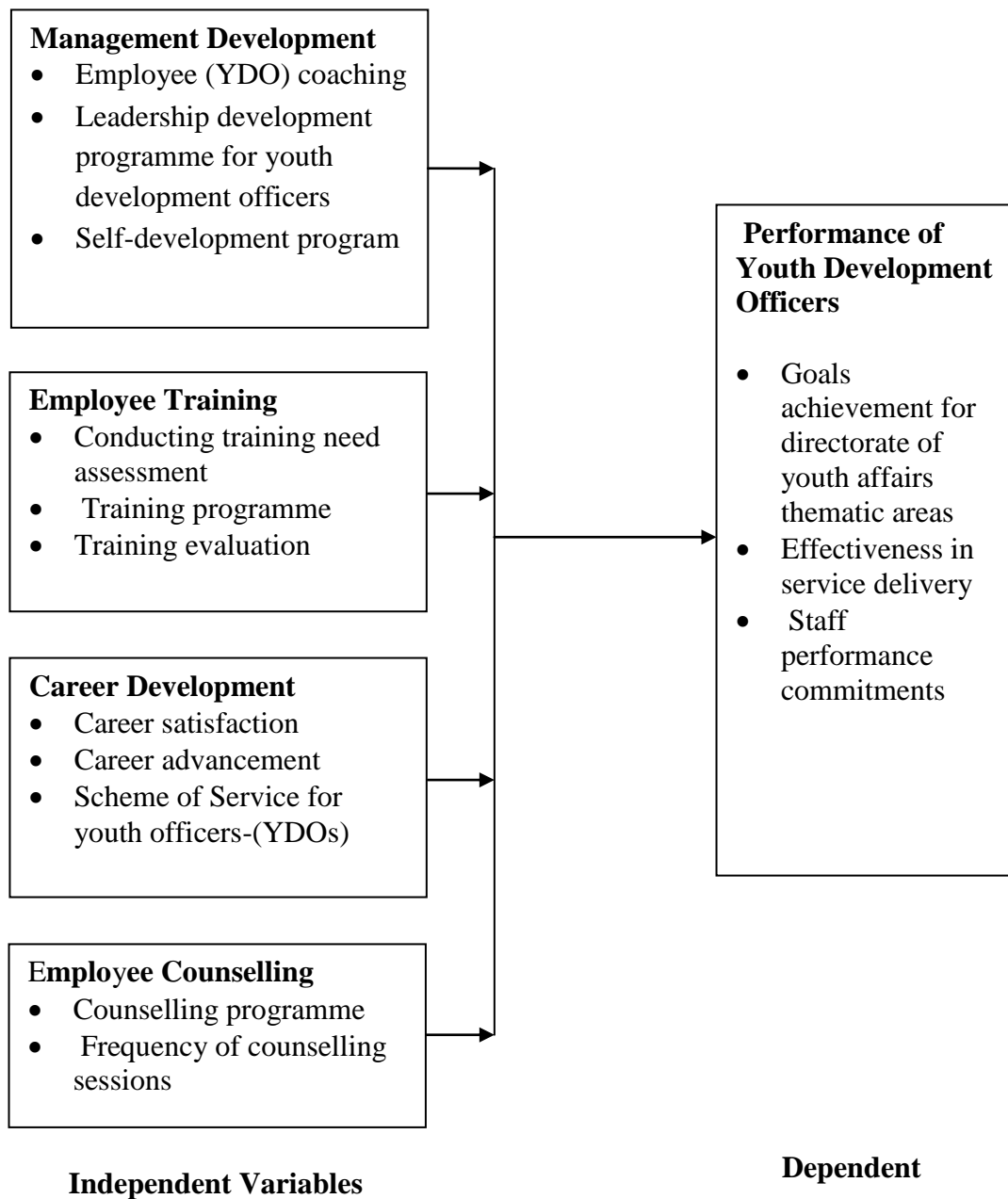


Figure 2. 1: Conceptual Framework

2.4 Review of the study variables

The five variables under study namely: management development, employee training, career development, employee counselling and employee performance (performance of youth development officers) are discussed below. Organizations to survive today, they therefore need to take advantage of the strategic potential and

competencies of employees for the benefit of the organization (Ruona & Gibson, 2004). A key concern of strategic HRD is to ensure that HRD activities align with corporate strategies (Garavan, 2007). Strategic human resource development has a major role to play in managing organizational change and in preparing organizations to engage in socially responsible activities. This role involves incorporating societal issues into the HRD vision, mission, and strategies and demonstrating a strong commitment to such issues in practice. For organizations to have a good reputation socially, they must be consistent in how they manage their employees as well as stakeholders.

2.4.1 Management Development

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

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

Employee coaching is required at any level of job regardless of work experience (Shujaat *et al.*, 2013). There has been growing interest and debate about the role and purpose of coaching as an indicator of management development in organizational

contexts (Bond & Seneque, 2012). There is an acknowledgement within much of the current literature that coaching is still in early stages of development (Anderson *et al.*, 2009). Although coaching in firm contexts is still in its infancy there are already a considerable variety of approaches or terminology surrounding it. There are several coaching approaches ranging from; executive coaching to life coaching with many variations in-between. Coaching strategies also improves employee's self-efficacy. Managers influence employees' instrumentalities and monitor valences for various rewards (Pool & Pool, 2007).

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

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

In review of best practices in leadership development, Fulmer and Bleak (2008) identified five essential standards: start with the top, connect leadership development to the business itself, construct an integrated leadership strategy, be consistent in the

execution of leadership programs and hold leaders and the organization accountable. Although top leadership must champion leadership development, it is therefore responsibility of leaders at all levels, line managers as well as human resource managers, to develop organizational leaders (Cohn *et al.*, 2005).

In general feedback is considered one of the essential constructs for leadership development and employee performance (Baron & Morin, 2010). The 360-degree feedback process has a positive impact on employee development, performance and job satisfaction (Baron & Morin, 2010; Moenninghoff *et al.*, 2011). Feedback increases leadership effectiveness (Longenecker, 2010; Baron & Morin, 2010). The value of leadership competency assessment has been well established for the contemporary development of leadership in organizations, especially through 360-degree competency instruments and assessment centers (Bartholomew & Hannum, 2006).

The personal growth and development of the person being coached is pursued in the context of an ongoing relationship with a more skilled and experienced person. Outcomes of content analysis support the views expressed by the Chartered Institute of Personnel and Development (CIPD, 2010). Firms are experimenting usage of numerous developmental methods and are particularly aware of the benefits achieved from informal methods like coaching (O'Connor *et al.*, 2006). Creating the right conditions for personal development and learning in the workplace is not 'nice or desirable', but a prerequisite for business survival in this new world (Senge, 2006). Implementing personal development plans has become one of the most common organizational solutions for supporting learning in the workplace (Beusaert *et al.*, 2011).

2.4.2 Employee Training

Training practices are functions of human resource development activities in broader spectrum which commences with employee entry into the organization and continuous throughout his or her career regardless of whether he/she is an executive or worker. It responds to changes and integrates long term plans and strategies of the organization to ensure efficient and effective utilization of human and other

resources (Cole, 2002; Armstrong, 2009). Employee trainings are designed to equip employees with knowledge and skills to perform well in their jobs. This can be done by formally developing training programmes or on job training that can be offered (Qaisar & Yaqoob, 2009). Therefore despite the fact that many organisation invest in training, there is considerable evidence to show that training programmes often fail to achieve the intended result of improving worker or employee and organisation performance (Diamantidis & Chatzoglou, 2014).

In order to secure the full benefits of training there must be a planned and systematic approach to the effective management of training. Employee training requires an objective assessment of training needs, a clearly defined policy, the support of top management, the cooperation of line managers, adequate finance or resources, time, skilled staff and a supporting appraisal system (Mullins, 2007). Human capital development must be driven on training needs assessment in order to have an impact on the acquisition of professional skills on performance improvement as a source of competitive advantage among employees (McKeown & Teicher, 2006). The training needs assessment tool has therefore been essential in identifying training needs and knowledge gaps and has helped formulate strategies to address continuous professional development among employee (Pennington, 2011).

Best-practice organizations typically conduct an extensive internal needs analysis with the key stakeholders to depict a clear picture of leadership for their unique organization and culture. Organisations need to look at the type of managers and career professionals needed to achieve their objectives in a different market, economy, or perhaps even society (Leskiw & Singh, 2007). The success of training needs assessment should be a measure as to how well those results, or outcomes are achieved. Many organizations are changing today and their associated needs are changing as well. Therefore, training need assessments should continuously occur as part of the process in order to account for changes in the leadership capacity among organisations (Martineau, 2004).

Training effectiveness depends on how needs assessment have been thoroughly conducted. Traditional needs assessment methods are insufficient for today's

business environment characterized by rapid pace, risk, and uncertainty. To overcome the deficiencies of traditional needs assessment methods, a narrative-based unstructured interview approach with subject matter experts is proposed for dynamic jobs in uncertain environments (Dachner *et al.*, 2013). To remain competitive and sustainable organization today aim is to invest in training in order to increase effectiveness and efficiency of the business process. Due to the importance of organization training, training programs was therefore identified through training need assessment contributing towards employee development and their satisfaction towards training programs (Usman *et al.*, 2011).

Training aids an employee to continue making the necessary positive contribution to the success of organization in terms of effective job performance (Degraft-Otoo, 2012). Employees may not feel motivated and lack commitment to work due to insufficient knowledge and skills which can be imparted to them through training programme. This insufficiency may result into conflict with organizational goal achievement and eventually affecting organizational performance. Therefore, organizations must fill in the gap desired and actual performance through training program (Sahinidis & Bouris, 2008).

Gegenfurtner *et al.* (2013, p. 76) referred, ‘transfer of training as the productive use of newly acquired knowledge and skills in application contexts on the job’. Similarly, Kirkpatrick and Kirkpatrick (2008) described ‘post-training behavior’ as ‘the extent to which it has changed the behavior of learners in their workplace because of their participation in training programme. There is a positive and a highest relationship between training programme and employee performance as compared to the other variables in an organisation setting (Qaisar & Yaqoob, 2009).

The final and most comprehensive level of evaluation in Kirkpatrick’s training evaluation model proposes to evaluate the link of these changed behaviors to organizational performance by reviewing the impact the Learning has on actual organizational results. Although the cost typically increases with each level (Head & Sorenson, 2005), the return on investment and the end value to the organization is best determined through the final evaluation stage of Kirkpatrick’s model by

measuring the impact of training programmes on an organizations bottom line results (Leskiw & Singh, 2007).

The Kirkpatrick model consists of four levels and is used for evaluating training programmes in many different social settings (Mohamed & Alias, 2012; Ahmad *et al.*, 2015). The first level is called reactions; this is level indicates participants' satisfaction or dissatisfaction with the training programme. If participants are satisfied with the training program, then they will probably apply their new knowledge and skills in the workplace. The second level is called learning; this stage involves the knowledge and skills gained in the program, and can be checked by noting changes in participants' behaviors or attitudes.

These two levels of evaluation are widely used before returning to the workplace, in the training programs in developed and developing countries. The third level measures whether the new knowledge, skills, and attitudes developed through training have been transferred to workplace to reflect positive changes in employee behavior and job performance. The fourth level the effect of the improved performance of participants on the organization's business or environment. The third and fourth levels are concerned with transferred knowledge and skills, and organizational gain from the training program, after participants have returned to their jobs. These two levels, which are related to the transfer of training knowledge, are very important indicators of the efficiency and cost-effectiveness of a training programme (Mohamed & Alias, 2012; Ahmad *et al.*, 2015).

2.4.3 Career Development

Career satisfaction is a reflection of an individual's values and preferences for the level of pay, challenges or security that may have an effect on that individual's assessment of his/her career accomplishments in addition to the perceived opportunity for career progress and learning and development. Developmental needs awareness has a positive effect on career satisfaction (Joo *et al.*, 2013). Jiang and Klein (2000) reported that a lack of career opportunities results in a lower level of career satisfaction and a higher rate of turnover. Career opportunities such as career

development programs play a vital role in increasing career satisfaction among employees (Chen, Chang & Yeh, 2004).

Career progression and mobility in organizational contexts have been emphasized as organizational predictors influencing an employee's career satisfaction (Loi & Ngo, 2010). Thus, the more opportunities presented to employees for career growth, the higher the career satisfaction (Sabharwal 2011). Career satisfaction is a pleasurable or positive emotional state, resulting from the appraisal of one's job experiences.

Organizations that provide career development which advances employees' career potential have illustrated gains in job performance (Jaramillo et al, 2004; Luchak et al, 2008) and improved levels of employee commitment to the firms (Paul & Anantharaman, 2004). However, the flattening of organizational structures and reduced opportunities for developing or advancing careers within organizations has necessitated that individuals take responsibility for managing their own careers (Sturges, 2008).

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

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

Kosteas (2009) posited that, workers may value promotions because they carry an increase in job amenities such as a bigger office or spending account (factors which are observable but no information) or because they enjoy the acknowledgement of work well done and the ego boost that comes with a promotion. Promotion is a significant facet of employee's career that, affects other aspects of work experience. They make up a vital facet of mobility for labor related to workers or employee, most frequently having considerable increment of wages (Malik *et al.*, 2012).

Career advancement or promotion is a Shifting of employee for a job of higher significance and higher compensation. The movement of an employee upward in the hierarchy of the organization, typically that leads to enhancement of responsibility and rank and an improved compensation package is a promotion. Wan, Sulaiman and Omar (2012) argue that employees that perceived promotion decisions as fair are more likely to be committed to the organization, experience career satisfaction, perform better and subsequently have a lower intention to leave the organization. Today, many lecturers will consider leaving institutions, if they do not have equal advancement opportunities as offered by other firms, particularly young lecturers who are looking for more work experiences from various institutions before deciding to remain with a particular institution (Mustapha & Zakaria 2013).

The broad aim of the Young Professional Scheme (YPS) was "to create, through an accelerated route, a professional corps of public managers within the Romanian Civil Service, with sufficient skills to manage public affairs on a professional, non-political basis and the necessary ability to deal with the priority areas linked to the transposition and implementation of the *acquis communautaire* and other EU accession related matters (Sigma, 2006). According to Matei (2015), the idea of the programme was to have an input of good educational practices in Romania and also a selection process based on skills, abilities, learning capacity and will to change. Its initial purpose was to create a Fast track scheme giving the participants the opportunity to have a career based on merit, out of the usual constraints and outdated procedures of the public administration.

Recent years have seen a growth of pay-for-performance schemes of service in the health sector. These have typically sought to increase the quality of health care workers and reduce costs (Xiaojie *et al.*, 2016). A 2015 Cochrane review of financial incentive schemes targeting pharmaceutical prescribing and spending found just three studies of two P4P schemes that met the study's inclusion criteria, both which were rather weak in terms of quality, and neither of which was from a developing country (Rashidian *et al.*, 2015). Much of the focus of policy makers has been on extending insurance coverage, by bringing in hitherto uncovered groups into existing insurance or pre-payment schemes, or creating new ones. There is a growing realization, however, that without the right incentives on the supply side of health system, insurance coverage expansions may not result in more people getting the care they need (Xiaojie *et al.*, 2014).

Supported by well-known motivation theories, and the logical notion that people should be rewarded for achievement, pay for-performance (PFP) schemes are now widely applied across the public service in Asia Pacific as a means to raise employee performance. Career development programme (scheme of service) aligns individuals' careers with career opportunities through a continuing programme of training, transfer and advancement (Nkpoyen, 2003).

2.4.4 Employee Counselling

Counseling can be seen as the vehicle of development, change and life enhancement in individuals' life. Therefore, in counseling process, a skillful counselor can help clients who want to develop themselves and make changes in their lives (Hackney & Cormier, 2009). For an effective counseling process, a skillful counselor should have some professional skills. These professional skills include different types of skills such as relationship, helping/ counseling, case conceptualization, diagnosis, strategies, and interventions (Cormier & Hackney, 2008; Hackney & Cormier, 2009).

It is widely recognized that, the workplace is changing in line with changes in global economic trends (McDaid, Curran, & Knapp, 2005). The changes in working conditions are continuously increasing the demands that employees have to meet in their everyday working lives. At the same time, employers are concerned with

employee engagement and its link to productivity and positive business returns (Attridge, 2009). Counselors can help employers support career engagement through special projects; cross training; transferring employees into different positions; or, in some cases, facilitating a gracious exit from the organization (Neault & Pickerell, 2011).

Providing an environment where work-life issues are taken seriously is the newest challenge to counsellors, leaders and HR professionals. Critical and more difficult task is the leader's ability to effectively balance time and focus between one's career demands, family obligations and personal life over a lifetime (Muna & Ned, 2009). Work-life balance has huge implications to HRD; hence employees and counselors have big role to play as well. Employee counselling process simply involves the following steps: Step1-describes behavior change, Step 2-get employee comments on the changed behavior and the reason for it. Step 3-agree on a solution and emphasize on confidentiality. Step4-summarize and get commitment to change and final Step 5-follow up (Raheja, 2014).

According to a study by Davis and Gibson (1994), employee counselling is geared toward comprehensive firm's welfare strategy. Needs assessment should aim to provide a range of information which will affect design of subsequent interventions. Counselling needs should investigate the type, prevalence and severity of problems affecting employees. Needs assessment therefore should incorporate an evaluation of resources currently available to employees for dealing with problems, like absenteeism, turnover, financial aid and family issues (Davis & Gibson, 1994). Participants reported on receiving routine counselling about safer sex, disclosing HIV infection to sex partners, and alcohol use. The trend was not significant for counselling about alcohol use. Brief training increased frequency with which HIV medical providers routinely delivered prevention counselling to their patients at risk of transmitting HIV (Patel *et al.*, 2013).

Counselling through an employee assistance programme (EAP) can provide real benefits in helping people to remain at work, a survey by service provider. The poll found that more than half of those who had received counselling sessions through an

employee assistant programme felt that, without this support, their concerns would have caused them to miss work (Business Source Premier, 2011). American School Counselling Association's (ASCA), more than ever, school or employee counselors are expected to demonstrate the effectiveness of their counselling programmes in measurable terms (ASCA, 2012,). Assessment or follow-up on employee counseling service in Britain's National Health Service found the service was valued by employees.

2.4.5 Employee Performance

Employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed. Since every firm cannot progress by one or two individual's effort, it is collective effort of all the members (Qaisar & Yaqoob, 2009). Management development as an integral component of HRD is premised on organizational performance improvement mediated through human expertise and human effort. Profitability is an important parameter for business managers as it reflects the overall organizations performance achievement (Edwinah & Ahiauzu, 2013). Youth officers as managers also set goals/targets and their performance is therefore measured on the level of achievement of these goals at directorate of youth affairs.

Organisational growth and survival in today's globally competitive and fast changing environment requires organizations to come up with interventions to provide employees with the required technical, managerial and personality competencies. This would help the employees achieve and sustain a high level of performance. Adoption of this position at the directorate of youth affairs would be the way to achieve competitive position in the global scheme. Thus Degraft-Otoo (2012) provides a performance (mathematical) model that must be considered: $\text{Performance} = (\text{Ability}) \times (\text{Motivation})$. According to Richard *et al.* (2009) organizational performance therefore encompasses three specific areas of organisation outcomes: Financial performance (profits), Product market performance (sales) and Shareholder return (economic value added).

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

Organizations continue to encourage people to live the values of the organization by use of performance management. The values include concerns such as customer service, innovation, emotional intelligence, leadership, strategic awareness, personal development and job knowledge (Armstrong 2009). The performance evaluation is a review and discussion of an employee's performance of assigned duties and responsibilities (Adejoke, 2013). Performance appraisal is part of the overall management process and is considered as a process of making judgements about an employee's performance as a basis for effective and objective personnel decisions.

Peter Drucker believes that there is no efficiency without effectiveness, because it is more important to do well on what you have proposed (the effectiveness) than do well on something else that was not necessarily concerned (Drucker, 2001, p.147). According to Drucker (2006), management effectiveness relates to getting the right things done. Some indicators of effectiveness include: number of clients served, quality of services and products, changes in equality, environmental changes, quality of life (KSOG, 2012).

Effectiveness, illustrating the success with which resources were used in order to achieve the objectives pursued, is harder to achieve than efficiency, since the latter is not influenced by outside factors (Mandl, Dierx & Ilzkovitz, 2008). Efficiency in the public sector is therefore a problem which most governments have to face, and which is determined, mainly, by the existence of some major deficits, a bureaucracy that makes it hard to collect money to the budget and their redistribution as soon as possible, but also as a result of implementing some public programs which are based on some performance objectives (Mahaiu, Opreana & Cristescu, 2010).

Time management was revealed as a major component of enhancing effectiveness in management of resources. It's therefore process of monitoring, analyzing and revising your plan until it works (KSOG, 2012). Managers must decide what to do, when, where, how and by or with whom. Effective planning is a skill that takes time to acquire and time once it's gone, it's gone forever. To function effectively, managers have to be able to prioritize and replace less important tasks with more important ones. Efficient time management encourages us to be productive and achieve while developing good employee relations (Waldron, Vsanthakumar & Arulraj, 2012).

Productivity is basic to organizational effectiveness that is combination of performance and economic use of resources. Hence the term organizational effectiveness in an organization context is broader. High productivity indicates that resources are effectively and efficiently utilized that waste is minimized (Amah, 2006). Performance/productivity improves, when quantity of output increased relative to quantity of input. Efficiency among youth officers may therefore include time, cost and waste minimization in service delivery. Effectiveness and efficiency in service delivery can be considered as one of the main factors leading to job satisfaction of many business organizations (Aziri, 2011).

Decentralization is hypothesized to improve public services by empowering service managers to make service delivery decisions, while effective strategizing is thought to make organizations flexible and "fit for purpose" (Boyne, Law & Walker, 2009). Research by Beamon and Burcu (2008) indicates that effectiveness is defined as the extent which customer requirements are met, while the efficiency is the measure of how economically the resources are utilized when providing a given level of effectiveness.

Effective team and a healthy co-worker relationship are required for enhanced engagement. Factors including talent, team climate, commitment, leadership, purpose, communication, continuous improvement, team ethics and team bonding play a major role in building effective high performance teams (Bhogle & Bhogle, 2011). Those factors call for special attention from employers' angle to improve

team and co-worker relationship. Thus, it is essential for an organisation to facilitate enhanced co-worker relationship and provide an ambience where collegiality would thrive. On this note therefore youth development officers will equally be able to enhance DYA performance.

Supervision as an intervention deserves special attention as it study have shown that it can improve performance, at least in the short term (Rowe *et al.*, 2005). Measures of health system effectiveness were improvement in health status, access to quality of care and increasingly, patient satisfaction. Measures of efficiency were appropriate levels of funding, the cost-effectiveness of interventions and effective administration (Kruk & Freedman, 2008). Coaching was also described as an intervention that is intended to improve employee and team performance, thus enhancing firm's effectiveness.

Meyer et al. (2002) argue that strong affective commitment to an organization arises because employees share values with both the organization and its members that is predicted to be positively associated with job performance. Moreover, establishing a committed and loyal workforce may be associated with enhanced firm performance through less opportunistic on employee's behavior (Green, 2008) or through influencing their effort supply and output. The study by Pool and Pool (2007) established strong support for commitment as an antecedent in motivating employees that directly impacts job satisfaction. Once the employees gain trust, and build a culture of commitment, they are motivated to remain with the organization, because commitment is a strong force in enhancing motivation and job satisfaction. Commitment enables employees to collaborate and solve business problems as successful teams, because they value commitment.

Employees' performance commitment helps managers in programming, improving job performances and in decreasing frequency of absenteeism from duty (Somayyeh *et al.*, 2013). On the other hand, having a committed staff provides a background for improvement and organization expansion, while the employee with little or no commitment to organization remain indifferent towards the goals and organization overall success (Somayyeh *et al.*, 2013). Organisations today are aware on

importance of employee commitment and its role in motivating them. No organisation can perform at their peak levels unless each employee is committed to the organizations objectives (Ngui, 2014).

According to Ireffin and Mechanic (2014), organizations value commitment among their employees because it is assumed to reduce withdrawal behavior, such as lateness, absenteeism and turnover. Various dimensions of commitments including: affective, continuance and normative have varying effects on the organization's performance and that a person can display aspects of all of them (Yucel *et al.*, 2013). According to Janssen, Lam and Huang (2009), if employees are treated impartially and fairly compensated, then it will motivate and encourage them to invest their time, energy, experience and education in enhancing organizational performance. This study therefore anticipates that youth development officer will be committed to their individual performance if directorate of youth affairs provides a favorable working environment.

2.5 Empirical Review

Empirical literature review is a directed search of published works, including periodicals and books, that discusses theory and presents empirical results that are relevant to the topic at hand (Zikmund, Babin, Carr, & Griffin, 2010). Literature review is a comprehensive survey of previous inquiries related to a research question. Through the use of a systematic approach to previous scholarship, literature review allows a researcher to place his or her research into an intellectual and historical context. In other words, literature review helps the author declare why their research matters (Miller & Kaifeng 2008). In this study, the empirical literature review discusses previous studies that are relevant in examining the relationship between strategic human resource development practices and employee performance (performance of youth development officers) based on the identified variables.

2.5.1 Management Development

According to a study conducted by Qaisar and Yaqoob (2009), considering factors like coaching and empowerment, found out that they influence employee

performance with 50%. Study by Mabey & Ramirez (2005) indicated that the manner in which management development (MD) was implemented accounted for substantive variance in the financial performance measure. Line managers reporting organisations that valued management development programmes were more likely to have a positive relationship between management development and financial performance (Aguinis & Kraiger, 2009). Findings from the empirical research demonstrate that, coaching have positive financial impact on the success of business (Bagshaw *et al.*, 2002).

Study by (Boyatzis *et al.*, 2012) indicates that when leaders engage in dissonant behaviors, for example repeatedly reminding people of threats, demeaning others and focusing on problems, they are activating comparable regions of the brains of people around them that make others want to avoid them. Study shows that Leadership coaching is an essential element of most firms (Boyce *et al.*, 2010). According to study findings by Walia and Bajaj (2012), there should be continuous coaching by seniors. Organisations that develop their strategic human resource development practices have more opportunities to obtain and integrate human resource development outcomes Chien Chi Tseng and Gary, (2008).

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

The findings from recent literature on coaching relationships support the importance of creating a positive trusting climate and relationship to build the acceptance of feedback, delegation and shared vision (Senjaya & Pekerti, 2010). Individualized consideration might involve more than just focusing on followers through coaching. It is also possible to express individualized consideration by putting oneself last and de-emphasizing one's superiority (Dewettinck & Amejide, 2011). Hamlin *et al.*

(2008) building on earlier studies conducted by Joo *et al.* (2005), identified that coaching is concerned with explicitly developing the competence and capability in an individual employee in the context of a one-on-one relationship, where the coaching has a depth of expertise and experience in particular areas.

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

Research by Solansky (2010) illustrate the degree to which coachee open up when coaches focus more on coaching and less on compliance when mentors initiate personal contact with the mentees more often. The results also indicate that self-reports and observer reports are statistically significantly different from one another. The relationships built around coaching have been found to be very beneficial in transmitting the organization's values and accelerating the learning transfer of the necessary leadership capabilities (Leskiw & Singh, 2007). Organisations with proper coaching or mentoring system would bring greater retention, better charted careers and greater leadership competency (May-Chiun & Ramayah, 2011). Past literatures described coaching/mentoring as a long-term process that is developmental; career focused, and covers all life structures (Ellinger *et al.*, 2008).

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

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

Research by Bond and Seneque (2012), coaching was perceived to be a form of management practice that can be both individual and team focused. Coaching as goal-oriented and time-bounded activity, there was also a strong emphasis on self-reflection as part of developing individuals and teams. Participants articulated very strongly a view that the context for coaching is the “here and now” situation. Coaching was often suggested to be a means of integrating individual, team and organizational learning and change and, through the process, enhancing performance in a dynamic way.

Study suggested that there has been increase in the volume of management development in recent years, with 70% of managers receiving between one and five days training (Rowland & Hall, 2014). There is also evidence of the value of established management competencies and ability of MD programs to enhance those competencies. There is evidence that for all planning activities, strategic awareness scores low among leaders, their ability to utilize MD activities as a means of reaching their business targets and contributing to firm’s overall progress becomes limited (Luoma, 2005). Study indicated that when employees perceive that their leaders or supervisors have an empowering style of leadership; they will also feel empowered, motivated and engaged. This will indirectly lead to feelings of connection and belongingness to their firm (Saeed *et al.*, 2015).

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

Although some recent studies in transformational leadership training (Fitzgerald & Schutte, 2010) and development of managers' emotional and social competence have beneficial effects, these studies have not assessed effects of these leadership interventions on subordinate outcomes (Cherniss *et al.*, 2010). According to a study by Ervasti *et al.* (2014), leadership intervention improved the flow of information after adjusting for the subordinates' level of participation in organisational stress management program.

The findings from study by Getha-Taylor *et al.* (2015) indicate that although leadership training is an important factor in the development of both conceptual and interpersonal leadership skills, the long-term effects of training on these two types of skills vary significantly. Understanding the training effect decay associated with leadership skills development can help human resource managers and public organizations strategically plan, evaluate, and invest in these training activities to better prepare their workforce to meet future challenges. Research findings indicate that leaders who demonstrate a commitment to the growth and development of their employees will experience positive organizational outcomes (Barbuto & Wheeler, 2006).

According to study by Saeed *et al.* (2015), supported two hypotheses that feedback and empowerment positively predict leadership development, which supports the existing literature on leadership development. Ismail *et al.* (2011) considered empowerment and feedback constructs as important qualities of leadership role for developing leaders. The finding indicated that age is a good predictor of leadership development; the more senior employees with more work experience and exposure demonstrated a significant positive relationship towards leadership development. The implications derived from the present findings is that providing leaders/managers with leadership development, training programs might promote employee satisfaction, engagement, self-confidence and thereby affective commitment, which finally leads to good quality leadership (Ismail *et al.*, 2011).

Across studies, leadership development programs were found to provide opportunities to improve quality and efficiency in healthcare: by increasing the

caliber and quality of the healthcare workforce, by improving efficiency in the firm's education development activities, by reducing turnover and related expenses and by focusing organizational attention on specific strategic priorities related to efficiency or quality (McAlearney, 2008). In a new survey of black women union leaders, both anecdotal reports and existing research often cite labor education and programming specifically for women as positive leadership development experiences (Twarog, Worthen & Ancel, 2015). Study conducted for the conference board with leading multinational firms to determine how profession articulate the business value of leadership development indicated that even intangibles can be measured and used to support the impact discussion (Philips *et al.*, 2015).

According to a study conducted by the University of North Carolina Kenan-Flagler business school and the Human capital institute, 85% of respondents agree that there is an urgent need to accelerate the development of their leaders. Senior leaders responding to the study are not satisfied with the current leadership bench strength and are concerned that their high potentials are unable to meet future business needs (Philips *et al.*, 2015). Many studies suggest that the positive relationship between coach and coachee results in successful outcomes. Hence, trust as a component of leadership has a significant positive impact on leadership development and coaching outcome (Boyce *et al.*, 2010).

According to a study by Chlebikova *et al.* (2015) planning of personal development should ensure the motivation of employees in the company, as well as it should enable employees to develop their professional skills, provide them some work perspective and increase the attractiveness of the work in the company. The goal of planning of personal development and succession in the company is to cover the future need of human resources in the company for the specific jobs. Due to changes which can be realized in the company (organizational changes and restructuring) are threatened workstations of employees, so employees must take the responsibility for the direction of their career by their own. Hence personal development is squarely a personal responsibility/initiative.

Research by Eisele *et al.* (2013) implied that its important for organizations to implement personal development plans (PDPs) in an on-going cycle of learning, combined with opportunities for formal and informal learning, while supervisors carry great responsibility for providing feedback and encouragement based on the employee's motivation for learning. Personal development plans can also effectively be implemented for professional learning. Both the organization's manner of supporting the PDP practice as well as the individual employee's motivation is taken into account.

Personal development was seen as management driven and there was considerable suspicion of appraisal systems. Research provides clear empirical support for the positive contribution which personal competence models made to individual and organizational learning (Rowland & Hall, 2014). Coaching is also technique for fostering self-development rooted in antiquity (Bagshaw *et al.*, 2002). Data collected from 98 employees occupying low level administrative-high level clerical and technical positions indicated that younger employees and those who expressed a high level of organizational commitment were more willing to engage in self-development in order to prepare themselves for higher levels of organizational responsibility than were other employees with equivalent managerial career aspirations (McEnrue, 1989).

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

The study results by Lejeune *et al.* (2016) indicated a significant positive relationship was found between the first component of the personal development practice, specifically support for learning and reflection and both outcome variables: undertaking of learning activities and employee's perceived performance. In line

with expectations it found, significant positive relationships between both self-directedness and undertaking of learning activities and self-directedness and perceived performance.

The nature of work and careers in China are constantly evolving employees are therefore increasingly required to be proactive and self-starting in skill and competency improvement for employability opportunities. Employee self-development involves considerations embedded in a wide range of relationships including both work and non-work domains. Research drawing from the experience of a sampled employees (n = 404) in China, an inverted U-shaped relationship between Guanxi and ESD is found, suggesting that initial positive influences of Guanxi on employee self-development diminish after reaching an inflexion point. It also found that these influences are stronger for gender congruent employee-supervisor dyads (Shuang & Chadee, 2017). Study results by Sean & Hansson (2007) suggested that older workers use seven distinct types of strategies to successfully age at work: relationship development, security, continuous learning, stress relief, skill extension, career management, and conscientiousness.

2.5.2 Employee Training

Studies tracking the performance impact of progressive HRM practices have invariably included management training as key element (Mabey, 2005). According to a study by Roger (2014), there is no evidence on genuine integration of individual and organizational goals or transfer of learning from the individual to the firm. According to a study by Wachira *et al.* (2012), only 38.9% of respondents rated HRD professionals as good in skillful implementation of HRD activities and only 1.7% rated them as poor. Results also support findings by Abdulla (2009) that human resource development managers lacked knowledge and skills to carry out the HRD function effectively and to foster learning and development at work. They argued that many lacked knowledge and skills in training needs assessment, evaluation and follow up assessments.

Study conducted by Wachira, Gakure & Orwa (2012) showed that majority of the managers did not think the HRD professionals were very skillful in implementation

of HRD activities. Only 26.6% thought they had effective communication skills, only 15.7% thought them very proficient in designing and conducting training needs assessments and 27.2% thought them very good in planning training targeted at identified needs. 31.5% rated HRD professionals very good in planning activities to foster effective performance.

Conducting a thorough needs assessment before training is designed and delivered helps set appropriate goals for training and ensure that trainees are ready to participate (Blanchard & Thacker, 2007). However, there is continues little theoretical or empirical work on needs assessment (Aguinis & Kraiger, 2009). In a survey among respondents from 96 organizations, we found that the utility of training partially mediated the relationship between training needs assessment (TNA) comprehensiveness and the effectiveness of the organization. Both comprehensiveness of TNA and training quantity were found to be unrelated to organizational size. The results support the importance of conducting TNA in practice (van Eerde *et al.*, 2008). This study provides insight on training at the macro level of training programs in organizations. However, the attention devoted to training comprehensiveness of the needs assessment was significantly and positively related to organizational effectiveness (van Eerde *et al.*, 2008).

Many case studies on TNA have been documented and demonstrate that a systematic approach to include at least determination of job requirements, required skill levels and the current skill levels of the employees involved (van Eerde et al, 2008). Report by Arthur et al. (2003), that only a few studies on training included a needs assessment (only 6% of all the data points in their meta-analysis). The studies that were conducted on needs assessment revealed positive effect sizes. However, these results do not relate to organizational effectiveness, but rather to criteria related to reactions, learning and individual's behavior in training (Sharkey *et al.*, 2014).

A needs assessment survey was conducted to Pennsylvania dairy processors and raw milk providers to guide priorities for a dairy foods extension program. Larger processors therefore preferred on-line resources and other processors preferred face-to-face workshops (Syrko & Kaylegian, 2015). The results of the training needs

analysis demonstrate financial services professionals have a wide range of interest across five key categories: technical knowledge, conduct and ethics, business development, practice management and personal development, (Hegarty & Shelton, 2016).

Research findings by Zahid and Khan (2011) highlights training plans, goal setting, employee development, managing change, career development, knowledge, skills, and attitude, learning motivation, cost effectiveness, and performance appraisal as nine major HR management and development areas revealing different uses of TNA. Overall, respondents viewed themselves as very competent across all competency areas. In addition, all training and experience items were seen as at least "somewhat valuable" by the vast majority of respondents. Finally, majority of respondents indicated they believed a separate certificate or credential was very important for the whole field (Pena, 2012).

The data showed that respondents in higher grades found it easier to access study days and take more protected continuous professional development time. Training needs analysis could be conducted first before a training program is designed. Although the number of empirical studies demonstrating this is limited, it may be summarized that the presence of management training and development systems can potentially make a material difference to an organization's performance. The first system or indication of best practice, in this arena is the formulation of some kind of management development policy, signifying its strategic importance for the organization (Pennington, 2011).

Organization involved with successful leadership training programs begin with a thorough needs assessment (Fulmer *et al.*, 2000). There are two parts to the needs assessment. First, the organization seeks to develop some clear objectives of the program through an assessment process ensuring that the leadership development systems are somehow linked to the overall business strategy and thereby legitimizing its existence. Second, there is an identification of the elements of effective leadership and gaps in the stock of leaders when they are compared to the ideal (Leskiw & Singh, 2007).

The study results by Diamantidis and Chatzoglou (2014) indicated that the design of a training programme has the strongest impact on post-training job performance, along with trainees' self-efficacy and post-training behavior. From a managerial perspective, outcomes of this research suggest that managers should not assume that once a training programme has been completed its influence or effects stop for its participants. Meanwhile, organisations should not expect impressive changes in employees' performance immediately after the programme's completion. Supervisors need to give time, space and encouraging job environment to their employees by enabling them to implement the taught knowledge and skills in their jobs. Managers should also ensure that during training process their employees will have the opportunity to apply new knowledge and skills that are taught.

Many researchers (Cheng & Hampson, 2008; Velada *et al.*, 2007) argue that organizations' training programmes may not have a positive impact on trainees' performance unless the newly acquired knowledge, skills and behaviors are transferred to their everyday work activities, tasks and duties. Previous studies by (Holton, 2005; Velada *et al.*, 2007) recognize the following three factors, among others, that determine training transfer and trainees' post-training behavior: training programme design to facilitate content transfer design, trainee self-efficacy and job feedback request (the information received by employees as a result of asking peers and supervisors whether or not their job performance has changed after participating in a training program). Switzer *et al.* (2005) argue that trainees with a high degree of self-efficacy are particularly efficient during a training programme, quickly understand the programme's usefulness and have a positive attitude towards changing their behavior in their workplace.

Study by Sharma (2014) found that service companies have an edge over manufacturing companies in terms of importance and performance of employee training program. Research by Alsofyani (2013) showed a positive effect for expository training program. Participants strongly recommended blending expository with active experiences in the future online training workshop. The results of this research confirm significance of applying active experiences for online programs that are designed for faculty development. Although face-to-face training mixed with

online training programme was reported to be an effective technique for pedagogical content knowledge (TPACK) development (Marreo *et al.*, 2010).

Although the literature strongly suggests a direct relationship between job training and job performance as well as job training program and employee attitudes, there is little empirical support for this suggestion (Debra, 2011). The empirical data suggest a perceived gap by the employees between training attitudes and job proficiencies. The decisions involved on whether to offer (by firms) or to take up (by individual employees) training, where, what and who to train are complex and often are based on several factors (Zheng & Hyland, 2007). The education level of employees is one factor that determines whether training should be provided or not. Mullins (2007) asserts that, the purpose of training programme is to improve knowledge and skills and to change trainee's attitude.

An empirical study conducted Laia (2010) argues that, large organisations have the scale of economy in the provision of formal and informal training program. To promote employability, the skills should not be narrowly defined on the basis of current needs in the organization, but more generally on the basis of future needs in the wider industry or sector. Employees should be constantly being aware of training and learning opportunities available. In aggregate, the concern for quality and relevance of programs offered externally was particularly strong (Jacobson & Attridge, 2010).

A study by Shujaat *et al.* (2013) found out that lack of training programme and lack of knowledge sharing is the main cultural barrier among knowledge management and information overloaded is a big problem for the retention of knowledge. According to Vlachos (2009) empirical evidence originating from American studies, suggest that organisations are increasingly incorporating high-performance HR practices in order to improve financial performance and sustain a competitive advantage. Study by Hopkins *et al.* (2008) found that increasing knowledge, skills and education through access to training courses was one of the most frequently cited strategies for building leadership skills. In a recent survey of Fortune 500 chief executive officers, 92 of 96 said that they wanted to see the business impact of learning or training

programs, but only 8% see that happening at their companies now. In the same survey, 74% wanted to see the ROI, but only 4 percent see it now (Philips *et al.*, 2015).

Although there is consensus that training is an important HR practice only recently there is empirical attempts is to investigate its relation to organizational performance. Training programme increase the firm specificity in employee skills, increases employee productivity and reduces job dissatisfaction that results in employee turnover. Studies suggest there is causal relationship between training provision and employee growth where training is persistent in HR practices. Robbins and Judge (2007) also assert that competent employees do not remain competent forever.

Training programs are most successful with both English and Spanish-speaking individuals when presented in their native languages (Olsen *et al.*, 2012). Findings show that when considering autonomous motivation to transfer, results support the argument that being voluntarily enrolled in the training program shows a higher impact on motivation to transfer than being mandatorily enrolled (Curado *et al.*, 2015). Results also show that employees who participate in training programme by means of a voluntary participation are higher autonomous motivation to transfer (AMT) than those who are forced to participate, consistent with the theory of intrinsic motivation.

The evidence presented from empirical research suggests that the employee training programme had no statistically significant effect on the take-up of training among eligible employers and employees in the first 3 years of the programme (Abramovsky *et al.*, 2011). Results indicated that the best method in training was the training with developed system e-training support system (Sharaf *et al.*, 2014). Research highlighted the needs of business to concentrate on building employee capacity and focusing on employee development to attain job satisfaction (Latif et al, 2012).

Research by Getha-Taylor *et al.* (2015) indicated that as the regency of training diminishes, the impact of training program on conceptual leadership skills also diminishes to the point that after 8 months post-training, the effects of training have

disappeared. Past research affirms that training knowledge transfer is affected by many factors, including those related to participants' characteristics, the design of the training program, and the work environment. However these factors are direr in developing countries (Almannie, 2015).

The research showed that the training program did not have a statistically significant impact on the social self-efficacy of the new employees after the training or after one month on the job (Lewis, 2012). The results of the study indicate that the training program has been effective overall, yielding significant results especially after Phase II. Nevertheless, this trend of increase did not continue until Phase III, although the results of Phase III are still considered significant (Akdere & Schmidt, 2008).

A study by Kennard (2010) has shown that, for any significant impact at organizational level, there has to have been individual impact due to training program. Impacts on employee could be categorized as increase in teamwork and roles awareness. Most developing countries are responding to many challenges of industrial development by implementing new programs, which calls for new expertise and new orientation of work. This usually means changes in specific knowledge, skills attitudes and behaviors (Kanyari & Namusonge, 2013). Management needs to keep track of training programs to ensure that they are meeting their objectives and achieving their intended results.

A study by Almannie (2015) found that although trainees have high expectations for training programs (Related to content, knowledge, and skills needed for development in the workplace). However, when they returned to the workplace, they face barriers in transferring training knowledge due to many factors: 65% of trainees showed limited transfer of training to the workplace due to a lack of encouragement from management; 55% had difficulties applying what they had learned; 45% of trainees considered their work environment unsuitable for transfer of training lessons; among others. This study confirms the results of an earlier study on female school principals in Saudi Arabia which also stated that barriers to transfer of training knowledge were linked to the work environment like lack of material and moral incentives that help

school principals in application of new experiences and lack of supervisory meetings (Al Rabea, 2011).

Findings from a study by Diamantidis & Chatzoglou (2012) all the factors that constitute a training programme (trainer performance, training environment, goals, content, process) have been found to affect both learning outcomes and training usefulness. The long-term results of a training program are not examined. Although all the aspects and components of the training programs should be carefully considered by the training programme designer, training process and trainer performance have the strongest direct and indirect effect on both learning outcomes and usefulness of employee training programme.

Emergence of training as an important aspect of organizational functioning is evident by looking at increase in financial resources committed by organizations for training. Recent studies on employee training evaluation have suggested that amount spent on training is progressively increasing (Paradise, 2008). Research by Savery and Luks (2004) shows that organizations involved in training program appear to use all resources of training available. Investment in training is seen by owners of organizations as beneficial for the well-being of organization and for the future support of the productivity level of the firm.

Study results show that all the training programs addressed report evaluation procedures at four different levels (reactions, learning, behavior and results). ROI for each training program was estimated based upon costs and benefits associated to each program. The two training programs presenting above-average returns address work quality and conditions (Curado, 2014). Monitoring and evaluation systems need to be built in programs and projects during the planning stage. A study conducted by Kenya school of government (KSOG, 2012) reveal that monitoring is intended to provide a comprehensive picture on progress towards achieving targets or goals and provides an early indication of emerging issues that may require remedial action. Evaluation hence gives an opportunity to take a look and make a cost-benefit analysis of training program and also intends to establish if objectives were achieved at the end of training program (Ivancevich, 2010).

A study by Sharma (2014) insignificant interaction impact shows that in multinational company perceived importance of training are higher both in service and manufacturing companies compared to Indian origin firms. Study has shown that removing barriers to application in the work environment is so important that training opportunities should be turned down by employees if proper follow-up (evaluation) support is not available (Harry, 2010). Numerous studies have identified follow-up assessment as important aids to promoting transfer of learning. Strong emphasis is advocated on outcome measurement to guide design and conduct of training programs. However, many employers are uncertain how to accomplish this and practices vary widely (Hutchins, 2009).

Research by Harry (2010) has shown that learners who participate in follow-up meetings with instructors and peers after training are more likely to use the training effectively. The influence of program design, trainee characteristics, and workplace environment on transfer should be evaluated and strategies developed to improve transfer. Training is one of human resource development practice found in most firms, however, studies showed that little attention is given to the importance of training evaluation in real life practices.

A study by Ho, Anh et al., (2016) on an exploration of the practices and perceptions of hotel managers in training evaluation using Kirkpatrick's and Phillips's models. The findings indicated that hotel managers viewed training evaluation activities as important and observation was rated the most important and the most frequently employed method for managers in evaluating training. The findings of the study contribute to the literature by providing researchers with more insights into how hotel managers evaluate their training. Evaluator training cultivates and assesses the skills and knowledge of teacher and principal evaluators through an in-depth dive into instructional and leadership rubrics and practicing data collection and scoring. States and districts are testing a wide variety of format and content combinations for providing training on evaluation, but little is currently known about their efficacy, particularly at scale (Jenni, 2013).

The empirical studies reveal that evaluation of training programs is involved mostly at the first and second levels of the Kirkpatrick model. Barriers in the workplace environments are due to the lack of support of supervisors and managers in providing better environments for transfer of training knowledge. This may happen in centralized systems of education in developing countries where managers have less authority and responsibilities in managing their organization (Almannie, 2015).

Research by Lansberg and Gersick (2015) concluded that education indeed disseminates relevant data; governance skill building, leadership development and training can add value to the planning and advising process with family enterprises. To assess additional levels of effectiveness, including learning, behavior and results, Kirkpatrick and Kirkpatrick (2006) recommend assessing before and after the programme and allowing time for change to take place. However, attitude change, personal development, and behavioral change are typically assessed through surveys, interviews, or other perceptual measures on trainee feedback about their supervision (Getha-Taylor *et al.*, 2015).

However, most evaluation programs focus only on immediate participant feedback, neglecting the longer-term impacts on learning, behavior, or results (Kirkpatrick & Kirkpatrick, 2006). In addition, limited resources direct the organizational attention toward training with less investment in evaluating its long-term effects (Ammons & Fleck, 2010). A study by Bustos & Arostegui, (2011) reported that, the quantitative methodologies presented in this paper offers versatility of analysis and interpretations that help understand the realities explored and make decisions to improve the performance of the training programme evaluated.

According to Kirkpatrick and Kirkpatrick (2008), four-leveled training evaluation model, post-training behavior (level 3) is a distinctive level from training results (level 4). At the behavior level, it is evaluated how far trainees have changed their behavior, based on the training they received, whereas, at the results level, the final results of the training are analyzed. Kirkpatrick and Kirkpatrick define a training programme's results as the final outcomes that are observed due to trainees' participation in the training programme. According to these researchers, training

evaluators should periodically observe the changes in trainees' behavior in order to extract the final results from the training programme (Kirkpatrick & Kirkpatrick, 2008).

According to Kirkpatrick and Kirkpatrick, the determination of a training programme's results is the biggest challenge for the evaluation process. These researchers report that apart from the changes in trainees' behavior, the final programme's results are also affected by whether or not the trainees apply the newly acquired knowledge and skills in their jobs (Chen et al, 2015). Previous research indicated that multirater evaluation played a positive role in performance improvement. Seiler (2005) found that 360-degree evaluations drive continuous performance improvement. Other studies also determined that 360-degree evaluation was effective in promoting employee performance. Present study expanded that knowledge base by demonstrating that multirater evaluation that involves face-to-face team feedback also plays a positive role in facilitating employee job performance (Muniute-Cobb & Alfred, 2010).

Evaluation results from before and after the new training program indicate that the perceptions of those in the new training program changed in a positive direction (Woodard, 2007). Based on the evaluation results, the new-hires' perception of training changed in a positive direction. The findings by Asadullah *et al.* (2015) training duration mediate the relationship between firm size and training evaluation. The authors also found that indirect effect of firm size on training evaluation through training duration differs across different levels of firm size but not across different levels of ownership.

2.5.3 Career Development

A study by Joo *et al.* (2013) found that higher developmental needs awareness led to higher career satisfaction as in previous studies (Chen, Chang, & Yeh 2004; Loi & Ngo 2010; Sabharwal, 2011). That is, the more people perceive that an organization provides diverse career opportunities, such as training opportunities, promotion possibilities and setting of career goals and paths, the more they are satisfied with their careers. A study done by Roelen *et al.* (2008) identified 11 factors related to

career satisfaction: work content (variety in skills and complexity of a job), autonomy, growth or development (training), financial rewards, career advancement (promotion), supervision, communication, co-workers, meaningfulness, and workload/ work demands.

Results from study by Malik *et al.* (2012) replicate previously available data and precision based. Pay has significant influence on job satisfaction but the promotion has significant or partial impact on career satisfaction of educationalist at Punjab university level (Malik, Danish & Munir, 2012). According to a new global research from Accenture, 76 % of respondents from Singapore claimed to be dissatisfied with their jobs. Empirical research found that Singaporean employees are more emphasized on work-life balance, pay and the availability of opportunities for career advancement as the determinants of their career satisfaction (AsiaOne, 2012).

A study by Duffy and Sedlacek (2007) explored the relationship of the presence of, and search for, a calling to the career development of 3091 first year college students. Hierarchical regression analyses revealed that for both career decidedness and choice comfort, calling variables taken together added 8% and 5% variance, respectively, above and beyond that accounted for by self-clarity, choice-work salience, indecisiveness and lack of educational information. A study by Scandura, (2006) investigates the link between these functions and the career mobility outcomes of protégés. Previous research sampling 244 manager's on mentoring dimensions that coaching was found to be related to managers' salary level and promotions. Proactive personality and career management behaviors were all positively related to career satisfaction and career management behaviors mediated the relationship between proactive personality and career satisfaction (Belinda & Bradley, 2007). Studies on stress and work family relationships indicate that work stressors contribute to job dissatisfaction, heightened life stress and decreased career satisfaction (Hassan, 2008).

Kim and McLean (2008) reported in their study of career success orientation of employees in a Korean telecommunication firm that younger generations put more value on the importance of work-life balance, while older workers place more value

on job security. However, the impact of self-directed learning on career satisfaction turned out to be non-significant, accounting for only 14% of the variance in career satisfaction. This is an important and critical finding for career development in the Korean public sector, indicating that learning and development efforts may be only modestly linked to employees' career satisfaction (Joo *et al.*, 2013).

According to results by Cao *et al.* (2014), perceived organizational support (POS) could have a positive effect on self-initiated expatriates career satisfaction in the host country, which can in turn diminish their intention to stay, depending on their career networks. Moreover, previous literature found that a protean career attitude could guide SIEs' career development in a self-directed way and independent of organizational values and goals (Doherty *et al.* 2011; Cao *et al.* 2013). The results by Verbruggen *et al.* (2007) indicated a three-way relationship between organizational career management and external career counselling. Experiencing organizational career management reduces the need for external career counseling by enhancing career satisfaction to invest in employee external employability.

A study by Stahl *et al.* (2009) Compared to functional assignees, developmental assignees perceive their future career advancement opportunities with their existing employer to be better and are also more optimistic about their career prospects with other possible employers. Developmental assignees were therefore more inclined to leave their companies than functional assignees. Findings from the study by Kochung and Migunde (2011) indicate that availability of advancement opportunities and learning experiences are the most influential factors affecting career choices among young people.

A study by Neeley and Dumas (2016) reported a heightened sense of belonging, optimism about career advancement, and access to expanded networks. To address pivotal career needs of Chinese professional immigrants, research by Chen & Hong (2016) revealed that receiving professional help and self-helping within the broad domain of vocational psychology and career development can play an important role in improving and promoting career wellness of Chinese Canadian professional immigrants. Career counselors and other career development practitioners are

reminded on pertinence of using integrated life-career perspective for this group of clients' unique career issues that intersect with a dynamic and complex cross-cultural transition in the host country. Career dynamism in developed countries typically follows more individualistic career systems than that in developing countries (Baruch & Budhwar 2006). However, several other factors such as age play a role in career dynamism in Asian countries.

A study by Ramandeeep (2016) listed 5 dominant career advancement variables that includes 'counselling for progress along career path' (0.839), 'succession planning' (0.779), 'horizontal and vertical development' (0.733), 'preferred successor' (0.709) and 'support of HR department for individual career plan' (0.684). These variables can hence be the attention areas for HR managers aiming to achieve effective implementation of appraisal systems and career development programs for their employees.

Many researchers assert that job satisfaction is strongly correlated with promotion opportunities and there is a direct and positive association between promotional opportunities and job satisfaction. Pay satisfaction and satisfaction related to job security both are most significant categories of job satisfaction for ascertaining give-ups regarding future, whereas satisfaction with regard to promotion opportunities is not a major factor (Malik, Danish & Munir, 2012). Study by Khalid *et al.* (2011) indicated that academicians in private universities were more satisfied with their promotional opportunities, pay and supervision than academicians of public university.

The result of a study by Mustapha and Zakaria (2013) indicated that there was a positive significant correlation between promotion opportunity and job satisfaction. The finding of their study aligns with the result from Danish and Usman (2010) which found that promotion opportunity was positive significant relationship with job satisfaction among lecturers. This finding also consistent with Khan *et al.* (2011) indicated that promotion significantly affects the level of job satisfaction among autonomous medical institutions of Pakistan. A study by Khan *et al.* (2011)

recommends that organization should consider variable on promoting satisfaction among employees in order to retain their best brain.

According to a 2006 Canadian Federation of Independent Business survey, showed that, slightly more than one third of independent business owners plan to exit their business within the next five years and within the next 10 years 2/3 of owners plan to exit their business. Studies indicate that companies that report greatest gains from succession planning feature high ownership by CEO and high degrees of engagement among larger leadership team (Nemethy, 2011). A study conducted in Ghana by Agba, Nkpoyen and Ushie (2010) recommended that employers should place high premium on career advancement, career counselling and career opportunities of their staff. The coefficient of correlation(r) of 0.284 indicated a positive relationship between career advancement an employee commitment.

Empirical evidence suggests that levels of commitment may improve (Sturges *et al.*, 2005) or decrease (Bambacas & Bordia, 2009) with the advent of career self-management. Research suggest that differences in commitment levels to the organization depends on individuals and the value they place on organizational offerings such as career development or opportunity for continuous improvement and future career prospects will enhance their levels of commitment (Bambacas, 2010).

According to a study by Files *et al.* (2008), all the peer participants realized increased academic activity in the form of published papers and promotion in academic rank, skills acquisition, and enthusiasm for continuance of the program. It's important to find an innovative way to encourage the academic advancement and retention of female faculty members due to high rate of attrition from academic medicine. Coaching was identified as an important element for career advancement in any field. While organizational leaders are struggling to identify positive strategies and practices to tackle the changing work environment and workforce (Inkson & Baruch, 2008; Luthans & Youssef, 2007), individuals are adapting to a more transactional employer-employee relationship and taking more responsibility for their own career development/employability (Hall, 2004).

Research by Duffy (2011) found aspects of spirituality and religion to relate positively to career decision on advancement self-efficacy, career and values. These aspects or values enhance career development among employees in an organization. According to research by Willis-Shattuck et al, (2008), there was some evidence suggesting that the use of initiatives such as financial rewards, career development and continuing education had been effective in helping retention. Career development was identified in 85% of the studies where health workers were reluctant to work in rural areas as opportunities for career advancement were typically less than in urban areas.

Studies indicated that health workers are proud and motivated when they feel there is opportunity to progress and advance. Overwhelming studies concluded that policies and packages of incentives are urgently needed to improve motivation and retention of health workers (Willis Shattuck *et al.*, 2008). Career counselling literature indicates that the field remains vital, vibrant, valid and viably 100 years after its founding (Hartung, 2011).

Results from a study by Kraimer *et al.* (2009) showed that developmental expatriate assignments were positively related to career advancement while the acquisition of managerial skills was negatively related to career advancement. Acquiring cultural skills, completing assignment objectives, and organizational career support did not relate to career advancement. In terms of outcomes, we found that perceived underemployment mediated the relationship between career advancement and turnover intentions. A lower level of organizational career support also resulted in greater turnover intentions.

Research on career success has found that organizations reward employees' investments in human capital, including international work experience, with promotions and higher salaries because human capital is valuable on the external labor market (Ng *et al.*, 2005). Therefore, we expect that individuals' investments in international assignments will be positively related to career advancement upon repatriation (Kraimer *et al.*, 2009). Findings also suggest that multiple assignments

may sometimes do more harm than good with regard to career advancement within the same organization.

Research findings by Chong (2013) suggest that competency associated with planning, organizing and motivating others distinguish more rapid career-advancing managers regardless of their culture or work environment. While these competencies are necessary, findings indicate that they are not sufficient for career advancement. The research findings suggest that while competency may be necessary, it is not sufficient for career advancement. Female managers are under-represented in the high advancement group although they are significantly better in two high advancement competencies and not significantly worse in other high advancement competencies when compared with their male counterparts (Carmeli *et al.*, 2007).

Research by Gong and Song (2008) found that the provision of career advancement opportunities in domestic private firms and Sino-foreign joint ventures was similar to that in wholly foreign-owned firms, but greater than that in state-owned firms. The provision of career advancement opportunities was positively related to employee organizational commitment, citizenship behaviors, and firm performance. Employment security still plays a role in fostering employee organizational commitment but is less effective than career advancement in shaping HR and firm performance.

According to a study by Pinnington (2011), the two senior associates were more ambivalent about their opportunities for advancement to equity partner and one placed his bets on internal promotion and the other turned to the external labor market. Career advancement therefore for this group of interviewees is that 7 out of 8 of the lawyers continue to practice law 8 years on in 2010. According study a by Riana (2012) women migrants and women self-initiated expatriates in the Netherlands, remain largely unseen and under researched by the management community (Vance *et al.*, 2011).

Findings by Tharmaseelan et al. (2010) indicate no predictive relationship between motivation perspective and career success/advancement. By contrast, Cerdin *et al.* (2011) concluded that motivation to migrate may have a significant influence on a

person's level of adjustment, integration and career success in the host country. Research found that coaching and supportive work relationships were related to career advancement and perceived career success (Amada, 2013). Study by Van Emmerik (2008) noted that employees with mentors report more promotions, earn better incomes, and are more satisfied at work than employees without a mentor.

Study by Baum (2007), career progression in healthcare management is slow and there appears to be a certain level of acceptance of a static labor market and little aspiration to advance further in their careers. Madigan (2005) found that 90% of employee at Hartford Insurance Company lacked career and professional development. It shows how serious career development is in an organization and that forward looking organization need to integrate its business strategy with HRD strategy on career advancement.

Research on women's employee career histories reveals that women have less mobility within and between organizations and are more dependent on formal promotion procedures in the corporation than are men. For these reasons, intentionally managing one's own career plan has been demonstrated as a facilitator of women's advancement (Hopkins & O'Neil, 2008). Promotion opportunities are also an important aspect of a worker's career and life. It can have a significant impact on other job characteristics such as responsibilities among others. University can use career promotion opportunities as a reward for highly productive workers to exert greater effort (Mustapha & Zakaria 2013).

The findings from a study by Aminuddin and Aini Yaacob (2011) show that there is positive significant relationship between recruitment and promotion towards employees' job satisfaction but only at a moderate level. This was because they felt that there were still fewer promotional opportunities given to them. Due to this reason, governments must increase the effort to maximize the satisfaction level among employees by stressing on their recruitment and promotional practices (Aminuddin & Aini Yaacob, 2011).

Studies on applicability of merit system in the civil service have been published over the last decades (Matei & Matei, 2012). The civil service is often strictly regulated

by a legal framework. Thus, entering the civil service, promotion, career and behavior is regulated by a number of laws and ordinances. That creates a boomerang effect when it comes to meritocracy. On one hand having appraisals as basis for promotion, there are reasons to state that, any civil servant will be motivated to constantly seek improvement of his performance, trying to perform in a meritocratic system.

Research findings on performance management schemes in respondents' agencies show some country differences that emphasis placed on PFP in managing employee performance appeared to be higher in Malaysia. Almost all Malaysian respondents (98%) indicated that they had received PFP as part of their agency's performance management system compared to some 40% who had received non-monetary rewards. In contrast, almost equal proportions of Australian respondents reported the receipt of PFP and non-monetary rewards for superior performance. 41% of the Australian sample had received a pay that was higher than their base pay for high performance whereas 47 % had received non-monetary rewards for high performance (Taylor & LooSee, 2013).

This study aimed to examine the role of trust-in-supervisor and organizational commitment on the relationship between a budget-based incentive compensation scheme and job performance. Results suggest that the reliance on a high budget-based incentive compensation scheme was found to lead to higher trust-in supervisor, which in turn resulted in higher firm's commitment and improved subordinate job performance (Chong & Law, 2016). Study reveals that individuals are increasingly driven more by their own desires than by organizational career management practices (Sullivan & Baruch, 2009). A study done by United Kingdom public-sector schemes in 1994 concluded that. If the scheme did not improve employee motivation, it is hard to see how it could have enhanced employee performance. Study has potentially important implications for the government policy of seeking to improve the functioning of the public sector through performance-related pay.

Research finding by United State Office of Personnel Management (2004) shows that it hard to implement public service wide reform, some governments are introducing

special pay and employment arrangements or scheme of service for the top levels of the public service. Some governments appoint a very small group of civil servants as a 'senior' public service, from among whom high-level government appointments are usually made. This band of civil servants is located near the vertex of the executive pyramid, just below the ministers. Senior service usually works in national government, or in policy making unit's government, or heads operational agencies; and rarely works in technical areas such as law and medicine, in frontline service delivery, or as personal staff of a minister.

Past studies have noted the important role of employee suggestion system (ESS) within the organizations. The use of ESS has been shown to help organizations address improvement- and cost-related problems. The advantages of ESSs are not limited to improving a work-related performance but can also lead to innovations through employees' creativity. Results suggest that the four critical success factors, namely, system capability, organizational encouragement, leadership support and employee participation are positively related to the ESS outcome and its valuable predictors. Some managerial implications of this study are important to note. It is critical for managers to establish rewards, evaluation, feedback and awareness of ESS (Lasrado *et al.*, 2016).

2.5.4 Employee Counselling

Study review of published empirical research by Chan (2011) on the effectiveness of workplace counselling in improving employee well-being and performance. These studies indicate that workplace counselling improves employee well-being; the intervention helps employees alleviate symptoms of workplace stress, burnout and depression. However, workplace counselling seems to have neutral effect on employee performance, although some studies reported reduction in absenteeism and positive impact on performance. Regardless of outcome, employees almost unanimously reported satisfaction with workplace counselling sessions and found them to be helpful, personally and professionally.

In recent years, empirical studies have established that workplace counselling has resulted in significant increases of about 15% of compensation claims of work-

related stresses in the United States and in Australia (Hughes, 2015). Study evidence by McLeod (2010) showed that workplace counselling interventions have been found to reduce sickness absence rates in organizations by as much as 50%. This fact alone demonstrates the cost-effective nature of counselling, and the positive impact it can have on an organization's productivity. Studies by University of Manchester Institute of Science and Technology found that introduction of a counselling service at Post Office saved £102,000. Although a primary role of career and employment counselors continues to be supporting unemployed clients, clients increasingly also include the underemployed, under worked or those overqualified positions (McKee-Ryan & Harvey, 2011).

According to a study by Robertson *et al.* (2015), the practicum-counselling model used within universities prepares students for careers with traditional counselling agencies, but minority populations tend to underutilize such agencies. Generally, many practices seeking an understanding of the unique worldview of individual, coupled with respecting principles of confidentiality and advocacy are common to counselling practices (Robertson, 2011). Many organizations do little to prepare their employees for a mass layoff. The study by Tzafrir *et al.* (2006) examined how the incorporation of job counselling and professional retraining programs during a period of downsizing affected the responses of both the employees who were dismissed and those who remained in the organization.

Research results indicated that guidance and training programs have a two-fold effect: first, dismissed employees who participated in these training programs had a more positive reaction to their dismissal than dismissed employees who did not participate in such training. Second, employability factors as well as personal and demographic attributes do not affect the participants' responses. A study by Mapira *et al.* (2013) found that employees have high respect for the role of workplace counselling arguing that it reduces rate of absent seem, grievances, hearings and dismissals. Counselling helps to increase staff morale, boost confidence, self-esteem, improve productivity and efficiency. Counselling can also deal with employees' behavioral issues, thereby increasing their job satisfaction. Managers' and employee's sentiments are still consistent with Cole (2003), who connotes that

counselling enables employees to experience greater health and well-being, impacting on better performance.

Research by Mapira *et al.* (2013) therefore concluded that there was significant perceptual similarity between management and employees in Zimbabwe regarding the role of counselling. Management showed that workplace counselling plays a greater role in changing employee behavior. It was also found that some employees feel that counselling is a waste of resources because it is used by managers as a way of suppressing vibrant employees in name of disciplinary counselling. There is evidence that counselling support can accelerate rehabilitation of absent employee saving firms' money in the long run (Hughes, 2015).

Study by Mayor (2006) found that workplace counselling can achieve reduction in work related stress in more than 50 % of employees who have received counselling. Findings showed that work-related symptoms and stress had returned to normal levels for more than 50 % of clients in two thirds of the studies. Study by McLeod (2008) found that employees have to be aware of all workplace counselling policies and practices for easy evaluation. That 80 % of those who were aware of these policies/practices were able to recommend or use counselling again.

Research carried out among 4,213 employees who had access to EAP counselling services. The empirical results showed that counselling had the potential to have a positive effect on employees' personal lives, with just 9% saying that satisfaction with their personal life before counselling was "good" or "very good", compared with 57% afterwards. It was the same for relationships with colleagues, with 23% saying that they were either "poor" or "very poor" before and as opposed to only 2% afterwards (Business Source Premier, 2011).

A study by McInnes (2007) found out that wellbeing and personal development by employees is better approached when they are all informed. This enables employees produce better results when all participants are informed of their existence and rationale. This gives employees a better understanding and appreciation of workplace counselling.

A study by Mellor-Clark & Barkham (2012) at Cambridge University study showed clearly that the effect of time-limited counselling assessment (an average of 7 sessions) on distressed clients is positive. Evidence drawn from a sizeable treatment group suggested that such counselling leads to an increased sense of wellbeing. Another study found that workplace counselling contributed to “significant improvements on attitude-to-work factors: opportunity control, skill use, job demand, clarity, feeling valued, interpersonal contact, competence, work spill-over and job satisfaction.” This implies that employee counselling program leads to happier, more positive and secured employees.

According to study results by Owino (2015), the services delivered within these units were varied. Physical and human resources were also not well distributed in all schools. Both private and public were not aware of the Ministry of Education Science and Technology guidelines on the provision of guidance and counseling services. Each school had its own guidelines on service delivery, though they were almost similar. It is thus recommended that more teachers should also be trained in guidance and counselling and more than one posted per school. In addition, teachers in charge of guidance and counselling should be relieved of their teaching duties or their teaching loads reduced so that they may devote more time to the service (Owino, 2015).

The results by Aladag (2013) showed that undergraduate programs mostly aimed to teach therapeutic conditions and reflection of content or feeling skills in the course; did not use a counseling skills training program as a base and mostly used instruction method to teach counseling skills; and implemented paper-pencil tests to assess counseling skills. Teaching basic counseling skills and developing professional identity and self-efficacy were mostly emphasized as an importance of course for counselor education.

Employee Assistance Professionals Association (EAPA, 2014) study reviewed the outcome of more than 28,000 EAP counselling interventions. The findings indicate the success of EAPs in engaging with clients and matching client problems with relevant and appropriate counsellors, as well as offering speedy interventions that

minimize the time employees are required to wait for professional support. A key finding from the study is that 70% of the EAP clients were demonstrably shown to recover or improve following their counselling intervention. Study shown EAPs offer services available and clients were more likely to see counselling treatment through to completion.

According to a study done by Raheja (2014) in Mumbai India majority of the employee 61% sampled were unaware of the concept of employee counselling program, 25% had partial idea that it related to distress, advising, creating self-awareness and personality development. Those agreed that there was a perceived need for employee counselling in the company was 69%. Employees who felt that counselling is an important HRD function were 78%. Those unaware of the companies practicing employee counselling in India were 83% of employees. McLeod (2001) concludes that of these 34 studies, at least 85% of those who received counselling at their workplace had experienced increased productivity as compared to those who did not practice workplace counselling.

Research by Attridge and VandePol (2010) on the cost-effectiveness of crisis preparation and workplace services by Employee assistance programmes has been largely positive, particularly regarding outcomes of avoiding trauma-related costs in employee disability leave and shorter duration periods before return to work after a critical incident. Strong evidence exists supporting the effectiveness of potential Employee assistance programmes (EAP) partners in the areas of worksite wellness and stress management intervention programs that have been shown to improve employee health and work performance (Parks & Steelman, 2008).

Recent survey also found that majority of EAP professionals considers prevention to be a core component of their professional identity and deliver prevention-oriented services to employees. Employee assistance programmes also provided prevention services to their client organizations were alcohol, team building and depression screening (Bennett & Attridge, 2008). According to Kellett *et al* (2014), information on availability of career and employment counselling services across Canada has been lacking. There is also little evaluative information to demonstrate the

contribution of counselling in helping people make the transition from school to work or unemployment to employment. A survey of career and employment counselling conducted showed that little counselling evaluation is being done in the schools, colleges, universities, within Canada employment centres.

The effectiveness of EAPs as a means of identifying and controlling alcohol misuse has been shown to be substantially reduced if the EAP system is not fully integrated into existing organizational systems such as the formal or informal performance appraisal procedures. It is also recognized that a crucial factor in implementation of EAP is the attitude of the supervisor towards the programme (Schmidenberg & Cordery, 1990).

According to Jacobson *et al.* (2010), improvement resulting from to EAP counselling interventions was measured through self-report surveys of client satisfaction and through Global Assessment of Functioning (GAF). Although several key research-based books and texts on EAPs exist, the empirical research base for the EAP field is limited (Attridge, 2009). Basic research is also needed on factors that determine which kinds of operational practices drive service quality, user a survey satisfaction and important outcomes (Amaral *et al.*, 2007). Professionals experienced in services delivery(EAP) for employees struggling with alcohol problems, reported that almost 90% of EAP clients referred out of EAP and into community treatment for alcohol and drug treatment were successful in completing their recommended specialized treatment (Attridge, 2003).

Research shows that family breakdown can be as painful as death of a parent. A recent survey of male chief executives in Britain showed that 2/3 reported that pressure of work made them irritable and short-tempered with their wives (Bachelor & Thorburn, 2014). Research findings indicate that most participants were motivated to use their employer's counselling service by their prior positive experiences of similar or other type of mental health services. Other encouraging factors were: recommendation of service by others, a supportive environment and trust in the confidential ethos of the service (Athanasiaades *et al.*, 2008). Participants seemed to have used the workplace counselling service for issues that related either to their

personal lives or to their work. Frequently, participants were facing challenges in both areas of their lives which whereas personal problems impact on their ability to work and work-related difficulties may impact on someone's personal life.

2.5.5 Employee Performance

Empirical researches conducted on HRD, the results demonstrate that, it affects the performance of the employees (Benedikter, 2011). Empirical studies found most firms do not consider the employee developmental activities of much value (Broughton, Biletta, & Vacas, 2012). According to Alagaraja (2013), empirical support for HRD practices affecting firm's performance however, has been found lacking (Katou, 2009). To enhance job performance, training skills and behaviors have to be transferred to the workplace, maintained over time and generalized across contexts (Chiaburu & Teklab, 2005).

A study by Manyasi, Kibasa and Chepkilot (2013) sought to examine the effect of university support for career development on lecturers' performance in the public universities. The results indicated that the organizational support for career development of employees positively affected their performance in the public universities. This support in terms of study leave, financial support for further studies as well as incentives such as salary rise and promotions programs enhanced employee performance.

A study by Dierendonck *et al.* (2007) performance achievements after receiving upward feedback could have been influenced by other events occurring within the firm. A study by Edwinah and Ahiauzu (2013) found that employee involvement is significantly related to profitability in the Nigerian banks. This implies that increase in employee involvement is associated with increase in organizations' productivity. Therefore, when employees are involved they tend to develop and implement better ways of achieving organizational goals. Employee tends to be interested in taking part in decision making, deriving solution to urgent problems and receiving assignments that are challenging or involving.

In the present research, achievement goals defined as competence-relevant aims that individuals strive for in achievement settings of an organization (Pekrun & Elliot, 2009). Numerous studies have addressed the relation between students' achievement goals and their performance on various tasks. There is variability in the results from such studies, as might be expected given the diversity of goal measures, tasks, and contexts in this research (Kaplan & Maehr, 2007). Two lines of evidence suggest that students' emotions influence their academic performance. Experimental mood study has shown that affective states influence motivational and cognitive processes that are relevant to cognitive performance. Most of these studies have focused on test anxiety (Zeidner, 2007).

In summary, relations between achievement goals and performance attainment have been somewhat consistent across studies and discernable patterns may be ascertained. Performance approach goals are often positive predictors, performance avoidance goals are typically negative predictors and mastery goals are sometimes positive predictors and are sometimes unrelated, perhaps depending on type of task, age of participants and type of analysis conducted. The model posits that achievement goals influence students' achievement emotions and that both goals and emotions influence students' academic performance, with emotions serving the role of mediators in the link between goals and performance (Pekrun & Elliot, 2009).

Research findings indicate a strong positive relationship between participation and goal achievement and organizational commitment and a strong negative relationship with resistance. The results also suggest that the effects of participation are moderated by the changes' compatibility with organizational culture and the personal goals of change recipients (Brudan, 2010). Achievement goal theory has been one of the most prominent theories of motivation in educational research for more than 25 years. It has undergone considerable revision during that span, most notably with the distinction between approach and avoidance goals, debate concerning the critical features of performance goals and the emergence of a multiple goal perspective that emphasizes the positive potential of performance-approach goals alongside mastery goals (Senko *et al.*, 2011).

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

Despite the shortcomings of the extant research in social psychology on primed goals, Latham, Stajkovic and Locke (2010) have argued that these findings may have practical significance for HR professionals for the following reasons. Study results by Wu Li *et al.* (2010) shows that budget goal difficulty and budget goal clarity have significant effects on job-related and budget-related attitudes. Furthermore, budget goal difficulty is found to have a positive effect on managerial performance. The results indicated that achievement goal–outcome and goal– goal correlations differed significantly depending on the goal scale chosen, the individual items used to assess goal strivings and socio demographic characteristics of the sample under study.

Performance-approach goal scales coded as having a majority of normatively referenced items had a positive correlation with performance outcomes. Achievement goal researchers are using the same label for conceptually different constructs. This discrepancy between conceptual and operational definitions and absence of goal-relevant language in goal achievement measures may be preventing productive theory testing, research synthesis and practical application (Hulleman et al., 2010).

In a longitudinal field study with sales people, learning and performance-prove goal orientation predicted subsequent sales performance or either it negatively predicted sales performance. Social competence and proactive behavior directly and positively predicted sales performance, and emotional control negatively predicted performance (Porath & Bateman, 2006). The predictions were nearly uniformly supported with regard to both the antecedents and consequences of the four achievement goals. In

discussing their work, the authors highlight the importance and value of additional precision in the area of achievement goal measurement (Elliot & Murayama, 2008). This research demonstrates that the adoption of coaching behaviors by line managers, in a customer-facing setting, can help contribute to achievement of organizational goals (Wheeler, 2011).

According to a study by Mimina and Nikitina (2012), the higher the intelligence of the individual, the more unexpected and original solution he can find to any performance challenge. Management development is concerned with improving managers' performance in their present roles and preparing them for greater responsibilities in the future. It involves coaching, human resource planning to assess their demand for managers, appraisal of manager abilities, effectiveness and efficiency. It is also the structured process by which managers enhance their skills, competencies or knowledge, via formal or informal learning methods, to the benefit of both individual and organizational performance (Luke, 2011). A UK study of 500 firms found HRD managers were twice as likely to rate management development as having high firm impact on performance where fast-track development was used (Thomson *et al.*, 2001).

The study finds that for successful implementation of a maintenance performance measurement-MPM all employees should be involved and all relevant issues need to be considered. Furthermore, the traditional overall equipment effectiveness (OEE) used by the companies is inadequate, as it only measures the internal effectiveness. For measuring the total maintenance effectiveness both internal and external effectiveness should be considered. So what cannot be measured cannot be managed effectively (Parida & Kumar, 2006). Results by Rhys and Entwistle (2013) indicate that public-public partnership is positively associated with effectiveness, efficiency, and equity. Delivering quality customer service has emerged as a strategic imperative, one that is increasingly tied to a firm's information technology resources and capabilities.

The results by Rhys and Entwistle (2010) indicated that ethical leadership was positively and significantly related to employee performance that public-private

partnership is negatively associated with effectiveness and equity. A study by Maurer and Lippstreu (2008) employees who reported higher supervisor support were more likely to have greater commitment toward their firm and those who had greater access to policies for development were more likely to be higher in commitment. Study found that supervisor support for development interacted with performance orientation in relation to firm commitments. Study results from research conducted by Awan (2010) shows that, library professionals were not very sensitive about any relationship among these three variables at their workplace. A majority of professionals perceived that their chief librarians had an autocratic style of leadership and libraries tend to adopt an achievement and bureaucratic culture. Most of library professionals seemed to be highly committed with their firms. It therefore means that they favored result oriented culture.

Study by Bambacas (2010) suggests that career management play vital role in facilitating employee commitment to the firm. Further, findings imply that affective commitment levels are likely to improve for those who value continuous learning when the organization manages their careers. Our empirical findings suggest that employee commitment and loyalty are positively associated with higher levels of workplace performance (Brown *et al.*, 2011). The latest studies in leadership development reveal that the impact of transformational leadership style on organizational commitment is indirectly influenced by empowerment (Sidani, Itani & Baalbaki, 2011).

A study conducted by Qaisai and Yaqoob (2009) found that the combined effect of five factors of leadership development including: coaching, training, empowerment, participation and delegation influences employee performance with 50%. The rest of the 50% contribution towards employee performance other than development factors attributed to: attitude, commitment, motivational factors and trust in the organization and other factors such as compensation, reward and bonuses can also increase employee performance. Few qualitative measures of organizational performance are employed Motivation is increased not only because assessment signals to participants that organization takes training seriously, it also helps the trainee to see skill

acquisition as a developmental tool that will benefit them personally (Tyson & Ward, 2004).

Study by Mishra *et al.* (2015) indicated that degree to which employees are affectively committed to their firm has a distinct negative effect on the likelihood of their voluntary turnover. This shows that managers who build a sense of affective commitment among employees can prevent turnover and its associated costs (Karanja, 2016). The study findings indicated that teachers' organizational justice significantly influenced teacher's organizational commitment. Distributive justice and interpersonal justice were found not to be important predictors of organizational commitment while procedural, and informational justice were found to be useful predictors of organizational commitment for teachers. Only procedural justice was found to be significant in predicting organizational commitment for bank employees.

The study results also indicated that the effect of organizational justice on organizational commitment for teachers was significantly different from that of bank employees. The study recommended that management should ensure fairness in provision of rewards; involve employees in decision making, show dignity and respect when explaining decision outcomes to concerned staff members (Karanja, 2016).

Literature illustrates that the congruence between organizational and individual values improves levels of organizational commitment (van Vuuren *et al.*, 2008). Research has illustrated that career development opportunities lead to higher levels of employee commitment (Maurer & Lippstreu, 2008). Employees in current environment of continual change are concerned about opportunities that develop employability (Pang & Lee, 2008). Study also revealed a significant positive relationship with normative commitment. Employees who valued continuous learning and provided with career development demonstrated improved levels of affective commitment (Maurer & Lippstreu, 2008).

The findings by Karanja (2016) were also consistent with the findings of Bakhshi, Kumar, and Rani (2009) which showed that distributive justice was positively correlated with affective commitment. A study by Dehkordil *et al.*, (2013) revealed

that changes related to organizational commitment among the staff of department of sport and youth in Chahar Mahal Va Bakhtiari Province is predictable by the components of the organizational justice. Research done by Aydin *et al.* (2011) revealed that individuals commits to the organization because they perceive high costs of losing organization membership, like economic losses, such as pension accruals and social costs-friendship ties with co-workers that would have to be given up.

According to a study by Agba, Nkpoyen and Ushie, (2010), the coefficient of correlation (r) of 0.264 indicated a positive relationship between career counselling and employee commitment. Career counselling may have a greater pay off in the employee's performance. Career guidance, is composed of 3 sub-processes: forecasting, planning and counselling. Results show that job stress is an important influence on firm commitment and job satisfaction, in which job stress is negatively related to commitment (Chou-Kang & Chieh-Peng, 2005).

A study by Wagana *et al.* (2017) found that the moderating effect of e-government on relationship between administrative decentralization and service delivery in county governments in Kenya to be insignificant. According to study by Ishaq, Iqbal & Zaheer, (2009) that, Pakistani public and private sector organizations do believe in the role of outcomes and detriments for effectiveness of performance appraisal. The respondents are more aware about outcomes of effective performance appraisal than factors that can make harm to the effectiveness of performance appraisal. From the study by Mwaniki, (2015), it supports the theoretical foundation of top management support for it to be an effective performance system and to show the employees' commitment and translate organizational objectives and goals into personalized employee definite objectives.

2.6 Critique of Existing Literature Relevant to the Study

A lot of research is available on strategic human resource development and its influence on performance of employee in an organization but the results of the studies conducted in different settings vary. Most of the research on human resource development and its effect on performance of employees have been done in the

private sector of the economy including: business, industrial, manufacturing, service and SMEs sectors which become a challenge to generalize in the public sector (civil service). Kim and McLean (2008) reported in their study of career success orientation of employees in a Korean telecommunication firm that younger generations put more value on the importance of work-life balance, while older workers place more value on job security. Because of geographical, national and cultural differences, what might be true in Korea may not necessarily be true in the Kenyan situation based on development factors among others.

Strategic human resource development practice is a concept that explains a coherent and comprehensive framework for developing people through creation of a learning and formulation of organization and individual learning strategies to develop intellectual capital required by firms as well as ensuring, that right quality of employees is available to meet present and future needs (Armstrong, 2009). This study was therefore guided by the following SHRD variables: management development, employee training, career development and employee counselling. Bennett (2006) argues that one obstacle to coaching research is the lack of agreement on a definition of coaching (as MD indicator). Agreement definitions of employee coaching cover a broad spectrum of behaviors and foci, including but not limited to context, communication, feedback, development activity and teaching or learning (Gregory & Levy, 2010). In other words, a supervisor may think that he/she is effective in understanding and responding to others' emotions, but if others do not feel the same way, the supervisors' ratings are irrelevant (Gregory & Levy, 2010).

The literature on coaching is full of open doors where extensive research is needed. Current study is encouraging by suggesting that certain factors clearly relate to supervisor or subordinate coaching relationships. The ultimate contribution of the current study largely depends on the willingness of other researchers to build on the relationships and effects investigated herein. Ideally, this study is part of the beginning, not the premature end of empirical research on employee coaching relationships, variables that contribute to them and their effects on performance and behavior change (Gregory & Levy, 2010).

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

Current research has not yet re-examined the relationship between trust and leadership development in the coaching context. Past research had demonstrated a strong link between these two constructs, but though the relationship might be between perceptions of leadership behavior and trust (Gregory & Levy, 2011). Thus studies need to bring forth regarding these issues in the case of YDOs to enable generalization of the findings.

However, because leadership research is still in its infancy, work is needed that explicates the myriad of boundary conditions (moderators) that serve to either promote or impede the effectiveness of leadership development in facilitating employee performance through various mechanisms (Mayer *et al.*, 2009). Hence relatively few studies have, tested how and why leadership relates to task performance and if so, the mechanisms through which leadership development relates to task performance (Walumbwa, 2011). Piccolo *et al.* (2010) found it increases task significance that, in turn, results in improved performance.

According to Carlisle *et al.* (2012), training need assessment is said to be an important tool to ensure there is an effective training programme. Gathering literature to investigate or ensure many organizations are embracing training need assessment before they conduct or design training programme to their employee

could raise debate and divergence. Literature on the impact of training evaluation is required in larger scale.

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

Although it is useful to consider professional commitment and organizational commitment as separate concepts, they are recognized to often function interdependently (Mutchler, 2005). Weick and McDaniel (1989) assert there are no inherent conflicts between a professional's commitment to the profession and to her or his particular organization; they suggest that the congruence of professional and organizational goals provides the best indicator of the degree to which the organization and the professional are compatible. Findings and disseminating relevant data on leadership development, process and group dynamics training can add value to the planning and advising process with family enterprises (SMEs). But implementation can be complicated.

The current study further suggests that for those managing their own careers (currently encouraged in organizations), opportunities for continuous learning that is valued may enhance their normative commitment. The only drawback was that career self-management became risky as employees who did not value continuous learning illustrated a negative relationship with normative commitment (Bambacas, 2010).

2.7 Research Gaps

Strategic HRD has until recently been seen as inappropriate for the smaller firms and consequently little research on the practices within the small firm sector have been documented (Bambacas, 2010). In Kenya this situation is even worse. Therefore, this study attempted to fill in this gap by studying the influence of strategic human resource development on the performance of youth development officers. There is also no known research to the author where investigation of influence of strategic human resource development practices on performance of youth development officers in Kenya.

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

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

Current empirical research is limited in examining the link between coaching and important organizational outcome variables, such as turnover or retention (does effective employee coaching contribute to retention or decreased turnover

intentions?) and attitudes (does effective employee coaching lead to higher organizational commitment?). The structure of the perceived quality of the employee coaching relationship (PQECR) measure was replicated as expected in phase two of data collection, but future research should continue to evaluate the psychometric properties of the measure on employee coaching relationship in order to analyse qualitative variables (Gregory & Levy, 2010).

Coaching relationship is the real ‘vehicle’ for change, research based investigations of the relationship are lacking (Gyllensten & Palmer, 2007 p. 168). Many authors have discussed coaching relationships as the prerequisite for effective coaching. While the importance of the coaching relationship has been alluded to with some frequency, little research has actually examined the role of the relationship in employee coaching, despite specific calls for research on coaching relationships (Gyllensten & Palmer, 2007).

Research results clearly demonstrate that supervisors’ feedback-related behavior creates a culture that influences perceptions of coaching for the entire workgroup and that subordinates’ individual perceptions of this environment can vary. Future research should seek to replicate and further investigate this relationship, which underscores the importance of coaching (Gregory & Levy, 2011). Future research should devote particular attention to the role of subordinate trust. Without sufficient trust, a high-quality coaching relationship will be difficult to achieve, in which case effective coaching and performance improvement will be stifled. Firms can educate supervisors on engaging in behaviors that build or foster trust among their subordinates (Gregory & Levy, 2011).

There is a large amount of work done on leadership development and its impact on various factors including employee performance in many parts of the world, however, there is very limited research conducted in area of organization and employee development that remains unexplored at large (Qaisar & Yaqoob, 2009). More research should be conducted in areas of training and development and its effects on employees with few literatures (Debra, 2011). Research failed to locate objective evidence in support of connecting training/attitude, its impact on job

proficiencies and employee's perception that lack of meaningful training directly affects proficiencies and attitude (Debra, 2011).

Future research should focus on the size issue, since there is not much research pertaining to the differences in leadership development initiatives between different sizes of organizations. Most of the best practices organizations in terms of leadership development programs appear to be in large organizations that typically have more capital to invest in these programs. However, small organizations need to develop leaders as well (Leskiw & Singh, 2007). Much of the literature and research conducted focuses on an overview of practices and perceptions from perspective of HR department.

Research conducted found out that, leadership development programs are highly effective program which should be planned and implemented by organization to run a cycle of increasing employee's skills that will boast performance. However, the design and implementation are not studied therefore this study can be further enhanced to explore that how leadership development programs can be strategically designed and aligned with organizational goals to meet the desired performance. This study can further be explored in terms of psychological factors of involved in coaching, training, empowerment and delegation and their effects on employee attitude and behavior (Qaisar & Yaqoob, 2009).

The practice of conducting an effective training needs assessment (TNA) is often underutilized and it can have useful benefits for an organization. These used to address issues such as participating strategic focus leaving organizational culture and collaboration (Reed & Vakoh, 2008). Despite fears that training will enhance employee mobility, there is little evidence to indicate that investments in employee training leads to enhanced organizational performance. Researchers should highlight the role of training retention in training transfer process. There is very little empirical evidence to support this proposition as it has frequently been stated that investment in training enhances potential on firm performance (Reed & Vakoh, 2008).

Little serious academic work has been done on employee training (HRD practices) in small firms (Keating & Olivares, 2007). There are still major gaps in the study on

employee training based on factors that researchers should focus on measuring the impact of these three factors on the transfer of knowledge, skills and behavior (Diamantidis & Chatzoglou, 2014). In addition, the larger the gap between the skills required to perform a task and the actual skills available for performing a task, the greater the lack of job satisfaction and greater the increase in employee turnover within the organization.

Research could therefore build on this study by measuring quantitatively the actual increases in career performance as well as the actual changes in job proficiency attitudes among employees (Debra, 2011). Research should also include larger sample size to analyze the in-depth relationship by taking interviews to investigate further relationship (Shujaat *et al.*, 2013).

The relationship of training with other HR goals like talent retention, motivation and performance management in a comparative context is another limited area for research (Sharma, 2014). Training youth officers is relatively new and the subject that has not really been deeply explored. One has to rely on government reports to get an insight of the program. Findings of this study could be used to seal some loopholes in strategic human resource development data.

Despite popularity of employee counselling and continued growth among organization, the field of employee assistance programme is suffering from a shortage of the trained employee assistance professionals, (Jacobson, 2008). This lack of professional education and knowledge foundation presents a real challenge to developing leaders and researchers who will advance the employee assistance programmes (EAP) field (Pompe & Sharar, 2008). There is an increasing reliance on employee outreach through innovative practice modalities (Richard, 2009). Through internet stigma, associated with addressing addictions and delivering prevention programs where it can be accessed at any time, with relative anonymity, might reduce mental health issues (Masi *et al.*, 2002).

Research could provide more clarity on the relationship between the impact of workplace counselling on employee performance, by conducting more rigorous, long-term studies on the intervention and its partnership with organizational

interventions, in which this is lacking currently (Chan, 2011). Although the effectiveness of three principles of psychology approach into counseling situations (chemical dependency rehabilitation and family counselling/community development) has been documented in numerous research publications the use of this method in leadership development is still scarce (Chan, 2011).

2.8 Summary of Reviewed Literature

The literature reviewed in this study has indicated the main concern of strategic human resource development practices and existing research gaps. Empirical review of four independent variables for the study was: Management development, employee training, career development and employee counseling. While dependent variable was performance of youth development officers. Management development dwelt much with improving managers' performance in their present roles and preparing them for greater responsibilities in the future. It involved indicators like employee coaching, self-development program and leadership development programme for youth development officers (YDOs). Investment in management development can have a direct economic benefit to the organization through coaching, professional development and customer's feedback mechanism.

The literature went further in describing literature review for employee training as much work needs to be done in all of areas, including identifying means and strategies for improving youth development officer's access to training opportunities. It involved indicators like conducting training need assessment, training programme and training evaluation. To enhance job performance, training skills and behaviors have to be transferred to the workplace, maintained over time, and generalized across contexts. Training needs is said to have an impact on professional skills of employee aiming to improve performance. Training emerged as a source of competitive advantage driven on human capital development. Organisations therefore need to keep track on training of their programmes to ensure that they are meeting organizational objectives and achieving the intended or desired results.

Career development involves concerted efforts directed towards assessing employees' potentials identifying likely career paths for employee and designing and

implementing various forms of training and experience to prepare that person for more advanced job. It involved indicators like career satisfaction, career advancement/promotion and scheme of service for youth development officer. The studies indicated that, employee are motivated when they feel they have the opportunity to progress. Job definition was also important, not only in terms of affecting general satisfaction and organizational commitment, but also for supervision and how the staff assessed the way they were getting or fairing on.

Employee counselling is variable of strategic human resource development. It involved indicators like frequency of counselling sessions and counselling programme. Employee counselling was geared towards offering psycho-social service to employee in need through the help of a trained and experienced counselor. Introduction of employee assistant programme (EAP) in western parts of the world should also include some form of organization analysis; whereby the compatibility of existing organizational systems (performance appraisal, discipline procedures and supervisory training) can be assessed.

Performance of employees in organization is perceived as an important building block embracing many factors that lays the foundation for high performance to be analyzed. It involved indicators like achievement of goals at directorate of youth affairs, effectiveness in service delivery and performance commitment. Since every organisation cannot progress by individual's effort, it is collective effort of all the members. Literature of the above mentioned strategic human resource development (HRD) practices were thought to influence performance of employees (youth development officers). Measures of employee productivity were used by several scholars to capture organization performance measures. However, studies did not use some indicators as a measure of performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology refers to the way in which data is gathered for a research project. It is the plan of action or blue print for the collection, measurement and analysis of data in order to achieve the objectives of the research project. It also describes the overall procedures by which a researcher describes, explain and predict phenomena (Majumdar, 2005). Methodology is important in a research work because it specifies the sampling design (Zindiye, 2008). This chapter therefore described the research design used for this study. It also described the target population, sampling frame, sample size and sampling procedures, data collection Instruments and data procedure, pilot test- reliability and validity of the research instruments, data processing and analysis and hypotheses testing.

3.2 Research Philosophy

Research philosophy is the foundation of knowledge and the nature of that knowledge contains important assumptions about the way in which researchers view the world (Saunders, Lewis & Thornhill, 2007). Research methods are influenced by philosophical orientations such as epistemology. Epistemology attempts to answer the basic question: what distinguishes true (adequate) knowledge from false (inadequate) knowledge (Burrell & Morgan, 1979). There are various philosophical paradigms such as ontology, realism, positivist and phenomenological paradigms, but the two main paradigms that guide research in social sciences are the positivist and phenomenological paradigms (Munjuri, 2012).

Positivist research paradigm takes the quantitative approach and is based on real facts, objectivity, neutrality, measurement and validity of results (Cooper and Schindler 2006). The roots of positivism lie particularly with empiricism, that is, all factual knowledge is based on positive information gained from observable experiences, and only analytic statements are allowed to known as true through reason alone. Positivism the researcher focuses on facts, looks for causality and fundamental laws, reduces phenomena to

simplest elements, formulates hypotheses and tests them. This paradigm involves operationalizing concepts so that they can be measured, and taking large samples (Saunders et al., 2007).

Phenomenological paradigm also focuses on the immediate experience and description of things as they are, not what the researcher thinks they are. The phenomenological approach does not start from an established theory and then proceed to collect data to either vindicate or reject the theory (Saunders et al., 2007). This paradigm believes that rich insights into this complex world are lost if such complexity is reduced to a series of law-like generalizations (Cooper & Schindler, 2006). This approach assumes that reality is multiple, subjective and mentally constructed by individuals. The use of flexible and multiple methods is desirable as a way of studying a small sample in depth over time that can establish warranted assertability as opposed to absolute truth (Munjuri, 2012).

This study adhered to the foregoing beliefs and practices, that a predominantly positivist framework was followed. Study was anchored on theory from which hypotheses are derived, followed deductive reasoning and employed quantitative methods to ensure precision, logic and evidence testing. The positivist philosophy is derived from natural science and is characterized by the testing of hypothesis developed from existing theory through measurement of observable social realities (Saunders et al., 2009). Research emphasizes on the fact predictions to explain cause and effects (Bryman & Bell, 2007; Heenetigala, 2011).

3.3 Research Design

According to Cooper and Schindler, (2006), research design is the blue print for the collection, measurement, analysis of data and a plan to obtain answers to research questions. Research design is thus a plan of how the research will be carried out (Waithaka, 2013). This therefore study used descriptive survey research design and to help identify, analyze, and describe the influence of strategic human resource development practices and performance of youth development officers in Kenya. A descriptive study is one that is undertaken with a view of offering the researcher a

profile or to describe relevant aspects of the phenomena of interest from an individual, organization, industry oriented, or other perspective (Sekaran, 2009).

Thus, descriptive survey design was used to allow for description of strategic human resource development variables: management development, employee training among others on performance of youth development officers in Kenya. It is also hoped to address major objectives and research hypothesis proposed on the study. Descriptive studies are designed to gain more information about characteristics of groups in a study (Majumdar, 2005) and data for this study was collected using pre-tested questionnaires.

3.4 Target Population

The study population included all youth development officers and their supervisors in Kenya. The total number of youth development officer was 472 as at August 2015. The target population was therefore 195 youth development officers drawn from the selected twelve counties where the study sample was drawn from. The distribution of youth development officers across the country is relatively not homogeneous in terms of population and geographical location in the 47 Counties of Kenya.

3.5 Sampling Frame

A sampling frame shows the distribution of the population from which a sample is to be drawn. Sampling frame include all the sampling units in the population. In practice a physical list rarely exists; researchers usually compile a substitute list (Nachmias & Nachmias, 2003). The sampling frame for this study is as shown in Table 3.1.

Table 3.1: Sampling Frame

S/NO	LOCATION (COUNTIES)	NO. OF YOUTH DEVELOPMENT OFFICERS
1,	Nairobi County	56
2,	Kiambu County	17
3,	Nyeri County	13
4,	Kakamega County	16
5,	Bungoma County	14
6,	Uasin Gishu County	8
7,	Nakuru County	23
8,	Narok County	10
9,	Kisumu County	9
10,	Meru County	13
11,	Mombasa County	9
12,	Garissa County	7
TOTALS		195

Source: Directorate of Youth Affairs, (2015)

3.6 Sample Size and Sampling Technique

3.6.1 Sample Size

Churchill and Brown (2004) noted that the correct sample size in a study is dependent on nature of population and the purpose of a study. The sample size usually depends on the population to be sampled, although there are no general rules. Generally, sample sizes larger than 30 and less ≤ 500 are appropriate for most research. However, in multivariate study, sample size should be several times as large as the number of variables in order to achieve good results. Nevertheless, the determination of sample size is usually a balance between margin of error and confidence level. To arrive at a sample size, the study adopted a formula by Nassiuma, (2000) for estimating a sample size, n, from a known population size, N, a coefficient of variation (V.C) of 30% and a standard error of 2%.

$$n = \frac{NC^2}{C^2 + (N-1)e^2}$$

Where

n = sample size;

N = population size;

C = coefficient of variation and e is error margin.

Substituting these values in the equation, estimated sample size (n) was:

$$n = 195 * 0.3^2 / \{0.3^2 + (195-1)0.02^2\}$$

$$n = 105$$

3.6.2 Sampling Technique

To arrive at the above sample size, the study adopted a multistage sampling design in three stages. In the first stage, Purposive sampling technique to select 12 counties out the 47 counties in the country. These counties were drawn from the 8 regions of Kenya or (former 8 provinces) based on high population of the youth and youth development officers. The twelve counties selected therefore includes: Nairobi (Nairobi region), Kiambu and Nyeri (Central region), Nakuru, Narok and Uasin Gishu (Rift valley region), Kakamega and Bungoma (Western region), Kisumu (Nyanza region), Meru (Eastern region), Mombasa (Coast region) and Garissa (North Eastern region) counties respectively since they meet the criteria for selection as shown in Table 3.1 above.

According to Cochran (1977), multi stage sampling is useful when the population sampled is divided in subsets which may be considered exchangeable and which have a role of some administrative nature. Small number of units or cases that maximize the diversity relevant to the research question can be used in the sample selection. Financial, accessibility and time constraints can be taken into consideration in the selection of the first-stage sample. Cohen, Manion and Morrison (2001) state that the whole population should be shared into homogenous groups, each group having comparable features. In this respect, it was assumed that youth development officers have similar characteristics.

In the second stage simple proportionate random sampling technique suggested by Vuuren and Maree (2002) was adopted to select the portion of the sample by dividing the total number of youth development officers in that county by the total number of all youth development officers in the twelve selected counties and then multiplied by the sample size (105) as shown in the Table 3.2.

Finally, in the third stage simple random sampling was then used to select the specific number of individual youth development officers allocated to each selected county as respondent for the study. Lee, Forthofer and Lorimer (1989) considered random sampling technique as a more practical approach because it offers no biasness by providing every element with equal chance of being selected. Purposive sampling technique was also used in selecting the additional 12 respondents who were supervisors to youth development officers or referred to as county director's youth affairs. The county director's youth affairs were therefore direct supervisors to the youth development officer's in-charge of their respective sub counties or constituencies. This study aimed to involve one hundred and five respondents or youth development officers drawn from eighty-eight sub counties in their respective twelve counties with twelve supervisors (the County Directors Youth Affairs) in each county as respondents in the study.

Table 3.2: Sampling Table (Units of Analysis for Youth Development Officers)

S/NO	LOCATION (COUNTIES)	NO OF YDO	SAMPLE SIZE	PERCENTAGE
1,	Nairobi County	56	30	28.57
2,	Kiambu County	17	9	8.57
3,	Nyeri County	13	7	6.67
4,	Kakamega County	16	9	8.57
5,	Bungoma County	14	8	7.62
6,	Uasin Gishu County	8	4	3.81
7,	Nakuru County	23	12	11.43
8,	Narok County	10	5	4.76
9,	Kisumu County	9	5	4.76
10,	Meru County	13	7	6.67
11,	Mombasa County	9	5	4.76
12,	Garissa County	7	4	3.81
TOTALS		195	105	100

Table 3.3: Sampling Table (Units of Analysis for Supervisors CDYA)

S/NO	LOCATION (COUNTIES)	NO OF CDYA	SAMPLE SIZE	PERCENTAGE
1,	Nairobi County	1	1	8.33
2,	Kiambu County	1	1	8.33
3,	Nyeri County	1	1	8.33
4,	Kakamega County	1	1	8.33
5,	Bungoma County	1	1	8.33
6,	Uasin Gishu County	1	1	8.33
7,	Nakuru County	1	1	8.33
8,	Narok County	1	1	8.33
9,	Kisumu County	1	1	8.33
10,	Meru County	1	1	8.33
11,	Mombasa County	1	1	8.33
12,	Garissa County	1	1	8.33
13.	Supervisors (CDYA)	1	1	8.33
TOTALS		12	12	100

Therefore, the total numbers of respondents for this study were as follows: 105 youth development officers as indicated in Table 3.2 above plus 12 supervisors (county directors of youth affairs) as indicated in Table 3.3 summing up to 117 respondents.

3.7 Data Collection Instruments

The study employed the use of both primary and secondary data. Primary data was collected through the use of two sets of questionnaires. The first set of questionnaires was administered to the 105 youth development officers and the second set to 12 supervisors (county directors of youth affairs). Questionnaires included closed ended statements formulated on a five point Likert scale (1-SD, 2-D, 3-U, 4-A, 5-SA). The questionnaires seek responses relevant to the study variables. The questionnaires items for youth development officers were drawn from the following independent variables: management development, employee training, career development and employee counselling while items for supervisor's (CDYA) questionnaires were selected from dependent variable on performance of youth development officers (employee performance). The secondary data was obtained from literature in books, scholarly articles, magazines and journals.

3.8 Data Collection Procedure

A research permit was obtained from director board of post graduate studies (BPS) of Jomo Kenyatta University of agriculture and technology to allow the researcher collect data. The researcher then seeks permission from the Principal Secretary (PS) at state department for planning in the ministry of devolution and planning then, through Director of youth affairs in order to be allowed to collect data from youth development officers in the sampled counties. Researcher also sent letters to selected counties and sub counties youth officers informing them about his visit and the purpose of visiting their offices.

The researcher trained 3 research assistants that were in charge of the counties in Nairobi and Central regions, the second one in charge of the counties in the Rift valley, Western and Nyanza regions and the third one was in charge of Eastern, North Eastern and Coast regions who assisted in administration of the questionnaires. The researcher supervised the research assistants as they administer the questionnaires. The researcher, through research assistants, informed all the respondents (the youth officers and supervisors) the purpose of the study, the expected duration of participation and procedure to be followed.

3.9 Pilot testing

To ascertain the validity and reliability of questionnaire, pre-test and pilot survey was conducted. Kothari (2004) asserts that a pilot survey as a replica and a rehearsal of the main survey. A pilot study for the instrument was carried out to ensure that the items in the questionnaire are stated clearly, have the same meaning to all the respondents, and also to give the researcher an idea of approximately how long it would take to complete the questionnaire. The instruments were therefore pilot tested in two counties; Baringo and Nyandarua (that were not included in the study) to establish the duration required by respondent to respond to the items and to find out whether there are any problems with the administration of the instruments. Researcher henceforth gave out 11 questionnaires to the two piloted counties. The purpose of the pilot was to determine the characteristics of the instruments i.e.

readability, discrimination index, index of difficulty and the readability level. Data from the pilot was used to modify the instruments.

3.9.1 Validation of research Instruments

Validity is the degree to which results obtained from the analysis of the data represent the phenomenon under study (Mugenda & Mugenda, 2003). Validity is also the extent to which research findings accurately represent what is really happening in the situation. Validity is the accuracy and meaningful of inferences which are based on the research results. For the purpose of this study, validity was achieved through expert judgements of the research supervisor who check and approved that analysis of the data actually represented the phenomena under study. Validity also relates to the extent to which data and the methods for obtaining data are accurate, honest and on target (Denscombe, 2003). According to Cooper and Schindler (2006), the researcher may choose to do it alone or may use a panel of experts to judge how well the instrument meets standards. The questionnaire which will be used in this study will be given to a statistician to evaluate it for face and content validity as well as for conceptual clarity and investigative bias.

Mugenda and Mugenda state that there are five types of validity namely, construct validity, content validity, face validity, predictive validity and criterion related validity. Content validity was considered in this study so as to modify the instruments to maximize the information gathered. Content validity refers to the extent to which a test covers the various objectives of the study while construct validity is the accuracy with which a test measures some characteristics or constructs in individual respondents (Majumdar, 2005). My supervisors validated the instruments. The content validity of items in the questionnaire was obtained by determining the extent to which the raters agree with the test developer assignment of the test items to respective objective.

The raters also provided answers to the test items to verify the accuracy and objectivity of the scoring key. The items on which the raters disagreed on correct answer or with the developer's assignment of the test items to the respective objective was either modified or discarded. To improve the readability of items in

the questionnaire a lecturer in communications skills from Jomo Kenyatta University (JKUAT, Juja) checked the language of the instruments in terms of item faults, spelling mistakes and sentence length.

3.9.2 Reliability of Research Instruments

Reliability is the instrument which measures the repetition of the research findings. This study used Cronbach's alpha as a measure of reliability. Cronbach's alpha is a test for survey's internal consistency. It is also called scale reliability test. It is a measure of how well each individual items in a scale correlates with the remaining items. The reliability co-efficient reflects consistency with which an instrument measures whatever it is supposed to measure (Fain, 1999). According to Mugenda and Mugenda, a reliability coefficient of 0.7 and above is considered suitable to make inferences that are accurate enough. The questionnaire was pre-tested among a few counties before being used to the rest of the population to check for reliability and validity of the questionnaire. The reliability of the study was therefore assessed by conducting a pilot study using 11 youth officers (YDO) from two counties (Baringo and Nyandarua) which were not included in the study. This was for the purpose of modifying the content in the questionnaires.

3.10 Data Processing and Analysis

Data analysis consists of running various statistical procedures and tests on the data (Cooper & Schindler, 2006). The purpose of any research is not simply having data, but to deduce information from the data gathered. Both descriptive and inferential statistics were used to analyse the research data. The data collected from the close ended items was assigned numerical values (coded) and analysed by use of a computer package- Statistical Package for Social Scientists Version21. Quantitative data was analysed using descriptive statistics tabulated in percentages and frequencies to describe the categories formed from the data. The data was tabulated to permit interpretation. Descriptive (frequencies and percentages) was therefore used to portray the sets of categories formed from the data. Descriptive statistics enabled the researcher to meaningfully describe a distribution of measurements and summarize data (Mugenda & Mugenda, 2003 and Fain, 1999).

The findings were presented using tables. The performance of youth development officers was influenced using the following strategic human resource development: management development, employee training, career development and employee counselling. The mean was used to indicate the performance of youth development officers based on performance achievement. According to Fain (1999), the mean is the most commonly used measure of central tendency when data represent either interval or ratio scale. Fain asserts that the mean takes into account each score in the distribution.

Descriptive statistics enable the researcher to meaningfully describe a distribution of measurements and summarize data (Kothari, 2009; Mugenda & Mugenda, 2003). The standard deviation (SD) was further used to indicate how strategic HRD influences performances of youth officers in the selected counties spreads out around the mean, that is, whether the scores are relatively homogeneous or heterogeneous around the mean. Fain, (1999) further indicated that the SD is the most commonly used measure of dispersion and like the mean SD is the most stable measure of variability and takes into account each score in the distribution. In this study therefore, mean score of below 3.00 indicated that a particular sub-process was implemented to a less extent, a mean of between 3.00 and 3.99 was considered to be moderate while that of above 4.00 indicated that a process had been implemented to a large extent. On the other hand, the standard deviations were also used to show the extent of variance on performance of youth development officers. A standard deviation of more than one was interpreted as high variation on respondent's perception, while a standard deviation of less than one indicated less variation. Standard deviation is the most widely used and stable measure of dispersion and takes into account each score in the distribution (Kothari & Garg, 2014).

3.10.1 Correlation Analysis

This study also conducted inferential statistics through correlation analysis. Correlation is a statistical tool with the help of which relationships between two or more variables is determined (Saunders et al., 2007). Correlation usually refers to the degree to which a linear predictive relationship exists between random variables, as

measured by a correlation coefficient (Cooper & Schindler, 2006; Churchill & Brown, 2004). According to Fain (1999); inferential statistics uses information from a sample to make generalizations to a population.

Pearson correlation coefficient was used for testing associations between the independent and the dependent variables. Correlation coefficients between independent variables (management development, employee training, career development and employee counselling) and dependent variable (performance of youth development officers) were computed to explore possible strengths and direction of relationships. A correlation coefficient (r) has two characteristics, direction and strength. Direction of relationship is indicated by how r is to 1, the maximum value possible. r is interpreted as follows; When $r = +1$ it means there is perfect positive correlation between the variables. $r = -1$ it means there is perfect negative correlation between the variables. $r = 0$ it means there is no correlation between the variables, that is the variables are uncorrelated.

3.10.2 Regression Model

This study also conducted inferential statistics through bivariate regression analysis and multiple regression analysis. Using SPSS software, the data was subjected to regression analysis. Simple linear regression analyses for (H_{01} , H_{02} , H_{03} and H_{04}) and multiple regression analysis were used to establish the nature and the magnitude of the relationship between the dependent and the independent variables and to test the hypothesized relationships. The main objective of this study therefore was to determine the perceived influence of strategic HRD practices on performance of youth development officers in Kenya. The focus of the study was based on a sample size of 105 youth development officers and their 12 supervisors in Kenya. The use of regression model is preferred due to its ability to show whether there is a positive or a negative relationship between independent and dependent variables (Mason, Lind, & Marchal, 1999).

3.10.3 Statistical Model

The study adopted both simple regression models and two multiple regression models for objective 1, 2, 3 and 4. A regression analysis was done to establish the extent to which each study variable predicts the dependent variable. The regression analysis was to assist in fitting a Multiple Regression Model that will take the form expressed hereafter:

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

Where **Y** is the Performance of youth development officers.

X₁ is Management Development.

X₂ is Employee Training.

X₃ is Career Development.

X₄ is Employee Counselling.

€ is Error term,

β₀ -The constant (Y- intercept) and

β₁ -The coefficient each X_i ($i=1, 2, 3, 4,$)

3.10.4 Hypothesis Testing

This study tested the validity of the multi regression models using ANOVA and F-distribution as proposed by (Mason *et al.*, 1999). Analysis of Variance (ANOVA) was done to establish whether the whole model was a significant fit of the data. ANOVA is a data analysis procedure that is used to determine whether there are significant differences between two or more groups or samples at a selected probability level (Mugenda & Mugenda, 2003). To test the significance of regression coefficient, t test was performed (Mason *et al.*, 1999). The study performed individual tests of all independent variables to determine which regression

coefficient may be zero and which one may not. The conclusion was based on the basis of p value where if the null hypothesis of the beta is rejected then the overall model is significant and if null hypothesis is not rejected the overall model is insignificant. In other words if the p-value is less than 0.05 then the researcher concluded that the overall model is significant and has good predictors of the dependent variable and that the results are not based on chance. If the p-value is greater than 0.05 then the model is not significant and cannot be used to explain the variations in the dependent variable.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents a discussion of the research findings on the influence of strategic human resource development practices on performance of youth development officers in Kenya. The findings with regard to the response rate and study sample characteristics are presented first. The chapter then provides a detailed analysis of descriptive and inferential statistics showing how each hypothesis was tested. Researcher essentially delved into the findings and discussions relative to the background information first, and then followed by descriptive and inferential statistics. The study linked the findings with reviewed literature to enable interpret the data, draw implications and make recommendations.

4.2 Response Rate

The response rate for this study was 90.5% among the respondents at the category of youth development officers (95 out of 105 respondents) and 87.4 % at the supervisor's (83 out of 95 respondents) category which was characterized as very good and thus a good indicator that the results are externally valid and therefore can be generalized. Essentially the response rate that every researcher would pursue would be 100%. In reality however this is not possible due to sampling measurement and coverage errors. A response rate below 51% is considered inadequate in social sciences (Pinsonneault & Kraemer, 1993). 60% is good and 70% is very good. Babbie (2004) suggested that a response rate of 50% is enough to analyze and publish, 60% is good; 70% is very good.

Additionally, the researcher sought to establish the distribution of the respondents in terms of their job experience. Thus the researcher sought to know the number of years the respondents had served in the job they were in. the findings for the analysis were as in Table 4.1.

Table 4.1: Experience of the Respondents

		Frequency	Valid Percent
Valid	4-9 Yrs	57	60.0
	10-15 Yrs	13	13.7
	16-20 Yrs	9	9.5
	Above 20 Yrs	16	16.8
	Total	95	100.0

From the Table, the researcher observed that a majority of the respondents, comprising 60% had an experience of between 4 and 9 years. 23.2% had worked for between 10 and 20 years while the remaining 16.8% of the respondents had worked for over 20 years. This results illustrated therefore that majority of the youth development officers had adequate experience in youth development work. Result also demonstrated that majority of the youth officers were young and there is likelihood that this was there first time job. The researcher asked the supervisors (County Directors Youth Affairs-CDYA) to state the designation of employees (officers-YDO) under them as presented in Table 4.2.

Table 4.2: Officer's (YDO) Designation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Youth Dev Officer I	8	9.6	9.6	9.6
	Senior Youth Dev Officer	66	79.6	79.6	89.2
	Chief Youth Dev Officer	9	10.8	10.8	100.0
	Total	83	100.0	100.0	

The Table indicated that there were eight youth development officers I, 66 senior youth development officers and 9 chief youth development officers. Henceforth these results demonstrated that many youth development officers were in their middle level

management. On the other hand, the researcher sought to establish the academic qualifications of the youth officers (respondent). The findings indicated that 35 of them had bachelors' degree while 48 of them had a master's degree. This finding therefore shows that youth development officers were well packed and retooled for the job.

In addition to the educational attainment, the researcher sought to establish the professional courses attended by the youth development officers. The findings indicated that over 97% of the youth development officers had done ICT training courses and attended workshops and seminars on youth development programs. Further 91 % of the youth development officers had been trained on senior management course (SMC) while 84% had done project management course. The analysis showed also that 61.4% of the officers had done TOT in entrepreneurship course, 49% had been trained on research proposal and report writing course, 42% had been trained on gender mainstreaming and GBV, 37% on strategic human resource management course. Only 20% of the youth officers had done a youth development course that was vital for their mandate.

4.3 Reliability Analysis

The researcher sought to establish the Cronbach alpha coefficient for the study variables. The findings from the analysis were as in Table 4.3.

Table 4.3: Reliability Analysis

Variables	Sub-scale	No. of items	Cronbach alpha
Independent	Management Development	12	.814
	Employee Training	12	.853
	Career Development	12	.797
	Employee Counselling	10	.877
Dependent	Performance of Youth Officers	21	.876

All variables registered a Cronbach alpha coefficient above .7 which is the recommended for social science research. As such, the instruments were considered to be highly reliability for data collection.

4.4 Factor Analysis

Factor analysis was performed to explore the underlying relationships and the structure of the measurement models for the independent variable items and dependent variable items and to summarize data. To meet the statistical and conceptual assumptions regarding appropriateness of factor analysis, variables included were of metric level; the sample size was 117 which were greater than the preferable 100, the ratio of cases to variables thus exceeded the required 15 to 1 threshold. Variables with measures of sampling adequacy less than 0.50 were removed. The overall measure of sampling adequacy's Kaiser-Meyer-Olkin (KMO) measure was expected to be higher than the required 0.50 and the Bartlett test of sphericity measured the statistical significant of the variables (Field, 2009).

Principal component analysis was used as the method of extraction since it is more common and usually yields results similar to common factor analysis. The researcher performed factor analysis using oblique rotation models, which does permit cross-factor loadings (Gorsuch, 1983) together with Kaiser Normalization. Furthermore, the researcher also used the latent root (Eigen value) criterion, examination of the Scree Plot as well as examination of the pattern matrix to determine the number of factors. During examination of the pattern matrix, cut off value was set at 0.4, as recommended by Hair *et al.* (1998) and Tabachnick and Fidell (2007) who noted that factors with factor loading above 0.4 shall be retained for further study. Items with cross loading under 0.4 were removed. Hair *et al.* (1998) and Tabachnick and Fidell (2007) described factor loadings as follows: 0.32 (poor), 0.45 (fair), 0.55 (good), 0.63 (very good) or 0.71 (excellent). Factors mean scores were computed prior to conducting multiple regression analysis.

4.4.1 Factor Analysis on Management Development

The study sought to establish the underlying relationship and the structure of the measurement model as described above for the management development items. A Principal Content Analysis (PCA) was conducted on the 12 management development items of the questionnaire. The results are described in the following tables.

Table 4.4: Management Development KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.816
	Approx. Chi-Square	353.866
Bartlett's Test of Sphericity	Df	55
	Sig.	.000

The Table indicated a sampling adequacy of 0.816 for management development items which exceeds the recommended value of 0.5 (Field, 2009). Bartlett's test of sphericity was statistically significant at $p < 0.01$ which supports the factorability of the correlation matrix. The researcher further examined the amount of variance that could be explained by each of the items of management development. The researcher used the Eigen value criterion for this examination. The findings of the analysis were as in Table 4.5.

Table 4.5: Total Variance Explained

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	%	of Cumulative	Total	%	of Cumulative	Total
	Variance	%	%	Variance	%	%	
1	4.144	37.671	37.671	4.144	37.671	37.671	3.842
2	1.806	16.418	54.089	1.806	16.418	54.089	2.541
3	1.036	9.421	63.510	1.036	9.421	63.510	1.410
4	.806	7.323	70.833				
5	.699	6.354	77.186				
6	.625	5.682	82.869				
7	.484	4.396	87.265				
8	.405	3.681	90.946				
9	.383	3.483	94.429				
10	.321	2.914	97.343				
11	.292	2.657	100.000				

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Principal component analysis revealed the presence of three components with Eigen values exceeding 1 explaining a total of 63.510 % of the variance. The study sought to retain factors with Eigen values above 0.25. A clear factor solution was obtained from eleven of the management development items while 1 redundant variable was removed. The pattern matrix for the management development items was as shown in Table 4.6. From the Table, the researcher observed that all the 11 components of management development variable had factor loadings above 0.4 set as the minimum threshold of items retention.

Table 4.6: Pattern Matrixa

	Component		
	1	2	3
1. Directorate aligns officer's self development with tactical planning of its programs			-.485
2. Leadership development is aimed at improving managers in their present and future roles	.802		
3. Leadership development has high impact in the learning process for officers at the youth directorate	.753		
4. Leadership development enables officers achieve their goals	.833		
5. Through management development youth officers are able to acquire leadership skills	.800		
6. Coaching enables officers to provide solutions to arising challenges of their daily routine of work		.591	
7. Officers enhance skills through self-development activities			.623
8. Leadership development enhances officer's performance strategies	.585		
9. Effective coaching is embedded at core of youth directorate		.820	
10. Directorate offers employee coaching to its officers		.928	
11. Self-development enables youth officers work effort align to youth directorates vision and mission			-.702

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 12 iterations.

Therefore three items loaded on sub component of management development (employee coaching), three on sub components of self-development while five on sub components loaded on leadership development.

4.4.2 Factor Analysis for Employee Training

Principal component analysis was conducted on the 12 of employee training items on the questionnaire. The findings from the analysis were as presented in Table 4.7.

Table 4.7: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.827
Bartlett's Test of Sphericity	Approx. Chi-Square	435.376
	df	66
	Sig.	.000

The Table indicated a sampling adequacy of 0.827 of the employee training items which exceeded the recommended value of 0.5 (Field 2009). Bartlett's test of sphericity was statistically significant at $p < 0.01$ which supports the factorability of the correlation matrix. Eigen value criterion was employed in Principal component analysis (PCA) to examine the variance explained by each of the employee training items. The findings from the analysis were as presented in Table 4.8.

Table 4. 8: Total Variance Explained

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	4.111	41.108	41.108	4.111	41.108	41.108	3.463
2	1.308	13.079	54.186	1.308	13.079	54.186	1.702
3	1.062	10.622	64.809	1.062	10.622	64.809	2.767
4	.755	7.545	72.354				
5	.691	6.911	79.264				
6	.607	6.066	85.330				
7	.498	4.985	90.315				
8	.388	3.876	94.191				
9	.344	3.444	97.635				
10	.237	2.365	100.000				

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Principal component analysis revealed the presence of 3 components with Eigen values greater than 1 explaining 64.809% of the total variance. As such a clear factor solution was obtained by 10 of the employee training components. Consequently, two redundant variables were removed. Pattern matrix for employee training was as shown in Table 4.9.

Table 4.9: Pattern Matrixa

	Component		
	1	2	3
1. Directorate of youth affairs is very proficient in designing and conducting training needs assessments			.815
2. Employee training programme increases directorate specificity in officers skills & increased productivity	.608		
3. Training evaluation have proved to be a strategic means of managing change within youth directorate	.647		
4. Directorate keeps track of training programs to ensure they are meeting their objectives and achieving intended results			.851
5. Participation in follow up meetings after training enables YO's implement their learnt skills effectively			.558
6. Evaluation has an effect on strategic formulation as well as ministry vision and mission development	.832		
7. Training needs assessments offered enables directorate embraces ICT innovation to its officers	.810		
8. Following training methods are effective in learning skills: in-job training and out-job training program		.822	
9. Training needs assessments has helped improve the organizational productivity	.640		
10. Knowledge and skills from training programme improves officers job or career satisfaction	.684		

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 9 iterations.

From the pattern matrix, it was established that four items loaded on the first component of employee training variable that is (training needs) three items loaded on the second (training programme) and there items loaded on the third component (training evaluation).

4.4.3 Factor Analysis on Career Development

Table 4.10: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.786
Bartlett's Test of Sphericity	Approx. Chi-Square	335.351
	df	55
	Sig.	.000

Principal component analysis was performed on 12 of the career development items to examine the underlying relationship between the components and the measurement model of the items. The findings for the analysis are as in Table 4.10. From the table, a sampling adequacy of 0.786 was obtained which exceeded the recommended value of 0.5 (Field, 2009). Bartlett's test of sphericity was statistically significant at $p < 0.01$ which supports the factorability of the correlation matrix. Eigen value criterion was employed in (Principal Component Analysis) analysis to examine the variance explained by each of the employee training items. Assessment of communalities resulted to the findings as presented in Table 4.11.

Table 4.11: Communalities

	Initial	Extraction
1. Career development has enhanced job commitment and has a positive impact on job engagement among youth officers	1.000	.618
2. Ministry's career development opportunities and job remuneration have created greater career satisfaction to officers	1.000	.634
3. Availability of career development opportunities enhances retention of youth officers in the ministry	1.000	.686
4. Youth directorate places greater emphasis on officers career advancement opportunities	1.000	.591
5. Availability of promotion/advancement opportunities in the ministry influences officers motivation to work harder	1.000	.546
6. Through career development there is increased supportive work relationship at directorate enhancing career success	1.000	.617
7. Through career development officers have been able to earn better salaries and get promotion opportunities often	1.000	.635
8. Staff promotion is prompt according to scheme of service	1.000	.591
9. Scheme of service aligns officers careers with opportunities through a continuing training/advancement	1.000	.700
10. Scheme of service has a clear succession plans in place to ensure continuity in operation at directorate (DYA)	1.000	.657
11. Career counselling enables officers discover occupations satisfying their needs and continually improve performance	1.000	.669

Extraction Method: Principal Component Analysis.

The table indicated that eleven of the career development items loading above 0.5. Thus the items accounted for above 0.5 variance in the career development component. Consequently, one redundant variable was removed.

The results for Eigen 1 value criterion were as in Table 4.12.

Table 4.12: Total Variance Explained

Component	Initial Eigen values			Extraction Loadings	Sums of Squared Rotation		
	Total	% of Variance	% of Cumulative		Total	% of Variance	% of Cumulative
1	3.804	34.585	34.585	3.804	34.585	34.585	3.725
2	2.054	18.669	53.254	2.054	18.669	53.254	2.175
3	1.086	9.874	63.128	1.086	9.874	63.128	1.343
4	.773	7.031	70.159				
5	.695	6.320	76.479				
6	.580	5.273	81.752				
7	.534	4.853	86.605				
8	.479	4.357	90.963				
9	.398	3.615	94.578				
10	.335	3.043	97.621				
11	.262	2.379	100.000				

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Principal component analysis revealed the presence of 3 components with Eigen values greater than 1 explaining 64 % of the total variance. Ten components were shown to have Eigen values greater than 0.25. As such a clear factor solution was obtained by the eleven of the career development variable or components. It was consequently noted that, one redundant variable was removed. The factor matrix for the career development appeared as shown in Table 4.13 below.

Table 4.13: Pattern Matrix^a

	Component		
	1	2	3
1. Career development has enhanced job commitment and has a positive impact on engagement among officers			.647
2. Ministry's career development opportunities and job remuneration have created greater job satisfaction to officers	.754		
3. Availability of career development opportunities enhances retention of youth officers in the ministry	.840		
4. Youth directorate places greater emphasis on officers career advancement and career opportunities			.778
5. Availability of promotion/advancement opportunities in the ministry influences officers motivation to work harder	.680		
6. Through career development there is increased supportive work relationship at directorate enhancing career success	.714		
7. Through career development officers have been able to earn better salaries or get promotion opportunities often	.763		
8. Staff promotion is prompt according to the scheme of service		.761	
9. Scheme of service aligns officers careers with opportunities through a continuing training program and advancement		.755	
10. Scheme of service has a clear succession plans in place to ensure continuity in operation at directorate of DYA		.829	
11. Career counselling enables officers discover occupations satisfying their needs and continually improve performance			-.718

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 7 iterations.

The pattern matrix demonstrated how the items under career development loaded against the three components of career development. Three items loaded strongly on the scheme of service component of career development. These items were that staff promotion is prompt according to the scheme of service, that scheme of service aligns officers' careers with opportunities through continuous training program and advancement and that the scheme of service has a clear succession plans in place to ensure continuity in operation at directorate of youth affairs. On the other hand, three items again loaded strongly on the career advancement component of career development. The items included the assertions that career development has enhanced job commitment and have a positive impact on job engagement among youth officers, that the youth directorate places greater emphasis on officers' career advancement opportunities and that career counseling enables officers discover occupations satisfying their needs and continually improve performance.

Under staff promotion component of career development, there were five items with strong loadings on the same. These included the observations that ministry's career development opportunities and job remuneration have created greater job satisfaction to officers, that availability of career development opportunities enhances retention of youth officers in the ministry, that availability of promotion and advancement opportunities in the ministry influences officers motivation to work harder, that through career development there is increased supportive work relationship at directorate enhancing career success and that through career development officers have been able to earn better salaries and get promotion opportunities often.

4.4.4 Factor Analysis for Employee Counseling

Principal component analysis was done on 10 of employee counseling items of the questionnaire. The findings from the analysis were as presented in Table 4.14. From the table, a sampling adequacy of 0.853 was obtained which exceeded the recommended value of 0.5 (Field, 2009). Bartlett's test of sphericity was statistically significant at $p < 0.01$ which supports the factorability of the correlation matrix. Eigen value criterion was employed in PCA to examine the variance explained by each of the employee counseling items.

Table 4.14: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.853
Bartlett's Test of Sphericity	Approx. Chi-Square	466.503
	df	45
	Sig.	.000

Assessment of communalities resulted to the findings as presented in Table 4.15.

Table 4.15: Communalities

	Initial	Extraction
i. Youth directorate organizes frequent counseling sessions for youth development officers	1.000	.545
ii. An elaborate counseling programme has enabled effective counseling process for youth development officers	1.000	.653
iii. Employee counseling help reduce workplace stress, burnout and depression among youth officers	1.000	.650
iv. Through employee counseling, there has been a reduction in absenteeism and thus improving organizational performance	1.000	.619
v. Counseling helps improve morale, confidence and self-esteem of youth officers in their workplace	1.000	.688
vi. Youth officers are aware of the concept of counseling program aimed at improving productivity in the ministry	1.000	.662
vii. Officers are aware of all ministry's counseling policies and practices and able to use the services and recommend others	1.000	.751
viii. Employee counseling has made youth officers develop positive attitudes to their work or job	1.000	.568
ix. Workplace counseling plays an important role in changing employee behavior that will be cost effective in the long run	1.000	.682
x. Ministry have set up clear monitoring mechanisms to follow up on youth officers counseling and evaluate its success	1.000	.642

Extraction Method: Principal Component Analysis.

The Table above showed that all the factors loaded above 0.5 thus most of the components could account for a significant amount of variance observed. On further examination, the researcher used the Eigen 1 factor criterion to examine the amount of variance explained by each of the components of employee counseling. The findings of the analysis were as in Table 4.16.

Table 4.16: Total Variance Explained

Component	Initial Eigen values			Extraction Loadings Total	Sums of Squared		Rotation Sums of Squared Loadings ^a Total
	Total	% Variance	of Cumulative %		% Variance	of Cumulative %	
1	4.952	49.520	49.520	4.952	49.520	49.520	4.460
2	1.508	15.076	64.596	1.508	15.076	64.596	3.295
3	.792	7.922	72.518				
4	.607	6.072	78.590				
5	.528	5.276	83.866				
6	.435	4.346	88.211				
7	.382	3.816	92.027				
8	.335	3.349	95.376				
9	.257	2.568	97.944				
10	.206	2.056	100.000				

Extraction Method: Principal Component Analysis

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Principal component analysis revealed the presence of 2 components with Eigen values greater than 1 explaining 64.6 % of the total variance. Ten components were shown to cumulatively contribute significantly to the total variance. As such a clear factor solution was obtained by the entire employee counseling components. Consequently, none of the items was redundant and hence none was removed. The pattern matrix to show factor loadings on the components was as shown in Table

4.17. It indicated that six items loaded strongly on one component of employee counseling while four of the items were strongly loading on the second component. In regard to the frequency of counseling component, six items loaded on it including that the directorate of youth affairs organizes frequent counseling sessions for youth officers that an elaborate counseling programme has.

Table 4.17: Pattern Matrixa

	Component	
	1	2
DYA organizes frequent counseling sessions for officers.	.748	
An elaborate counseling programme has enabled effective counseling process or program for youth officers.	.768	
Employee counseling help reduce work place stress, burn out and depression among youth officers.		.681
Through employee counseling, there has been a reduction in absenteeism and thus improving organizational performance.		.566
Employee counseling helps improve youth officers' morale, confidence and self-esteem in their work place.		.813
Youth officers are aware on the concept of counseling program aimed to improve their productivity in ministry.	.812	
Officers are aware of all ministry's counseling policies and practices and able to use services and recommend others.	.908	
Employee counseling has made youth officers develop positive attitudes to their work.	.557	
Work place counseling plays an important role in changing employee behavior that will be cost effective in the long run.		.865
Youth directorate have set up clear monitoring mechanisms to follow-up on officers counseling and evaluate its success	.841	

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 5 iterations.

Enabled effective counseling process or program for youth officers and that Youth officers are aware on the concept of counseling program aimed to improve their productivity in the ministry. Additionally, other items loading under frequency of counseling were that officers are aware of all ministries counseling policies and practices and are able to use the services and recommend others, that employee counseling has made youth officers develop positive attitudes to their work and that youth directorate have set up clear monitoring mechanisms to follow up officers counseling and evaluate its success.

Four items loaded on the counseling assessment component of employee counseling. The items included the assertions that employee counseling help reduce work place stress, burn out and depression among youth officers, that through employee counseling, there has been a reduction in absenteeism and thus improving organizational, that employee counselling helps improve youth development officers morale, confidence and self-esteem in their work place and that work place counseling plays an important role in changing employee behavior that will be cost effective in the long run.

4.4.5 Factor Analysis for Performance of Youth Development Officers

This variable had sub components including achievement of goals, effectiveness and efficiency in service delivery and increased staff commitment. Principal component analysis was done on these components of performance of youth development officers to establish the underlying relationships and the measurement models. The findings from the analysis are as presented in this section. Factor analysis was first done to establish the factors loading on goal achievement component of the performance of youth officers (YDO). The findings were as shown in Table 4.18.

Table 4.18: KMO and Bartlett's Test on goal achievement

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.722
	Approx. Chi-Square	28.497
Bartlett's Test of Sphericity	df	6
	Sig.	.000

The sampling adequacy for goal achievement exceeded the threshold of 0.5 as prescribed by Field (2009). Bartlett's test of sphericity was found to significant at $p < .01$ thus allowing for factorability of the correlation matrix. Principle component analysis was done employing Eigen value criterion to examine the variance accounted by every factor. The findings from the analysis were as shown in Table 4.19. PCA showed one factor with an Eigen value greater than one accounting for up to 79.5% of the total variance. Four of the components were shown to cumulatively account for the total variance. Therefore, a clear factor solution was obtained by four out of the seven factors on goal achievement. Three components were found to be redundant and were excluded from further analysis.

Table 4.19: Total Variance Explained by Goal Achievement parameters

Component	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.181	79.531	79.531	3.181	79.531	79.531
2	.406	10.153	89.684			
3	.315	7.877	97.561			
4	.298	2.439	100.000			

Extraction Method: Principal Component Analysis.

Factors analysis on effectiveness in service delivery at the directorate of youth affairs yielded the results shown in Table 4.20.

Table 4. 20 :KMO and Bartlett's Test on Effectiveness in Service Delivery

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.834
	Approx. Chi-Square	38.703
Bartlett's Test of Sphericity	df	6
	Sig.	.000

The Sampling adequacy for effectiveness in service delivery exceeded the threshold of 0.5 as prescribed by Field (2009). Bartlett’s test of sphericity was found significant at $p < .01$ thus allowing for factorability of the correlation matrix. Principle component analysis was done employing Eigen value criterion to examine the variance accounted by every factor. The findings from the analysis were as shown below.

Table 4.21: Total Variance Explained

Component	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.458	86.451	86.451	3.458	86.451	86.451
2	.286	7.149	93.601			
3	.189	4.727	98.328			
4	.067	1.672	100.000			

Extraction Method: Principal Component Analysis.

Principal component analysis showed one factor with an Eigen value greater than one accounting for up to 86.5% of the total variance. Four of the components were shown to cumulatively account for the total variance. Therefore, a clear factor solution was obtained by four out of the 7 factors on effectiveness and efficiency in service delivery. Three components were found to be redundant and were excluded from further analysis.

The component matrix in table 4.22 showed all the statements loading strongly on the component of effectiveness in service delivery. A loading factor of .970 was in that youth development officers always deliver quality services and meet customers’ requirements, .943 on that appropriate use of technology innovations like emails, sms, Whatsapp and facebook in service delivery and .918 on importance of report writing and giving back to clients in time. Increased number of clients seeking

services at youth development offices in their respective counties had the lowest factor loading of .886 as indicated in table 4.22.

Table 4.22: Component Matrix

	Component
	1
Appropriate use of technology innovations like Emails, SMS, Whatsapp Facebook in service delivery	.943
Increased number of clients seeking services at youth development offices in respective sub-counties	.886
Officers always delivers quality service and meeting customers (Youth, PWD & Women) requirements	.970
Report writing and giving feedback to clients in time	.918

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Factor analysis on staff commitment yielded the following results as in Table 4.23.

Table 4.23: KMO and Bartlett's Test for Staff Performance Commitment

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.735
	Approx. Chi-Square	25.415
Bartlett's Test of Sphericity	df	3
	Sig.	.000

The sampling adequacy for staff commitment exceeded the threshold of 0.5 as prescribed by Field (2009). Bartlett's test of sphericity was found to be significant at $p < .01$ thus allowing for factorability of the correlation matrix. Principle component analysis was done employing Eigen value criterion to examine the variance accounted by every factor. The findings from the analysis were as shown below in Table 4.24.

Table 4.24: Total Variance Explained on Performance Commitment

Component	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.671	89.024	89.024	2.671	89.024	89.024
2	.226	7.517	96.541			
3	.104	3.459	100.000			

Extraction Method: Principal Component Analysis.

PCA showed one factor with an Eigen value greater than one accounting for up to 89% of the total variance. Three of the components were shown to cumulatively account for the total variance. Therefore, a clear factor solution was obtained by three out of the seven factors on performance commitments. Four components were found to be redundant and were excluded from further analysis. The component matrix showed all the components have a stronger loading factor above 0.9 as shown in the Table 4.25.

Table 4.25: Component Matrix on Staff commitment

	Component
	1
Youth development officers greatly engage in all functions of directorate	.926
There is effective team and a healthy co-worker relationship	.965
Youth officers are highly concerned in meeting performance objectives by often preparing work-plans, reports and appraisals	.939

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

4.5 Descriptive Statistics

The purpose of this study was to establish the influence of strategic human resource development on performance of youth development officers in Kenya. The researcher analyzed descriptive statistics for the following observed variables: management development, employee training, career development, citizen participation and performance of youth development officers. The following sub-sections therefore present descriptive statistics for each of the study variable.

The study also employed research instruments that were structured in a way that they gave responses that were on a Likert scale. A Likert scale is composed of a series of Likert-type items that are combined into a single composite score during the data analysis process. As such, a Likert scale constitutes responses that can be combined to describe the variable in question (Clason & Dormody, 1994). As such this scale was very instrumental for quantitative data analysis.

4.5.1 Descriptive Analysis for Management Development

The researcher sought to establish the perception of the respondents in regard to management development. The variable had three sub-components which include: self-development, leadership development and coaching. The means and standard deviation values were established to aid researcher in making pertinent observations in line with each of the three sub-components. Findings were presented hereafter as.

Table 4.26: Perceptions on Management Development (Self Development)

	N	Mean	Std. Dev
Directorate aligns officer's self-development with tactical planning of its programs	95	3.48	1.071
Officers enhance skills through self-development activities	95	4.29	.784
Self-development enables youth officers work effort align to youth directorates vision and mission	95	3.75	.978
Valid N (listwise)	95		

The respondents were apprehensive on whether the directorate aligns officer’s self-development with tactical planning of its programs. The aspect had a mean of 3.48 (undecided) and a standard deviation of 1.071. Therefore, it is important to consider self-development as an important part of organizational competitiveness. However, respondents agreed that self-development as a sub variable of management development enables youth development officers work effort align to directorate of youth affairs vision and mission. This finding was in line with the study conducted by Senge, (2006) that, creating the right conditions for personal development and learning in the workplace is not ‘nice or desirable’, but a prerequisite for business survival in this new world. However, the respondents agreed that officers enhance skills through self-development activities and that management development enables youth officers work effort align to youth directorate vision and mission.

Regarding leadership development as an indicator of management development, the findings for the analysis were as demonstrated in Table 4.27.

Table 4. 27: Respondents perceptions on leadership development

	N	Mean	Std. Dev
Leadership development is aimed at improving managers in their present and future roles	95	4.21	.651
Leadership development has high impact in the learning process for officers at directorate of youth affairs	95	4.27	.778
Leadership development enables officers achieve their goals	95	4.17	.739
Through management development youth officers are able to acquire leadership skills	95	4.37	.669
Leadership development enhances officer’s performance strategies	95	4.14	.738
Valid N (listwise)	95		

Respondents agreed with all the aspects of leadership development, despite respondents were apprehensive on whether the directorate aligns leadership development with tactical planning of its programmes. They agreed that leadership development is aimed at improving managers in their present and future roles that management development has a high impact in the learning process for officers at directorate of youth affairs and that it enables officers achieve their goals. These findings were in line with a survey done by Luke (2011) that those companies align their management development with tactical planning are more competitive than the companies who are not. It also been indicated that 90% of the companies report that provide they executive leadership training.

Additionally, they concurred with the assertions that through leadership development youth development officers are able to acquire leadership skills and that management development enhances performance strategies. All these aspects had means greater than 4 (Agree). Respondents were seen to show greater cohesion in their views recording standard deviation values less than one. The researcher further presented findings in regard to coaching in management development as in Table 4.28.

Table 4. 28: Respondents Perceptions on Employee Coaching

	N	Mean	Std. Dev
Coaching enables officers to provide solutions to arising challenges of their daily routine of work	95	4.46	.665
Effective coaching is embedded at core of youth directorate	95	2.87	1.054
Directorate offers coaching and mentorship to its officers	95	2.93	1.084
Valid N (listwise)	95		

Respondents were in agreement with the assertion that coaching enables officers to provide solutions to arising challenges of their daily routine work. The assertion had a mean of 4.46 and a standard deviation of 0.665. However, the respondents remained non-committal of whether effective coaching is embedded at the core of youth directorate and on whether the directorate offers coaching and mentorship to its officers. Two assertions had means values approximately equal to 3. However, they seemed not be in agreement as far as these assertions were concerned indicating

standard deviation values greater than 1. These results could be having the same bearing with the study conducted by Anderson *et al.*, (2009) that, there is an acknowledgement within much of the current literature that coaching is still in early stages of development. Although coaching in firm contexts is still in its infancy there is already a considerable variety of approaches and terminology surrounding it. There has been growing interest and debate about the role of coaching as an indicator of management development in firm's contexts (Bond & Seneque, 2012).

The researcher further sought to establish whether the experience of the respondents had any role as far as respondent's perception in regard to management development was concerned. Therefore, the data was classified as negative, neutral or positive responses. Thus, ranges of responses between 1-2 were classified as negative, 3 were neutral and 4-5 was positive response. The researcher established the frequencies in regard to negative, neutral and positive responses in order to gauge the trend in the responses. This was applied consistently for all the sub-components of management development. The results were as presented below in Table 4.29.

Table 4.29: Attitude towards self-development

		Frequency	Percent
Valid	Negative	3	3.2
	Neutral	19	20.0
	Positive	73	76.8
	Total	95	100.0

From the table it was observed that a majority if the respondents were positive towards self-development making up to 76.8% of the respondents. 20% and 3.2% of respondents had neutral and negative attitude respectively towards self-development. This finding agreed to a study by Lejeune *et al.* (2016) that indicated a significant positive relationship was found between the first component of the personal development practice, specifically support for learning and reflection of both outcome variables: undertaking of learning activities and employee's perceived performance. Planning on personal development that should ensure the motivation

of employees in the company, as well as it should enable employees to develop their professional skills, provide them with some work perspective and increase attractiveness of work in the firm (Chlebikova *et al.* 2015). To establish whether the difference in attitude could be attributed to experience, the researcher established the chi-statistic. The finding from the analysis was as in Table 4.30.

Table 4. 30: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.042 ^a	6	.671
Likelihood Ratio	5.294	6	.507
Linear-by-Linear Association	1.937	1	.164
N of Valid Cases	95		

a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is .25.

A chi-square statistic value of 4.042 was established for the effect of experience on respondents' perception towards self-development in management development. However, the statistic was insignificant at $p < 0.05$ level of significant. The researcher hence concluded that the differences in respondents' perceptions on self-development are not attributed to their experience in the firm but rather occur out of chance. This finding was in consensus with research drawing from the experience of sampled employees in China an inverted U-shaped relationship between Guanxi and ESD was found, suggesting that initial positive influences of Guanxi on employee self-development diminish after reaching an inflexion point. It also found that these influences are stronger for gender congruent employee-supervisor (Shuang & Chadee, 2017). Therefore, experience has no significant effect on respondents' perceptions towards self-development.

In regard to leadership development, the following were the results as shown in Table 4.31. Table indicated that 92.6% of the respondents had positive attitudes towards leadership development at the directorate of youth affairs. Only 5.3% and 2.1% of the respondents had neutral and negative attitudes respectively.

Table 4.31: Attitude on leadership development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negative	2	2.1	2.1	2.1
	Neutral	5	5.3	5.3	7.4
	Positive	88	92.6	92.6	100.0
	Total	95	100.0	100.0	

This finding coincides with study by Saeed *et al.* (2015) which indicated that, when employees perceive that their leaders or supervisors have an empowering style of leadership; they will also feel empowered, motivated and engaged. This will indirectly lead to feelings of connection and belongingness to their organisation. The researcher also observed that the majority of the respondents had positive perceptions as far as leadership development is concerned. The findings were in line with study by Getha-Taylor *et al.* (2015) which indicated that although leadership training is an important factor in the development of both conceptual and interpersonal leadership skills and that skills vary significantly. As such study observed that the majority of the respondents had positive perceptions as far as leadership development is concerned. Results from chi-square statistics were as shown in Table 4.32.

Table 4. 32: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.539 ^a	6	.864
Likelihood Ratio	2.894	6	.822
Linear-by-Linear Association	.477	1	.490
N of Valid Cases	95		

a. 8 cells (66.7%) have expected count less than 5.

b. The minimum expected count is .17.

A chi-square value of 2.539 was established between experience and leadership development. However, the value was statistically insignificant at $p < 0.05$ level of significance. Therefore, the researcher concluded that experiences have no significant effect on respondents' perception towards leadership and that differences in perceptions could occur due to chance. There are a number of practical implications that can be derived from the present findings. Among them, it appears that providing leaders and managers with leadership development, training and development programs might promote employee satisfaction, engagement, self-confidence and affective commitment, which finally leads to good quality leadership (Ismail *et al.*, 2011).

The researcher further sought to establish the effect of coaching in management development on the respondent's perceptions. The findings from the analysis were as presented in the following tables below.

Table 4. 33: Attitudes towards employee coaching on management development

	Frequency	Percent
Negative	8	8.4
Neutral	42	44.2
Positive	45	47.4
Valid Total	95	100.0

Table 4.33 indicated that 47.4% and 44.2% of the respondents had either positive or neutral attitudes respectively towards coaching on management development. Only 8.4% of the respondents expressed negative attitude in regard to coaching. This result was in agreement with study conducted by Susan, Clutterbuck and Megginson, (2014) on managers undertaking a coaching program found out that, participants reported a number of important gains in competence. Other research also suggests that managers feel very positive about employee coaching activities. In the emphasis of the above a survey conducted by Longenecker (2010) to 219 managers showed that 93% of managers agreed that feedback and coaching significantly improved

employee performance. Coach and coachee leadership development at 65 % was terminated due to ineffective client-coach relationships (Boyce *et al*, 2010).

To find out whether this difference was due to experience or it occurred purely out of chance, the researcher performed a chi-square analysis. The findings were as presented in Table 4.34.

Table 4.34: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.783 ^a	6	.341
Likelihood Ratio	7.277	6	.296
Linear-by-Linear Association	.003	1	.956
N of Valid Cases	95		

- a. 6 cells (50.0%) have expected count less than 5.
- b. The minimum expected count is .67.

According to Shujaat *et al.* (2013), employees' coaching is required at any level of job regardless of employee's work experience. A study by Boyce, Jackson and Neal (2010) also demonstrated coaching was an essential element of most organizations leadership. The study findings indicated a chi-square value of 6.783 between experience and coaching in management development. However, the chi-square value was not significant at $p < 0.05$ level of significance. As such the researcher therefore concluded that experience did not influence respondents' perceptions towards coaching in management development. Study findings by Walia & Bajaj (2012) further asserted that senior managers should continue coaching their staffs despite their work experience.

4.5.2 Descriptive Analysis for Employee Training

The researcher sought to establish the respondents' perceptions towards employee training. Three sub-variables or indicators were extracted which includes: training needs assessment, training programme and training evaluation. The means and

standard deviation values for each of the sub-variables (indicators) were established to aid in making pertinent inferences. The findings were as presented hereafter.

Table 4.35: Respondents Perceptions on Training Needs Assessment

	N	Mean	Std. Dev
Directorate of youth affairs is very proficient in designing and conducting training needs assessments	95	2.82	1.101
TNA has helped improve the organizational productivity	95	3.88	.988
TNA offered enables officers embrace ICT and innovation	95	3.60	1.036
Valid N (listwise)	95		

The study findings result established that the respondents remained non-committal in regard to one aspect of training needs assessment. They were not sure that the directorate of youth affairs is very proficient in designing and conducting training needs assessments (probably before training youth officers takes place). The findings agree with report by Arthur et al. (2003) that only a few studies on training include a needs assessment (only 6% of all the data points in their meta-analysis). However, conducting a thorough needs assessment before training is designed and delivered helps set appropriate goals for training and ensure that trainees are ready to participate (Blanchard & Thacker, 2007).

In the contrary results findings indicated that the respondents did agreed that, training has helped improve the organizational productivity and that training offered enables youth development officers embrace ICT and innovation. The statements returned mean values approximately equal to 3. The researcher however noted that the responses were very diverse with two items with standard deviations values above 1 and only one item below 1. The findings were in consensus with a survey conducted by van Eerde *et al.*, (2008) that, among respondents from 96 organizations, found out that the utility of training partially mediated relationship between training needs assessment comprehensiveness and organization effectiveness.

In regard to employee training programme the findings from the analysis were as presented in Table 4.36. From the analysis the researcher observed that the respondents agreed with all the statements regarding the training programme at the directorate of youth affairs. Researcher found out that, the respondents agreed that employee training programme increases directorate specificity in officers' skills and increased productivity.

Table 4.36: Respondents Perceptions on Employee Training Programme

	N	Mean	Std. Dev
Employee training programme increases directorate specificity in officers skills and increased productivity	95	3.68	.981
Following training methods are effective in learning skills: in-job training and out-job training programme	95	4.24	.754
Knowledge and skills acquired from training programme improves officers job or career satisfaction	95	4.14	.895
Valid N (listwise)	95		

The respondents also agreed that following training methods were effective in learning skills: on-job trainings programme. They further agreed that knowledge and skills acquired from training programme improve officers' job or career satisfaction. Respondents demonstrated greater cohesion in their responses registering standard deviation values less than 1. These findings were in consistent with study by Mullins (2007) asserting that, the purpose of training programme is to improve knowledge and skills and to change trainee's attitude.

The research findings results were also in agreement with the study conducted by Degraft-Otoo, (2012) that, training programme aids an employee to continue making the necessary positive contribution to the success of organization toward good job performance. Further these findings were in line with research done by Kennard (2010) which indicated that, for any significant impact at organisation level is due to impact of individual training programme.

Table 4.37: Respondents Perception towards Training Evaluation

	N	Mean	Std. Dev
Participation in follow up meetings after training enables youth officers implement their learnt skills effectively	95	2.76	1.059
Directorate keeps track of training programs to ensure they are meeting their objectives and achieving intended results	95	2.93	1.054
Training evaluation have proved to be a strategic means of managing change within youth directorate	95	3.42	1.078
Evaluation has an effect on strategic formulation as well as vision and mission development in the ministry	95	3.74	.981
Valid N (listwise)	95		

The researcher further established respondents' perceptions regarding training evaluation and presented findings as shown in Table 4.37 above. The researcher established that the respondents remained non-committal in respect to three aspects of training evaluation that participation in follow up meetings after training enables the youth officers implement their learnt skills effectively, that the directorate keeps track of training programs to ensure they are meeting their objectives and achieving the intended results. The respondents were also undecided on whether employees training have proved to be a strategic means of managing change within the directorate of youth affairs. The statements returned mean values approximately equal to 3 (undecided). Findings agree with study by Harry, (2010) that shows if proper follow-up (evaluation) support is not available at work environment employees may turned down the importance of training opportunities. However only one item indicated that employee training has an effect on strategic formulation as well as vision and mission development in the ministry.

The researcher henceforth noted diverse responses with 3 items with standard deviations values above 1. The researcher then sought to establish the effect of experience on the perception of the respondents towards employee training. Upon

classification of the responses as either positive or negative, the following results were obtained as shown in table 4.38.

Table 4. 38: Attitudes Towards Training Needs Assessment

		Frequency	Percent
Valid	Negative	38	40.0
	Neutral	35	36.8
	Positive	22	23.2
	Total	95	100.0

The findings indicated that the respondents were more inclined towards the negative than to the positive attitude as far as training needs assessment is concerned. 40% of the respondents were negative, 36.8% were neutral while 23.2% of the respondents were positive towards training needs assessment in the directorate of youth affairs. However, this findings was in line with study by Aguinis and Kraiger, (2009) that, there is continues little theoretical or empirical work on needs assessment. Findings also agrees with Dachner *et al.* (2013) studies that, training effectiveness depend on conducting a thorough needs assessment that traditional need assessment methods are insufficient for today's business environment characterized by rapid pace, risk and uncertainty.

Study conducted by Wachira, Gakure & Orwa (2012) showed that majority of the managers did not think the human resource development professionals were very skillful in implementation of human resource development activities. Only 26.6% thought they had effective communication skills, only 15.7% thought them very proficient in designing and conducting training needs assessments and 27.2% thought them very good in planning training targeted at identified needs.

Researcher henceforth sought to establish whether the observed difference was out of chance or could have been influenced by the experiences of the respondents. Therefore, Chi-Square analysis was undertaken to make inferences on the same. The findings were as shown in Table 4.39.

Table 4. 39: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.066 ^a	6	.801
Likelihood Ratio	3.114	6	.794
Linear-by-Linear Association	.434	1	.510
N of Valid Cases	95		

a. 7 cells (58.3%) have expected count less than 5.

b. The minimum expected count is 1.85.

The analysis established a chi-square value of 3.066 between experience and training needs assessment. However, the statistic was found to be insignificant at $p < 0.05$ level of significance. Therefore, the researcher concluded that the difference in perceptions towards training needs assessment in the directorate was not influenced by the experience of the employees but was out of mere chance.

Further, categorizing responses for training programme as negative, neutral or positive yielded the results shown in Table 4.40.

Table 4.40: Respondents Attitudes on Training Programme

	Frequency	Percent	
Valid	Negative	1	1.1
	Neutral	15	15.8
	Positive	79	83.2
	Total	95	100.0

The findings indicated that a majority of the respondents comprising of 79% had positive attitude towards employee training programme. 15.8% had neutral attitude while only 1.1% were negative towards the training program. This results finding was supported study done by Philips *et al.*, (2015) that training programme increase

the firm specificity in employee skills, increases employee productivity and reduces job dissatisfaction that results in employee turnover. Study findings by Diamantidis and Chatzoglou (2012) also demonstrated that all the factors that constitute a training programme (trainer performance, training environment, goals, content, and process) have been found to affect both learning outcomes and training usefulness. The researcher then did Chi-square analysis to establish whether this difference in perception could be attributed to experience or out of chance. The findings were as indicated in Table 4.41.

Table 4.41: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.784 ^a	6	.706
Likelihood Ratio	5.405	6	.493
Linear-by-Linear Association	2.017	1	.156
N of Valid Cases	95		

- a. 7 cells (58.3%) have expected count less than 5.
- b. The minimum expected count is .08.

The analysis found a chi-square value of 3.784 between experience and employee training programme. The value was statistically insignificant at $p < .01$ level of significance. Therefore, the researcher concluded that the difference in perception was not caused by respondent's years of experience but was purely as a result of chance. The evidence presented in support of these findings suggests that the employee training program had no statistically significant effect on the take-up of training among eligible employers and employees in the first 3 years of the program (Abramovsky *et al.*, 2011).

4.5.3 Descriptive Analysis for Career Development

In regard to career development, respondent's perceptions were sought relating to 3 sub-components of career development which were career satisfaction, scheme of

service and career advancement. Means and standard deviation values were sought to aid study in making pertinent inferences. Findings from analysis were as demonstrated in Table 4.42.

Table 4.42: Respondents Perceptions on Career Satisfaction

	N	Mean	Std. Dev
1. Ministry's career development opportunities and job remuneration have created greater job satisfaction to officers	95	2.83	1.108
2. Availability of career development opportunities enhances retention of youth officers in the ministry	95	2.95	1.197
3. Availability of promotion and advancement opportunities in the ministry influences officers motivation to work harder	95	3.19	1.170
4. Through career development there is increased supportive work relationship at directorate enhancing career success	95	3.13	1.034
5. Career development has enhanced job commitment and has a positive impact on job engagement among youth officers	95	3.77	1.015
Valid N (listwise)	95		

Respondents were generally undecided with all the aspects on career satisfaction registering means approximately equal to 3 (Undecided). They were unsure on whether ministry's career development opportunities and job remuneration have created a greater career satisfaction to officers and whether availability of career development opportunities enhances retention of youth officers in the ministry. There could be a possibility that youth officers are not clear with career opportunities provided by the ministry. Some of them could also be indirectly expressing reservation on how career progress arrangements are conducted at directorate of youth affairs. This finding agrees with study by Jiang and Klein (2000) who reported that lack of career opportunities results in a lower level of career satisfaction and a higher rate of turnover. However respondents generally agreed that career

development has enhanced job commitment and has a positive impact on job engagement among youth officers (M=3.77, SD=1.015).

From this finding, it is clear that dimensions of career satisfaction vary among employees and neither youth officers are exempted either. This could explain their varied responses in terms of career satisfaction. For example, some will be satisfied when they get good salary package and others when promotion opportunities are provided them. The findings can be best explained by study of Joo *et al.* (2013) that career satisfaction is a reflection of an individual's values and preferences for the level of pay, security that may have an effect on that individual's assessment of his career accomplishments in addition to the perceived opportunity for career progress in learning. There was some evidence suggesting that use of initiatives such as financial rewards, career growth and continuing education had also been effective in helping retention Willis-Shattuck *et al.* (2008).

Respondents were further non-committal on whether through career development there is increased supportive work relationship at directorate enhancing career success and whether through career development officers have been able to earn better salaries and get promotion opportunities often. The respondents however observed to express diverse views in all the aspects having standard deviation values greater than one. This finding was consistent to AsiaOne (2012), global research from Accenture, 76 % of respondents from Singapore employees who claimed to be dissatisfied with their jobs. They also emphasized more on work-life balance, pay and the availability of career advancement opportunities as the determinants of their career satisfaction.

This finding was elaborated more through a study conducted by Sabharwal (2011) that the more opportunities presented to employees for career growth; the higher is the career satisfaction. According to a study by Malik *et al.* (2012), pay has significant influence on career satisfaction but promotion has significant or partial impact on career satisfaction of educationalist at Punjab university level. This study therefore coincided with findings that respondents were non-committal whether good pay and promotional activities can lead to career satisfaction among officers. A study

done by Roelen *et al.* (2008) identified 11 factors related to career satisfaction: work content, autonomy, growth, financial rewards, promotion, supervision, communication, co-workers, meaningfulness and work demand.

Analysis on respondents' perception on career advancement yielded the following results as shown in Table 4.43.

Table 4.43: Respondents on Career Advancement/Promotion

	N	Mean	Std. Dev
1. Through career development officers have been able to earn better salaries and get promotion opportunities often	95	2.81	1.205
2. Youth directorate places greater emphasis on officers career advancement and career opportunities	95	2.77	1.056
3. Career counselling enables officers discover occupations satisfying their needs and continually improve performance	95	3.06	1.099
Valid N (listwise)	95		

Respondents asserted that, availability of promotion and advancement opportunities in the ministry influences officer's motivation to work harder. This finding was in line with study done by Kostea, (2009) that promotion is an important aspect of a worker's career life, affecting other facets of the work experience including workers' labor mobility that resulted in the wage increases.

However, respondents were not sure that youth directorate places greater emphasis on officers' career advancement and career opportunities (M=2.77, SD=1.056) and that career counselling enables officers discover occupations satisfying their needs and continually improve performance (M=3.06, SD=1.099). The researcher further sought the respondent's opinions in regard to scheme of service under the career development. Findings from analysis were as presented in Table 4.44.

Table 4.44: Respondents perception on Scheme of service at DYA

	N	Mean	Std. Dev
1. Staff promotion is prompt according to the scheme of service	95	2.69	1.186
2. Scheme of service aligns officers careers with opportunities through a continuing training program and advancement	95	3.08	1.127
3. Scheme of service has a clear succession plans in place to ensure continuity in operation at directorate of youth affairs	95	3.68	1.013
Valid N (listwise)	95		

The respondents acknowledged that the scheme of service has a clear succession plans in place to ensure continuity in operation at directorate of youth affairs (M=3.68, SD=1.013). This result is inconsistent with study conducted by Nkpoyen, (2003) that career development programme (scheme of service) aligns individuals' careers with career opportunities through a continuing programme of training, transfer and advancement. On the other hand, they were non-committal on whether staff promotion is prompt according to the scheme of service (M=2.69, SD=1.186) and whether scheme of service aligns officers' careers with opportunities through a continuing training program and advancement. This finding is in line with study done by United Kingdom public-sector schemes in 1994 concluded that, although the scheme was thought by staff to have a number of virtues, it was very unlikely to have raised employee motivation appreciably.

The responses were further categorized as negative, neutral and positive to clearly check on the distribution of the responses across the different attitude levels. The findings were in tandem with the three sub-components of career development. The findings from the analysis were as presented in Table 4.45.

Table 4.45: Attitudes on Career Satisfaction

	Frequency	Percent	
Valid	Negative	28	29.5
	Neutral	37	38.9
	Positive	30	31.6
	Total	95	100.0

The table showed that 38.9% of the respondents were neutral in regard to career satisfaction, 31.6% was positive while 29.5% were negative. As such the researcher observed that many of the respondents, 38.9% were neutral towards career satisfaction. The researcher then sought to establish whether the difference in respondent's attitudes towards career satisfaction was caused by staff experience or it was out of sheer chance. The findings from the analysis were as depicted in Table 4.46.

Table 4.46: Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.980 ^a	6	.240
Likelihood Ratio	9.272	6	.159
Linear-by-Linear Association	3.514	1	.061
N of Valid Cases	95		

- a. 7 cells (58.3%) have expected count less than 5.
- b. The minimum expected count is 2.36.

This result could give an indication that probably the youth officers are not adequately promoted according to stipulated timelines in the scheme of service. The analysis established a chi-square value of 7.980 between experience and career satisfaction component of career development among youth development officers in Kenya. However, the value was statistically insignificant at $p < 0.05$ level of significance. These findings were in line with the study by Malik, Danish and Munir (2012) that many studies assert that career satisfaction is strongly correlated with

promotion opportunities and there is a direct and positive association between promotional opportunities and career satisfaction. Pay satisfaction and satisfaction related to job security both are most significant categories of job satisfaction for ascertaining give-ups regarding future, whereas satisfaction with regard to promotion opportunities is not a major factor.

Career progression and mobility in organizational contexts have been emphasized as organizational predictors influencing an employee's career satisfaction (Loi & Ngo, 2010). Therefore, study concluded that respondent's perceptions towards career satisfaction were not dependent of their work experience at directorate of youth affairs. This finding also agrees with study by Joo *et al.* (2013) that more people perceive that an organization which provides diverse career opportunities, such as training and promotion possibilities and setting of career paths, the more they are satisfied with their careers.

Regarding career advancement or promotion, categorization into different attitude levels yielded the following results shown in Table 4.47. From the findings, 54.7% of the respondents were found to be having neutral perceptions towards career advancement.

Table 4.47: Respondents Attitudes on Career Advancement/Promotion

		Frequency	Percent
Valid	Negative	14	14.7
	Neutral	52	54.7
	Positive	29	30.5
	Total	95	100.0

The findings were in consistent with study conducted by Aminuddin and Aini Yaacob (2011) which shown that there is a positive significant relationship between recruitment and promotion towards employees' job satisfaction but only at a moderate level. Study by Malik *et al.* (2012) demonstrated that, promotion is a significant facet of employee's career that, affects other aspects of work experience. They make up an important facet of mobility for labor related to workers, most

frequently having considerable increment of wages. This was because they felt that there were still fewer promotional opportunities given to them. Due to this reason, governments must increase the effort to maximize the satisfaction level among employees by stressing on their recruitment and promotional practices (Aminuddin & Aini Yaacob, 2011).

Further, 30.5% of the respondents were positive while 14.7% were negative towards career advancement. Thus the researcher concluded that there was a notable difference in respondents' views regarding career advancement at the directorate of youth affairs. From the result findings there could an impression that youth officers were not adequately promoted or even no prompt career advancement opportunities at youth directorate. With this kind of perception intention for youth officers to leave the ministry and search for greener pastures could be high. This finding agrees with study by Wan, Sulaiman and Omar (2012) argue that, employees who perceived promotion decisions as fair are more likely to be committed to the organization, experience career satisfaction, perform better and subsequently have a lower intention to leave the organization.

According to a study by Mustapha and Zakaria (2013) today, many lecturers will consider leaving institutions, if they do not have equal promotion opportunities as offered by other firms, particularly young lecturers who are looking for more work experiences from various institutions before deciding to remain with a particular institution. The study therefore sought out to find whether experience had any role towards the observed respondents' attitude deviations in regard to career advancement. The chi-square analysis yielded the results shown in Table 4.48 below.

Table 4.48: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.876 ^a	6	.437
Likelihood Ratio	7.521	6	.275
Linear-by-Linear Association	.891	1	.345
N of Valid Cases	95		

- a. 7 cells (58.3%) have expected count less than 5.
- b. The minimum expected count is 1.18.

The findings demonstrated a chi-square value of 5.876 between experience and career advancement component of career development. However, the value was also statistically insignificant at $p < .05$ level of significance. Therefore, the researcher concluded that experience did not significantly influence respondent’s perceptions towards career advancement. To some extent this results agrees with a study by Ramandeep (2016) who listed 5 dominant career advancement variables that like ‘career path counselling’ (0.839), ‘succession planning’ (0.779), ‘horizontal/vertical growth’ (0.733), ‘preferred successor’ (0.709) and ‘support for individual career plan by HR department’ (0.684).

Additionally, classification of responses regarding the scheme of service on career development into negative, neutral/positive yielded results shown in Table 4.49.

Table 4.49: Respondents Attitudes on Scheme of Service

	Frequency	Percent	
Valid	Negative	22	23.2
	Neutral	34	35.8
	Positive	39	41.1
	Total	95	100.0

The table indicated that 41.1 % of the respondents had positive attitude towards the scheme of service component of career development. On the other hand, 35.8% of the respondents were neutral while only 23.2 % had negative attitude towards the scheme of service. This is an indication that the respondents perceived the importance of scheme of service and saw it as a tool for career growth and development for youth development officers in Kenya. The findings coincides with results from a study by Kraimer *et al.* (2009) showed that developmental expatriate assignments were positively related to career advancement while the acquisition of managerial skills was negatively related to career advancement. Gong and Song

(2008) also found that the provision of career advancement opportunities was positively related to employee performance commitment.

The researcher further performed chi-square analysis to find out whether the difference in opinions could have been influenced by the respondents work experience. The findings from the analysis were as shown in Table 4.50.

Table 4.50: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.427 ^a	6	.377
Likelihood Ratio	6.165	6	.405
Linear-by-Linear Association	2.024	1	.155
N of Valid Cases	95		

- a. 7 cells (58.3%) have expected count less than 5.
- b. The minimum expected count is 1.85.

The chi-square value of 6.427 was obtained between experience and scheme of service component of career development. However, the value was found to be insignificant at $p < 0.05$ level of significance. The researcher therefore concluded that workers experience does not influence the respondents' perception towards the scheme of service component of career development for youth development officer. The finding henceforth aligns with the results from the study done by Danish and Usman (2010) shown that promotion opportunity was positively significant with relationship to lecturers career satisfaction.

4.5.4 Descriptive Analysis for Employee Counseling

The researcher went ahead to establish respondents' perceptions towards employee counseling. The responses were established in relation to the two components of employee counseling which were counseling session frequencies and counseling programme. The means and standard deviation values were established to aid in making inferences. The findings from the analysis were as presented in Table 4.51.

Table 4.51: Perceptions on Frequency of Employee Counselling

	N	Mean	Std. Dev
1. Directorate of youth affairs organizes frequent counseling sessions for youth officers	95	1.92	.895
2. An elaborate counseling programme has enabled effective counseling process or program for youth officers	95	2.02	.850
3. Youth officers are aware on the concept of counseling programme aimed to improve their productivity in the ministry.	95	2.62	1.204
4. Officers are aware of all ministry's counseling policies and practices and able to use the services and recommend others	95	2.18	.911
5. Employee counselling has made youth officers develop positive attitudes toward their work	95	2.68	1.123
6. Youth directorate have set up clear monitoring mechanisms to follow up on officers counseling and evaluate its success	95	2.06	.943
Valid N (listwise)	95		

Based on the analysis, respondents disagreed that the directorate of youth affairs organizes frequent counseling sessions for youth development officers and that an elaborate counseling program has enabled effective counseling process or program for youth officers. They also did not accept that the officers are aware of all the ministry's counseling policies and practices and able to use the services and recommend others and that the youth directorate have set up clear monitoring mechanisms to follow up on officers counseling and evaluate/assess its success. These assertions registered mean responses averaged at 2 (Disagree). The respondents however remained apprehensive on whether the youth officers are aware of the concept of counseling program aimed at improving their productivity in the ministry. The study findings was in line with research conducted by Raheja (2014) in Mumbai India that shows, majority of the employee 61% sampled were unaware of

the concept of employee counseling, 25% had partial idea that it related to distress, advising, creating self-awareness and personality development.

Further they were undecided on whether employee counseling has made youth officers develop positive attitudes to their work. The researcher observed some level of consistency in the respondents' views with most responses having a standard deviation less than one. This finding coincides with study by Kellett *et al* (2014) that, availability of information on employment counseling services across Canada has been lacking. There is also little evaluative information to demonstrate the contribution of counseling in helping people transit from school to work or unemployment to employment.

According to study by McLeod (2001) concluded that of 34 studies in counseling, at least 85% of employee who received counseling at their workplace had experienced increased productivity as compared to those who did not practice workplace counseling. Therefore regarding the component of counseling programme, the respondents' opinions were as presented in Table 4.52.

Table 4.52: Perceptions on Counseling Programme

	N	Mean	Std. Dev
Employee counselling programme help reduce work place stress, burn out and depression among youth officers	95	3.28	1.366
Through employee counseling, there has been a reduction in absenteeism and thus improving organizational performance	95	2.78	1.084
Employee counseling programme helps improve youth officers' morale, confidence and self-esteem in their work place.	95	3.55	1.165
Work place counseling plays an important role in changing employee behavior that will be cost effective in the long run	95	3.84	1.151
Valid N (listwise)	95		

It was observed that the respondents accepted that employee counseling program helps improve youth officers' morale, confidence and self-esteem in their work place. This finding was consistent with research evidence by McLeod (2010) which showed that workplace counseling programme have been found to reduce sickness absence rates in organizations by as much as 50%. Further, they agreed that workplace counseling plays an important role in changing employee behavior that will be cost effective in the long run. This result agrees with study findings by Mapira *et al.* (2013) management showed that workplace counseling plays a greater role in changing employee behavior and those employees had high respect for the role of workplace counseling. However, respondents remained undecided on whether employee counseling help reduce work place stress, burnout and depression among officers and whether through employee counseling, there has been a reduction in absenteeism and thus improving organizational performance.

Additionally, the researcher noted the lack of consistency in the respondents' views with most of the responses having standard deviation values greater than one. These results could be demonstrating that there is likelihood that officers are not aware about the counseling programme provided by directorate of youth affairs. In the contrary study conducted by McLeod (2008) found out that employees have to be aware of all workplace counseling policies and practices for easy evaluation. That 80 % of those who were aware of these policies/practices were able to recommend or use counseling again

The researcher then classified the responses in terms of either negative, neutral or positive to analyze the classification of the responses across the different categories. The findings from the analysis were as demonstrated hereafter in Table 4.53 below.

Table 4.53: Attitudes on Frequency of Employee Counselling

		Frequency	Percent
Valid	Negative	62	65.3
	Neutral	26	27.4
	Positive	7	7.4
	Total	95	100.0

The findings showed that 65.3% of the respondents had negative attitudes towards the frequency of the employee counseling organized by the directorate of youth affairs while 27.4 % were neutral and 7.4% positive. As such, the researcher observed that respondents were not satisfied with issues relating to the frequency of counseling programs. This finding was in line with study done by Owino (2015), that both private and public schools were not aware of the ministry's of education science and technology guidelines on the provision of guidance and counseling services to schools. Each school had its own guidelines on service delivery, though they were almost similar. It is thus recommended that more teachers should also be trained in guidance and counseling and more than one posted per school. In addition, counselors should be relieved off their teaching duties or their loads reduced so that they may devote more time to counseling (Owino, 2015).

The researcher further performed a chi square test to establish whether the experience of the respondents was responsible for the respondents' diverse views. The findings from the analysis were as presented in Table 4.54.

Table 4.54: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.029 ^a	6	.805
Likelihood Ratio	3.710	6	.716
Linear-by-Linear Association	1.611	1	.204
N of Valid Cases	95		

a. 7 cells (58.3%) have expected count less than 5.

b. The minimum expected count is .59.

The analysis derived a chi square value of 3.029 between experiences and respondent's perceptions towards the frequency of the counseling programme. However, the researcher observed that the value was statistically insignificant at $p < .05$ level of significance. Therefore, the researcher concluded that the respondents experience have no role in their perceptions towards the frequency of the counselling

programmes. On the other classification of responses relating to the attitudes on counselling programme yielded the following results as shown in table 4.55.

Table 4.55: Attitudes on counselling programme

		Frequency	Percent
Valid	Negative	24	25.3
	Neutral	28	29.5
	Positive	43	45.3
	Total	95	100.0

The researcher established that 45.3% of the respondents had positive attitude on the counseling programme, 29.5% were neutral while 25.3% were negative. Therefore, the researcher observed that the responses were evenly distributed across all the attitudes categories. This finding were in line with research done by Attridge and VandePol (2010) that workplace services by employee assistance programmes has been largely positive, particularly regarding outcomes of avoiding trauma-related costs in employee disability leave and shorter duration periods before return to work after a critical incident. Strong evidence exists supporting the effectiveness of potential employee assistance programs partners in the areas of worksite wellness and stress management programs that have been shown to improve employee health or work performance (Parks & Steelman, 2008).

Chi-square test was done to establish whether experience could have resulted to the observed differences in opinion or it was basically out of mere chance. The findings from the analysis were as shown in Table 4.56.

Table 4.56: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.127 ^a	6	.908
Likelihood Ratio	2.153	6	.905
Linear-by-Linear Association	.269	1	.604
N of Valid Cases	95		

a. 7 cells (58.3%) have expected count less than 5.
b. The minimum expected count is 2.02.

From the analysis, a chi-square value of 2.127 was realized between counselling programme and respondents work experiences. However, the value was statistically insignificant at $p < .05$ level of significance. Therefore, the researcher concluded that experience had no significant influence on the respondents' perceptions towards counselling programme offered at the directorate of youth affairs.

4.5.5 Descriptive Analysis for Performance of Youth Development Officers

The supervisor (County Directors of Youth Affairs) were required to rate the performance of their youth officers under them with respect to each subcomponent of the performance of youth development officers. In regard to goal achievement the supervisors were to rate against a scale of 5 points ranging from very good to very poor. The findings from the analysis are shown in the table 4.57.

Table 4.57: Supervisors Perception on Goal Achievements

	N	Min	Max	Mean	Std. Dev
Level of training on entrepreneurship and leadership skills	83	1	3	2.02	.796
Level of youth sensitization or training on life skills (drugs abuse, HIV/AIDS & Harmful cultural practices)	83	1	4	2.18	.783
Level of empowering clients (youth) on how to access youth fund, UWEZO & women fund and own their enterprises or income generating projects	83	1	3	2.16	.671
The extent of sensitizing youth on gender mainstreaming	83	1	4	2.66	.547
Valid N (listwise)	83				

The findings indicated that the supervisor noted that the level of goal achievement by the youth development officers was good as all the aspects had means approximately equal to 2 (Good). The standard deviations for all the aspects were less than one

meaning that the respondents were in agreement the level of goal achievement among the officers was good. The findings aligns with study by Shantz, & Latham (2009) that there is overwhelming evidence in the behavioral sciences that consciously set goals can increase an employee's performance. Additionally, the findings were also confirmed by Pekrun and Elliot (2009) that present research, achievement goals defined as competence-relevant aims that individuals strive for in goal achievement settings for an organization. Finding agrees with study by Dierendonck *et al.* (2007) that, performance achievements is influenced by other events occurring within the firm after receiving upward feedback.

Research by Beamon and Burcu (2008) indicates that effectiveness is the extent to which customer requirements are met. Some indicators of effectiveness in service delivery include: number of clients served, quality of services and products, changes with respect to equality, environmental changes, quality of life (KSOG, 2012). Therefore regarding the effectiveness of service delivery among the youth development officers, the findings of the analysis were as reported in the following Table 4.58. On a scale of 1 to 7 ranging from 1-Highly Unsatisfactory to 7-Highly satisfactory, the supervisors rated the level of effectiveness in service delivery as being moderately satisfactory (approximately 5).

Table 4.58: Supervisors Views on Effectiveness in Service Delivery

	N	Min	Max	Mean	Std. Dev
Report writing and giving feedback to clients in time	83	1	7	5.13	1.247
Officers always delivers quality services and meeting customer's (youth) requirements	83	2	7	5.21	1.222
Appropriate use of technology innovations like (emails, SMS, WhatsApp and Facebook) in service delivery	83	2	7	5.53	.928
Increased number of clients seeking services at youth development offices in respective sub counties	83	3	7	5.18	1.261
Valid N (listwise)	83				

However, the findings appeared to differ from one supervisor to the other with 3 out of 4 responses having standard deviation values greater than 1. These findings indicated that there remains room for the improvement of effectiveness in service delivery at the directorate of youth affairs. The finding agrees with study by Amah, (2006) that high firm performance indicates that resources effectively utilized and waste is minimized. The third sub-component sought to examine the staff commitment. Effectiveness in service delivery can be considered as one of leading factors to job satisfaction (Aziri, 2011). The supervisors rated the youth officers on a scale of 1 to 5 ranging from strongly disagree to strongly agree. The findings from the analysis were as shown in the Table 4.59 below.

Table 4.59: Supervisors views on Staff Commitment to Performance

	N	Min	Max	Mean	Std. D
Youth officers greatly engages in all functions of the directorate	83	1	5	3.41	.842
There is effective team and a healthy co-worker/officers relationship	83	1	5	3.62	.717
Youth officers are highly concern in meeting performance objectives by often preparing work plans, reports and performance appraisals systems	83	1	5	3.86	.783
Officers actively/ proactively creates partnerships with other stakeholders to serve their customers better and verify their expectations have been met or exceeded	83	2	5	3.58	.701
Valid N (list wise)	83				

According to Ngui (2014), business oriented organizations today are aware of the importance of employee commitment and its role in motivating employees. Hence no organization can perform at peak levels unless each employee is committed to the organizations objectives. The findings from the table indicated that the respondents agreed with all the aspects of staff commitment recording a mean of approximately 4 (Agree). Respondents observed that the officers greatly engage in all functions at the

directorate and that there is effective team and healthy co-worker relationships. This finding aligns with study by Maurer and Lippstreu (2008) that employees who reported higher supervisor support were more likely to have greater commitment toward their performance the firm. Study found that supervisor support for development interacted with performance orientation in relation to firm commitments. They further observed that the youth officers are highly concerned with meeting the performance objectives by often preparing work plans, reports and performance appraisals. It was also in the supervisors' view that officers actively and proactively create partnerships with other stakeholders to serve their customers better and verify their expectations have been met or exceeded.

4.6 Assumptions of Multivariate Analysis Tests

Before testing the regression coefficients, it was ensured that the assumptions of multivariate analysis were met. The data was checked for, linearity, normality, multi collinearity and homoscedasticity of residuals.

4.6.1 Test for linearity

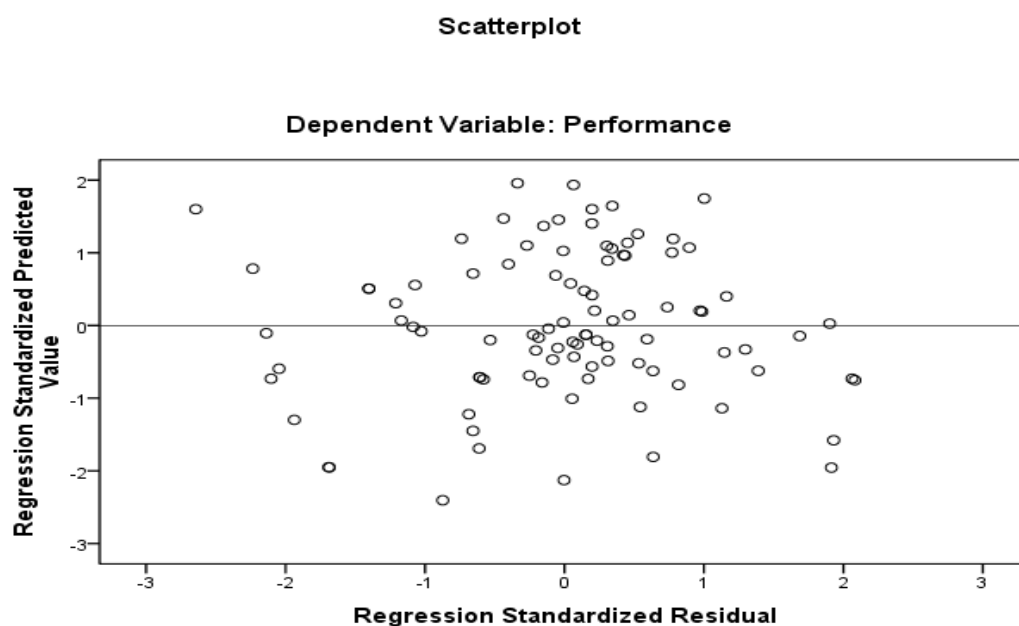


Figure 4.1: standardized Residual plots

The standardized residual plot was examined by looking for an average residual around 0, and no curves or clumps of points but rather points that roughly form an ellipsoidal shape was observed. The residuals scatter randomly around 0, as per Figure 4.1 above.

4.6.2 Test for Normality

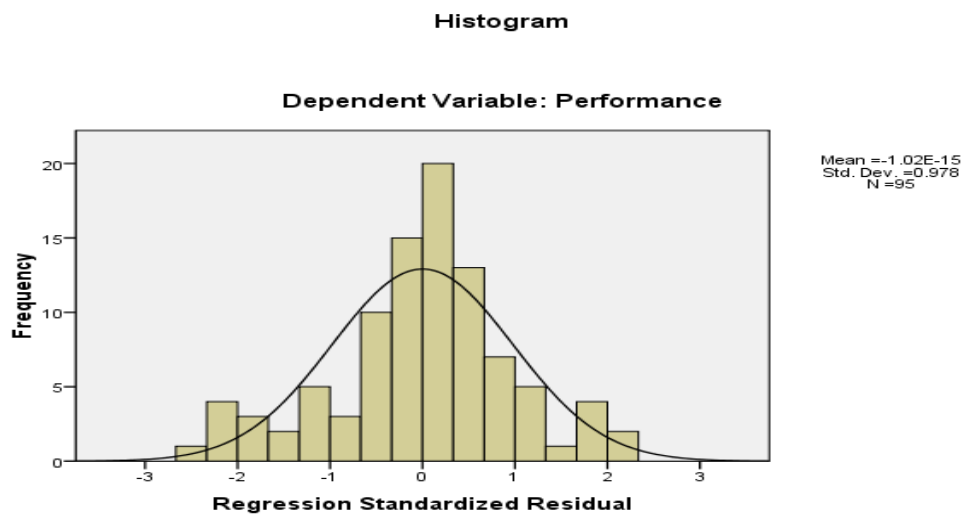


Figure 4. 2: Histogram of the Standardized Residual Plot

A histogram of the standardized residuals was used to visually verify Normality. The standardized residuals did not exhibit any serious departures from normality. For normality, the standardized residual plot for the performance of youth development officers should roughly follow a diagonal line, which represents the normal distribution. The standardized P-P plot, Figure 4.2 fits this assumption well.

4.6.3 Test of Multicollinearity

According to Menard (1995), a tolerance value which is less than 0.1 indicates serious collinearity problems. Myers (1990) suggests that a Variance Inflation Factor (V.I.F) value greater than 10 is a sign of collinearity and a cause of concern. The analysis showed that all the variables had a VIF value greater than 1 and less than 4. This suggests that there are no apparent multicollinearity problems. This means that

there is no variable in the model that is measuring the same relationship/quantity as is measured by another variable or group of variables.

4.6.4 Test for Heteroscedasticity

The researcher employed Breusch-Pagan test for heteroscedasticity under the null hypothesis and test statistics displayed in the following results.

Null hypothesis: heteroscedasticity not present

Test statistic: LM = 9.13812

with p-value = $P(\text{Chi-square}(4) > 9.13812) = 0.0577382$

Using the p-value criteria, the obtained Chi-square p-value was greater than the level of significance ($p < 0.05$).

Therefore, the researcher failed to reject the null hypothesis and concluded that there was no heteroscedasticity in the data, as such, the data was homoscedastic. The output is as shown in the figure/table below.

Breusch-Pagan test for heteroscedasticity

OLS, using observations 1-95

Dependent variable: scaled uhat²

	Coefficient	std. error	t-ratio	p-value
const	2.29322	1.21322	1.890	0.0619 *
Management Development	0.296309	0.328669	0.9015	0.3697
Employee Training	-0.554316	0.332500	-1.667	0.0990 *
Career Development	0.235072	0.386507	0.6082	0.5446
Employee Counselling	-0.434110	0.248986	-1.744	0.0847 *

Explained sum of squares = 18.2762

Test statistic: LM = 9.138125,

with p-value = $P(\text{Chi-square}(4) > 9.138125) = 0.057738$

4.7 Inferential Statistics

The researcher sought to establish the relationships between the variables. This was done in a set of process as discussed hereafter.

Correlation Analysis

The researcher sought to establish the relationships between the independent variables and the dependent variable. The analysis enabled the researcher to determine whether there were any significant relationships between the variables and the degree to which strategic human resource practices influenced the performance of youth development officers. The results are presented hereafter.

4.7.1 Management Development and Performance of Youth Development Officers

The researcher established the relationship between management development and the performance of youth development officers. This was done in line with the sub-variables of the three variables of both independent and dependent variables. All the responses were on a Likert scale and as such could be composed into a composite score of their means. This enabled the researcher to apply Pearson Product Moment Correlation Coefficient to draw inferences on the relationship between the variables. The findings for the analysis were as presented in Table 4.60.

Table 4.60: Correlations

		Self- Development	Leadership Development	Employee coaching
Goal Achievement	Pearson Correlation	.373**	.134	.301**
	Sig. (2-tailed)	.000	.197	.003
	N	83	83	83
Staff Performance	Pearson Correlation	.357**	.225*	.430**
	Sig. (2-tailed)	.000	.029	.000
	N	83	83	83
Effectiveness in service delivery	Pearson Correlation	.441**	.070	.077
	Sig. (2-tailed)	.000	.500	.460
	N	83	83	83

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

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

The table demonstrated that self-development as indicator of management development had a weak, positive and significant relationship ($r=.373$, $p<.01$) with goal achievement in performance of youth development officers. In addition, employee coaching (indicator of management development) also had a weak positive and significant relationship ($r=.301$, $p<.01$) with goal achievement. However, the relationship between leadership development and goal achievement was not significant at $p<.01$ level of significance. The researcher therefore observed that self-development and employee coaching were important in enhancing the goal achievement in the performance of youth development officers (employees). The findings concurred with a study by Wheeler (2011) which demonstrated that, the adoption of coaching behaviors by line managers, in a customer-facing setting, can help contribute to the achievement of organizational goals.

The study by Qaisar and Yaqoob (2009) coaching and employee performance may be used to identify the problem area where an employee is lacking on the job, or solving the problem of an employee, to encourage and solve problems themselves. According to Champathes (2006), coaching has become an important technique for performance improvement among employees in an organisation. A study by Boyce *et al.* (2010) further shows that leadership coaching is an essential element of most firms. Findings by Walia & Bajaj (2012) assert that senior managers should continue coaching their staffs.

The findings further showed that self-development, leadership development and employee coaching all had significant relationship with staff commitment component of performance of youth development officers. A weak positive significant relationship ($r=.357$, $p<.01$) was observed between self-development and staff commitment. On the other hand, a very weak positive significant relationship was observed between leadership development and staff commitment ($r=.225$, $p<.05$). Further a slightly weak positive significant relationship ($r=.430$, $p<.01$) between employee coaching and staff commitment was established. Therefore, the researcher observed that boosting self-development, leadership development and employee coaching among the employees would result to enhanced staff commitment among youth development officers. This finding was in line with study conducted by Qaisai

and Yaqoob (2009) who found that the combined effect of leadership development, coaching, training, empowerment and participation and delegation influences employee commitment to performance with 50%.

Additionally, the findings indicated that only self-development had a slightly weak positive significant relationship ($r=.441$, $p<.01$) with effectiveness in service delivery by youth development officers. The other two subcomponents of management development including leadership development and employee coaching did not show any significant relationship with the effectiveness in service delivery. As such, the researcher concluded that effectiveness in service delivery is more dependent on self-development of the employees at youth directorate. The findings have some relationship with study by Bhogle and Bhogle, (2011) that factors including talent, team climate, commitment, leadership, purpose, communication, continuous improvement, team ethics and team bonding play a major role in building effective high performance among teams.

4.7.2 Employee Training and Performance of Youth Development Officers

The researcher further sought to establish the relationship between employee training and performance of youth development officers. Responses in regard to employee training were also in a Likert scale. The responses were transformed into a composite score of their means and the results correlated with those of performance of youth development officers. The findings from the analysis were as presented in Table 4.61.

Table 4.61: Relationship between Employee Training and Performance

		Training needs assessment	Training program	Training evaluation
Goal achievement	Pearson Correlation	.377**	.302**	.323**
	Sig. (2-tailed)	.000	.003	.001
	N	83	83	83
Staff Performance Commitment	Pearson Correlation	.455**	.331**	.370**
	Sig. (2-tailed)	.000	.001	.000
	N	83	83	83
Effectiveness in service delivery	Pearson Correlation	.242*	.338**	.501**
	Sig. (2-tailed)	.018	.001	.000
	N	83	83	83

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

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

According to Ngui (2014), business oriented organizations today are aware of the importance of employee commitment and its role in motivating employees. The findings indicated the presence of a weak positive significant relationship ($r=.377$, $p<.01$) between training needs assessment and goal achievement in the performance of youth development officers. Further, there was a weak positive significant relationship ($r=.302$, $p<.01$) between training program and goal achievement in the performance of youth development officers. In addition, training evaluation was also established to have a weak positive significant relationship with goal achievement.

As such all the three indicators employees training sub-components significantly influences goal achievement in the performance of youth development officers. This implies that conducting training needs assessment, designing training program, evaluation of training consequently influences achievement of performance goals by

youth officers. This finding was in consistent with study by Wachira *et al.* (2012) that the presence of training and development systems can potentially make a material difference to an organization's performance.

A research by Sahinidis and Bouris (2008) found that employees may feel demotivated and lack commitment due to insufficient knowledge and skills which can be imparted to them through training programme. This insufficiency may result into conflict with firms' goal achievement and eventually affecting their performance. The researcher further established that there was a slightly weak positive significant relationship ($r=.455$, $p<.01$) between training needs assessment and officers performance commitment. In addition, a weak positive significant relationship ($r=.331$, $p<.01$) was established between training program and commitment of youth officers. Further training evaluation was shown to have a weak positive significant relationship ($r=.370$, $p<.01$) with commitment. Therefore, all the three indicators or components of employee training had a significant influence on the staff commitment of employees. Organizations must therefore fill in the gap in order to achieve desired performance through training. Many researchers (Cheng & Hampson, 2008; Velada *et al.*, 2007) argue that firms' training programmes may not have a positive impact on trainees' performance unless the newly acquired knowledge, skills and behaviors are transferred to their everyday work activities, tasks and duties.

Regression analysis further showed that training needs assessment, training program and training evaluation all had positive significant relationships with effectiveness in service delivery by youth development officers. Training needs assessment was seen to have a weak positive significant relationship ($r=.242$, $p<.05$) with effectiveness in service delivery by youth development officers. On the other hand there was a weak positive significant relationship ($r=.338$, $p<.01$) between the training program and effectiveness in service delivery by youth development officers. Additionally, an average positive significant relationship ($r=.501$, $p<.01$) was established between training evaluation and the performance of youth development officers. The findings were in agrees with a study by Kirkpatrick and Kirkpatrick (2008) that shows that a training programme's results include the improvement of trainees' job performance.

Therefore, training evaluators should periodically observe the changes in trainees' behavior in order to extract the final results from the training programme aiming to enhance employee performance.

4.7.3 Career Development and Performance of Youth Development Officers

Further, the researcher sought to establish the relationship between career development and performance of youth development officers in the directorate of youth affairs. Responses on career development were also on a Likert scale. As such, the responses were transformed into a composite score of their means and correlated with those of performance of youth officers. Pearson product moment correlation coefficient was used in the analysis. The findings for the analysis were as in Table 4.62.

Table 4.62: Relationship between Career Development and Performance

		Career Satisfaction	Career Advancement	Scheme of Service
Goal Achievement	Pearson Correlation	.357**	.352**	.164
	Sig. (2-tailed)	.000	.000	.113
	N	83	83	83
Staff Performance	Pearson Correlation	.516**	.374**	.134
	Sig. (2-tailed)	.000	.000	.196
	N	83	83	83
Effectiveness in service delivery	Pearson Correlation	.364**	.360**	.217*
	Sig. (2-tailed)	.000	.000	.035
	N	83	83	83

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

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

The findings indicated the presence of a weak positive significant relationship ($r=.357$, $p<.01$) between career satisfaction and goal achievement of youth development officers. Career advancement/promotion was also shown to have a

weak positive significant relationship ($r=.352$, $p<.01$) with the goal achievement of youth development officers. This finding aligns with study by Baum (2007) that career progression in healthcare management is slow and there appears to be a certain level of acceptance of a static labor market and little aspiration to advance further in their careers. The findings converge with research by Carmeli *et al.* (2007) which suggest that while competency (interims of goal achievement) may be necessary, it is not sufficient for career advancement. Female managers are under-represented in high advancement group although they are significantly better in two high advancement competencies and not significantly worse in other high advancement competencies when compared with their male counterparts.

However, scheme of service in career development was seen not to have any significant relationship with goal achievement. Therefore, according to the findings, only career satisfaction and career advancement or promotions are significantly related to the goal achievement component of employee performance. This research result partially agrees with study by Kinicki *et al.* (2002) that managers can potentially enhance employees' motivation like career advancement through various attempts to increase job satisfaction.

According to Irefin and Mechanic (2014), organizations value commitment among their employees because it is assumed to reduce withdrawal behavior, such as lateness, absenteeism and turnover. The findings further showed that there was an average positive significant relationship ($r=.516$, $p<.01$) between career satisfaction and staff commitment to performance at the directorate of youth affairs. Further, a weak positive significant relationship ($r=.374$, $p<.01$) was observed between career advancement and commitment of youth development officers. This result is in consistence with study by Chew and Chan, (2008) that, career development enhances employee career advancement opportunities within the organization and contributes to labor force (employee) commitment. However, there was no statistically significant relationship between the scheme of service and commitment of the youth development officers in Kenya.

The analysis indicated that career satisfaction, career advancement/staff promotion and scheme of service all the three indicators had positive significant relationships

with effectiveness in service delivery by youth development officers. A weak positive significant relationship ($r=.364$, $p<.01$) was observed between career satisfaction and effectiveness in service delivery. On the other hand, career advancement and scheme of service also had weak positive significant relationship with effectiveness in service delivery by youth officers (YDO). Therefore, the enhancement of career development activities would lead to improved effectiveness and in service delivery by the youth development officers. The findings agree with study by Sabharwal, (2011) that, the more people (employee) perceive that an organization provides diverse career opportunities, such as training opportunities, promotion possibilities and setting of career goals and paths, the more they are satisfied with their careers and improves in service delivery.

4.7.4 Employee Counselling and Performance of Youth Development Officers

Additionally, the researcher sought to establish the relationship between employee counselling and performance of youth development officers. Responses in regard to employee counselling were on a Likert scale and thus were transformed into a composite score of their means and correlated with composite score of aspects of performance of youth development officers. Pearson correlation coefficient was used to establish the relationship. The findings from the analysis were as in Table 4.63.

Table 4.63: Correlations

		Counselling Frequency	Counselling Programme
Goal Achievement	Pearson Correlation	.434**	.220*
	Sig. (2-tailed)	.000	.032
	N	83	83
Staff Performance Commitment	Pearson Correlation	.466**	.203*
	Sig. (2-tailed)	.000	.049
	N	83	83
Effectiveness &efficiency	Pearson Correlation	.288**	.228*
	Sig. (2-tailed)	.005	.026

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

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

It was established that there was a slightly weak positive significant relationship ($r=.434$ and $r=.466$, $p<.01$) between the frequency of counselling and both goal achievement and staff commitment respectively. However, a weak positive significant relationship ($r=.288$, $p<.01$) was observed between the frequency of counselling and effectiveness and efficiency in service delivery by youth development officers. As such, the researcher noted that counselling frequency plays a key role in determining the goal achievement, staff performance commitments and the effectiveness in service delivery by youth development officers. This finding aligns with study by Aziri (2011) that when satisfaction is high, absenteeism tends to be low; when satisfaction is low, absenteeism tends to be high. Many studies have demonstrated an unusually large impact on job satisfaction, that the level of workers' motivation has an impact on firm's performance.

Therefore, increasing the counselling frequency also increases the performance of youth development officers. Conversely, very weak positive significant relationships were observed between counselling program and all the subcomponents of performance of youth development officers. The relationships were significant at $p<.05$ level of significance. The researcher, therefore, noted that counselling program also influences the performance of the youth development officers even though to a small extent or margin. Findings agree with study by Parks & Steelman, (2008) that, Employee Assistant Programs in worksite have been shown to improve their health and work performance.

4.8 Regression Analysis

The researcher further sought to test the studies hypotheses to establish the degree at which the independent variables predicted the dependent variable. Therefore, the researcher conducted a regression analysis on management development, employee

training, career development and employee counselling against performance of youth development officers. The findings for the analysis are as in Table 4.64 below.

Table 4.64: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.701 ^a	.492	.469	.52802

a. Predictors: (Constant), Management Development, Employee Training, Career Development and Employee Counselling.

From the regression analysis, the model indicated a correlation coefficient value of 0.701 for multiple regression analysis. This indicated a strong positive correlation between strategic human resource development practices and performance of youth development officers. This finding is supported by study conducted by Garavan, (2007) that, a key concern of strategic human resource development is to ensure that human resource development (HRD) activities align with corporate performance strategies. Further the R-Square value of 0.492 indicated that strategic human resource development practices accounted for 49.2% of the variation in the performance of youth development officers. Results of the ANOVA were as presented in Table 4.65.

Table 4.65: ANOVAb

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.281	4	6.070	21.772	.000 ^a
	Residual	25.092	90	.279		
	Total	49.373	94			

a. Predictors: (Constant), Management Development, Employee Training, Career Development and Employee Counselling,

b. Dependent Variable: Performance of Youth Development Officers

The table indicated a F-Value of 21.772 which was significant at 0.01 level of significance. This indicates that strategic human resource development practices were significant in explaining the variation in the performance of youth development officers. This result agrees with study by Benedikter, (2011) that many studies conducted on human resource development shows that it affects the performance of the employees.

The regression coefficients were as presented in Table 4.66.

Table 4.66: Coefficients^a

Model		Unstandardized		Standardized		
		Coefficients		Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	.011	.428		.027	.979
	Management Development	.228	.116	.169	1.969	.052
	Employee Training	.217	.117	.191	1.855	.067
	Career Development	.326	.136	.275	2.392	.019
	Employee Counselling	.261	.088	.267	2.977	.004

a Dependent Variable: Performance of youth development officers

From the coefficients table, the researcher observed that the constant value of 0.011 was almost 0 and was not significant in explaining the variation in the performance of youth development officers. Management development was found to be significant at 0.1 level of significance in explaining the variation in performance. Its coefficient's value was .228 meaning that it accounted for up to 22.8% of the variation in the performance. Therefore, the null hypothesis (H_{01} : Management development does not significantly influence performance of youth development officers in Kenya) was rejected and the researcher concluded that management development significantly influences the performance of youth development officers in Kenya.

Further, employee training was found to contribute significantly at 0.1 level of significance in explaining variation in performance of youth development officers (YDO). Employee training accounted for 21.7% of variation in performance. Therefore, the null hypothesis (H_{02} : Employee training has no significant effect on performance of youth development officers in Kenya) was rejected and a conclusion made that employee training have a significant effect on the performance of youth development officers in Kenya.

On the other hand, career development was shown to explain 32.6% of the performance of youth development officers at 0.05 level of significance. As such the null hypothesis (H_{03} : There is no significant influence between career development and the performance of youth development officers in Kenya) was consequently rejected and the researcher concluded that there is a significant relationship between career development and the performance of youth development officers in Kenya.

Additionally, regression analysis indicated that employee counselling accounted for 26.1% of the variation in the performance of youth development officers at 1% level of significance. Consequently, the null hypothesis (H_{04} : Counselling of youth development officers does not significantly affect their performance in Kenya) was rejected and the researcher concluded that counselling of the youth development officers significantly affects their performance in Kenya.

Therefore, the fitted model was as indicated below.

$$Y = 0.0110 + 0.228X_1 + 0.217X_2 + 0.326X_3 + 0.261X_4 + 0.428$$

Where

Y - Performance of Youth Development Officers.

X_1 -Management Development.

X_2 -Employee Training.

X_3 - Career Development.

X_4 - Employee Counselling.

$\beta_0=0.0110$ -The constant (Y- intercept) and

$\epsilon = 0.428$ - The Standard Error term,

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the major findings from the study based on the research objectives, conclusion from the finding and recommendations derived from the conclusions. The study set out to establish whether the following variables of strategic human resource development practices: management development, employee training, career development and employee counselling influences the performance of youth development officers. The findings were in tandem with the research objectives thus the research was able to draw pertinent conclusions from the findings. The chapter ends with suggested areas in which further research can be undertaken.

5.2 Summary of Findings

The study focused on the influence of strategic human resource development practices on performance of youth development officers. The findings were in tandem with the research variables as discussed hereafter. The study was based on strategic human resource development practices as the independent variable and performance of youth development officer as the dependent variable. Findings were reported in line with the research objectives and the study hypotheses. The findings are summarized as below.

5.2.1 Management Development and Performance of Youth Development Officers

Under management development, there were three indicators including self-development, leadership development and employee coaching. Under self-development, descriptive statistics indicated that the respondents agreed that officers enhance their skills through self-development activities and that management development enables youth officers work effort align to youth directorates' vision and mission. However, they were non-committal on whether the directorate aligns

self-development with the tactical planning of its programs. Regarding leadership, respondents indicated that they agreed with all the aspects of management development. They agreed that leadership development is aimed at improving managers in their present and future roles that management development has a high impact in the learning process for officers at directorate of youth affairs and that leadership development enables officers achieve their goals. Additionally, they concurred with the assertions that through management development youth officers are able to acquire leadership skills that, enhances performance strategies.

In consideration of indicator in employee coaching, respondents agreed that coaching enables officers to provide solutions to arising challenges of their daily routine work. On the other hand, they were undecided on whether effective coaching is embedded at the core of youth directorate and on whether the directorate offers coaching and mentorship to its officers. Chi-Square analysis indicated that experience did not influence respondents' perceptions regarding the 3 subcomponents of management development.

Correlation analysis showed that self-development had positive significant relationships with goal achievement, effectiveness in service delivery, staff performance commitments and performance of the youth development officers. On the other hand, leadership development had positive significant relationship with staff performance commitments and effectiveness in service delivery. The relationship between leadership development and goal achievement was found not to be significant at $p < .05$ level of significance. In addition, employee coaching had significant relationships with goal achievement and staff performance commitments while it lacked a significant relationship with effectiveness in service delivery of youth development officers. Multiple regression analysis on overall showed that management development significantly accounts for the variation in the performance of youth development officers. As such, enhancement of management development leads to enhanced performance of youth development officers.

5.2.2 Employee Training and Performance of Youth Development Officers

In regard to employee training, the researcher assessed indicators on training needs assessment, training program and training evaluation. In regard to training needs assessment, respondents were indifferent on whether the directorate of youth affairs is very proficient in designing and conducting training needs assessment and whether the directorate keeps track of training programs to ensure they are meeting their objectives and achieving intended results. Additionally, they were not sure that participation in follow up meetings after training enables youth officers implement their learnt skills effectively. Regarding employee training program, the respondents agreed that in-job trainings were effective methods in learning skills. They further agreed that training needs assessment has helped improve the organizational productivity and that knowledge and skills from training improve or increases staff or officers' level of commitments.

Findings in regard to training evaluation indicated that respondents agreed that training increases directorate specificity in officers' skills and increased productivity, that training evaluation has an effect on strategic formulation as well as vision and mission development and that participation in follow up meetings after training enables YDOs implement their learnt skills effectively. However, respondents were undecided on whether employees training have proved to be a strategic means of managing change within the directorate of youth affairs. Chi-square analysis demonstrated that experiences did not influence respondents' perceptions regarding employee training. As such, the difference in perceptions among the respondents was independent of experience.

Correlation analysis further showed that all the components of employee training had significant relationships with all the components of the performance of youth development officers. Training evaluation had an average positive significant relationship with performance efficiency of youth development officers. Findings portrayed weak relationships in all the other correlations. Regression analysis demonstrated that on overall, employee training significantly predicts the variation in

the overall performance of youth development officers. However, employee training influences the performance of youth development officers.

5.2.3 Career Development and Performance of Youth Development Officers

Factor analysis demonstrated the presence of three sub-components of career development including career satisfaction, career advancement and scheme of service. In regard to staff promotion, respondents were non-committal on whether ministry's career development opportunities and job remuneration have created a greater career satisfaction to officers, whether availability of career development opportunities enhances retention of youth development officers in the ministry and whether availability of promotion and advancement opportunities in the ministry influences officers' motivation to work harder. They further were not sure on whether through career development there is increased supportive work relationship at directorate enhancing career success and whether through career development officers have been able to earn better salaries and get promotion opportunities quit often.

On the other hand, regarding career advancement respondents agreed that career development has enhanced job commitment and has a positive impact on job engagement among youth officers. However, they were undecided on whether youth directorate places greater emphasis on officers' career advancement and career opportunities. Further they were not sure that career counseling enables officers discover occupations satisfying their needs and continually improve performance. In regard to scheme of service in career development, respondents agreed that the scheme of service has a clear succession plans in place to ensure continuity in operation at the directorate of youth affairs. However, the respondents were indifferent on whether staff promotion is prompt according to the scheme of service and on whether the scheme of service aligns officers' careers with opportunities through a continuing training program and advancement.

Inferential statistics indicated that career satisfaction and career advancement/promotion, both had positive relationship with all the components of the performance of youth development officers. However, scheme of service was only positively

correlated with the performance efficiency of youth development officers. Further, regression analysis indicated that career development in general significantly contributes in explaining the variation in the performance of youth development officers. Therefore, building on career development would go a long way in enhancing the performance of youth development officers in Kenya.

5.2.4 Employee Counselling and Performance of Youth Development Officers

Employee counselling was shown to have two sub-components including counselling frequency and counseling programme. In regard to counselling frequency, respondents disagreed that the directorate of youth affairs organizes frequent counselling sessions for youth officers and that an elaborate counselling programme has enabled effective counseling process for youth development officers. They also did not accept that the officers are aware of all the ministry's counselling policies and practices and able to use the services and recommend others and that the youth directorate have set up clear monitoring mechanisms to follow up on officers counselling and evaluate its success. On the other hand, respondents were apprehensive on whether the youth development officers are aware of the concept of counselling program aimed at improving their productivity in the ministry. Further, they were undecided on whether employee counselling has made youth development officers develop positive attitudes to their work.

Regarding counselling programme, respondents agreed that employee counselling helps improve youth development officers' morale, confidence and self-esteem in their work place. Further, they agreed that workplace counselling plays an important role in changing employee behavior that will be cost effective in the long run. However, they were not sure that employee counselling programme helps reduce workplace stress, burn out and depression among youth development officers. Further they were still undecided on whether through employee counselling there has been a reduction in absenteeism and thus improving organizational performance.

Correlation analysis indicated that counselling frequency had positive significant relationship with all the components of the performance of youth development officers at $p < .01$. On the other hand, very weak positive significant relationships

were observed between counselling assessment and all the components of performance of youth development officers at $p < .05$ level of significance. Regression analysis also showed that in general, employee counselling is significant in explaining the variation in performance of youth development officers at the directorate of youth affairs in Kenya. Therefore, enhancement of employee counselling would consequently lead to enhanced performance of youth development officers.

5.2.5 Performance of Youth Development Officers

There were three sub-components relating to the performance of youth development officers which included goal achievement, increased staff commitment effectiveness and efficiency in service delivery. Descriptive statistics regarding goal achievement showed that the respondents agreed that the youth development officers are very committed in meeting the performance objectives of the directorate in the coordination of implementation of youth empowerment programs. On the other hand, respondents remained non-committal on whether there is higher achievement of performance goals at the directorate of youth affairs by youth development officers and on whether there is increased staff productivity on performance of youth development officers.

In regard to effective in service delivery, respondents agreed that the preparation of work plans, appraisals and reports enhances performance of youth development officers, that officers equipped with technical, managerial and personality competencies enhances quality decision making skills and that the performance of youth development officers has been enhanced through strategic thinking in achieving directorate strategic objectives. Further, regarding career satisfaction, respondents disagreed that the facilitation programs, better remuneration and other motivation factors have led to improved performance among youth officers. However, they were undecided on whether youth development officers feel committed with their job performance, whether the directorate is committed to enhance the performance of youth development officers and on whether youth development officers are greatly involved in all functions at directorate of youth

affairs and that coaching has influenced improvement in their performance. Chi-square analysis indicated that experience does not play any significant role in the perceptions of youth development officers towards their performance.

5.3 Conclusions of the Study

The researcher made various conclusions based on the summary of findings. This was done in line with the study objectives as discussed in the following sub-sections.

5.3.1 Management Development and Performance of Youth Development Officers.

The findings indicated that self-development had positive significant relationships with goal achievement, career satisfaction, and effectiveness in service delivery of the youth development officers. The researcher therefore concluded that self-development is important in influencing the performance of youth development officers at the directorate of youth affairs. Allowing the youth development officers to enhance their skills through self-development is important in enhancing the performance of the youth development officers. On the other hand, the researcher concluded that leadership development significantly influences the performance of youth development officers. Through leadership development, the youth are in a position to acquire leadership skills and embrace a more proactive role at the directorate.

In addition, the researcher concluded that employee coaching significantly enhances staff performance commitments and consequently enhances the goal achievement among youth officers. However, coaching did not influence the effectiveness in service delivery at the directorate of youth affairs. On overall, the researcher concluded that management development plays a significant role toward the performance of youth directorate officers is concerned.

5.3.2 Employee Training and Performance of Youth Development Officers

The researcher observed that training needs assessment significantly influences all the three sub components of performance. Thus the researcher concluded that to

improve on the goal achievement, effectiveness in service delivery, and staff performance commitments, training needs assessment should be addressed. The researcher noted that the respondents were apprehensive as training needs assessment by the directorate was concerned. Thus the researcher noted that this was important if the directorate intends to improve its performance. Further, it was concluded that the training programme influenced the performance of the directorate of youth affairs. Respondents observed that both the in-job and out of job trainings were effective methods in learning skills. They also agreed that training helped improve the organizational productivity and that knowledge and skills from training improve their job commitment. Additionally, the researcher concluded that training evaluation was important in determining the performance of the directorate of youth affairs. Evaluation helps the directorate to increase specificity in officers' (YDO) skills and increase productivity.

5.3.3 Career Development and Performance of Youth Directorate Officers

Under career development the researcher concluded that career satisfaction has a significant influence on the performance of the youth development officers. The researcher observed that the presence of promotion opportunities increases effectiveness in service delivery and goal achievement at the directorate of youth affairs. In addition, promotion opportunities lead to increased staff performance commitments among the employees at the directorate of youth affairs. On the other hand, the researcher concluded that career advancement significantly contributes towards the performance of youth development officers in the directorate of youth affairs. Career advancement enhances job commitment and positively influences employees' job engagement thus leading to improved performance.

Additionally, the researcher concluded that effectiveness in service delivery at the directorate of youth affairs should be enhanced through having better scheme of service for the employees. A positive significant relationship was observed between the scheme of service and the effectiveness in service delivery at the directorate (DYA). Therefore, the scheme of service influences the performance at the directorate of youth affairs.

5.3.4 Employee Counselling and Performance of Youth Development Officers

The researcher concluded that on overall, employee counselling significantly influences the performance of the directorate of youth affairs in Kenya. The researcher observed that counselling frequency was positively correlated with all the components of the performance of youth development officers. Thus counselling frequency influences the goal achievement, effectiveness in service delivery at the directorate of youth of affairs. On the other hand, the researcher concluded that counselling programme had a significant contribution on the performance of the directorate of youth development officers. The researcher however observed that the influence of counselling programme on performance is not as strong as the counselling frequency. Thus, counselling should be emphasized at the directorate of youth affairs to enhance the performance of the youth development officers.

5.4 Recommendations of the Study

Based on the result findings and conclusions of the study, the researcher provides the following recommendations aimed at ensuring that the strategic human resources development practices adopted by directorate of youth affairs (DYA) plays a positive role in influencing the performance of youth development officers in Kenya.

5.4.1 Policy Recommendations

The ministry of public service, youth and gender affairs should develop and mainstream policies on strategic human resource development practices that would influence performance of its officers (youth officers among others). Therefore, directorate of youth affairs should adapt policies on management development that will be geared towards empowering youth development officers on self-development, coaching and leadership development. The study has several important implications to managers. First, by showing that sub variables of management development like self-development, coaching and leadership development influences employee performance. Managers should therefore consider the nature of the relationship they develop with their juniors and how to raise employees' confidence

levels. Once leadership development is achieved, employees are likely to put forth more effort, thereby enhancing their performance.

It is also important to conduct training needs assessment before training youth officers to ensure missing gaps or mismatch on their skills and their duties are well filled or captured to ensure training objectives are achieved effectively. This will enable the ministry to develop competent training programmes for its officers. Monitoring and evaluation should be conducted before training, in between training and after the training. To make training evaluation becomes more effective and efficient should be done at four level of Kirk Patrick evaluation model reactive, affective, behavior and results. This will enable youth development officers in the ministry to have a competitive advantage over others interims of service delivery in the public service. Human resource managers need to increase their level of expectancy that more learning would lead to better performance and more rewards in return. If the jobs or responsibility for civil servants do not motivate the employees to learn new skills and abilities, new approaches such as job redesign including systematic job rotation and job enlargement could be the solution.

Findings also suggest that leadership development may not only be appropriate but is also instrumental for the effective functioning of organizations. Specifically, our results demonstrate that training practices can have an influence on performance. Research findings suggest that this sort of approach, aimed specifically at leadership development, might increase not only employee performance, but also employee self-efficacy, leader-subordinate relationship quality and identification with the organization.

A study by Walia and Bajaj (2012) concluded that retention is very important and could be done through employee job satisfaction, better organizational policies-work life balance, supervisor support and good working conditions. It was also analyzed that career development and working environment show the highest relationship with the satisfaction that means employees want to work at that organization where they get support from peers and colleagues and development of their careers. The positive relationships between strategic human resource development practices and

performance of youth development officers can motivate the leaders in the ministry to commit resources. Hence resources can be in time, effort and capital to implementation of strategic HRD practices in pursuit to improve officer's performances competitiveness in the public service.

In addition, ministry should adopt a proactive approach on career development through a competitive scheme of service that has clear promotion and advancement structures for its officers. Career development should ensure there are motivation, career satisfaction and career growth among officers. Such approach should provide appropriate working environment in order to reap benefits including cost associated to officer's retentions. The ministry of public service youth and gender affairs should also work to improve officers' career development, commitment/effort in order to improve their performance.

From the findings it was almost clear that there is minimal counselling frequency and programme conducted to youth development officers. The researcher therefore recommends that; the ministry should formulate substantial policies on how to handle counselling needs to its officers. This will ensure that, there is a functional guidance and counselling programme to frequently assess and met officer's psycho-social needs.

Strategic HRD practices were seen to be important influencers of the performance of youth development officers demonstrated through goal achievements, effectiveness and effectiveness in service delivery and increased staff commitment. Therefore, the researcher recommended that youth directorate should enhance the application of those practices among its officers. This can be achieved through these four variables: management development, career development, employee counselling and employee training. This would go a long way in improving performance of youth officers in Kenya.

5.4.2. Academic Recommendations

From this study, it is recommended that scholars and practitioners in human resources development should actively engage in joint research that will be used to

assist youth development officers to effectively ensure that, there is proper link between strategic human resource development practices and their performance. The academic research will go a long way in ensuring that there is consistency between theory and practice. The ministry of public service youth and gender affairs in Kenya should also work together with human resource development practitioners to develop a curriculum for empowering their officers in order to ensure a proper link between theory and practice. It is also important that new youth officers attend orientation process or induction course before they are posted to their new stations in order to practically apply theory learned in their work environment. This will enable the youth officers joining the service are already trained in various practical issues that they will encounter in their working environment.

5.5. Suggestions for Further Research

The subject of strategic human resource development practice at directorate of youth affairs in the ministry of public service, youth and gender affairs and its influence on performance of youth development officer has attracted limited research attention in Kenya. However, from this research finding, it was established that strategic human resource development influenced performance of youth development officers in Kenya. This study, therefore, suggests the following areas for further research:

- i. Future research should examine the impact of mentorship alongside coaching on performance of employees (officers) in the entire public service.
- ii. There is need to investigate the impact of training youth development officer on performance of youth owned enterprises in Kenya.
- iii. Exploring how the dimensions of career development and behavioral variables such as job performance, turnover and job satisfaction interrelate to each other.
- iv. Future research should have a holistic approach in assessing the impact of employee counselling on performance of workers with special needs in Kenya.
- v. To carry out a comparative study between public service and private sectors on perceived influence of strategic HRD on employee performance in Kenya.

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APPENDICES

Appendix I: Letter of Authorization

William Githua Migwe,
P.O. Box 617-20103,
Eldama-Ravine– Kenya.
24th September 2015

Email: williamshd412@gmail.com

To The Principal Secretary,
State Department for Planning,
Ministry of Devolution & Planning,
P.O. Box 34303-00100,
Nairobi –Kenya.

Through Director Youth Affairs

Dear Sir,

RE: PERMISSION TO COLLECT RESEARCH DATA FROM 12 COUNTIES

I am a student pursuing a doctorate degree in Human Resource Management at Jomo Kenyatta University of Agriculture and Technology. I am undertaking a research thesis as partial fulfillment for the award of this degree. My research topic is *“influence of Strategic Human Resource Development Practices on Performance of Youth Development Officers in Kenya”* and kindly requesting for your assistance in making my research works a success.

The purpose of this letter therefore, is to request for the above mentioned permission to collect relevant data from 105 Youth Development officers randomly selected as respondents from 12 purposively selected counties. These counties include: Nairobi, Kiambu, Nyeri, Narok, Nakuru, Uasin Gishu, Bungoma, Kakamega, Kisumu, Mombasa, Meru and Garissa. Sir I assure you that, all the data collected will be treated with utmost confidentiality, anonymous and will be used for the purposes of this research only. It is also anticipated that the research findings will be helpful in improving service delivery at directorate of youth affairs (DYA).

I look forward for your support and a good working relationship as I carry out this project work.

Yours Faithfully

William Githua Migwe

Reg No: **HD412-C007-2021/2011**&Cell phone: **+254771-886126**

Appendix II: Letter of Introduction

Date.....

To Youth Development Officer

.....County

Dear Sir/Madam,

RE: REQUEST FOR COLLECTION OF RESEARCH DATA FROM RESPONDENT

I am a postgraduate student currently pursuing PhD in Human Resource Management at Jomo Kenyatta University of Agriculture and Technology. The title of my thesis is ‘**Influence of Strategic Human Resource Development Practices on Performance of Youth Development Officers in Kenya**’. Questionnaire has been developed in a way to address several factors in strategic human resource development practices and how they influence performance of youth development officers. Based on your work experience, knowledge and skills please indicate the extent to which you agree or disagree with a given statement on the space provided. The questions have been simplified and therefore should take approximate 25 minutes to complete.

I wish and firmly assure you that the information you will provide will only be used for academic purposes and will be treated with strictest **Confidentiality** and **Anonymous**. You can be rest assured that, no one else will ever know how you responded to the questions. Please do not write your name anywhere in the questionnaire. I hope you will enjoy completing this questionnaire and also thanking you in advance as you take your time to complete it. If you have any queries (may be some areas are not clear) or would like further information about this study, please do not hesitate to contact me on the address below.

Thank you for your assistance and cooperation and May God bless you abundantly.

William Githua Migwe

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Appendix III: Questionnaire for Youth Development Officers

I am presently conducting a research as mentioned above. Your response to this questionnaire will be kept confidential. I will highly appreciate your consideration to this project. Please read the instructions carefully. Tick only once in a box per given question apart from question **4b**.

Section A: Background information

1. What is your work experience? 4-9 years [] 10-15 years []
 16- 20years [] Above 20 years []

Section B

2. To what extent do you agree or disagree with the following statement regarding management development? Therefore, indicate how you agree or disagree on its effect to your performance? **SD-1** Strongly disagree, **D-2** Disagree, **U-3** Undecided, **A-4** Agree and **SA-5** Strongly Agree

A	Statement on Management Development	SD	D	U	A	SA
1.	Directorate of youth affairs aligns management development with tactical planning of its programmes					
2.	Leadership development is aimed at improving managers (CYDO/SYDO) in their present or future roles					
3.	Leadership development has high impact in the learning process for youth development officers					
4.	Leadership development enables youth officers achieve goals					
5.	Through management development youth officers are able to acquire leadership skills					
6.	Coaching enables youth officers to provide solutions to challenges arising in their daily routine or work					
7.	Youth officers enhance skills through self-development activities					
8.	Leadership development enhances performance strategies					
9.	Personal development in youth directorate is management driven					
10.	Effective coaching is embedded at the core of Youth Directorate					
11.	Youth directorate offers coaching to youth officers					
12.	Management development enables work effort for youth officers aligns to vision and mission of youth directorate					

3. To what extent do you agree or disagree with the following statement regarding employee training? Therefore, indicate how you agree or disagree on the effect of employee training to your performance? **SD**-Strongly disagree, **D**-Disagree, **U**-Undecided, **A**- Agree and **SA**- Strongly Agree (**1-SD, 2-D, 3-U, 4-A & 5-SA**)

B	Statement Employee Training	SD	D	U	A	SA
1,	Ministry (MODP) is very proficient in designing and conducting training needs assessments for youth officers					
2,	Employee training is designed to equip youth officers with relevant knowledge and skills so that they can perform well					
3,	Youth officers are constantly aware of training and learning opportunities available for them in the ministry					
4,	Training programme increases Youth Directorate specificity in youth officers skills and increased productivity					
5,	Training evaluation have proved to be a strategic means of managing change within directorate of youth affairs					
6,	Ministry keeps track of training programmes to ensure they are meeting their objectives and achieving intended results					
7,	Youth officers participate in follow up meetings after trainings to enables them implement learnt skills effectively					
8,	Evaluation influences the formulation of Strategies as well as Vision and Mission development in youth directorate					
9,	Training needs assessments offered enables directorate embrace ICT and innovation to its officer					
10,	In-Job training and the off-Job training programme are effective methods in learning skills for youth officers					
11,	Training needs assessments has helped improve productivity at youth directorate					
12,	Knowledge & skills help improves officers' job/career satisfaction.					

4. In your own opinion, how do you agree or disagree with the following statements on Career Development and how its perceived to influence performance of youth development officers

SD-1 Strongly disagree, **D-2**Disagree, **U-3**Undecided,

A-4Agree and **SA-5** Strongly Agree

C	Statement on Career Development	SD	D	U	A	SA
1.	Career development, has enhanced job commitment and has a positive impact on job engagement among youth officers'					
2.	Ministry's career development openings and remuneration have created greater job satisfaction to youth officers					
3.	Availability of career development opportunities enhances retention of youth officers in the ministry (MODP)					
4.	Youth directorate places greater emphasis on youth officers career advancement and career opportunities					
5.	Availability of promotion/advancement opportunities in the ministry influences officers motivation to work harder					
6.	Through career development there is increased supportive work relationship at directorate enhancing career success					
7.	Through ministry's career development, youth officers have been able to earn better salaries and get promotion oftenly					
8.	Ministry encourages career development for youth officers by supporting them acquire higher education opportunities					

9.	Staff promotion is prompt according to the scheme of service					
10.	Scheme of service aligns officer's careers with opportunities through a continuing training program and advancement					
11.	Scheme of service has clear succession plans in place to ensure continuity in operation at Directorate of youth affairs					
12.	Career counselling enables officers discover occupations satisfying their needs and continually improve performance					

5. In your opinion, to what extent do you agree or disagree with the following statements regarding employee counselling and how it influences performance of youth development officers? **SD**-Strongly disagree, **D**-Disagree, **U**-Undecided, **A**-Agree and **SA**-Strongly Agree

D	Statement Employee Counselling	S	D	U	A	SA
1	Ministry/Youth Directorate organizes frequent counselling sessions for youth development officers					
2,	An elaborate counselling assessment has enabled effective counselling process or program for youth officers					
3,	Employee counselling help reduce workplace stress, burnout and depression among youth officers					
4,	Through employee counseling, there has been a reduction in absenteeism and thus improving organizational performance					
5,	Counselling helps improve morale, confidence and self-esteem of youth officers' in their workplace/stations					
6,	Youth officers are aware on the concept of counselling					

	program aimed to improve their productivity in the ministry					
7,	Officers s are aware of all ministry's counselling policies and practices and able to use the services and recommend others					
8,	Employee counselling has made youth officers develop positive attitudes to their work or job					
9,	Workplace counselling plays an important role in changing employee behaviour that will be cost effective in the longrun					
10	Ministry (MODP) have set up clear monitoring , mechanisms to follow up on officers' counselling and evaluate its success					

Thank you for responding to the questions and May Almighty God bless you Abundantly!

Appendix IV: Letter of Introduction

Dear **Supervisor** Sir/Madam (The **County Director Youth Affairs**)

..... County

Date: **24nd December 2015**

RE: REQUEST FOR COLLECTION OF RESEARCH DATA FROM RESPONDENT

I am a postgraduate student currently pursuing PhD in Human Resource Management at Jomo Kenyatta University of Agriculture and Technology. The title of my thesis is *‘Influence of Strategic Human Resource Development Practices on Performance of Youth Development Officers in Kenya’*. Questionnaire has been developed in a way to address several Variables/ Indicators on influence of performance of youth development officers. As their immediate supervisor and respondents in this study, we should be grateful if you would kindly respond to the attached questionnaire. Based on your work experience, knowledge and skills please indicate the extent to which you agree or disagree with a given statement on the space provided. The questions have been simplified and therefore should take approximate 20 minutes to complete.

I wish and firmly assure you that the information you will provide will only be used for academic purposes and will be treated with strictest **Confidentiality** and **Anonymous**. You can be rest assured that, no one else will ever know how you responded to the questions. Please do not write your name anywhere in the questionnaire. I hope you will enjoy completing this questionnaire and also thanking you in advance as you take your time to complete it. If you have any queries (may be some areas are not clear) or would like further information about this study, please do not hesitate to contact me on the address below.

Thank you for your assistance and cooperation and May God bless you abundantly.

Yours Faithfully

William M. Githua

Cell phone: **+254771-886126**

williamshd412@gmail.com

Section A: Background information

1. What is your officer's designation? Tick in the provided space as appropriate.
Youth Dev Officer I [] Senior Youth Dev Officer [] Chief Youth Dev Officer []
2. What is your officer's highest level of educational attainment?
Bachelors' Degree [] Master's Degree [] Doctorate Degree []
3. Tick the professional training your officer have attended as indicated below

	Type Training Course	Tick
1,	Strategic leadership development programme (SLDP)	
2,	Senior Management Course (SMC)	
3,	TOT in Entrepreneurship Course	
4,	Youth Development Course	
5,	Strategic Human Resource Management Course	
6,	Project Management Course	
7,	Information Communication Technology (ICT)	
8,	Gender Mainstreaming and Gender Based Violence	
9,	Workshop and Seminars on Youth Programmes	
10,	Research Proposal and Report Writing Course	

Section B

- 4.a) In your own assessment how would you rate your satisfaction level to officer's performance?
Very Good [] Good [] Average [] Poor [] Very poor []

4b) How do you rate the performance of the officer based on Indicator of Goals Achievement (at Youth Directorate's)? **VGD**- Very Good, **GD**- Good, **AV**-Average, **VP**-Very Poor & **P** – Poor

	Performance Indicators on goals achievement of Youth Development Officers on (DYA Thematic Areas)	VGD	GD	AV	P	VP
1.	Level of Training on Entrepreneurship skills					
2.	Level of Youth sensitization or training on life skills (Drug abuse, HIV/AIDS & Harmful Cultural Practices)					
3.	Level of empowering clients (youth, women & PWD) on how to access Youth Fund, UWEZO & Women Fund and own their enterprises or Income generating projects					
4.	Level of Sensitizing youth/women on how to register business/companies to access 30% government procurement opportunities AGPO or YAGPO					
5.	The extent of sensitizing youth on gender mainstreaming					
6.	Level of sensitizing youth on Internship or Volunteership programs					
7.	Level of Youth Participation & Empowerment programmes					

5, The statements below describe the indicators on the Effectiveness in Service delivery as provided by youth development officer (employee) when dealing with clients or customers (Youth, Women & PWD). For each of these statements, indicate the extent of your satisfaction with this particular employee's performance on service delivery.

1 = Highly Unsatisfactory (**HU**), **2** = Slightly Unsatisfactory, (**SU**) **3** = Unsatisfactory (**U**), **4** = Slightly Satisfactory (**SS**), **5** = Moderately Satisfactory (**MS**), **6** = Satisfactory (**S**) & **7** = Highly Satisfactory (**HS**)

S/N	Performance Indicators on the Effectiveness in Service delivery by Youth Officer	HU	SU	U	SS	MS	S	HS
1.	Approaching and helping customers (Youth, Women & PWD) quickly, when needed?							
2.	Use of resources economically (Minimization of time, cost and waste) when delivering services							
3.	Report writing and Giving feedback to clients in time							
4.	Always being friendly & helpful to customers (youth)							
5.	Officers always delivers quality service and meeting customer's (Youth) requirements							
6.	Appropriate use of technology innovations like (emails, sms, watzup & Facebook) in service delivery							
7	Increased number of clients seeking services at youth offices in respective sub counties							

6, The statements below describe on perception of increased Staff Commitments. For each of these statements, indicate the extent of your agreement or disagreement regarding your youth officers' level of commitment to job performance at Directorate of Youth Affairs in Kenya.

1= Strongly Disagree, 2=Disagree 3=Neutral/uncertain 4=Agree & 5=Strongly Agree

S/N	Performance Indicators for increased staff commitments by Youth Development Officers	SD	D	N	A	SA
1.	Youth officers go an extra mile to find adequate solution for their customers individual requirements					
2.	Officer has synergetic expertise needed to provide necessary information & voluntary shares it to their customers					
3.	Youth officers greatly engages in all functions of the directorate					
4.	There is Effective team and a healthy co-worker/officers relationship					
5.	Youth officers are highly concern in meeting performance objectives by often preparing work plans, reports & appraisals					
6.	Officer takes initiative to communicate client's requirements to other service areas in offering solutions					
7.	Officers actively/proactively creates partnerships with other stakeholders to serve their customers better and verify their expectations have been met or exceeded					

THE END” Thank you for participating in our study and May Almighty God bless you Abundantly”!