

**CAREER DEVELOPMENT PRACTICES AND
EMPLOYEE JOB SATISFACTION AMONG
ACADEMIC STAFF IN PUBLIC UNIVERSITIES IN
KENYA**

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among Academic Staff in Public Universities in Kenya**

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DECLARATION

The thesis is my original work and has not been presented for degree in any other University.

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DEDICATION

This thesis is dedicated to my late husband Prof. Kennedy Yudah Ayodo, His endless love, sacrifice, understanding, support, encouragement, advice and prayers gave me the zeal to complete the PhD in Human Resource Management Programme. You made sure you went to be with the lord after my successful proposal defense. I am forever grateful to my son Isaac Newton for his patience and finally to my Late son Albert Einstein. This thesis work could not have been accomplished without the contribution from all those people around me who have inspired me in one way or another to keep pursuing my academic dreams. God bless you all.

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ACRONYMS /ABBREVIATION

BPO	Business Process Outsourcing
CCQ	Corporate Culture Questionnaire
CFA	Confirmatory Factor Analysis
CUE	Commission for University Education
FGLS	Feasible Generalized Least Squares
GoK	Government of Kenya
HEIs	Higher Education Institutions
HoD	Head of Department
HR	Human Resource
HRD	Human Resource Development
HRM	Human Resource Management
ICT	Information Communication Technology
JP	Job performance
JS	Job satisfaction
KMO	Kaiser Meyer Olkin
MQ	Motivation Questionnaire
OC	Organizational commitment
SPPS	Statistical Package for Social Sciences
UAE	United Arab Emirate
UK	United Kingdom
WLO	Work and Life Circumstances Questionnaire

DEFINITIONS OF TERMS

Career Development practices	Is an organized learning experience of workers in a given time period to increase the likelihood of improvement in growth performance of duties, in accordance with the education, training and environmental change (mutation) in an organisation or across organisations (Nadler, 2007).
Career	Is an individual's work-related and other relevant experiences, both inside and outside of organizations that form a unique pattern over the individual's lifespan. (Sullivan and Baruch 2019)
Career Skill development	Developing yourself and your skill sets to add value for the organization and for your own career development (Lussier & Achua, 2015)
Career	It is an individual's journey through learning, work and other aspects of life (Patton & McMahon, 2006)
Career Planning	Is the combination of structured planning and the active management choice of one's own professional career (Schein, 2006). Is the personal decision of a working person during his or her career path?
Employee job satisfaction:	This occurs when an employee feels a sense of achievement and fulfilment at work. It is connected to higher productivity and contentment (Kim, 2005).
Goal – Setting	It is a process of integrating self-assessment and career awareness information into career goals that reflect your vision of what you want in a career (Kim, 2005). It's a process used to outline what, how where and when to complete tasks or to achieve objectives.
Mentoring	Is a relationship between two people with the goal of professional and personal development. The "mentor" is usually an experienced individual who shares knowledge,

experience, and advice with a less experienced person, or "mentee"(Lankau & Scandura, 2002).

Psychosocial support mentoring Refers to the part of the mentoring process where the mentor provides the client with role modeling, acceptance and confirmation, counseling, and friendship (Vanderbilt, 2010). Psychosocial support from a mentor enhances an individual's sense of competence, identity, and effectiveness in his or her professional role and a sense of belonging (Baranik *et al.*, 2010)

Public University This is an institution of higher learning which is partly funded by the exchequer and which provides an educational program for degrees (Gok, 2006).

Role modeling Role modeling enables employees learn and model the desired behaviors and values of a senior individual in the organization. Based on the social learning theory, role models assist protégés with the acquisition of moral and other positive behaviors (Brown & Trevino, 2014).

ABSTRACT

Universities in Kenya are operating in a highly competitive environment and one of the challenges they face is lack of career progression. The purpose of the study is to access the influence of career development practices and employee job satisfaction among academic staff in public universities in Kenya. The objectives of the study were to determine influence of career development practices on employee job satisfaction among academic staff in public universities in Kenya, to determine influence of career goal setting practices on employee job satisfaction among academic staff in public universities in Kenya, to examine influence of career mentoring practices on employee job satisfaction among academics staff in public universities in Kenya and lastly to relate influence of career support practices on employee job satisfaction among academic staff in public universities in Kenya. The study was conducted using quantitative research approach and explanatory research design. The targeted population was 8,698 universities' academic staff in Kenyan public universities from which a sample of 367 staff were selected proportionately based on staff size in the respective universities. Data was collected using a questionnaire which had both closed-ended (Likert type scale 1-5) questions and open ended questions. The responses were obtained from 297 academic staff members, the data was analyzed using descriptive statistics and inferential statistics. The findings showed that while all the independent variables are credibly correlated positively with employee job satisfaction, only career support and career skill development are significant predictors of employee job satisfaction among academic staff in public universities in Kenya. Gender factor emerges as the only population characteristic that differentiates employee job satisfaction of academic staff in the public universities; Female members of academic staff were dissatisfied with the way career progression issues were implemented. It was observed that career skills development practices, career goal setting practices, career mentoring practices and career support practices collectively explain 74.8% of the academic staff job satisfaction in public universities in Kenya. A strong positive and significant relationship is observed between career skill development and academic staff job satisfaction ($\beta=.176$, $p=.000<0.05$) while career goal setting is similarly positively and fairly strongly related with academic staff job satisfaction ($\beta=.080$, $p=.004<0.05$). The strongest positive and significant relationship was noted between career support and job satisfaction ($\beta=.699$, $p=.000<0.05$) while career mentorship yielded a moderately strong positive relationship with job satisfaction ($\beta=.165$, $p=.000<0.05$). When ranked by statistical power, career support practices were the most important factor influencing and predicting academic staff job satisfaction among sampled academic staff in public universities in Kenya. This is then followed by career skill development initiatives that universities management and councils should design and implement in a transparent and accountable manner. The study recommends need to offer career support programs and skill development practices to increase the level of motivation and job satisfaction of academic staff in public universities in Kenya. Promotion of academic staff should be made without unnecessary delay as this is significant determinant of job satisfaction. Therefore, university Councils and management and need to direct attention toward developing career skills for academic staff and providing career support mechanisms which directly bears on

academic staff job satisfaction. The study also recommended that the Ministry of Education in conjunction with the Commission for University Education and Public University Councils and Managements may consider formulating career development practices for those university academic staff who wish to further their professional careers.

CHAPTER ONE

INTRODUCTION

1.1 Background

Academic staff of higher education institution are key resource and play a major role in achieving the institution's objectives that include teaching, research, and coordination of national development demands. The quality of academic teaching and research services offered by university academic staff influence the skills and competencies instilled into the learners. To achieve these objectives, the satisfaction of university academic staff is important.

Employee job satisfaction has been a topic of great interest for researchers and practitioners in the fields of industrial psychology, public administration, business, and higher education. Employee job satisfaction is important in theory and in practice according to (Phonthanakitithaworn, Ketkaew, Naruetharadhol, Phonthanakitithaworn and Ketkaew, 2017). Employee job satisfaction is the effective orientation of individuals towards work roles that they are currently occupying. It refers to the extent that the job fulfills one's dominant needs and values (Chaudhary & Bhaskar, 2016). It entails pleasurable or positive emotional response resulting from appraisal of one's job or job experience and is the result of the employee's judgment of how well the job fulfils those aspects, which are considered important by him

From a theoretical point of view, understanding employee job satisfaction can be related to practical application, increasing knowledge and experience in those aspiring to be managers and administrators (Paposa & Kumar, 2019). Their knowledge can also help future administrators with an understanding of how to motivate their subordinates to maintain a healthy and enjoyable work environment. From a practical point of view, employee job satisfaction is important because dissatisfied workers are prone to excessive turnover and absenteeism (Lesenyeho, Barkhuizen & Schutte, 2018). Organizations are continually looking for ways to create a work culture in which employees are satisfied. The presence of a satisfied

workforce is vital to organizational and operational success (Ghenghesh & Abdelmageed, 2018). Without a motivated and satisfied workforce, managers have difficulty reaching productivity targets.

In today's competitive business environment, the pursuit of profit is not enough, one must also strive to satisfy employee interest. Employee job satisfaction is increasing in importance, as the competition for talent is high and still growing (Siriattakul, Jernsittiparsert & Abdurrahman, 2019). The satisfaction of employees is important to keep the profit and revenue of the organization growing (Ghenghesh & Abdelmageed, 2018). The satisfaction of employee is also important because a satisfied employee is an asset for the organization, which will eventually help the organization to build a competitive advantage. The administrators of institutions of higher education need to be knowledgeable of the factors influencing faculty job satisfaction and dissatisfaction (Tsegahun, 2021). That understanding can indeed help them to modify work situations to suit academic staff needs, which can lead to improvement in the quality of their work and therefore enhance the effectiveness of the institution.

The importance of employee's job satisfaction is appreciated and emphasized by many firms, organizations and institutions. Employee job satisfaction is likely to enhance productivity according to (Hafez, Abouel Neel & Elsaid, 2017). A satisfied employee is more motivated to work and produce more than one that is not. These employees usually come up with creative ways of accomplishing tasks that enable a company to adapt to changing business environment (Kodithuwakku, 2017). Employees are critical to operational tasks since that is where implementation of objectives is pursued (Bello, Ogundipe & Eze, 2017). Whereas each organization may be following different goals and objectives, it is agreed in principle that satisfying employees is critical to all.

Employee job satisfaction may be defined as ones attitude toward his/her job. It is a complex construct made up of many things including beliefs or knowledge, feelings, sentiments, or evaluations, and behaviour patterns (Kodithuwakku, 2017). when an employee is satisfied with his/her job a strong positive attitude is evident while a

dissatisfied one hold negative attitude to work (Okolocha, Akam, & Uchehara, 2021). Employee job satisfaction is the general attitude of an individual towards his/her job. It represents an attitude rather than behavior. The belief that satisfied employees are more productive than dissatisfied employees has been a basic tenet among managers for years (Tsegahun, 2021). Organizations and individuals needs must be satisfied together.

The satisfaction of academic staff remains a major concern to both public and private universities. Job satisfaction is the feeling that the work and career needs of the university teaching academic staff are being met by the university management, their employer and government (Ahmad & Jameel, 2018). The provision of university academic services is dependent on the satisfaction of academic staff in delivering their mandate (Slavić & Avakumović, 2018). The skills and competences are the basis for universities innovation, growth and advancement in research activities (Mgaiwa, 2021). Having considered job satisfaction as an important aspect in the operational and achievement of organization mandate, investigating the drivers of job satisfaction is essentially important. One key element that defines employee level of job satisfaction is career development practices.

Career development is the process of acquiring or transferring the needed knowledge, skills, and abilities to perform an activity (Paposa & Kumar, 2019). Career development provide employers and employees with strategic and extensive benefits (Hammond & Churchill, 2018). The main goal of career development is to improve employee's skills to perform tasks required so as to enable the organization to satisfy customer needs. Career development has increasingly become attractive to organizations that aim at improving performance and productivity. Employee career growth strategies creates opportunities for promotion within an organization and provides an opportunity for training and skill development that allows employees to improve their employability in the labour market (Mandhanya, 2015).

Career development planning begins with the identification of needs of the organisation and the competencies of employees (Van Vianen, et al., 2018). Employees need career management skills to navigate the labor market. Employers

who have more skillful employees can expect them to navigate their internal labor markets more effectively and for these employees to be more aware of the need to keep their skills relevant (Akpan, Owzor & Nsikan, 2017). Individuals and groups in organizations are well supported by career development planning at all levels (Fountain, 2018). The planning helps both organisation and individuals achieve their respective objectives while investing in one another. Newly developed skills lead to greater competencies and higher performance. Career development is a major tool for attracting, motivating and retaining good quality employees. Career development increases employee motivation and productivity.

Nonetheless, employee satisfaction is affected by other factors. The factors include compensation strategies and work environment. Compensation strategies plays a crucial and functional role because it is the heart beat of human resource management. Compensation strategies has been tied to employee job satisfaction by authors. Indeed, compensation affects employees' loyalty and motivation, productivity and satisfaction (Mabaso & Dlamini, 2017). Work environment refers to an environment in which an employee works and it is a key factor in influencing employee satisfaction (Alhamoud, 2018). According to Hanaysha (2016), work environment also includes the rules, processes and policies of work engagement, systems, structures, conditions, culture, resources, work location, work relationships. However, this study delimited to career development practices and its impact on employee workers' satisfaction.

1.1.1 Global Perspective of Career Development Practices

Generally satisfied employees are creative, innovative and more productive. This makes them more loyal and committed to organizations they work for (Eskildsen & Dahlgaard, 2011). Many studies have attempted to interrogate the question of employee job satisfaction at the institutions of higher learning (Lesenyeho, Barkhuizen & Schutte, 2018), yet brain drain among university scholars and academicians remains high in less developed countries. In a global context, career development on employees is considered immensely important. Successful organizations are those that experience low turnover which is a converse for

employee job satisfaction (Dorasamy & Letoane, 2015). Low turnover ensures that organization is retaining their competent employees by providing them a superior and conducive environment which increases the performance of individual employee and love for one's job.

Indeed, as society and knowledge production become more complex and specialized, demands on higher education institutions diversify and increase, and so do the forms of academic staff and the tasks that they are required to perform (Locke, Cummings & Fisher, 2011). Two main functions of the academic staff categories are teaching and research. Within universities, the combination of teaching and research is often understood as an essential and complementary characteristic of the institution. Academic staff are equally likely to be engaged in transmitting knowledge through teaching as in producing new knowledge through research. Through being taught by people active in research in their subjects, students are taught in an environment where they are learning from the current practical research experience of their tutors. Research may equally well be stimulated through the process of discussing aspects with students and considering their questions and ideas.

Higher education plays a unique role in the society. Demand for highly skilled, socially engaged people is both increasing and changing. By 2025, half of the existing jobs in European Union countries are projected to require high-level qualifications (Kollom et al., 2021). In the market, there exists a high-skill gap. Nowadays, driven by technology, jobs are more flexible and complex than before (De Maio, Dixon & Yeo, 2019). Without higher education institutions and systems that are effective in education, research, and innovation and are connected to their societies, Europe cannot respond to these challenges (Szromek & Wolniak, 2020). In several higher education systems with regulations on paid sabbatical leave, the main purpose of such leave can be both research and professional development other than research (in the Czech Republic, Greece, Spain, Croatia, Lithuania, Austria, Romania, Slovenia, and Serbia). In some other systems, regulations are more restrictive, limiting paid sabbatical leave either to research (Germany, Latvia, Luxembourg, Poland, and Turkey) or to professional development other than research (Estonia and Portugal). In contrast, there are systems allowing academics to

take paid sabbatical leave not only for research or professional development other than research, but also for other activities (France, Italy, and Cyprus).

Gaebel *et al.* (2018), argued that career development helps to raise productivity, creativity and long-term organizational effectiveness. Indeed, a truly effective career development will allow staff to explore developmental opportunities according to their own abilities, leading to considerable personal satisfaction that their abilities are being fully utilized at a personal level (Brooks, 2018). From an alternative perspective, career development can also help to reduce the very significant costs that are directly incurred through high turnover levels while helping to prevent the deterioration of staff capabilities as a whole (Kollom et al., 2021). Career theories reviewed so far show that some employers do not regard the importance of employee career development like that of the Japanese while others are inadequate in describing the present employee career situation since they are either subjective or borrow so much from the USA and Europe.

In 2018, 88% of U.S. employees reported they were satisfied with their job overall, with 37% reporting they were very satisfied and 51% reporting they were somewhat satisfied (McComb, Eather & Imig, 2021). This percentage marks the highest level of satisfaction over the last 10 years. Since 2013, the percentage of satisfied employees has been trending upward. Nevertheless, it is evident that a larger portion of employees are satisfied only to a certain extent, which signals the possibility for improvement (Society for Human Resource Management report, 2017). Similar attitudes were found with satisfaction toward employers: 45% indicated being somewhat satisfied and 40% indicated being very satisfied with their organization. Developing career paths and ladders are two techniques that can encourage employees to evolve in their profession (Tight, 2021). Whereas career paths are typically seen as more horizontal movements and career ladders are viewed as more vertical movements, both options serve to help employees grow their skills and knowledge and can lead to higher levels of engagement. Two fifths (39%) of employees, the same percentage as in 2014, reported that career development opportunities were very important to their overall employee job satisfaction, and 58% were satisfied with this aspect in their current job.

In UK, McComb, Eather and Imig (2021) explain the importance of individual and workplace conditions in explaining reported employee job satisfaction. Henderson and Bhopal, (2021) that being female, younger than thirty, non- university educated, working fewer hours and being employed in small-medium firms increase self-reported employee job satisfaction. Seeber, Barberio, Huisman and Mampaey (2019) noted that employee job satisfaction has not increased over time in the UK, therefore raising the question why so in spite of the clear improvement in important work domains such as pay, work type and working conditions. Some other interesting works have recently appeared.

Sobia, Saira, Faisal and Ahmed (2017) emphasize job security and hierarchical position as important factors in employee job satisfaction. This increasing and variant breadth of purposes between higher education institutions (HEIs) requires the emergence, recognition, and reward of new roles and career pathways that have descriptive criteria equal in standard and status to the traditional academic roles, but appropriate to the new variant demands. The UK's academic career model has been described as a probation-on-the-job model (Szromek & Wolniak, 2020). This model is based on an early entry into a post-PhD lectureship, which is given on the condition of a two- to three-year probationary period, which is converted into a permanent contract period if the candidate has fulfilled a set of predefined criteria.

In Canada, Johnson and Holdaway (2011) looked at how important employee job satisfaction of school principals was in Alberta, which supported the significance of recognition, advancement and responsibility as significant variables, but extended their analysis to include achievement and a sense of accomplishment in connection with satisfaction of teachers (Khalid, 2019). These findings show that true employee job satisfaction is derived from gratification of higher order needs, social relations, esteems and actualization rather than lower order needs (Bovill & Woolmer, 2019). The studies have shown that the improvement in employee motivation in these areas has benefits for students as well as for teachers.

In Singapore, Paul and Phua (2011) noted that lecturers' job fulfilment in a public institution and discovered inconsistent relationship between employee job

satisfaction and population characteristics. The study showed that most respondents were ambivalent as to their employee job satisfaction (Darawong & Sandmaung, 2019). There were significant differences in satisfaction levels based on age and job position. This study clearly highlights some areas the management and policy makers of the tertiary institution can examine more closely and develop innovative approaches to enhance lecturers' job satisfaction (Brady, Devitt & Kiersey, 2019). A cultural role in ensuring employee job satisfaction was discovered from this study.

In Indonesia, Siriattakul, Jermstipparsert and Abdurrahman (2019) pinpoint teamwork, organizational climate, and job insecurity as the determinants of job satisfaction of employees working in the higher education institutes of Indonesia. The universities are normally considered as the institutes of higher education within the country. Competent human resource and skills of the manpower working in universities are the basic requirement of universities to develop a competitive advantage (Siriattakul et al., 2019). Presence of career development practices improves the skill level of employees making an educational organization successful. The employees working in an organization provide enthusiasm and creativity to the organization and play a critical role in the functioning of a university (Bibi, & Ali, 2017). In Indonesia, Universities fall under the criteria of civil administration in which more than 4.4 million employees are working. Out of these civil employees, 40% are skilled only. Therefore, it is very important for the universities to keep their employees satisfied within Indonesia so they can retain them for a longer period of time.

In United Arab Emirate (UAE), education sector is a very important part of their whole structure because it forms the backbone of the economy like for any other economy (Knowledge and Human Development Authority, 2012). A number of research studies have been performed in the past to find the factors which effect job satisfaction among academic staff of higher learning in UAE (Jawabri, 2017). Almost 60% of the higher education industry is covered by the private institutes. Because of its huge presence, the number of employees working there will also be huge (Hijazi, Kasim, & Daud, 2017). Hijazi, Kasim, and Daud, (2017) noted that the academic staff working across the higher education institutions in UAE are not

satisfied with their jobs and are not motivated by the rewards as well. Thus it is important to study the scenario of job satisfaction of the academic staff of private universities in Dubai. Bodla, Hussain, and Chen, (2014) mentioned in their study that staff on the positions like that of an instructor, lecturers and professors feel uncertainty and anxiety because of the nature of their contract with the university which is usually short term or temporary which leads to reduced employee job satisfaction. Due to this, such institutions are facing the problem of work induced stress related, which further leads to decreased commitment from academic staff.

1.1.2 Regional Perspective Career Development Practices

In Uganda there is increasing demand by universities on academics to perform more effectively and efficiently, while at the same time they are expected to operate under adverse and declining circumstances (Tizikara & Mugizi, 2017). The current reality in Uganda, as in most Sub-Saharan Africa universities, is one of congestion in lecture theatres and laboratories, and overall limited facilities and equipment with which to provide an adequate teaching/learning environment (Tizikara & Mugizi, 2017). As a consequence, Ugandan academic staff have to teach increasingly more from a shrinking resource base, while faced with an explosion of new knowledge and skills to be acquired. According to Mugizi and Augustina, (2019), Ugandan academic seems satisfied with intrinsic facets of their job, particularly teaching and research and, unsurprisingly, dissatisfied with extrinsic features of their academic role. Indeed, some intrinsic factors contributed to Ugandan satisfaction of academic teaching staff.

In the Ethiopian context, pay may be even more important in determining employee job satisfaction in the institutions of higher learning. Workers are often hired on a less secure basis, earning quite less than other countries in and outside Africa (e.g. wage in Ethiopia is almost one-third in China) (Staelens, Desiere, Louche & D'Haese, 2018). Ethiopia is characterized by collectivist culture, where performance appraisal and promotions in organizations are usually executed at a larger level such as groups or sections, without recognizing individual-level contributions (Addis, Dvivedi & Beshah, 2018). In Ethiopia, the Ministry of

education is aware that employee job satisfaction is critical to retaining and attracting well-qualified academic personnel. This is especially an issue in educational institutions such as colleges where specialist training and retention are highly important (Alemu, 2013). Among staff in working in the Ethiopian Private Higher Education Institutions, college/university academic employees were only moderately satisfied with their jobs.

Higher institutions in Nigeria appeared to be grappling with the problem of employee job satisfaction and motivation which, in turn, affect retention of their good staff. For instance, Gbenu (2013) noted that many Nigerian academics were very dissatisfied with working in Nigerian higher institutions. According to the author, they preferred institutions where they enjoyed more prestige, employee job satisfaction and motivation. Olofinkua (2020) stated that 10,000 Nigerian qualified academic members of staff were employed in the United States alone as at the time of his study. Despite the crucial role of academic staff in human capital development and nation building, academic staff welfare and concern in Nigeria tertiary institutions particularly the public universities appear to have been neglected and treated with disdain by the government at all level in Nigeria (Okolocha, Akam & Uchehara, 2021). The lackadaisical attitude of Nigeria government towards academic staff welfare and concern has created a discord and constant faceoff between federal government and academic staff (Aidelunuoghene, 2014). Such dissatisfaction among academic staff is reflected in the incessant industrial strike by consortium of academic staff union of universities.

Cases of university staff going for strikes in Nigeria are very high and frequent. According to Famurewa (2014) academic staff of public universities embarked on strike which lasted for 1 month in 1999, 3 months in 2001, 2 weeks in 2002, 1 week in 2006, 3 months in 2007, 1 week in 2008, 4 months in 2009, 5 months and 1 week in 2010, 3 months in 2011, 5 months and 20 days in 2013 (Bello, Ogundipe & Eze, 2017). Subsequently on the 9th march, 2020 academic staff union of universities went on two weeks warning strike which was on the 23rd march, 2020 declared indefinite, total and comprehensive industrial strike action (Tella et al., 2018). This incessant strike actions is not unconnected with the dissatisfaction of academic staff

with regards to poor funding of the education sector, poor conditions of service, political interference in education, non-compliance in agreement, inconsistency in policy formulation and implementation and unnecessary delay in payment of salaries and other emolument of academic staff (Bello, et al., 2017). Other areas of concern and dissatisfaction by academic staff includes nonpayment of academic staff earned allowances, increment of annual budgetary allocation to 20% between 2000 and 2020, setting up of research development council, provision of research equipment's to laboratories and classroom of public universities and provision of assistance by the federal government to state universities among others.

One main problem facing the Nigerian non-management academic staff of public universities today seems to be lack of employee job satisfaction and motivation. It is widely believed that a worker who is well motivated and satisfied with his or her job is likely to perform his or her duties very efficiently (Dialoke & Nkechi, 2017). The duties of academic staff are quite enormous. Attitude of academic staff is affected by workforce conditions such as a positive and safe work environment, promotion, career progression, salary, team work, and the job itself (Osakwe, 2014). Also, when university authorities make decisions and behave as if academic staff opinions are not needed the academic staff would feel slighted and demoralized. This is an indication of the presence of job dissatisfaction (Olofinkua, 2020). It may lead to negative consequences such as low productivity, intentional absenteeism, brain drain, apathy and low job performance. It is sad to note that because they lack employee job satisfaction, academic staffs leave the universities for the industrial and oil sectors of the economy.

The ability to attract quality academic staff remains a challenge for many South African higher education institutions (Lesenyeho, Barkhuizen & Schutte, 2018). Higher education institutions in South Africa have undergone dramatic changes since the 1994 democratic dispensation in terms of academic restructuring, increased student populations, strategic planning, and revision of academic programs, quality assurance, research output, capacity building and community engagements. These changes impact on almost all aspects within higher education work environments, including the careers and job satisfaction of employees in higher education

(Dorasamy & Letoane, 2015). Transformation of high educational institutions in South Africa is further reinforced by legislation and policies such as the White Paper on Transformation of Higher Education (1997). The White Paper on Transformation of Higher Education of 1997 urges institutions of higher learning to re-evaluate their human resource strategies and practices with the objective of developing competent and motivated employees that are able to meet the expectations of stakeholders (Lesenyeho, et al., 2018). Majority of academic staff lack the necessary skills, competencies and organizational support for the research output required.

1.1.3 Local Perspective of Career Development Practices

Education sector of any country has a very important role in the society, especially in the creation of knowledge. The transfer of knowledge is performed mostly in higher education institutions. In each social system we have two types of higher education institutions, state and private (Mwashila, 2018). Faculty members play a key role in executing vision and mission of institutions of higher learning. High quality academic staff is the source of successful education system (Wanzala, 2017). Academic staff represents the value of the country and the builders of the nation. Academic staff is a key resource in the higher education sector, and have key role in the implementation of the goals of higher education institution (Nyambura & Kamara, 2017).

Employee job satisfaction of academic staff in Kenyan Universities has become an area of concern especially given the changing personal needs of academics and lecturers (Kiplangat & Kiptiony, 2017). Performance of lecturers is dependent on how much satisfaction they gain from their relative jobs. Brain drain in Kenya is high with many academic staff of higher education moving overseas countries (Mwashila, 2018). Cases of strikes by university academic staff in Kenya are often common and rampant with employee job satisfaction being cited as the major reason. Maina (2020) indicated that only 54% of academic staff in Kenya are satisfied with their jobs while Kiplangat, *et al.* (2017) indicated that 33.2% of university academic staff in Kenya are satisfied with their jobs. The job dissatisfaction among university academic staff in Kenya has resulted to unprecedented brain drain for better pay and

career growth (Mwashila, 2018) and rising cases of strikes by university academic staff in Kenya.

Failure to address satisfaction of university academic staff can result to low commitment to work, brain drain and fall in university quality education (Kiplangat, Momanyi & Kangethe, 2017). Ng'ethe et al (2012) confirms that from 2006 to 2011, 735 university academic staff in Kenyan public universities relocated to other countries for better pay, career growth and working environment. In the same period, 11% turnover on public university academic staff significantly affects the output performance of the universities.

Academic staff job satisfaction is considered an all-round unit of an institution's human resource strategies. However, attaining high levels of academic staff job satisfaction has proved to be challenging for universities in Kenya (Kiplangat, Momanyi & Kangethe, 2017). The way universities perform their mission and accomplish their vision and goals of effective service delivery is of paramount concern. Improving administrative capacity and especially, those aspects dealing with human resource offers the most challenge for improving the effectiveness of the Kenyan University System (Nyambura & Kamara, 2017). Career development practices enhance employee productivity and the ability of universities to achieve their mission.

Previous studies on career development in public universities in Kenya indicate that 80% of employees leave their jobs for lack of career progression (Nyambura & Kamara, 2017). Many employees in the Universities have trained but have remained stagnant with little evidence of career advancement. There is a level from which employees find it difficult to move upwards or get promoted yet these Universities need employees who offer quality services. Lack of career progression after training is a problem in most Universities (Wanzala, 2017). If a solution to this problem is not found, motivation of employees will be seriously affected, labour turnover will be on the rise and productivity of employees will also be affected. Career development is an organized planning method used to match employee goals with the business needs

of an organization. It consists of activities undertaken by the individual employees and the organization to meet career aspirations and job requirements.

1.2 Statement of the Problem

Employee job satisfaction of academic staff in Kenyan Universities has become an area of concern especially given the changing personal needs of academics and lecturers (Kiplangat & Kiptiony, 2017). Performance of lecturers is dependent on how much satisfaction they gain from their relative jobs. Maina (2020) indicated that only 54% of academic staff in Kenya are satisfied with their jobs while Kiplangat *et al.* (2017) indicated that 33.2% of university academic staff in Kenya are satisfied with their jobs. Failure to address satisfaction of university academic staff can result to low commitment to work, brain drain and fall in university quality education (Kiplangat *et al.*, 2017). Ng'ethe *et al.* (2012) confirms that from 2006 to 2011, 735 university academic staff in Kenyan public universities relocated to other countries for better pay, career growth and working environment. In the same period, 11% turnover on public university academic staff significantly was recorded.

The declining satisfaction of academic staff has been linked to numerous human resource practices including career development. Career development practices remains critical career phase of any employee, yet its impact on employee satisfaction remains inadequately explored in literature. Evidence in Kenya is that universities are not helping teaching staff to advance in their career (Inyangala, 2019). Available studies have presented conceptual gaps (Manyasi, 2012; Inyangala, 2019), contextual gaps (Szromek & Wolniak, 2020) and methodological gaps (Tsegahun, 2021) in regard to career development and employee job satisfaction. This study sought to determine the influence career development planning on job satisfaction for teaching staff in Kenyan Public Universities to help guide policy to promote staff motivation, promotion and productivity.

1.3 Research Objectives

This study is guided both by the general objectives and specific objectives.

1.3.1 General Objective

The overall objective of the study sought to examine the influence of career development practices on employee job satisfaction among academic staff in public universities in Kenya.

1.3.2 Specific Objectives

1. To determine the influence of career skill development on employee job satisfaction of academic staff in public universities in Kenya.
2. To determine the influence of career goal setting on employee job satisfaction of academic staff in public universities in Kenya.
3. To assess the influence of career mentoring on employee job satisfaction of academic staff in public universities in Kenya.
4. To find out the influence of career support with employee job satisfaction of academic staff in public universities in Kenya.

1.4 Research Hypotheses

H₀₁: There is no significant relationship between career skill development and employee job satisfaction of academic staff in public universities in Kenya.

H₀₂: There is no significant relationship between goal setting and employee job satisfaction of academic staff in public universities in Kenya.

H₀₃: There is no significant relationship between career mentoring and employee job satisfaction of academic staff in public universities in Kenya.

H₀₄: There is no significant relationship between career support and employee job satisfaction of academic staff in public universities in Kenya.

1.5 Significance of the Study

The research study is very important because its results when shared would allow the universities to define the influence of their support for employee's career development on their job satisfaction. It would also be beneficial for the University management by advising the employees to improve their performance enhancement and career welfare. It would also assist human resource experts in diverse organizations by providing them with empirical proof that supporting employees for career development is beneficial for the organizations. It is also of benefit to employees in public universities in Kenya as it informs them of the need to develop their careers so as to improve employee job satisfaction. The findings of this study will also give insights to universities and other institutions of higher learning on the critical role of career development practices and in particular their contribution to job satisfaction of university academic staff in dispensing their duties.

The findings of the study may also be useful to the Government of Kenya and especially the Ministry of Higher Education Science and Technology and Commission for University Education as it is meant to enhance their awareness of the need to increase funding to the public universities so that the universities can allocate more funds to lecturers' staff development with a view to improving employee job satisfaction. It would also be beneficial for the universities by advising them to improve their careers for their performance enhancement and career welfare. It would also assist human resources experts in diverse organizations by providing them with empirical proof that supporting employees for career development is beneficial for the organizations. The findings are useful to Commission for University Education in formulating and streamlining university career development practices for improved job satisfaction among university of academic staff.

The findings from the study may benefit to researchers and academicians as it will point out gaps that necessitate further research. This research may also be very important because its results would allow the universities to define the influence of career development on employee job satisfaction. Career development practices remains critical career phase of any employee, yet its impact on employee

satisfaction remains inadequately explored in literature. These study findings have added to the body of knowledge regarding career development and how it influences the satisfaction of employees at the work.

1.6 Scope of the Study

The study was carried out in 30 Kenyan fully fledged public universities because the areas affecting their job satisfaction has not been addressed by various studies that is skill development, career goal setting, career mentoring and career support presenting conceptual scope. The study addresses how career development practices potentially affect job satisfaction of academic staff of Kenyan public universities. The study specifically focuses on university academic staff because the level of competency displayed by academic staff when teaching impacts, the competency level of students graduating for job market presenting contextual scope. Ng'ethe et al (2012) confirms that from 2006 to 2011,735 university academic staff in Kenyan public universities relocated to other countries for better pay, career growth and working environment. In the same period, 11% turnover on public university academic staff significantly was recorded.

The study was carried out in public universities in Kenya presenting geographical scope. Satisfaction of academic staff in Kenyan Universities has become an area of concern especially given the changing personal needs of academics and lecturers. Brain drain in Kenya is high with many academic staff of high education moving to overseas countries. Cases of strikes by university academic staff in Kenya are often common and rampant with job satisfaction being cited as the major reason.

1.7 Limitations of the study

Some of the respondents were unwilling to participate in the study. However, this was mitigated by assuring them of confidentiality and that the data collected was meant for the purposes of academic research only. The study relied much on primary data which is prone to bias and prejudice. However, the study requested the respondents to be truthful as much as possible. In terms of methodological limitation, the sample size of the study was university academic staff. The sample

population was deemed representation of the study. The sample limitation was mitigated by employing stratified random sampling to select university academic staff across universities in Kenya.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The Chapter examines the theoretical, conceptual and empirical literature to identify the various issues associated with Career development and employee job satisfaction. It reviews relevant theories and information on these characteristics from other researchers who have conducted studies in this field. The Literature review has helped in generating the conceptual framework for the study. The chapter will also review related empirical literature. This chapter reviews the works of different authors on various discussions regarding career development which involved skill development, career goal setting, career mentoring and career support and how they influence employee job satisfaction.

2.2 Theoretical Framework

A theoretical framework guides the researcher in determining what statistical variables which need to be measured. Thus the theoretical literature helps the researcher to see clearly the variables of the study, provides a general framework for data analysis and helps in selection of applicable research design (Ngumi, 2013). A number of models and theories examine the link between career development programs and employee job satisfaction. These models and theories include job characteristics Model, Social Interactional model self- concept theory of career development, social cognitive career theory, dispositional theory of employee job satisfaction and equity theory of the firm (Adams, 2010). The study is guided by these theories to determine the effects of career plans in public universities on the satisfaction of teaching staff.

2.2.1 Job Characteristics Model

This job characteristics model was proposed by Hackman and Oldham (2011) and is widely used to study impact of job characteristics on job outcomes. The model identifies five important job characteristics which include skill variety, task identity,

task significance, autonomy, and feedback. These attributes affect three critical psychological states namely experienced meaningfulness, experienced responsibility for outcomes, and knowledge of the actual results. As a result, work outcomes like employee job satisfaction, absenteeism, work motivation are influenced (Dugguh, 2007).

The five key job characteristics may be used to form a motivating potential score or index to measure how a job may affect employees' behavior and attitude. Daijeet (2011) reiterates the need to recognize the model because it shows employee job satisfaction in an organization. The positive effect created by the model is believed to reinforce and serve as an incentive for employees to continue contributing to organizations success and goal achievement hence important to the study. When a job has a high score on the five core characteristics, it is likely to generate three psychological states, which can lead to positive work outcomes, such as high motivation, high employee job satisfaction, higher quality of work performance, and low absenteeism. This model is very relevant to this study because if an employee does not have the job characteristics it may bring about dissatisfaction hence it is relevant to the study. The Job Characteristics Model anchors objective one; to determine influence of career skill development on employee job satisfaction of university academic staff in Kenyan public universities.

2.2.2 Goal Setting Theory

Goal Setting Theory was proposed by Locke and Latham in 1960. This theory states that goal setting is essentially linked to task performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance. Goal setting theory provides a framework that specifies the most valid and practical ways of increasing employee motivation (Locke & Latham, 1994). This theory states that goal setting is essentially linked to task performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance.

Goal setting theory involves the development of an action plan designed to motivate and guide a person or group toward a goal. Goal setting can be guided by goal-

setting criteria (or rules). Goal setting is a major component of personal development and management literature. According to Lunenburg, (2011), the goals should be specific, time constrained and difficult. Difficult goals should be set ideally at the 90th percentile of performance assuming that motivation and not ability is limiting attainment of that level of performance (Locke & Latham, 2006). As long as the person accepts the goal, has the ability to attain it, and does not have conflicting goals, there is a positive linear relationship between goal difficulty and task performance.

The Goal setting theory is relevant in this study it is important when setting down career goals. The goals have to be specific and attainable within time bound set. The theory anchors objective two; to determine the influence of career goal setting on employee job satisfaction of academic staff in public universities in Kenya.

2.2.3 Social Cognitive Career Theory

This theory is derived from Banduras social cognitive theory that deals with psychological learning (Garrido, 2005). This theory has been termed as the most promising career theory that may prove satisfactory in career development and employee job satisfaction. Lent (2006) expanded the scope of social cognitive career theory offering a new social cognitive career model which is designed to explain ways in which previously identified inputs such as self- efficacy and outcome expectations are related to employee job satisfaction. Self-efficacy is concerned with the belief in the ability to exercise control over one's actions and event that affect their lives. Beliefs impact life choices, motivation, quality of actions and the ability to overcome adversity.

Kelly (2009) expanded upon Bandura's work to focus only on personal development in the context of career development. Managers who wish to retain talent can borrow from this theory. According to Stephen, Dugguh, Ayaga and Dennis (2014) Career development is driven by self-efficacy or believes in the ability to accomplish something of importance. The degree of achievement depends on two factors, outcome expectations or the idea that initiating a particular behavior will yield the desired result and goals. Gerry, Dan and Jerry (2002) states that if a person feels

confident of his or abilities, he or she is more likely to connect to specify actions to reach them. When organizations put in place measures to enhance motivation, they can easily retain talents. According to Ball (2014), the theory associates individual failure to insufficient skill and knowledge which are deemed as acquirable.

The ability of the university management to understand the career desire of the academic staff may help them improve prepares specifically tailored career improvement plans for the academic staff. This includes assigning mentors to new academic staff. The Social Cognitive Career Theory anchors objective three; to assess the influence of career mentoring practice on employee job satisfaction of academic staff in public universities in Kenya.

2.2.4 Self-Concept Theory of Career Development

Super (1990) developed the theory of career choice and development which suggest that career choice and development is essentially a process of developing and implementing a person's self-concept. 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 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. A relatively stable self-concept should emerge in late adolescence to serve as a guide to career choice and adjustment. 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. 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.

Self-Concept Theory is instrumental in developing the international collaborative research work called Work Importance Study (WIS) aiming to study work role salience and work values across different cultures. Many aspects of Super's theory are attractive to international career guidance professional and researchers, including concepts such as vocational developmental tasks, developmental stages, career maturity and life roles. It offers a comprehensive framework to describe and explain the process of vocational development that could guide career interventions and research.

The anchoring of the theory on developmental contextualism takes into consideration the reciprocal influence between the person and his/her social ecology, including one's culture. Likewise, the conceptualization of career choice and development as a process of personal and career construction recognizes the effects of subjective cultural values and beliefs in shaping vocational self-concepts and preferences. The Self-Concept Theory anchors objective four; to establish the influence of career support on employee job satisfaction of academic staff in public universities in Kenya. University academic staffs have to make crucial and vital choice on which career path to pursue. The choice of career may influence career fulfillment which impacts overall career satisfaction of the employee.

2.2.5 inferential

Job satisfaction has also been explained by the dispositional theory. The theory which is generic suggests that people possess innate abilities that drive them toward certain level of satisfaction irrespective of one's job (James & Hannah 2013). There has been some evidence to this effect showing that job satisfaction over time is stable across careers (Randy, 2001). The scope of the dispositional theory was narrowed by the self-evaluation model by Timothy (1998). Judge and Larsen (2010) proposed four Core Self-evaluations that drive a person's disposition toward job satisfaction which include self-esteem, general self-efficacy, locus of control, and neuroticism.

The model argues that the higher a person considers their abilities and belief in one's competence then this result in higher job satisfaction. Additionally, having a strong sense of personal control may also lead to better job satisfaction and lower stress

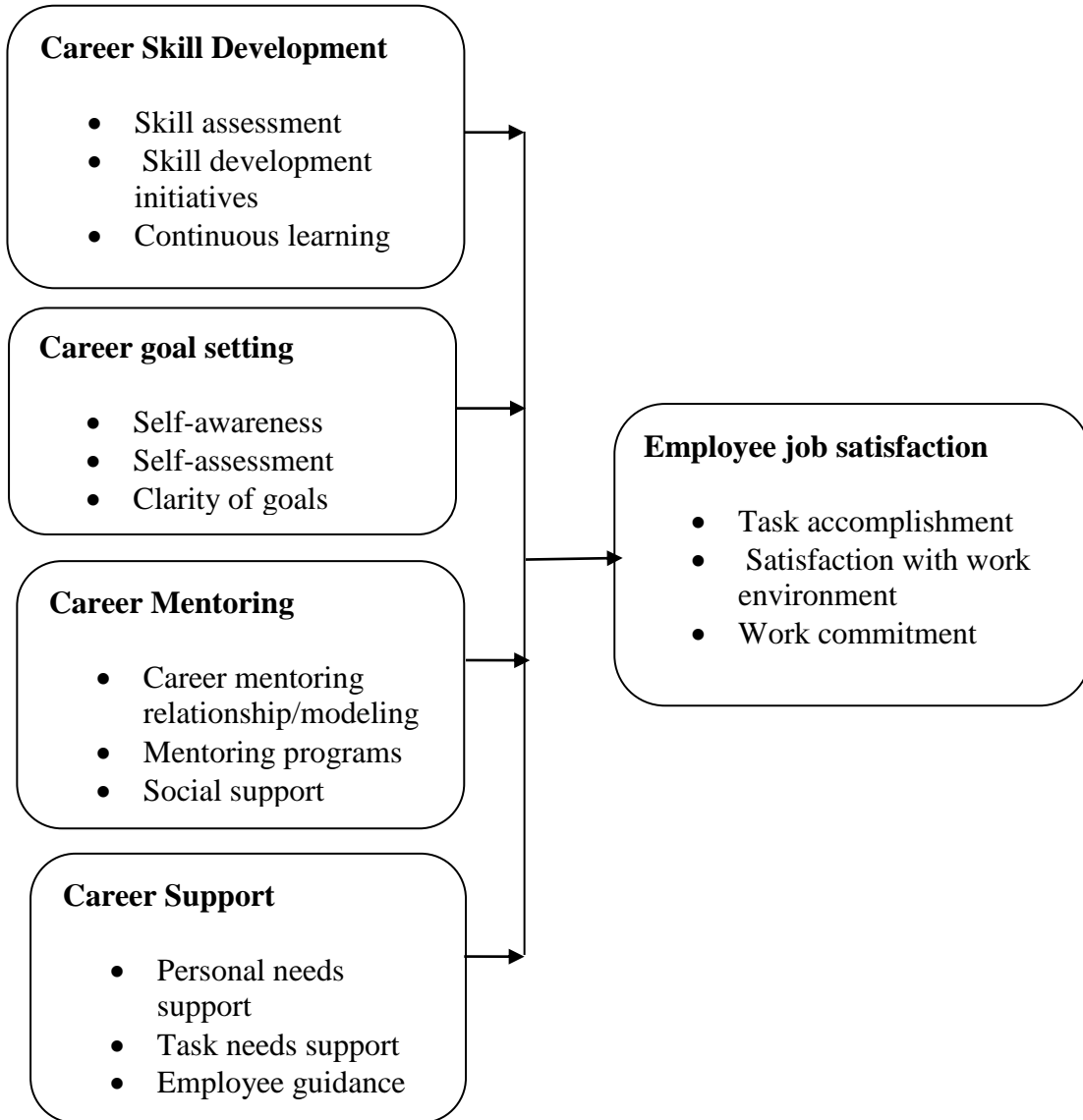
levels. Dispositional Theory of Job Satisfaction anchors the depend variable of the study which is employee job satisfaction of academic staff in public universities in Kenya.

2.3 Conceptual Framework

According Kothari (2008) a conceptual framework is an illustration that represents the relationships under investigation. According to Mugenda (2008) conceptual framework is a concise description of the phenomenon under study accompanied by a graphical or visual depiction of the major variables of the study. Conceptual framework is a design that identifies each of the series of logical steps or variables and interactions which, bridge the gap in the research process.

The conceptual framework is derived from models and theories; it is based objectives derived in the empirical literature. According to Frolich et al. (2018), career development practices comprise skill development, career goal setting, career mentoring and career support. The independent variable in this study is influence of career development which include skill development, career goal setting, career mentoring or coaching and career support. The dependent variable of this study is employee job satisfaction which is explained by; satisfaction with the manager and satisfaction with work environment. The variables are extracted from the job characteristic models, self-concept of career development while employee job satisfaction in the framework is linked through social cognitive career theory and dispositional theory of job satisfaction. This study hypothesizes that the independent variables; career skill development, career goal setting, career mentoring and career support practices relates to employee job satisfaction (dependent variable) measured by level of satisfaction with manager and satisfaction with work environment depicted in Figure 2.1.

Career Development Practices



Independent variables

Dependent variable

Figure 2.1: Conceptual Framework

Figure 2.1 illustrates how variables in the study relate. The independent variables include career skill development practices operationalized skill assessment, skill development initiatives and continuous learning. Further career goal setting is operationalized as self-awareness, self-assessment and clarity of goals. Career

mentoring were measured using career mentoring relationship/modeling, mentoring programs and social support. Also, career support was operationalized into personal needs support; task needs support and employee guidance. The dependent variable of the study is employee job satisfaction operationalized into task accomplishment, satisfaction with work environment and work commitment. It is hypothesized that career skill development practice, career goal setting practice, career mentoring practice and career support practice significantly influences employee job satisfaction of academic staff in public universities in Kenya.

Attention to career development helps to attract top staff and retain valued employees (Opeke, Ikonne & Adewoyin, 2019). Institutions need to realize that positive career development for their workforce is a way of helping to attract and retain the best people: by recognizing and responding to the needs of individual employees they will get the best out of them (Szromek & Wolniak, 2020). Supporting career development and growth of employees is mandated by the philosophy of human resources management. Career development is aimed at improving technical skills, conceptual, theoretical and moral accomplishment of his work so that employees can achieve optimum results (Sinha, 2020). A career development can be seen as growth ability happens far beyond what is required in a given job.

Career development is done giving a very profitable impact for the organization in improving the ability to compete in an increasingly competitive environment (Szromek & Wolniak, 2020). Career development is expressed as a process and an activity preparing an employee to occupy or take a position in the organization that is associated with the specific requirements and capabilities (Jawabri, 2017). Institutions need to realize that positive career development for their workforce is a way of helping to attract and retain the best people (Tizikara & Mugizi, 2017). Career development creates opportunities for promotion within an organization and provides an opportunity for training and skill development that allows employees to improve their employability hiring on the external and internal labor market.

Career development shown through all efforts is geared to improve the technical, theoretical, conceptual and moral education in accordance with the needs of the job or position through education and training (Sinha, 2020). Career development is an organized learning experience in a given time period to increase the likelihood of improvement in growth performance of duties, in accordance with the education, training and environmental change (mutation) in an activity of the organization. According to Frølich, et al. (2018), career development pinpoints the issue of staff and personnel in the process of long term education using systematic and organized procedures in which managers learn the conceptual and theoretical knowledge for general purpose, corresponding to changes in the work environment is usually in the form of mutations work. Career development practices entail skill development, career goal setting, career mentoring and career support.

2.4 Review on Variables

Literature review is a comprehensive survey of past studies related to the research hypothesis and it allows a researcher to place their research into an intellectual perspective hence helping the researcher to declare why his research is important (Miller & Yang, 2008). Career skill development, career goal setting, career mentoring and career support have been identified by many scholars as very important measures of career development practices (Frølich, et al., 2018; Sinha, 2020; Saleem, Kamran, Sabir, & Iqbal, 2016). Though there are other factors that that influence employee job satisfaction, when it comes to career development practices, career skill development, career goal setting, career mentoring and career support are very crucial variables to this study.

2.4.1 Career Skill Development

Skills are the acquired trade, craft, or special training possessed by an individual giving him the ability or competence to perform. Employees need to understand the skills they have and to appreciate the importance of improving those skills for better performance. An assessment of the available skills against job demand can highlight skill gap that can then be plunged through further training. Skill development is needed in organizations because it makes employees more respected to organizations

by out spreading their cognitions, attitudes change towards job and cultural change in the organization (Sinha, 2020). Organizations have to find out what it is that employees do not understand and how it can be improved. Untrained workers could make mistakes and might not deliver quality service to customers, which might negatively affect the overall organizational performance (Scheers & Botha, 2014). Likewise, the quality of training and performance assessment could influence workers' performance especially in the service sector (Siriattakul et al., 2019). It was believed that ample skill development could enhance productivity and bridged the gap between company performance and industry productivity standards (AL-Sinawi, Piaw, & Idris, 2015).

Sufficient skill development could make them better prepared for the potential unexpected and unknown situation (Phonthanukitithaworn, et al., 2017). Effective training and development practices carried out in organizations helped enhance the job proficiency of employees (Paposa & Kumar, 2019). The quality of training imparted has a significant effect on employee's feelings of importance concerning the job (Chaudhary & Bhaskar, 2016). Employee training has a huge impact on psychological variables such as motivation, commitment, organizational trust and willingness to go above and beyond to meet their job requirements (Truitt, 2011).

Only through career development will organizations get to achieve the level of competitiveness that they require to survive and thrive in the market. According to moray (2015) skill Development means developing yourself and your skill sets to add value for the organization and for your own career development. Fostering an attitude of appreciation for lifelong learning is the key to workplace success. Skill development is critical for economic growth and social development any institution. Continuously learning and developing one's skills requires identifying the skills needed, and then successfully seeking out trainings or on-the-job opportunities for developing those skills. Skill development is attained through learning and training.

Learning is the process of absorbing information and preserving it with the goal to increase proficiencies in order to achieve personal aspirations. Learning is the process we go through as we need to be equipped for non-specific and unexpected

situations and the two are not mutually exclusive. While we learn to do something specific, we are also inadvertently equipped with the knowledge and/or skills to face future challenges. In brief, learning is all about equipping a person to tackle not just today's issues, but preparing him/her to creatively be able to tackle tomorrow's issues (Huczynski and Lewis 2018).

Training is also defined as the process of changing the skills, attitudes, and knowledge of employees with the purpose of improving their level of competence. Training is the systematic development of the knowledge, skills, and expertise required by a person to effectively perform a given task or job (Picho, 2014). In developing employees' capabilities, organizations provide support that includes the job itself and also other activities and programs for employees. This gives the opportunity to develop their knowledge, skills and abilities further. Aswathappa (2002), however, twinned training and development as two inseparable words with a hedge over the other definitions. According to him, training and development refer to the imparting of specific skills, abilities and knowledge to an employee. Training therefore refers to the process of imparting specific knowledge, skills and attitude for an improved performance. Job training is a set of planned activities on the part of an organization to increase the job knowledge and skills or to modify the attitudes and social behaviour of its members in ways consistent with the goals of the organization and the requirements of the job (Truitt, 2011).

The aim of training and development within an organization, furthermore, is to provide staff with the necessary skills and knowledge to fulfil the organization's corporate and business plan. This however, is not simply related to specific training for a work practice, as training of any type is essential as it creates a learning ethos. In many instances training and development is seen as a frill, rather than a necessity, even though it has been proven that training can provide a competitive advantage to those firms who have the wisdom to use it (Picho, 2014). Within an organization that operates training and development as a best practice, this should occur at organizational, operational, and personal level. Training and development impart specific skills, abilities and knowledge to an employee is adopted.

Training on the other hand focuses more on the development of new skills or skill sets that will be used. Training is the process for new employees to go through when joining a company to learn how to carry out the day-to-day operations, know how their departments work and how job specific tools operate in order to carry out their responsibilities. In short, through training, we are not looking to reshape the behavior of an individual. Rather, the point is to teach the employee or learner how things are done so that they can then carry out a process on their own (Picho, 2014). The competence and effectiveness of an organization depends upon how much competent its workforce is and how effectually they are employed for achieving the objectives of organization.

Employee competence depends upon how much skills they have developed over time. Learning, which is an integral part of skill development, leads to a continual change in the employee behaviour. This learning is the result of one's job experiences, education, training and development. Training helps to improve the efficiency of the organization (Chaudhary & Bhaskar, 2016). Thus, in the fast changing environment training and development of workforce is not only the practice that is desirable but also an activity that an organization must perpetrate resources for maintaining a practicable and knowledgeable workforce.

Therefore, interest has reverted to how to tap into the opportunities that promote the development of employee careers. Successful organizations rely on valuable human resource that possesses critical knowledge, skills and rich experience. The organization thus invests in continuous training and skill development to remain competitive in the market place. It is important to carry out continuous training because skills change rapidly in the face of changing technology and information and communication infrastructure (Nishtha & Amit, 2010). Developing your skills begins with assessing which skills are important for your desired career development. Skills and knowledge are the driving forces of economic growth and social development of any country. They have become even more important given the increasing pace of globalization and technological changes provide both challenges that is taking place in the world. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of globalization.

2.4.2 Career goal Setting

Goal setting is a way of establishing responsibility for task accomplishment (Yurtkoru, Bozkurt, Bekta, Ahmed & Vehap, 2017). Goal setting process is applicable at all levels of the organization that is both at group, individual and team levels. Goal setting is an important management lever under performance management that can improve performance in a meaningful way both for organization and individual as over ninety percent of empirical studies have shown positive effects of goal setting on employee or team performance. Goal setting is management process which ensures that every employee knows their role and results they need to accomplish to maximize their contribution towards overall business. Effective goal setting positively impacts employee outcomes.

Goal setting as a process is used by both individuals and groups to outline what, how and where to complete tasks or to achieve objectives (Bello, Ogundipe & Eze, 2017). Goal setting is defined as a process of establishing definite and specific goals for the individual, group of employees or the entire organization in pursuit of certain objectives (Kodithuwakku, 2017). Setting specific employee goals is important for increasing both job performance and employee job satisfaction. According to the goal setting theory the simplest, most direct motivational explanation of why some people perform better than others is because they have different performance goals (Latham, 2017). The goals need to be both challenging and specific. This is because people normally adjust their level of effort to the difficulty of the goal (Sullivan & Strode, 2010). People with low goals are minimally satisfied with low performance attainment, and become increasingly satisfied with every level of attainment that exceeds their goal.

Goal setting is a critical organizational practice which involves the process of setting targets for accomplishment. In the business world, goals commonly take the form of quotas, work norms, deadlines and budgets (Okolocha, Akam, & Uchehara, 2021). As a process, success in goal setting to influence job performance and employee job satisfaction is predicated upon the elements of: participation in the input while setting goals, having challenging and specific goals and having in place goal setting

procedures and developing a strategy or plan to reach the set goal are important elements (Bello, Ogundipe & Eze, 2017). Equally important are the elements of prompting and feedback in goal setting. Goal setting motivates employees to reach challenging but attainable production goals and thus through goal setting an organization can increase productivity and improve quality of their products or services rendered (Kodithuwakku, 2017). Goal setting also clearly spells out what organizations expect of their employees in terms of productivity because of employee job satisfaction.

Organizations able to integrate and encourage goal setting process at all these levels of the organization and thus clearly creating positive synergy are able to reap the highest benefits from this process. According to Locke and Latham (2012) goal setting explains theory of motivation which posits that a significant association exists between personal targets and performance. There is empirical evidence to support the link between employee performance and clarity of goals. Specific and challenging goals that are agreed upon with superiors tend to improve performance, increase commitment, allow acceptance and enhanced satisfaction. This must however be linked to a feedback system from the superiors. Indeed (Locke & Latham, 2002) aptly put it that goals control behavior for both employees and managers in different ways.

Goals are an important component of performance management system as goals are performance directed resulting in elevated performance. Goals and goal-related processes motivate, organize, and direct behavior at all ages. Goals help direct and maintain behavior on tasks that may provide only distant rewards (Dik et al., 2008). Effective goal-setting behavior is therefore important in career decision-making, a complex process often requiring delay of gratification, careful prioritizing and planning, and personal action (Dik et al., 2008). Commitment to specific challenging goals, adequate feedback, high self-efficacy (and ability), and suitable task strategies lead to high performance (Locke & Latham, 1991). Thus effective goal-setting can lead to better individual performance. Goals also play an important role in making work meaningful as when employees can pursue cherished goals they find work more meaningful.

Goal-setting theory refers to the effects of setting goals on subsequent performance and Locke (1991) found that individuals who set specific, difficult goals performed better than those who set general, easy goals. Locke (1991) proposed five basic principles of goal-setting: clarity, challenge, commitment, feedback, and task complexity. Goal setting as mechanisms to improving employee performance has been fairly extensively discussed in the management literature in terms of both motivational impact toward improving performance (Latham, 2017) and as being integral parts of management systems or processes designed to improve performance (Sullivan & Strode, 2010). While goals affect action, they drive desired behavior, productivity and effectiveness in work organizations. Goals are work converted to activities and tasks for employees; effective goal setting positively impacts employee outcomes.

Many management systems or processes, such as management by objectives, total quality management, and continuous improvement initiatives, feature goal setting as a critical element for success. Good goals are consistent, precise, challenging, measurable, achievable, agreed, time related and team work oriented. Similarly, Locke Latham (1990) suggested that in order to establish effective goals, goals must clearly define the output to be achieved, should have a direct link to organizational success factors and objectives, goals should be challenging yet attainable to motivate performance and not too many and work should be defined well. Very difficult goals lead to effective performance as compared to moderately difficult goals (Bipp & Kleingeld, 2011).

Goals should neither be too easy nor too difficult, they should be challenging yet manageable. According to Csikszentmihalyi best moments occur when an individual's body or mind is stretched to its limits in a voluntary effort to achieve something challenging and worthwhile. Locke and Latham (2007) summarized that goals are motivational, people work harder for more challenging goals, variations in ability impact goal-related performance gains, self-efficacy and related belief systems influence goal achievement, feedback interacts with goal success, goal commitment moderates the impact of goal setting and goals direct attention and affect activity selection (Yurtkoru, et al., 2017). Specific goals have been found to be

stronger, motivating employees. There is a substantial body of research showing that individuals will strive to meet even very challenging goals, are motivating when they have higher self-efficacy thereby leading to a positive outcome, should be specific and challenging to reach higher level of performance (Locke & Latham, 1991).

Goal intensity has been majorly studied in terms of commitment which refers to the degree to which the individual is attached to the goal, considers it significant or important, is determined to reach it, and keeps it in the face of setbacks and obstacles (Lunenburg, (2011). Goal commitment can act both as a direct causal factor and as a moderator of performance. People who are less committed give up their hard goals in favor of easier ones. On the other hand, when goals are low, high commitment may restrict performance as committed people will try to raise their goals whereas uncommitted people may set higher goals in pursuit of greater challenge (Locke & Latham, 1991). Goal setting activity can be observed in nearly all organizations today. All management philosophies from management by objectives, high-performance work practices, management information systems, benchmarking, including systems and strategic thinking consider setting specific goals for the players. It is generally accepted by managers that goal setting can promote and enhance performance.

Self-awareness is important for emotional intelligence (Yeung, 2009). Self-awareness consists of emotional abilities that enable us to be more effective at forming outstanding relationships in the work place. In self-awareness one needs to recognize his or her emotions and their effects. The quality of self-awareness makes an employee more aware of how their emotion affect colleagues and thus can create the right atmosphere for achieving expected outcomes. The dimensions of self-awareness include emotional self-awareness, accurate self-awareness and self-confidence.

Self-awareness is having a clear and realistic perception of who you are. It is not about uncovering a deep dark secret about yourself, but understanding who you are, why you act as you do, how you do it, and the impact this has on others. Self-awareness represents the capacity of becoming the object of one's own attention

(morin, 2011). By setting sharp, clearly defined goals, you can measure your progress and continuously motivate yourself to progress toward the vision you have for your ideal work life. You will be able to see forward movement in what might otherwise feel like a long, pointless grind. By setting and taking action toward your goals, you will raise your self-confidence.

In their research Kaiser and Kaplan, (2006) self-awareness is often considered little more than an outcome of a cognitive process involving introspective self-reflection and the active synthesis of these insights into self-concepts. However, self-awareness in an integrated self-development model is more than just the outcome state of insight, but involves the development of skills to consciously manage perceptual biases and emotional reactions to feedback. Self-awareness in this sense can be considered a skill, as people vary in their capability to manage their emotional reactions to critical performance feedback as with other skills, improvement in self-awareness (accuracy and acceptance of insights), can also be developed with training. Self-awareness, managers need to actively manage their reactions to feedback. The first step is awareness of one's emotional reactions in the feedback process, and recognizing rejection or censorship thoughts that arise.

Self-Assessment is a process of clarifying your value through discovering the relationship between various occupations and your personality type and work style, interests, career values, and skills (Whetton & Cameron, 2007). Even if you have engaged in a self-assessment process early in your career, your interests may have changed over time and you may be eager to learn new skills. It is helpful to periodically engage in a thorough process of self-assessment throughout your career.

The career development also involves employee's self-assessment. One has to understand and outline their accomplishments and aspirations. The employee should assess their goals, aspirations, and expectations with regards to their own career both short-term (1-4 years) and long-term (4+ years). This will enable employees to become more knowledgeable regarding their own needs, values, skills and personal goals. The employee should be encouraged to solicit feedback from both peers and supervisors, as well as, engage in private reflections in completing their self-

assessment (Myers, 2014). Having a clear vision of the end state we are trying to achieve before we take action to reach our goals is the key factor in accomplishing any goals that are set.

2.4.3 Career Mentoring

Mentoring is a professional activity, a trusted relationship, and a meaningful commitment. Mentoring practice as we know it today is loosely modeled on the historical craftsman apprentice relationship, where young people learned (Fountain, 2018). Mentoring is a process of developing formal relationships between junior and senior members of the organization, in certain cases mentoring also takes place between peers. This involves having more experienced employees coach the less experienced ones (Hall, 2007). In other words it is a process of developing relationships between more experienced members of an organization and the less experienced ones for transfer of knowledge and skills. These associations are developed with the intent of developing career functions. For example, coaching, sponsorship, protection to peer, challenging assignments, introduction to important contacts and resources are certain ways in which mentoring may happen.

Mentoring is targeted to psychological functions; role modeling, counseling, benchmarking individual practices are various ways in which the latter is achieved. It is no doubt an important tool that apart from employee development also leads to increased job satisfaction, organizational dedication and career achievement. The process of mentoring works both ways that is it benefits the parties, the mentor and the mentee. It increases the job involvement and satisfaction of the mentor. In case of the one mentored, he feels valuable, the employee job satisfaction increases and there is essentially a transfer of knowledge and skills.

Mentoring relationships have a great potential to enhance the development of young individuals in both early and middle career stage. According to Baranik, et al. (2010), mentoring within the workplace is typically described as a relationship between a senior and a junior at the workplace. This could be an employee and his/her supervisor or manager. The senior coaches the junior about tasks and how to best achieve job expectations. A senior may introduce the junior employee to important

contacts in the organization or even outside the organization, orient the employee to the industry and organization, and address social and personal issues that may arise on the job (Zey, 2011). This relationship may not be formal at work and may not be sanctioned by the organization. However, it last for longer than other organizational relationships. Among the issues canvassed may be work and non-work related issues which ultimately create a much closer and stronger bond between the mentor and mentee.

Mentoring is a strong career development and empowerment tool for both the mentor and mentee in an organization. It is a helpful relationship based upon mutual trust and respect. As a mentor, you should help your mentee to believe in themselves and boost their confidence (Maria, 2013). Mentoring allows the mentee a privileged context in which to freely ask ‘silly questions’ of a trusted and experienced role model. Career mentoring is not about tutoring, providing employment for the mentee, being an instant referee, or a social relationship. According to Zey (2011), mentoring is the pairing of an individual (mentor) who has expert knowledge or skill with someone (mentee) desiring to gain that knowledge or skill in order to further develop professional expertise”

Mentoring that provides psychosocial support can be beneficial to employees. Protégés often value the psychosocial aspects of mentoring (Vanderbilt, 2010). Researchers have found mentoring that offers psychosocial support to alleviate work-related stress (Craig, Allen, Reid, Riemenschneider, & Armstrong, 2013). Employees who experience less stress are more involved in their work (Craig et al., 2013). Thus, introducing mentoring that provides psychosocial support for employee engagement may produce positive social change for the work culture and the organization. Through interaction and personal involvement, managers may develop stronger bonds with their employees. Mentored employees possess positive attitudes and a positive attachment to their organization. Effective career and psychosocial mentoring help employees integrate into the organization. In addition to developmental support, mentoring helps engineers become employable by improving their soft skills. Soft skills consist of interpersonal skills and personal attributes

Career mentoring relationships involved an exchange between a senior experienced individual (mentor) and a less experienced junior individual (mentee or protégé). Mentors assist individuals in setting and attaining their personal and career goals. Individuals can learn a considerable amount through interactions with diverse individuals in their company, by providing a support system such as providing guidance, and offering advice, criticism, and suggestions in an attempt to aid the employee's growth and development (Lankau & Scandura, 2002). Mentoring provides employees with an opportunity to experience better adjustment and professional advancement within the organization (Smith & Zsohar, 2005). Since the 1980s, organizational research has revealed that mentoring programs have benefited many successful careers in business, industry, and education (Hopkins, 2005). The benefits of mentoring for mentors include career rejuvenation, increased promotion rates, an increased power base, and access to work-related information within the organization (O'Neill, 2005).

Wright and Wright (1987) noted that a mentee involvement in mentoring relationships results in increased employee job satisfaction, higher salary, faster promotion, organizational career plans, and the increased probability that the protégés will also evolve as mentors. In academia, experts link success to the accessibility of career relationships (Barkham, 2005). Career relationships include mentors, peers, and personal contacts in professional associations. The lack of career relationships can negatively affect an individual's performance and achievement, leading to decreased institutional performance and employee job satisfaction.

Mentoring as a tool for effective workforce is based on the developmental social learning perspective which argues that human behaviour is a result of the interaction which one makes in one's environment where positive role models reinforce the learning and instils a behaviour pattern (Vanderbilt, 2010). It helps in reducing the stress and anxiety of the new comer, provides orientation and promotes the creation of better norms of collegiality and collaboration to support and guidance offered by the mentoring. The employees feel positive, secure and confident of the environment in which they work. Mentoring leads to creating dual mutually beneficial relationships – one between the mentor and the mentee and second between the new

employee and the organization. In the attempt to offer guidance and support to the mentee, the mentor garners his resources and skill set such that it benefits him in conjuring his technical base better which can be used by him in future (Hunt and Micheal, 1983). Added, a positive mentee performance helps in enhancing the reputation of the mentor. The benefits to an organization is a cumulative result of a positive and guided new employee under a trained and committed senior all of which results in improved organizational performance, satisfied work force, lower attrition and improved employer branding.

Mentoring has three pillars, career development, role modeling and social support. Psychological support functions are more personal trusting on an emotional bond between the mentor and mentee while career functions include sponsorship, exposure and visibility, coaching, protection and challenging assignments. With Sponsorship the mentor uses his or her influence to guide mentee's career advancement (Weng, et al., 2010).

Coaching on the other hand is about teaching mentees, how work is done. Relevant and positive feedback must be given to improve mentee's performance and potential. The mentor remains responsible for mistakes committed by mentee. The exposure functions are about mentors creating opportunities for the mentees to validate their capabilities. The mentor expands the visibility of his or her mentees by leading them to important meetings and events. This permits the mentees to develop relationships with key personnel in the organization, permitting them to show their potential for future organizational progress. Challenging work is where the mentor will provide the assignments that spring the mentee's knowledge and skills in an endeavor to encourage growth and develop specific capabilities in preparation for the future.

Psychological support functions improve the protégé's sense of competence, identity and effectiveness in his or her role. Examples of psychosocial functions include role modelling, acceptance and confirmation, counseling, and friendship. Role modelling on the other hand is about the mentor indicating applicable behaviour and knowledge, thus earning greater respect and admiration as contended by Fountain,

(2018). The mentor's standards, attitudes and behaviours serve to guide mentee who in turn appreciates mentors behaviour.

Mentors also gain benefits as a consequence of mentoring programs. Not many studies have examined the impact on a mentor, but the need to study this area has increased since a mentor's willingness and attitude toward participating are believed to be significant for improving the overall quality of the program, whether it is formal or informal mentoring. By recognizing the benefits for the mentors, the mentor's participatory level can be intensified, and an organization is able to recognize more benefits through a mentoring program not only to develop novices but also to develop experts. In addition, recognizing both the protégé's and mentor's benefits enables organizations to make strategic career development plans by actively utilizing expected outcomes from both participants (Hegstad, 1999). Mentor's benefits from mentoring relationships are found to be related to professional identity and psychosocial aspect, while some are related to the development of leadership and communication skills. Mentor's benefits are professional identity along with respect and organizational power; building leadership, supervisory, and training ability; networking opportunity and performance improvement; and employee job satisfaction and retention. Mentors not only gain loyal followers, but also earn the respect and admiration of peers.

The mentoring function of coaching is dedicated to helping mentee accomplish their work objectives. When mentors coach protégés, they pass on wisdom, knowledge and their point of view. Kram (1985) defined exposure and visibility as providing opportunities and responsibilities that place the junior individuals in contact with key players in the organization. Psychosocial functions are those facets of the mentoring relationship that are more personal in nature (Jyoti & Sharma, 2015). These functions may impact the mentees' feelings of competence, uniqueness and success in their professional position within an organization. It involves counselling, friendship and role modelling. Counselling helps to develop the problem-solving and decision-making skills. Friendship is demonstrated through social interactions by the mentor and protégé. Role modelling is the senior individual's attitudes, values and behaviour that provide a blueprint and structures for the junior individual to emulate.

2.4.4 Career Support

Career support is part of the career development program that motivates and fulfill an employee's need for growth. Support activities are those that identify training need or skill gap that require further training, education and financial as well as material resources. The way employee perceives organizational support for career development has a bearing on satisfaction with employer or organization. When organizations provide support for career development then employees feel appreciated and valued which then translate into satisfaction (Sinha, 2020). Some of the career support activities implied here include, training opportunities, succession plans, counselling sessions, job rotations and job enrichment Callanan, Greenhaus and Godshalk (2011). Employees are likely to report increased satisfaction when career support activities are available to enhance their knowledge, upgrade their skills, develop abilities, and change attitudes at work. Some scholars view career planning, career management, perceived career development support, and employee job satisfaction practices as interrelated concepts (Block, 2012). For example, proper planning and management of career programs for employees guide their career directions and consequently lead to better feelings about his/her job (Chen *et al.*, 2004; Puah & Ananthram, 2006).

Career support involves various alternatives such as developing abilities, preserving current skills and getting ready for the future ahead of just receiving promotion (Paposa and Kumar, 2019). Organizations invest in career development programs for several motives, for example, developing employee performance, increasing manager improvement, revealing corporate culture for salespeople, strengthening principal values, helping salespeople in career improvement, and offering an extra to employees (Sinha, 2020). Career support programs enable all the workers to make progress in the organization from the beginning. It also helps to determine career paths and remove all the obstacles against the progress of the workers (Jawabri, 2017). Career support accelerates workflow in the organization by providing training for the personnel that go through a career stability and increasing work mobility.

Human resource professionals may come in handy during career planning stages to design jobs, evaluate experiences and propose the nature of training that is required either formal or otherwise. These actions do use a range of formal and informal structures and procedures. The activities also require support from a diverse group of people inside and outside the organisation. Umer and Akram (2011) argue that career development plans portend both opportunities and threats for an organization. Threats inherent in this form of planning are promises made to employees which is likely to raise his/her expectations about the future Kaya and Ceylan (2014) whereas opportunities for growing vital skills inside the organization are a welcome benefit. In addition, finding the right fit between skills and job requirement can be derived from career planning.

Planning for employee career would also attract and retain valuable skills and foster creativity and loyalty within the organization. Thite (2001) and Kaye (2005) agree that internal talent can be grown and developed from designing good career plans. By so doing, knowledge, experience, skills, and available objectives are matched with organization's needs and besides organizations that spend on employees' career development expect citizenship as a positive reciprocity from employees (Cropanzano & Mitchell, 2005). However, funding issues are usually brought up as an impediment to investing in career plans by many organizations. Governments and organizations can partner to meet the cost of training and education to gain further skills through a structured financial plan. More so companies can set aside sufficient resources from profits and revenues for this purpose.

Individuals may also fund their own professional qualifications or can be subsidized by company resources since the company will be the beneficiary of the improved skills. Looking at the evolving nature of skills and knowledge demanded at the work place makes it difficult for employers to guarantee their continued stay without adjustment by the employee to fit into the changing role s/he finds himself or herself in (Zafar & Mat, 2012). Therefore by supporting employee career development activities, an employer would improve worker performance and raise morale. This way employees; feel appreciated and valued as part of the important system that is the organization.

New and less experienced employees, wish to develop their careers and be controlled. It is natural for the employees to be in expectation of more employee job satisfaction and more career opportunities (Sinha, 2020). As a result, they go into the effort of personal development. Therefore, they chose the organizations which support their careers and have career development programs. In the face of technology and consumer demands that are changing rapidly, an update in the employees' knowledge and skills is necessary (Tizikara & Mugizi, 2017). Career support programs enable to realize these changes beforehand and provide the achievement of new skills. If an organization has an effective career development program in accordance with the employees' personal expectations, the employees' will eventually wish to stay at the organization (Siriattakul, et al., 2019). This consistency will be reflected in the employees' performance through time. Career management identifies the future necessity of human resources better and provides the forecast of better developmental stages for the specialties and different professions in the company (Saleem, Kamran, Sabir & Iqbal, 2016). Some of organizational career development practices that are addressed in the literature are job enrichment, career progression ladders, employee workshops, and job rotation. For instance, organizations that recognize good performing employees and present them a promising environment to take risks and achieve will add to the improvement of career resilience.

2.4.5 Employee Job Satisfaction

Employee job satisfaction is individual's positive emotional reaction to a particular job (Nadiri & Tanova 2010). It reflects the positive emotion of employees towards the work and organization. Employee job satisfaction "is related to self-perception of needs fulfillment through work (malik et al, 2010). An employee's job satisfaction is exhibited by how he/she feels about his duties. These feelings may be favorable or unfavorable about his workplace and work itself (Arif & Cohan 2012). Robbin and Judge (2011) define job satisfaction is a set of good and bad feelings an employee holds about his or her job. Huang and Liu (2012) define job satisfaction as: the gap between actual and expected earnings compared by the personnel with related others on salary raise and promotion according to the ratio of their devotion and earnings.

Bakotić, and Babić (2013) on their part defined employee job satisfaction as the exciting experience that an employee possesses about his job. The experience is said to be influencing behavior and consequently organization performance.

Employees' job satisfaction has a direct relationship with a number of elements that can create negative or positive consequences. These elements are such as customer satisfaction, employee's turnover, employees' health related issues, quality of education etc. In the context of higher education an increase demand of academic staff in higher education has been observed and expected to continue increasing. Kreitner and Kinicki (2012) identified five factors determined employee job satisfaction: need fulfillment (e.g. salary needs, family needs); discrepancies between what is expected and what actually happens; fulfillment of work values, equity or fairness of treatment; and dispositional (genetic) components where certain congenital personality traits lead to employee job satisfaction.

Mohammad *et al* (2011) contends that all sources of employee job satisfaction fall into two categories namely intrinsic and extrinsic satisfaction. Intrinsic sources are psychological and reside within the individual. This source of satisfaction is basically self-administered. Conversely, extrinsic sources of satisfaction reside in the external surrounding of an individual. The source is beyond the control of an individual and may take the form of; job security and fringe benefits. External determinants of a satisfying work include; nature of work, fairness of salary, working conditions, relationship with colleagues and superiors and working hours (Bakotić, & Babić, 2013). According to Khuong & Vu, (2014) the factors are; fringe benefit, relationship with management and co-workers, technology innovation.

Kaliski (2007) defines employee job satisfaction as a workers' sense of achievement and fulfilment at work. This satisfaction correlates positively with productivity and personal well-being. Employee Job satisfaction also implies doing a job one enjoys. Doing it well and being rewarded for one's efforts. Employee job satisfaction has also been defined as enthusiasm and happiness with one's work. It is the key ingredient leading to recognition, higher income, promotion, and the achievement of other goals that lead to a feeling of fulfillment. Employee job satisfaction represents

a feeling that appears as a result of the perception that the job enables one to attain material and psychological needs (Aziri, 2011).

Extant literature identifies a number of factors that affect an employee's perception of an enjoyable work or fulfilling work in institutions of higher learning. Vuong and Duong (2013) conclude that Employee job satisfaction is affected by internal, external and personal factors. They state that internal factors include sub factors such as characteristics related to the basic nature of work. According to Lai (2011) external factors on the other hand, include sub factors like conditions of physical work, promotion conditions, and relationships with management, job security, organizational structure and culture. Factors such as demographic characteristics, personal traits and incentives, knowledge and skills are sub factors for personal factors. Besides, employee job satisfaction for academic staff in public universities may be greatly influenced by relational factors as leadership, collegial and student relationship, as well physiological factors like climate and culture of the university (Hagerdorn, 2000). Grunwald and Peterson, (2003); and George, (2008) also explained employee job satisfactions as the sum total of feelings and beliefs that people have about their current job. People's level of employee job satisfaction is a continuum from extreme satisfaction to extreme dissatisfaction. It may be manifested as attitude toward kind of work they do, perception about coworkers, supervisors or subordinates and their pay.

It is important that managers/employers care about the happiness of their employees. Recent statistics show that throughout their careers, American workers hold an average of eight jobs (Rudman, 2003). The rate of turnover because employees are unhappy is alarming. Even in an economic downturn, employers must spend an enormous amount of money recruiting new employees, going through the hiring process, and finally training new employees (Curtis, 2007).

According to Gregory (2011) job dissatisfaction has many negative side effects for the company, while satisfaction results in a much better retention rate. Happiness in the workplace leads to much higher levels of productivity. It increases employee

morale; therefore, employees are more willing to work harder to improve the company and its goals.

The higher institution management need to communicate good understanding of what the universities are established to achieve in terms of mission and goals. A clarification of the roles each one plays individually and as a group in achieving overall good for the institution is necessary to create a sense of community and purpose. Performance reviews are a good managerial tool because they give administrators an idea of those employees that are contributing to the organization's success and those who need to work harder (Daisy, 2013). It also offers employees the ability to gauge their performance. Often, employees will think that they are performing better or worse than their managers perceive their work to be.

The performance review presents the perfect time to bring together these different perspectives, to correct negative behaviour, and to reward productivity. Providing employees with the opportunity for growth is also a major contributor to satisfaction; because performing the same job continuously may lead to early burnout. Thus it is important to challenge employees with work that they can accomplish but stretches their abilities (Nicola & Bocconi, 2010).

Recognition of an employee's hard work is essential to his or her satisfaction in the workplace (Martin, 2011). Letting employees in on the decision making processes gives those employees a feeling that their opinions are respected and that they hold a place of importance within the company. Workplace support improves employee wellbeing by reducing work-related adverse outcomes such as job dissatisfaction and worsened mental health (Sedat & Ahmet, 2014). Since managers are seen as important figures in the organization who are responsible for enforcing the practices and rules of the organization (Ellison, 2004).

Most of organizations today pay attention to employees' needs. They try to provide positive working environment so the employees will be happy and satisfied. They believe that the happier the employees are, the more delightful the customer will be (Mehboob & Bhutto 2012). Workplace environment plays a vital role in motivating employees to perform their assigned work (Chandrasekar, 2010). The working

environment factors are Space and facilities required doing the job, relationship with superiors at the workplace, Equality of treatment at the workplace, Communication system at the workplace, Environmental actors are conducive to work, Procedures to identify and control hazards (Chandrasekar, 2010).

The environment is man's immediate surrounding that can affect his performance and or existence. When the right environment is not provided for work which include tools for work in a supportive system, then productivity is negatively affected. Therefore, an effective workplace is one that allows for results to be achieved as expected by superiors (Mike, 2010; Shikdar, 2002). Work environment involves all the aspects which act and react on the body and mind of an employee. According to Davis (2013) if the environment is congenial, fatigue, monotony and boredom are minimized and work performance can be maximized. Work environment is one of the comprehensive concept because it includes physical, psychological and social conditions at work (Jain & Kaur 2014). The work environment can directly or indirectly influence the psychological and welfare conditions of employees. In organizations with high job demands and high pressures tend to stress employee.

Difficult working environment would make the employees unhappy and uncomfortable with the organization (Bakotić & Babić, 2013). Organization always attempts to control the adverse conditions at work so as to improve productivity and satisfaction. Employees who are satisfied will have high performance thereby improving organizational performance (Abdullah & Ramay, 2012). Creating a supportive work environment is a necessity for organizations who want employee job satisfaction (Mokaya, 2013). In employee job satisfaction is the key to productivity and is related to the behavior of employees (Mehboob & Bhutto, 2012).

2.5 Empirical Review

Empirical review involves searching empirical published works that are relevant to variables under study (Zikmund *et al.*, 2010). Literature review is a comprehensive survey of past studies related to the research hypothesis; it allows a researcher place their research into an intellectual perspective hence helping the researcher to declare why his research is important (Miller & Yang, 2008).

2.5.1 Career Skill Development and Employee Job Satisfaction

Phonthanukitithaworn, Ketkaew, Naruetharadhol, Phonthanukitithaworn and Ketkaew (2017) conducted a study on skill development and job satisfaction in Thailand's Industrial Sector. Using stratified sampling method, 600 laborers in Thailand's industrial sector namely automobile, agriculture, electronic, and tourism and hospitality were utilized as samples classified into gender stratum (male and female). As this study hypothesized that perspectives on career skill development positively correlated with the level of employee job satisfaction, ordinary least square and ordered logit regression models were employed to test the significance of the stated relationship. Finally, the test results from two models revealed that both learning and training significantly correlated with the level of job satisfaction of Thai industrial laborers.

Picho (2014) investigated the relationship between employee training and development and job satisfaction in Uganda Management Institute: an empirical study. A cross-sectional survey design was used with the sample size of 118. Purposive, stratified and systematic sampling techniques were used to select respondents. Data analysis involved frequencies and percentages, Spearman rank correlation, coefficient of determination, regression, and ANOVA. There was a weak positive correlation ($\rho = .343$) between employee training and developments and job satisfaction. The coefficient of determination expressed into percentage revealed that employee training and developments accounted for 11.8% of variation in job satisfaction.

Chaudhary and Bhaskar (2016) studied training and development and job satisfaction in education sector. The study is a mix of descriptive and exploratory research design. Sample of 125 teaching staff/ faculty were randomly selected from various Universities operating in Noida India. Survey method was used for collecting the data from the respondents. Training and development programs include Seminar, Faculty Development Program, and Workshop, Conferences, Short Term Program, Orientation and references course. This research studies depicts a strong correlation between Training and Development and Job Satisfaction. Results show that the

faculties who undergo Training and Development Programs feel that they are able to enhance their functional areas and expertise. It also helps them in getting recognition from their colleagues and top management, as they get a chance to act as a resource person by sharing their knowledge and experience. The results are proving that Training and development leads to job Satisfaction among the faculties Universities also promoting Training and Development programs for their faculty.

Paposa and Kumar (2019) conducted a study on the impact of training and development practices on job satisfaction: a study on faculty members of technical education institutes. A sample size of 360 faculty members was collected to represent the universe. The research was conducted in a confirmatory framework so as to examine the causal linkage among the study variables. The results depicted a positive relationship between training and development practices and job satisfaction among the faculty members of technical educational institutes. The study not only provides empirical credence to the importance of training and development practices but also has implications for the management of technical educational institutes that educational institutes should conduct a proper training need analysis to ensure that appropriate training and development practices are adopted leading to creating a learning environment in the organization which eventually contributes towards job satisfaction of employees through appropriate skills development for individual and organizational growth.

Lesenyeho, Barkhuizen and Schutte (2018) conducted a study on factors relating to the attraction of talented early career academics in South African higher education institutions. A qualitative approach was adopted for this study; semi-structured interviews were conducted to gain data. The study participants comprised of 23 academic staff members from various merged South African higher education institutions. The findings show that nine themes are related to the attraction of early career academics to higher education institutions: career development and advancement, opportunities to make a contribution, employer branding and prestige, job security, flexible working hours (work–life balance), intellectual stimulation, innovation, opportunity to apply skills and autonomy.

Ghenghesh and Abdelmageed (2018) conducted a study on the effects of staff development on teachers' satisfaction and perceptions of change in teaching performance. Data was gathered through a questionnaire survey. The results indicated that the two main reasons for attending staff development are to 'gain knowledge and skills' and for 'personal development'. However, the two external factors that constrained them from attending all the workshops/sessions were 'time conflict' and 'administrative workload'. A significant positive relationship between satisfaction with staff development and enhancing staff's effectiveness as a teacher, teaching practices and applying the knowledge and techniques acquired in their lectures and classes was also found.

Kefelegn, (2016) conducted a study on the effect of career development on staff motivation in Ethio Telecom at Addis Ababa. Descriptive and explanatory analysis was used. The study revealed that among other things, low chances of promotion & a marked lack of opportunities regarding career paths was revealed. The study revealed that there is lack of recognition for skills and accomplishments, staff at levels do not benefit from career advancement. It was revealed, through the study, that the inflexible organizational structure, poor policies on promotion, and favoritism were responsible for lack of career advancement after the reform. The study identified setting clear and transparent policies on promotion and free and fair competition for promotion as a few of the strategies that could minimize constraints to career advancement.

Muma, Nzulwa, Ombui and Odhiambo (2018) investigated the influence of career development strategies on retention of employees in universities in Kenya. The study adopted descriptive design. Questionnaires were the primary data collection tool. Linear regression models were used to analyze data (descriptive and inferential statistics) using SPSS Version 23 software. The main finding from the study indicated that career development strategy was one of the main factors that influenced retention of employees in universities in Kenya. The study recommended to top University management that each university should invest in the personal development planning process to enhance performance management and enhance capacity building. This requires that they should have a clear strategy that facilitates

career progression like counseling, training, furthering studies and delegation of managerial responsibilities to subordinate from time to time. Further, there should be the continuous training of employees on new job skills to make them perform their jobs more efficiently and effectively as well as revise their work details to match skills required.

Mkulu, (2018) undertook a study on academic staff retention in private universities in southern highland zone Tanzania as a Strategy of Attaining Sustainable Development. Cross sectional survey and phenomenology design were employed. Five private universities were sampled involving 200 participants. Data was collected through questionnaires, in-depth interview guide and document analysis. Qualitative data was analyzed by identification of patterns, categories, and themes in order to get multiple realities. Results indicated that low remuneration in workplace leads to high rate of attrition and low retention, delay in payment in private universities, a wanting leadership style, lack of job security and low academic staff career development.

AL-Hinai (2013) conclude in their study of job satisfaction among staff of higher education in the Sultanate of Oman that a positive correlation exists between remuneration and development, management support, factors related to students, colleagues, workload and status of the job as independent variables against the overall job satisfaction as a dependent variable. It was observed that remuneration and factors associated with students made stronger contribution to overall staff job satisfaction.

Tsegahun (2021) investigated the effect of career development practices on academic employees' job satisfaction in Dire Dawa University. The study used proportional stratified sampling by creating six strata from one institute and five colleges, simple random sampling were used to select the participant from each stratum. The study used a cross-sectional survey with a descriptive and explanatory research design that used a mixed research approach. Pearson correlation coefficient result indicated a significant correlation between career development practices and job satisfaction. A difference test between subgroups yielded a no significant difference in perception of

career development and job satisfaction. However, there was a significant difference base on gender, age group, academic and work experience

Hafez, AbouelNeel and Elsaid (2017) made an exploratory study on how talent management affects employee retention and job satisfaction for personnel administration in Ain Shams University Egypt. The study found that the components of talent management (motivating outstanding performance, training and development, job enrichment) significantly affect job satisfaction and consequently employee retention. However, no significant effect was noted on sample's demographic variables (gender, age, education and experience).

Kaya and Ceylan (2014) investigated an empirical study on the role of career development programs in organizations and organizational commitment on job satisfaction of employees. A survey is applied in a sample group working in various industries. At this point, a questionnaire that consists of two sections of 43 questions rated on a 7-point Likert attitude scale is prepared. The survey was conducted on 204 employees that work in different sectors. In the study, the data obtained from the evaluation of the survey results was interpreted by using SPSS statistics software program. Results of the analysis indicate that career development programs and organizational commitment have a partial effect on employee's job satisfaction, organizational commitment affects job satisfaction directly and positively, and career development programs in organizations do not affect the level of employee's job satisfaction.

2.5.2 Career goal Setting and Employee Job Satisfaction

Mwakidimi (2010) conducted a study on human resource perspective of goal setting on employee performance and job satisfaction the case of Crown Paints, Nairobi. The purpose of this investigation is therefore to evaluate how goal setting affects job satisfaction and job performance in employees of Crown Paints, through a process of conducting assessment, interactions between the variables were seen. The study used a simple survey to study. The main effects found were that specific goals had a positive correlation with job performance.

Bipp and Kleingeld (2011) looked at goal-setting in practice: The effects of personality and perceptions of the goal-setting process on job satisfaction and goal commitment. Using the German version of Locke and Latham's goal-setting questionnaire, 97 production employees judged the quality of the goal-setting program in their company with regard to content-related problems of goals (e.g. goal clarity), process in dyad (e.g. supervisor support), and setting-related aspects (e.g. rewards). Data were also collected on the participants' conscientiousness and neuroticism. The results showed that job satisfaction is predicted by content and setting-related aspects, whereas content-related aspects affected goal commitment. Conscientiousness explained variance in goal commitment independent of individual perceptions of the goal-setting program, whereas neuroticism affected job satisfaction indirectly via the perceptions of goal content.

Kodithuwakku (2017) undertook a study on job satisfaction among academic staff members in state universities in Sri Lanka. This study is based on both primary and secondary data. A cross-sectional survey among university teachers was conducted from May 2016 to July 2016 in Sri Lanka. Hierarchical linear regression analyses were performed to explore the factors associated with job satisfaction. Over-commitment was found to have a negative association with job satisfaction. Perceived Organizational Support was found to be associated with overall job satisfaction among Sri Lankan university academic staff members. Specially, academic staff members expect a high level of organizational support and it tends to feel confident and hopeful about their desired job goals and are able to have both the motivation and plans to achieve their goals. Psychological Capital was also found to be positively associated with job satisfaction.

Bello, Ogundipe and Eze (2017) examined employee job satisfaction in Nigerian tertiary among academic staff of public and private universities. The findings indicate a significant difference in job satisfaction between academic staff in private and public universities. Academic staff in private universities have better working conditions while academic staff in public universities have better payment package. More so private universities faculty are readily recognized for their job.

Okolocha, Akam, and Uchehara (2021) conducted a study on the effect of Job satisfaction on job performance of university lecturers in South-East, Nigeria. Survey research design was adopted for the study. Data were collected through the questionnaires distributed among academic staff of South-East States of Nigerian public universities, and analyzed using five point likert's scale. The study employed regression analysis and Pearson coefficient correlation to test the formulated hypotheses with aid of SPSS version 20.0. Based on the data analyzed, the following findings were summarized that responsibility, career advancement, has positive significant effect on the job performance of the academic staff of public universities in South-East, Nigeria. Based on the findings, the study recommended amongst others that Academic staff should be empowered through meaningful responsibilities in terms of job enlargement, job enrichment and authority that come with it.

2.5.3 Career Mentoring and Employee Job Satisfaction

Tansel Cetin, Kizil and Zengin (2013) in their study of mentoring and organisational commitment and job satisfaction of accounting-finance academicians employed in Turkey. A Survey method was used with results showing a positive correlation between career development, role modeling, social support, and affective commitment, normative commitment and professional commitment were positively related to each other. Social support and professional commitment were positively related to job satisfaction. Moreover, other variables (career development, role modeling, social support, continuance commitment, and normative commitment) were not related to job satisfaction.

Van Vianen, Rosenauer, Homan, Horstmeier and Voelpel (2018) conducted a study on career mentoring in context: A multilevel study on differentiated career mentoring and career mentoring climate. Applying a multilevel framework, we distinguish between individual-level differentiated mentoring (i.e., an employee's mentoring perceptions as compared to those of other team members) and group-level career mentoring climate (i.e., the average perception across all group members). The study found that career mentoring climate positively relates to promotability, more so than differentiated career mentoring. Both career mentoring climate and differentiated

career mentoring are positively related to the intention to stay. At the individual level, this relationship is mediated by job satisfaction. We discuss theoretical and practical implications of differentiated and group level mentoring.

Akpan, Owhor and Nsikan (2017) investigated workplace mentoring strategies and sustainable commitment of university teaching hospital staff in south-south region of Nigeria. The research adopted a correlational survey design. For the purpose of this study, three university teaching hospitals in the south-south region of Nigeria were randomly selected. Purposive sampling was used to select 131 participants for the study. Primary data was collected through pretested structured questionnaire. The study reveals that employee mentoring has a strong impact on commitment of healthcare workers towards efficient service delivery. The study suggests the need for managers of healthcare personnel to attach more importance/interest to group/team, one-protégé-one mentor, and informal mentoring because it has been found to significantly contribute to overall workers' commitment.

Tewari and Sharma (2014) explored mentoring for effective positive workforce. An organization where formalized mentoring was established as a part of the organization process was identified and data was collected through the use of semi-structured interviews conducted with the human resource manager; executives engaged as mentors and the mentees. The qualitative data was used to develop a case study. Mentees were further met again with a structured questionnaire to measure the impact of mentoring on them and shaping them as a positive workforce. The case study reflects the structure and the process through which mentoring can be formally established in an organization. Mentoring yielded positive results because the mentees responded to say that the mentoring process made them felt nurtured, guided and integrated in the organization

Jyoti and Sharma (2015) explored the role of mentoring structure and culture between mentoring functions and job satisfaction: A study of Indian call centre employees. The present study examines the impact of mentoring functions, namely, protection, coaching, counselling, role modelling, exposure, acceptance and friendship, on job satisfaction of Indian call centre employees. Furthermore, it also

explores two variables which strengthen this relationship, namely, mentoring culture and mentoring structure. Employees working in call centres in India have been selected for data collection. Reliability and validity have been proved with the help of confirmatory factor analysis. Path analysis has been used for hypotheses testing. Results revealed that mentoring functions have direct impact on (except protection) job satisfaction of call centre employees. Furthermore, mentoring culture and mentoring structure act as moderators between mentoring functions and job satisfaction. The data collected is self-report in nature, and the study is limited to service sector only.

Weng, Huang, Tsai, Chang, Lin and Lee (2010) explored the impact of mentoring functions on job satisfaction and organizational commitment of new staff nurses. The study employed self-administered questionnaires to collect research data and select new nurses from three regional hospitals as samples in Taiwan. In all, 306 nurse samples were obtained. The study adopted a multiple regression analysis to test the impact of the mentoring functions. Results revealed that career development and role modeling functions have positive effects on the job satisfaction and organizational commitment of new nurses; however, the psychosocial support function was incapable of providing adequate explanation for these work outcomes.

Fountain (2018) explored mentoring elements that influence employee engagement. The researcher recruited a convenience sample of 307 technicians and technologists representing 7 industries. The participants completed surveys and questionnaires to provide their views of mentoring, perceived organizational support, and work engagement. Data were analyzed using descriptive and inferential analysis, including Pearson's correlations, linear, and stepwise regression analysis. The results of the inferential analyses indicated that each part of the mentoring variables (career support, psychosocial support, and role modeling) had an independent impact on work engagement. The interaction between psychosocial support and organizational support was also significant after accounting for the effects of mentoring and organizational support. The findings indicate that managers can achieve positive social change and improve employee well-being within their organizations by being

dutifully involved in their employees' work lives. Managers should also be available to apply resources such as mentoring for technicians and technologist when needed.

Opeke, Ikonne and Adewoyin (2019) conducted a study on job satisfaction among library personnel in public universities in South-West Nigeria. Survey research design was adopted for the study. Data was collected through a structured questionnaire from the professional and paraprofessional staff in university libraries in South-West, Nigeria. The collected data was analyzed using descriptive statistics such as mean and standard deviation. Findings revealed that the level of job satisfaction of the respondents was high. Contributing to this was satisfaction with job security, relationship with co-workers, work itself and recognition. The results also revealed although the level of job satisfaction of the respondents was high, they were not satisfied with their salary.

Ijigu, (2015) conducted a study on the effect of selected human resource management practices on employees' job satisfaction in Ethiopian public banks. In addition to Correlation and Regression, Descriptive statistics, frequencies and percentages were utilized to analyze the data. Interpretation is made on the mean, frequency, and percentage of the data and summarized by bar graphs and pie charts. The study result has implied that recruitment and selection is found to have moderate but positive correlation with employees' job satisfaction and the remaining, training and development, performance appraisal and compensation package found to have strong positive correlation with employees' job satisfaction. Moreover, the regression result shows that recruitment and selection, training and development, performance appraisal and compensation package have a significant positive impact on job satisfaction. Each HRM practices in the banks should be a source for employees' satisfaction and then employees will be loyal and willing to stay in those organizations (Banks) because, employees' satisfaction on the job will reduce absenteeism and turn over intentions in public banks.

Alemu (2013) conducted an assessment on job satisfaction of academic employees, a survey of Ethiopian Private Institutions of Higher Learning. The study adopted the quantitative research design. This cross-sectional study was done using Job

Satisfaction Survey Job Satisfaction Survey (JSS) questionnaire distributed to the academic employees. 130 respondents were selected using stratified random sampling method. The conclusion of this research showed different factor of job satisfactions were correlated with the independent dependent variable, job satisfaction. Of which highest dissatisfaction levels occur in the area of salary and fringe benefit. In this study, demographic variables such as employees' age, gender, service years, marital status and organizational position were seen as having significant effects on their job satisfaction. Generally, the total job satisfaction of the respondents was 3.77 point (moderate satisfaction) from six credits.

Szromek and Wolniak (2020) conducted a study on Job satisfaction and problems among academic staff in higher education. The article presents the results of research conducted on a random sample of 763 academics from Poland. The conducted scientific studies have established that: The level of satisfaction of researchers concerning their own scientific work depends on employment conditions, as well as the social significance of the research carried out, the level of satisfaction from work is closely correlated with the scientific opportunities of researchers (that is, the possibility of academic and didactic work, contact with students and co-workers) and negatively correlated with the necessity to carry out administrative work, and the majority of Polish researchers are proud of their scientific achievements and treat their profession as a passion or vocation. The level of satisfaction from work is closely correlated with the scientific opportunities of researchers (that is, the possibility of academic and didactic work, contact with students and co-workers) and negatively correlated with the necessity to carry out administrative work.

2.5.4 Career Support and Employee Job Satisfaction

Kaya and Ceylan (2014) undertook an empirical study on the role of career development programs in organizations and organizational commitment on job satisfaction of employees. A survey is applied in a sample group working in various industries. The survey was conducted on 204 employees that work in different sectors. In the study, the data obtained from the evaluation of the survey results was interpreted by using SPSS statistics software program. Results of the analysis

indicate that career development programs and organizational commitment have a partial effect on employee's job satisfaction, organizational commitment affects job satisfaction directly and positively, and career development programs in organizations do not affect the level of employee's job satisfaction. In the light of the findings arose, the results of the study are discussed and recommendations for managers as well as academics are presented

Sinha (2020) investigated career development, the enabler for job satisfaction. The endeavour for human resources function is to have practices which have an impact and make a positive difference in the lives of employees. An important practice is career development. Career development programmes enable HR managers, managers and their stakeholders to work together to plan, organize, formalize, lead and monitor career programmes to develop not only employees' jobs but the whole stage process, attitude, behaviour and state of affairs relating to employees' work life. Employee job satisfaction can be achieved by making a good career development system and giving an understanding of how important the system is that is designed by the company for managerial and professional employees.

Saleem, Kamran, Sabir and Iqbal, (2016) investigated career development an imperative of job satisfaction and career commitment: Empirical evidence from Pakistani employees in banking sector. The overall perspective for the research study was to discover the effects and outcomes of profession growth initiatives on companies and employees. The survey is conducted to collect data from the Banking sector in Islamabad and sample selected is of five major private banks. The data is analyzed by using SPSS and Amos to authenticate the model and propositions made by the researcher. Organizations invest resources in profession growth kinds of actions for recruiting, there tends to be less investment in similar kinds of actions for worker retention. This paper examines the link between profession preparing and profession control as antecedents of profession growth and job fulfillment, and profession dedication as its outcome. There is a significant link between the factors of profession preparing and profession control, and profession growth, and in turn, with job fulfillment and profession dedication. The paper converses about the significances of these conclusions for career development.

Jawabri (2017) studied job satisfaction of academic staff in the higher education among academic staff in private universities in UAE. The study concludes that the academic staff of the private universities in UAE has been significantly satisfied with their jobs. It also found that significant factor affecting job satisfaction were supervisor support, promotion and support from colleagues. On the other hand, the study found that recognition and rewards for work done had a negative impact on job satisfaction of academic staff.

Tizikara and Mugizi (2017) carried out a study on human resource development and employee job satisfaction in a public university in Uganda. Data were collected using a self-administered questionnaire whose validity and reliability were tested using Factor Analysis and Cronbach Alpha. Descriptive results revealed that staff rated their employee job satisfaction and implementation of HRD in terms of employee performance appraisal, training and promotions as moderate. Multiple regression results established that HRD had a positive significant influence on employee job satisfaction. It was therefore concluded that, employee performance appraisal, training and promotions are essential prerequisites for employee job satisfaction of staff in a public university to their jobs.

Siriattakul, Jernsittiparsert and Abdurrahman (2019) conducted a study; broader perspective of job satisfaction in higher education institutes of Indonesia. Meanwhile, the study has also examined the moderating role of self-efficacy, and achievement orientation in the associations between teamwork, organizational climate, and job insecurity on job satisfaction. The structural equation modeling is a statistical multivariate technique for analyzing the structural associations. It is a combination of multiple regression analysis and factor analysis and is generally employed to analyze the existence of a structural association between the measured and the latent constructs. The findings of the study have shown agreement with the proposed findings and have argued the teamwork, organizational climate, and job insecurity as the determinants of job satisfaction of employees working in the higher education institutes of Indonesia.

Inyangala (2019) conducted a study on Relationship between career path progression and administrative staff job satisfaction in chartered public universities in Kenya. The questionnaires were pilot tested to ascertain its content, construct and face validity before use. The findings indicate a positive and significant relationship between career path progression and administrative staff job satisfaction. Further, the findings indicate that, among the three dimensions of career path progression, boundary less career path progression was the most preferred path among administrative staff.

Dorasamy and Letoane (2015) investigated job and career satisfaction in higher education institutions a case study of university in South Africa. The quantitative approach was employed where structured questionnaires were distributed to the population size of 160 of which 142 were completed, with the response rate of 89%. The qualitative data were collected by open ended questions that were presented to the participants and these were analyzed by N-VIVO N10. The findings of this research suggest that career advancement is one of the main reasons identified to lead to job and career dissatisfaction. The findings furthermore indicate that employees are not satisfied with the training they receive. Other factors that lead to job and career dissatisfaction include poor organizational culture, disintegrated systems, lack of communication, poor facilities, poor registration processes, remuneration, unfair allocation of duties, work overload and division amongst departments. The finding also shows that there are other considerations that may not be regarded as the principal functions of the employees, but these may be very critical determinants of job and career satisfaction such as job insecurity, which was one of the prominent concerns of respondents. Olofinkua (2020) concluded that academic Staff's Job Satisfaction and Motivation in Catholic Universities in Nigeria differed across the three Universities even as motivation was the same.

Slavić and Avakumović, (2018) conducted a study on job satisfaction of employees in the higher education. The role of HRM in the higher education is to implement adequate techniques for the recruitment and selection of candidates, for the training and development of employees and to design compensation system regarding internal and external equity in order to increase employee job satisfaction.

Employees who have the possibility of adequate training and active participation in the selection of their further career development possibilities, have got higher level of job satisfaction.

Lee, Yang and Li (2017) conducted a study on the influence factors of job satisfaction and its relationship with turnover intention: Taking early-career employees as an example. First, for early-career employees, job satisfaction as a higher order factor consists of 6 first-order factors; personal growth's influence on job satisfaction is the greatest, with a path coefficient reaching .918. Next come salary and welfare, work itself, interpersonal relationships and leader behavior. Additionally, job competency has a minimal effect on job satisfaction; its path coefficient is only .214. Second, job satisfaction has a significantly negative effect on turnover intention, indicating that the job satisfaction structure of early-career employees has its unique characteristics because they focus more on personal growth and development space. Through improving job satisfaction, turnover behavior of early-career employees can be effectively controlled.

Khan, Yusoff, Hussain and Binti Ismail (2019) conducted a study on the mediating effect of job satisfaction on the relationship of HR practices and employee job performance: Empirical evidence from higher education sector. A total of 300 faculty members from six public sector universities responded to the self-administered questionnaire and the findings from Confirmatory factor analysis (CFA) found that HR practices namely recruitment and selection, training and development, performance appraisal and compensation have direct and significant effect on employee job performance through job satisfaction among the university faculty members. Hakim (2020) on his part concluded from his study to determine the effect of compensation, career development, work environment and job satisfaction on organizational commitment that career development, work environment and job satisfaction had a positive and significant effect on organizational commitment.

2.6 Critique of the Existing Literature

Though studies have been conducted on the relationship career development and various organizational variables such as performance (Kelly, 2015), and productivity

(Bibi & Ali, 2017), career development as an outcome variable which is defined by career skill development, career goal setting, career mentoring and career support has not received sufficient attention in empirical studies. Further, the notion job satisfaction has been measured using intrinsic sub factors different from the extrinsic approach adopted in this study. This study attempts to contribute to the subject of job satisfaction by introducing a different perspective to how the variables are measured and related.

Reviewed studies various issues that affect satisfaction were addressed. However, none of these studies have focused on extrinsic measurement for career satisfaction. Employee job satisfaction will be measured in terms of satisfaction with the manager and satisfaction with work environment.

A study by Sobia, Saira, Faisal and Ishtiaq (2017) discovered a relationship between career planning initiatives and employee job satisfaction that is direct in banking sector. That employees favored organizations with clear career development activities as opposed to those who did not have. Increasingly the corporate world has become more competitive with employees becoming more conscious of career development plans. Besides, an examination of the career development forms a perspective different from that of the study, the results were inconsistent, and that the sample that was surveyed was small and the findings could not have generalized to the whole banking sector.

Further, Walia and Bajaj (2018) examined effect of human resource practices on employee job satisfaction among the employees of banks in the Haryana state. Their conclusion was that employee retention is key and could be achieved through employee job satisfaction and better employment policies of the organization. Other important variables are work-life balance, supervisor support, proper incentives and benefit policies. It was also realized that good working environment and opportunities for training and development to enhance their skills was equally important to employees. The results also depicted that career development and working environment exhibits the strongest association with satisfaction. This means

workers want to render service in organizations where they get support from the peers and colleagues and where a deliberate policy to develop their careers exist.

Brady, et al. (2019) realized findings indicating that employee development programs and employee retention and job satisfaction are positively associated. By fulfilling employee needs which is both financial and non-financial an organization stands to remain successful and competitive. What stood out again from the findings is that training and development is positively related to satisfaction which then increase the chance of remaining with the organization. Training and development programs give opportunity to workers to learn and develop their career goals (Chaudhary & Bhaskar, 2016).

Shani and Divyapriya (2013) on the other studied the connection between knowledge management and career development initiatives among IT professionals. The outcome was that to meet the new challenges of retaining valuable employees, organizations should craft a knowledge management program. This shall promote awareness regarding career development and to share knowledge regarding career plans, career counseling, at all the stages of their career life. A deficiency in training and inadequate knowledge was a barrier to effective knowledge management program. In the end, a failure to manage knowledge will negatively affect promotion and specialization. From the relevant literature it is apparent from several researchers that firm career development practices have a positive influence on employee job satisfaction. The studies therefore reveal that they focused on different aspects of performance in in different organizations and even those that came close identified different measures of performance among faculty in public universities of Kenya.

2.7 Research Gap

From the foregoing literature review, it is noted that most of the studies conducted on career development and employee job satisfaction among academic staff are from other countries. In addition, they are based on business oriented environments, and the few studies conducted in higher education in Africa are addressing the issue of brain drain. Existing literature indicate that a lot of work on the subject of career development and linked it to different outcomes as independent factors. Several

studies have examined career development as dependent variable linking it with other outcome such as job performance (Khan, Yusoff, Hussain & Binti Ismail, 2019) staff retention (Nyambura and Kamara, 2017; Mkulu, 2018) mentoring (Van Vianen, et al. 2018) job rotation. Paposa and Kumar (2019) studied impact of training and development practices on job satisfaction of faculty members of technical education institutes in the city of Nagpur, Maharashtra, India and the study depicted a positive relationship between training and development practices and job satisfaction among the faculty members of technical educational institutes. However, career development practices may differ from one institution to another and from one country to another presenting contextual gap. Tsegahun (2021) studied the effect of career development practices on academic employees' job satisfaction in Dire Dawa University and the result in the Pearson correlation coefficient revealed that there is a significant correlation between career development practices and job satisfaction. However, career development practices may differ from one institution to another and from one country to another presenting contextual gap.

Available studies have presented conceptual gaps (Manyasi, 2012; Inyangala, 2019), contextual gaps (Szromek & Wolniak, 2020) and methodological gaps (Tsegahun, 2021) in regard to career development and employee job satisfaction. Szromek and Wolniak (2020) conducted a study on Job satisfaction and problems among academic staff in higher education and found that the level of satisfaction from work is closely correlated with the scientific opportunities of researchers (that is, the possibility of academic and didactic work, contact with students and co-workers) and negatively correlated with the necessity to carry out administrative work. However, career development practices may differ from one institution to another and from one country to another presenting contextual gap.

Nyambura and Kamara (2017) studied influence of career development practices on employee retention in public universities in Kenya and found that training and development had a significant positive effect on the employee retention levels; while Mentoring had an insignificant positive effect on the employee retention. The current study investigated how career development practices impacts employee job satisfaction of academic staff in Kenyan public universities presenting conceptual

gap. Inyangala (2019) investigated the relationship between career path progression and administrative staff job satisfaction in Chartered Public Universities in Kenya and established that the findings indicate a positive and significant relationship between career path progression and administrative staff job satisfaction. However, aspects of career mentoring and support were not highlighted in the study presenting conceptual gap.

For instance, Muma, et al (2018) investigated the influence of career development strategies on retention of employees in universities in Kenya. Conversely Manyasi (2012) focused on effects of career development on performance of lecturer's in Kenyan public universities but examined training, promotion criteria, university support and university incentives as independent variables. It is apparent that career development activities generally influence staff job satisfaction in organizations (Fountain, 2018). Reviewed literature has identified some deficiencies in promoting job satisfaction among academic staff in universities in Kenya. The teaching staff at public universities have to deal with several factors that affect their performance. These include; high student enrolment, heavy workload, inadequate research grants and little or no funding for career development activities (Khan, et al., 2019). Besides, physical and technological facilities to support teaching and research activities are inadequate. More so poor remuneration, delayed promotion and absence of motivation continue to afflict the institutions (Siriattakul, et al., 2019).

This study models job satisfaction based on career development practices that include; skill development, career goal setting, career mentoring, and career support. It hopes to provide insights into how job fulfillment is hinged on career practices and activities that may not have been considered important to staff in institutions of higher learning. Additionally, it is noted that most of the studies which were using career development practices as independent variables were either against productivity, organization support, performance, or commitment. The study hopes to plug existing gaps on design and measurement or operationalization of constructs and concepts that define career development planning and employee job satisfaction. Career development practices are to be assessed from the perspective of career skill development, career goal setting, career mentoring and career support practices

which have received limited empirical attention in existing literature. According to Nyambura and Kamara, (2017) many public universities in Kenya have not paid sufficient attention to development of a well-structured career plan for academic staff. As a result, it is prudent for organizations to be proactive in developing employee career plan (Inyangala, 2019). This is expected to enhance employee job satisfaction (Ngigi, 2017).

Concerns about employees' job satisfaction are just as critical in the education industry as they are in other business sectors (Mwashila, 2018). Though employee job satisfaction is an extensively researched topic, it is not as much as required in developing countries like Kenya (Inyangala, 2019). For the individual, job dissatisfaction can result in feelings of helplessness, burnout, resentment, anger, and fatigue. Working with a leader who does not provide support, show consideration, or engages in hostile behaviours can be stressful for employees (Nyambura & Kamara, 2017). Employee dissatisfaction costs an institution in terms of worker stress, reduced productivity, increased absenteeism, and turnover. However, aspects of career mentoring and support were not highlighted in the study presenting conceptual gap. Evidently, a gap exists in the literature regarding career plans in institutions of higher learning and job satisfaction of academic staff in the Kenyan public universities

2.8 Summary

The chapter will look at theoretical review where a number of theories relevant to the study have been discussed. These theories include Job Characteristics Model, Goal Setting Theory, Self-Concept Theory of Career Development, Social Cognitive Career Theory and Dispositional Theory of Job Satisfaction. The chapter has also addressed the conceptual framework on which the study is anchored and the variables have been reviewed backed with literature. The review also presented conceptual, contextual and methodological research gaps. The conceptual research gaps were present because some of the reviewed studies did not necessarily use similar variables used by the current study in the same study. Furthermore, contextual research gaps were presented since some of the reviewed studies were

conducted in different contexts from the context of the current study. The literature reviewed indicated the need to add more knowledge in the field of career development. Finally, various studies with their results, methodology and critique have been reviewed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explores the methodology used in conducting the study. The chapter describes study area, defines study design and identifies target and study population. The section also highlights sampling techniques, data collection, pilot test and the procedure for data processing and analysis.

3.2 Research Design

The aim of the study was to assess the influence of Career Development practices and Employee Job satisfaction among the academic staff in Kenyan public universities and to achieve this, the quantitative research approach and explanatory research design was used. Quantitative approach strives for precision by focusing on items that can be counted into predetermined categories and subjected to statistical analysis (Simiyu, 2012). The research used this approach because the data collected using the main questionnaire was quantitative which was analysed using statistics.

The approach was used successfully in a study on “Career development and Employee Performance in Kenya Forestry Research Institute Headquarters in Muguga Kiambu County” (Ratemo, 2021). Explanatory research design on the other hand sought to explain job satisfaction based on selected career development practices. A research design is a conceptualization of study problem and variables and the relationship to be investigated. It controls the choice of population, sampling procedure methods of measurement and plan for data collection processing and analysis (Sekaran & Bougie, 2010). A research design is a structure that guides the process of research to find answers to stated questions, objectives or hypotheses. It is on the basis of the design that the data instruments are developed, analysed and findings are reported (Ngumi, 2013).

Kariuki, Namusonge and Orwa (2015) state that a good design is one that answers the research questions and hypotheses. Lavrakas (2008) on his part describes a

research design as a method of research that is methodical in formulating objectives, collecting data from a representative sample and conducting analysis and reporting on results.

3.3 Research Philosophy

The philosophy guiding the study is pragmatism. According to Creswell and Clark (2011) Pragmatism research philosophy identifies research question as the most important determinant of the research philosophy. Pragmatics can combine both, positivist and interpretivism positions within the scope of a single research. This philosophy concerns thinking that choosing between one position (epistemology, ontology, or axiology) and the other is somewhat unrealistic in practice; and it is argued that the most important determinant of which position to adopt is the research questions (Creswell & Clark, 2011; Saunders et al., 2009). This is particularly relevant where the research question does not suggest clearly that either a positivist or interpretive philosophy should be adopted in an inquiry, for example, within an epistemological perspective. Pragmatism can be considered a bridge between paradigm and methodology and refer to as a particular stance at the interface between philosophy and methodology (Green & Caracelli, 2003). According to Johnson and Onwuegbuzie (2009) supports pragmatism as it allows methodological mixes that can help researchers answer questions in a better way.

Therefore, the pragmatism philosophy provides for the adoption of mixed methods as the data collection method which opens the opportunity to be objective and subjective in analyzing the points of view of the participants. As a result, Creswell (2009) suggested that pragmatism philosophy seems to be the most prominent paradigm with a strong relationship for a mixed methods research design. Furthermore, a pragmatic philosophy provides a better grounding to fully explore the complex phenomenon instead of using a single method approach in the research. The pragmatic paradigm is a better process in answering “what”, “why”, and “how” research questions (Saunders, Lewis & Thornhill, 2009). Therefore, in this philosophical quarrel, the uses of both qualitative and quantitative methods to resolve a real-life world challenge.

3.4 Target Population

The target population according to Sekaran and Bougie (2010) is the total collection of elements about which inference is made to all possible cases which are of interest in the study. Orodho (2003) defines population as a large collection of all subjects from where a sample is drawn. The targeted population is the totality of cases conforming to the designated specifications as required by the study and could be people, objects, items, events or is defined as all elements that meet the sample criteria for inclusion in a study. The study population is the total number of academic staff regularly employed by the public universities on a full time basis. Maina (2020) indicated that only 54% of academic staff in Kenya are satisfied with their jobs while Kiplangat, *et al.* (2017) indicated that 33.2% of university academic staff in Kenya are satisfied with their jobs. Failure to address satisfaction of university academic staff can result to low commitment to work, brain drain and fall in university quality education (Kiplangat, *et al.*, 2017). There are 30 public universities in Kenya registered by Commission of Universities Education (CUE) which employ 8,698 teaching staff.

3.5 Sample Frame

A sampling frame is a list, directory or index of cases from which a sample is to be selected (Kothari, 2008). It comprises of elements from which the sample is drawn (Sekaran & Bougie, 2010). According to Kothari (2008) the simplest type of frame is a list of elements of the population with appropriate contact information. The sample frame was public universities in Kenya. The sample frame here constitutes the number of regular academic staff teaching in the 30 chartered public universities in Kenya as provided by the commission for university education. This number is reported as 8698 from the current register obtained from the commission of university education.

Table 3.1: Target population

University	target population
Nairobi	1583
Moi University	661
Kenyatta University	961
Egerton University	525
JKUAT	612
Maseno University	392
Masinde Muliro University of Science & Tech.	321
Dedan Kimathi University of Technology	142
Chuka University	170
Technical University of Kenya	200
Technical University of Mombasa	267
Pwani University	150
Kisii University	155
University of Eldoret	250
Maasai Mara University	102
Jaramogi Oginga Odinga University of Sc & Tech.	130
Laikipia University	150
South Eastern University	160
Meru University of Science & Technology	150
Multi-Media University of Kenya	145
University of Kabianga	130
Karatina University	150
Kibabii University	102
Rongo University	180
Cooperative University of Kenya	150
Taita Taveta University	135
Muranga University	160
Embu University	135
Machakos University	180
Kirinyaga University	150
Total	8698

Source: Commission for University Education (2019)

3.6 Sample Size and Sampling Technique

Lavrakas (2008) describes a sample in a survey research context as a subset of elements drawn from a larger population. Kombo and Tromp (2009) also describe a sample as a collection of units chosen from the universe to represent it. A sample refers to a small group of individuals, elements or characters drawn from a larger group (Nalzaró, 2012). Sampling ensures that some elements of a population are selected to represent the population. A study that collects excessive data is also wasteful. Therefore, before collecting data, it is imperative to determine the sample size requirements of a study (Ngumi, 2013).

A sample is a proportion of a population selected for observation and analysis and used to make inference to the population from which it was obtained (Kothari, 2009). Sample selection depends on the population size, its homogeneity, the sample media and its cost of use, and the degree of precision required (Salant & Dillman, 1994). They observed that a prerequisite to sample selection is to define the target population as narrowly as possible. It is often not possible, however, to know the true population. In such cases, Attewell and Rule (1991) suggested that a theoretical sample may be used. Polit and Beck (2003) strongly recommend that it is more practical and less costly to collect data from a sample than from an entire population. The risk, however, is that the sample might not adequately represent the population. The study employed Yamane (1967) formula to estimate the sample size (Israel, 1992). The formula is.

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

Where:

n = sample size

N = population size

e = the level of precision

1 = Constant

$$n = 8,698 / 1 + 8,698 (0.05)^2$$

$n = 367$ Academic staff

Table 3.2: Sample size of the study

University	Total population	Sample size
Nairobi	1583	68
Moi University	661	28
Kenyatta University	961	41
Egerton University	525	22
JKUAT	612	25
Maseno University	392	16
Masinde Muliro University of Science & Tech.	321	15
Dedan Kimathi University of Technology	142	7
Chuka University	170	8
Technical University of Kenya	200	8
Technical University of Mombasa	267	11
Pwani University	150	6
Kisii University	155	7
University of Eldoret	250	10
Maasai Mara University	102	4
Jaramogi Oginga Odinga University of Sc & Tech.	130	6
Laikipia University	150	6
South Eastern University	160	7
Meru University of Science & Technology	150	6
Multi- Media University of Kenya	145	6
University of Kabianga	130	5
Karatina University	150	6
Kibabii University	102	4
Rongo University	180	8
Cooperative University of Kenya	150	6
Taita Taveta University	135	5
Muranga University	160	7
Embu University	135	5
Machakos University	180	8
Kirinyaga University	150	6
Total	8698	367

Source: Commission for University Education (2019)

3.6.1 Sampling Technique

A stratified proportionate random sampling was used to select sample units across all the public university as allocated above (Table 3.2). This is then followed by random sampling to select from each stratum the assigned number of respondents. Respondents from each university are chosen randomly and entirely by chance, such that each has the same probability of being chosen (Mugenda & Mugeneda, 2003). Simple random sampling allows one to draw externally valid conclusions about the entire population based on the sample. Its advantages are that it is free of classification error, and it requires minimum advance knowledge of the population.

3.7 Data Collection Methods

3.7.1 Primary Data

The questionnaire is used as primary data collection instrument to obtain information from university faculty in the 30 public universities. Schwab (2005) defines questionnaire as a measuring tool that asks individuals to answer a set of questions or respondent to a set of statements. According to Dawson (2002), we have three types of questionnaires the first is closed ended questionnaire, open-ended questionnaire or a combination of both. Closed-ended are used to generate numerical values in quantitative research. When they follow a set format, greater numbers can be produced. Open-ended questionnaires are applied in qualitative research, and researchers will quantify the answers at the analysis stage.

As there are no standard answers to these questions, data analysis is more complex. Also, as it is, opinions which are sought rather than numbers, fewer questionnaires need to be distributed. However, many researchers tend to use a combination of both open and closed questions. That way, it is possible to find out how many people use a service and what they think about that service on the same form.

3.7.2 Secondary Data Collection Methods

Secondary data collected was in the form of documented information on university staff establishment, research articles and journals for theories and empirical results

on staff development practices and job satisfaction. The Commission for University Education (CUE, 2019) and research data bases provided documentary support for data used in the study. Sample size was obtained from Krejcie and Morgan (1970) sample size determination table.

3.8 Pilot Study

The study conducted a pilot test to establish instrument reliability and validity. Cooper and Schindler (2008) assert the main aim of a pilot study is to detect any ambiguities in the questions, determine consistency of responses thus realize how reliable the data is. Kombo and Tromp (2009) describe a pilot test as a replica and rehearsal of the main survey. A pilot test as defined by Polit and Beck (2003) is a small version of the main study. Polit and Beck (2003) states that the purpose of a pilot test is not so much to test research questions and hypothesis, but rather to test protocols, data collection instruments, sample recruitment strategies and other aspects of a study in preparation for a larger study.

Pilot studies are important in detecting ambiguity, evaluating the type of answers given to determine whether they help the researcher to achieve the laid down objectives (Robson, 2007). Mugenda and Mugenda (2003) reported that a pre-test sample should be between 1% and 10% depending on the sample size. Kombo and Tromp (2009) describe a pilot test as a replica and rehearsal of the main survey. According to Dawson (2002) pilot testing helps researchers to see if the questionnaire will obtain the expected results. This study used a pre-test sample of 36 respondents which is 10% of the sample size. In a pilot study the rule of the thumb is that the sample should be 10% of the sample size (Kassu, 2019). The participants in the pilot study were excluded in the main study to reduce the risk of learned response. The findings from the pilot study are important because they are used to refine the data collection tool before actual administration.

3.8.1 Reliability

An instrument must be more reliable for it to provide an accurate representation and that any measure is considered valid if it is able to measure what it is intended to

measure. Reliability can be said to be repeatability, stability or internal consistency of a questionnaire (Schumacher & Macmillan, 2010; Cooper & Shindler, 2011).

Cronbach (2010) states that reliability is the extent to which an experiment or any measuring procedure yields the same results on repeated trials. It is a tendency towards consistency found in repeated measurement of the same issue. According to Sakaran and Bougie (2010) the reliability of a scale shows the degree to which it is error free, and ensures consistent measures all the time. It proves that the scale and or subscales in the instrument measure the concepts or constructs in an accurate and consistent manner. Questionnaire reliability is affirmed when the coefficient alpha is high for all the scales used in the instrument. The reliability of the questionnaire was tested using the Cronbach's alpha coefficient calculated from the formula. The Cronbach's alpha formula is illustrated as;

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Here N is equal to the number of items, c-bar is the average inter-item covariance among the items and v-bar equals the average variance. One can see from this formula that if you increase the number of items, you increase Cronbach's alpha. The closer Cronbach's alpha coefficient is to 1.0 the higher the internal consistency and reliability of the questionnaire responses. A coefficient of 0.7 and above is recommended for a newly developed questionnaire (Katou, 2008). The alpha coefficient was generated from the statistical software SPSS 22. Reliability statistics were calculated to determine internal consistency of responses for the key variables; career skill development, career goal setting, career mentorship, career support and job satisfaction with each having equal items.

3.8.2 Validity

Kasomo (2007) argues that a valid instrument is one that is accurate, correct, true, meaningful and right. Macmillan and Schumacher (2010) describe validity as the degree of congruence between explanation of phenomena and reality. According to Kung'u (2015), content validity is confirmed when the tool for measurement covers

the investigative questions adequately. Saunders *et al.* (2007) on his part states that construct validity is the accuracy by which questions measure constructs intended to be measured.

This study used both construct validity and content validity. Construct validity is evaluation of the extent to which a measure assesses the characteristic it is deemed to measure (Strauss & Smith, 2009). Content validity is the degree to which an instrument covers the content to which it is intended to cover (Yaghmaie, 2003). In this study and for purposes of construct validity the questionnaire was tested using Kaiser Meyer Olkin (KMO) and Bartlett's test of sphericity to ascertain sampling adequacy and validity of items. To ensure content validity, the questionnaire was subjected to a thorough examination by the supervisor. They were asked to evaluate the statements in the questionnaire for relevance. Based on this evaluation, the instrument was adjusted appropriately before subjecting it to the final data collection exercise. Their review comments were used to ensure that content validity is achieved. Table 3.3 shows results for validity test.

3.9 Data Analysis and Presentation

3.9.1 Qualitative Analysis

Thematic content analysis approach was employed to analyze qualitative data collected through use of open ended questions. Qualitative data were transcribed based on key themes of the study (objectives). The texts were written down and similar ideas put together. Their inductive meanings were extracted and described in narratives using well said verbatim of participants. The qualitative results were reported in prose form by triangulating with the quantitative results.

3.9.2 Quantitative Analysis

According to Kothari (2009) data analysis is an examination of what has been collected and making deduction and inferences. Field editing of quantitative data was conducted to check for accuracy and completeness. To ensure the quality of the data, the entire filled questionnaires were checked for incompleteness and inconsistency.

Data was edited, coded and entered into SPSS version 25.0 for statistical analysis. It was then analyzed based on descriptive statistics and inferential statistics to produce measures of central tendency (mean, median and mode) and dispersion (standard deviation and variance) and to explore inferential statistics for relationships between one or more variables (Fraenkal & Wallon, 2006). In the family of inferential statistics Pearson's correlation coefficient and OLS multiple regression technique is used to explain the forecasting ability of the independent variables.

a) Correlation Analysis

According to Mugenda and Mugenda (2003), correlation technique is used to analyze the degree of relationship between two variables. The computation of a correlation coefficient yields a statistic that ranges from -1 to +1. This statistic is called a correlation coefficient (r) which indicates the relationship between the two variables and the bigger the correlation the stronger the coefficient between the two variables being compared.

The direction of the relationship is also important in that if it is positive (+) it means that there is a positive relationship between the two variables and this means that when one variable increases the other variable increases or when one variable decreases the other variable also decreases. A negative relationship (-) means that as one variable decreases the other variable increase and vice versa and hence an inverse relationship. If there is no relationship the coefficient is equal to zero.

For purposes of examining the nature and strength of association between the variables measured, bivariate correlation analysis was conducted. These correlations enable an assessment of the degree to which one variable is linearly related to another. Many researchers have used correlation analysis to determine the linkage between two variables. A positive coefficient will indicate that as one variable increases, so too does the other variable. A negative coefficient will indicate an inverse relationship, i.e. as one variable increases, the other decreases. Two-tailed significance test at 0.05 level associated with the correlation coefficients was carried out.

b) Multiple Linear Regression Analysis

Multiple regression is a statistical tool that was used because it is the procedure that uses two or more independent variables to predict a dependent variable.

Modeling employee job satisfaction using multiple regression analyses was used to determine the forecasting ability of the regressors (Career development practices) upon the regresand (employee job satisfaction). Career development practices are defined by career skill development, career goal setting, career mentorship and career support deployed by public universities in Kenya. The following multiple linear regression model was therefore used to link the independent variables to the dependent variable as follows;

Equation 1 Regression model

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

Where,

Y – Employee job satisfaction

X₁ – Career Skill development

X₂ – Career goal setting

X₃ – Career mentorship

X₄ – Career support

ε = error term

In the model, β₀, β₁, β₂, β₃ and β₄ are regression coefficient to be estimated.

3.10 Variables Definition

The various variables used during the research were measured as follows:

Table 3.3: Measurement of Variables

Type of indicator	Variable name	Indicators	Measurement Scale Likert (1-5)	Section
Independent variable	Career Skill Development	<ul style="list-style-type: none"> • Skill assessment • Skill development initiatives • Continuous learning 	Ordinal	Section B of the questionnaire
Independent variable	Career goal setting	<ul style="list-style-type: none"> • Self-awareness • Self-assessment • Clarity of goals 	Ordinal	Section C of the questionnaire
Independent variable	Career Mentoring	<ul style="list-style-type: none"> • Career mentoring relationship/modeling • Mentoring programs • Social support 	Ordinal	Section D of the questionnaire
Independent variable	Career Support	<ul style="list-style-type: none"> • Personal needs support • Task needs support • Employee guidance 	Ordinal	Section E of the questionnaire
Dependent variable	Employee job satisfaction	<ul style="list-style-type: none"> • Task accomplishment • Satisfaction with work environment • Work commitment 	Ordinal	Section F of the questionnaire

3.11 Diagnostic Tests

It is essential to ensure non-violations of the assumptions of the classical linear regression model before attempting to estimate a regression equation. Estimating these equations when the assumptions of the linear regression are violated runs the risk of obtaining biased, inefficient, and inconsistent parameter estimates (Osborne & Waters, 2002). The subsequent assumptions of the study shall be tested. Diagnostics are undertaken before running any model to ensure that correct model coefficients are attained. Parametric assumptions to be met include multicollinearity, normality, linearity, and Heteroscedasticity.

3.11.1 Test for Multicollinearity

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

3.11.2 Normality Test

The normality of data was tested using the Kolmogorov-Smirnov test using the IBM SPSS software. Kolmogorov-Smirnov test is appropriate when the sample size is more than 100 observations. The K-S test values and the results indicates that the null-hypothesis of a normal distribution should not be rejected given that the Kolmogorov-Smirnov p-value is greater than 0.05 (Yap & Sim, 2011). This means that the probability is greater than 0.05, and that the data is considered to be normally distributed (Saunders, Lewis & Thornhill, 2012).

3.11.3 Linearity Test

Scatterplots was employed to check the linearity of data prior running our model. Linearity tests helps to ensure that data under investigation observes a straight line across the observation under study. The scatter plot tests the linkage existing between predictor and outcome variables.

3.11.4 Heteroscedasticity Test

Heteroscedasticity was tested using Breusch-Pagan/Godfrey test. When $p\text{-value} < 0.05$, there is Heteroscedasticity, when $p\text{-value} > 0.05$, there is no Heteroscedasticity. The null hypothesis; error variance is homoskedastic (Koenker, 1981). Rejecting null hypothesis means that error variance heteroscedastic and this phenomenon calls the prediction of FGLS mode.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

Study findings obtained from data analysis are presented in this chapter followed by a discussion of findings to place the results in the context of extant literature. The section begins with descriptive statistics of the key variables and concludes with the inferential statistics with hypothesis tests at the 0.05 level of significance.

4.2 Response Rate

The questionnaires were administered to 367 respondents of 30 public universities in Kenya. Out of this number, 297 completed and returned the questionnaire representing 80 percent response rate. The distribution of participants fairly reflects proportionate representation by institution that participated in the study. With the high response rate, it was sufficient to proceed with data preparation and analysis based on the objectives of the study. Figure 4.1 show how 297 respondents (as percentage) were distributed across the 30 public universities in Kenya.

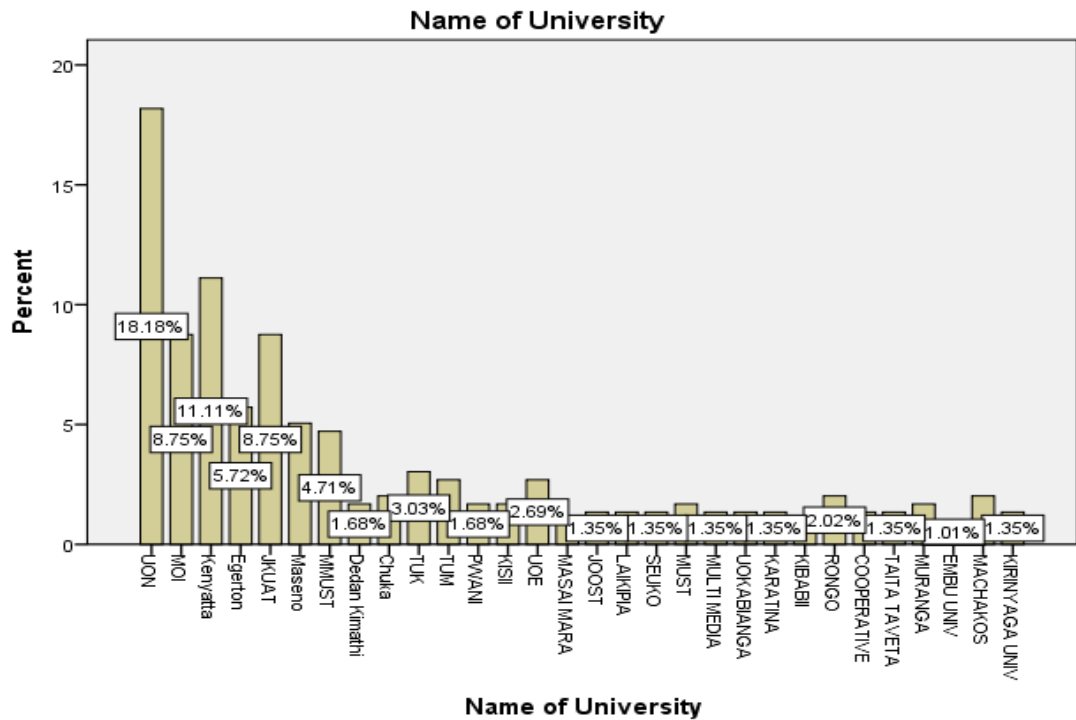


Figure 4.1: Public Universities in Kenya

The University of Nairobi had the highest representation followed by Kenyatta University and Moi University respectively, Kibabi University has the lowest number of participants of 2 representing 0.7% of the total sample size.

Pilot results

Table 4.1: Reliability Statistics

Factor/Variable	No. of Items	Cronbach Alpha
Career skill development practices	8	0.858
Career goal setting practices	8	0.725
Career mentor-ship practices	8	0.811
Career support practices	8	0.837
Employee job satisfaction practices	8	0.886

According to Table 4.1 it is evident that these factors or variables met the threshold of Cronbach alpha coefficient of 0.7 and above. This means that the items correlated well with the factor individually. As a result of the foregoing no item would be discarded for inaccurate measurement. Career skill development returned an alpha coefficient of 0.858, Career goal setting (0.725), Career Mentorship (0.811) Career Support (0.837) and Job Satisfaction (0.886).

Table 4.2: Validity Test

Factor/ Variable	KMO	Bartletts test	Significant
Career skill development practices	0.860	1524.2	0.000
Career goal setting practices	0.724	1214.67	0.000
Career mentorship practices	0.792	1468.96	0.000
Career support practices	0.796	1199.15	0.000
Employee job satisfaction	0.879	1165.41	0.000

A validity test seeks to ascertain whether the scale and subscale truly measured the same thing. The Kaiser criterion or eigen value method was used together with Bartlett Test of Sphericity to examine sample adequacy and significance of the inter-correlation among the items. Factor contribution is made easy if the sample meets the assumption of a high KMO (0.7 and above) and significance for Bartletts Test of sphericity (< 0.05) based on the Chi- Square Statistics (Bartletts, 1954 and Kaiser, 1970, 1974). KMO Index ranges from 0 to 1 with 0.6 suggested as minimum value (Tabacknick & Fidell, 2001). Therefore the sample was adequate and significant as measure of validity of the responses. All the key variables had higher KMO (above 0.6) and significant values (0.000) for career skill development practices, career goal setting practices, career mentorship practices, career support and employee job satisfaction. The data was therefore sufficient and adequate for further analyses both descriptive and inferential.

4.3 Demographic Information

The demographic information investigated includes gender of respondents, age, highest educational attainment, and years of experience, first employment position and current employment position.

4.3.1 Gender of Respondents

In the study that sought to investigate how career development practices affect employee job satisfaction among academic staff of Kenyan Public Universities, both gender participated in the study with male respondents making up about 60% of all respondents and female approximately 40%. Male and female members of staff were all regular staff employed either on contractual or permanent and pensionable terms. From Table 4.1 Male members of faculty are 178 while female members are 119.

Table 4.3: Respondent Gender

Gender	Frequency	Percent
Male	178	60
Female	119	40
Total	297	100.0

4.3.2 Age of Respondents

Table 4.3 presents the age distribution of the respondents. It is observed that those aged above 50 years made up about 10% of the total number while those aged below 30 years were about 8%. Faculty numbers aged between 31-40 years were about 28% of the sampled members in the study. Therefore a majority (about 80%) of teaching staff in Public Universities are aged above 30 years.

Table 4.4: Age of Respondents

Age	Frequency	Percent
20-30 years	22	7.5
31-40 years	82	28.0
41-50 years	158	53.9
Above 50 years	30	10.2
	1	0.3
Total	293	100.0

4.3.3 Highest Level of Education

Faculty members in public universities who participated in the study indicated that they held qualifications distributed as bachelors (32%), Masters (48%) and PhD (19%) according to Table 4.4. Academic staff enrolled in various Master's programs are would be holding bachelors qualifications. Those members enrolled for a PhD program are considered holding masters qualification while those with PhD qualification have already graduated from a recognized university. Clearly a majority (over 80%) of teaching staff are pursuing the PhD and masters qualifications they would be interested in career progression which contribute to employee job satisfaction.

Table 4.5: Respondent Education Level

Education Level	Frequency	Percent
PhD	56	19.1
Masters	141	48.1
Bachelor's	96	32.8
Total	293	100.0

The commission for university education indicated in 2014 that all faculty members should possess PhD qualifications by 2019. This was made to improve quality of supervision and teaching in all public universities. While the goal has not been achieved, steps continue to be made toward realization of this goal by providing career support programs by universities in Kenya

4.3.4 Years of Service

As part of the bio data, respondent length of service was established so that the speed of career progression would be ascertained. Table 4.5 shows that 56.7 % of the academic staff in public universities had served for between 6- 10 years 33% had served for a period above 10 years while those with between 1-5 years made up 8%. Teaching staff with less than 1 year service were only above 2% of the 297 members' sampled in the study. This shows the universities have not been recruiting aggressively in the last six years with numbers of younger faculty remaining slow. This may have serious implication on career growth and mentor-ship programs in the universities.

Table 4.6: Years of Work at the University

Years of Work	Frequency	Percent
Less than 1 year	8	2.7
1-5 years	21	7.2
6-10 years	166	56.7
Above 10 years	98	33.4
Total	293	100.0

4.3.5 First Employment Position

Academic staff members also indicated that their first position held in the institutions were graduates assistant (38%), Tutorial fellow (35%), Lecturer (19.9%), senior lecturer (1.3%), associates professor (2.7%) and professor (2.4%) of the total 297

participants. So many more faculty staff started off as graduate’s assistants compared to other positions in the universities. Table 4.6 presents this summary information.

Table 4.7: First Employment Position at University

Years of Work	Frequency	Percent
Graduate Assistant	114	38.4
TutorialFellow	105	35.4
Lecturer	59	19.9
Senior Lecturer	4	1.3
Associate Professor	8	2.7
Professor	7	2.4
Total	297	100.0

4.3.6 Current Employment Position

The respondents were then asked to state their current working position in the various universities. Table 4.7 show that out of the 297 responses, 22.6% or 67 members indicated they were currently graduate assistants, 35.4 % or 106 held assistant lecturers/ tutorial I fellow position, 34.7% (103) members currently held position of lecturer, senior lecturer 2% (6), assistant professor 2.7% (8) and professor 2.4% (7). From this outcome, it is clear that while progression can be observed from assistant lecturer to lecture where those holding position of lecturers increased from 19.9% to present 34.7%, from graduate assistant and tutorial fellow, there has been marginal increase in the position of senior lecturer from 1.3% to 2% while professorial qualification remain largely unchanged on average. Hence there seem to be some stagnation at the position of senior lecturer, assistant Professor and full Professorial position in the public universities in Kenya. This may not bode well for staff motivation and employee job satisfaction.

Table 4.8: Current Working position at University

Current Working position	Frequency	Percent
Graduate Assistant	67	22.6
Tutorial Fellow/Assistant lecturer	106	35.7
Lecturer	103	34.7
Senior Lecturer	6	2.0
Associate Professor	8	2.7
Professor	7	2.4
Total	297	100.0

4.4 Descriptive Statistics

The descriptive results of the study have been conducted as per the variables of the study.

4.4.1 Descriptive Statistics for Career Skill Development Practices

Development of skills and knowledge at the work place is important to improving productivity and performance which then bears on employee job satisfaction (Moray, 2015). This factor was tested using eight items or statements that respondents reacted to and presented in Table 4.8. Skill development was first tested by that finds out if sampled universities provide opportunities to gain more knowledge through professional and academic programs. The likert scale is in a form of 5-point scale of 5= Strongly Agree, 4= Agree, 3= Agree or Disagree, 2= Disagree, 1= Strongly Disagree.

The measurement was on a 5 point Likert Scale whose descriptive findings (Table 4.9) show that 55.2% “Agreed” that their institutions did support further training with 17.2 percent agreeing strongly. Those that “fairly agreed” were 31 or 10.4% while another 10.8% “disagreed” as 6.1% or 18 respondents disagreeing strongly. The figures are derived from the total sample size of 297 drawn from the 30 public

universities involved in the study. A majority represented by a mean score of 3.67 and standard deviation of 1.074 agreed that the universities provided opportunities for knowledge development.

Table 4.9: Descriptive Statistics for Career Skill Development Practices

No.	Statement	1	2	3	4	5	Mean	SD
1.	My University offers opportunities to gain more knowledge by pursuing further professional and academic programmes	18 (6.1)	32 (10.8)	31 (10.4)	164 (55.2)	52 (17.5)	3.67	1.074
2.	My university regularly holds academic seminars workshops and conferences and that allows me to gain more skills.	9 (3)	32 (10.8)	49 (16.5)	135 (45.5)	72 (24.2)	3.77	1.031
3.	My university supports my long term skill development through tuition waiver.	1 (0.3)	54 (18.2)	23 (7.7)	148 (49.8)	71 (23.9)	3.79	1.072
4.	The University provide opportunity for the teaching staff to utilize their skills and talents.	10 (3.4)	37 (12.5)	15 (5.1)	145 (48.8)	90 (30.3)	3.9	1.072
5.	The University evaluates teaching staff skills frequently.	30 (10.1)	15 (5.1)	37 (12.5)	133 (44.8)	82 (27.6)	3.75	1.205
6.	The University uses Skill assessment to evaluate leadership potentials.	9 (3)	35 (11.8)	16 (5.4)	95 (32)	142 (47.8)	4.1	1.27
7.	The University uses skill assessment to identify employee's talents and gaps.	14 (4.7)	8 (2.7)	30 (10.1)	146 (49.2)	99 (33.3)	4.04	0.984
8.	The University has procedures for skill assessment	22 (7.4)	27 (9.1)	11 (3.7)	128 (43.1)	109 (36.7)	3.93	1.197

Skill development was also assessed by how regularly the universities hold academic seminars, workshops and conferences. Out of the 297 responses 135 or 45.5% “Agreed” with this statement as 24.2% equivalent to 72 participants “Agreed strongly” that this is so. The number that only “fairly agreed” was 49 representing 16.5%. Conversely a total of 41 (13.8%) “disagreed” with 3% disagreeing “very strongly”. Here again a majority represented by 69.7% of the 297 respondents agreed that regular academic seminars, workshops and conferences are held to promote skills of academic staff. The overall mean score is 3.77 and standard deviation of 1.031 indicating agreement that universities hold academic seminars, workshops and conferences as a way to promote knowledge and skills of teaching staff.

The third statement on Table 4.9 tested skill development status in the public universities asked whether the universities support long term skills development through tuition waiver. The distribution of responses was such that those that “Agreed” were 148 or 49.8% of total number sampled with an additional 71 (23.9%) “Agreeing strongly”. Fewer respondents (23) or 7.7% “Fairly agreed” as a combined 55 others disagreed representing 18.5%. A mean score for this statement is 3.79 and a standard deviation of 1.072. Therefore evidence given show that by and large universities encourage skill development through tuition waiver.

The fourth statement investigated whether the Universities provide opportunity to teaching staff to utilize their skills and talents. The statistics on Table 4.9 show that 145 (48.8%) “agreed” with the statement as a further 90 respondents representing 30.3% “strongly agreeing”. However 47 or 15.9% disagreed with the statement. Additionally 15 academic staff or 5.1% “fairly agreed”. The mean score is 3.9 (SD 1.07) showing that the population rank score lies between the boundaries of 2.8 and 4.9. This demonstrates that universities allow academic staff to utilize acquired skills and talents in their operational duties.

The fifth statement sought to find out whether the universities evaluate teaching staff skills frequently. Table 4.9 show that more than half of the respondents 215 representing 72.4% of the 297 sampled members “Agreed” including 27.6% “strongly agreeing”. Only about 45 (15.2%) “disagreed” that this happens in the

universities studied. An average score for the statement is 3.75 (Sd 1.20) indicating favorable perception for frequency of evaluation of skills possessed by teaching staff.

Participants in the study also stated that universities use skills assessment to evaluate leadership potential. This is supported by data indicating that 95 respondents or 32% “Agreed” while a further 142 (47.8%) “Strongly agreed”. On the contrary 44 or 14.8% others disagreed with the statement that skills assessment was used to evaluate leadership potential. Those that were only fairly convinced were 15 or 5.4%. The average score here is 4.1 and standard deviation of 1.27 which imply stronger view that skill assessment is used for leadership evaluation in the various universities.

Skills assessment may be used to identify employee talent and gaps in organizations. When respondents were asked to state their level of agreement with this narrative, 146 (49.2%) of them agreed, with a further 99 (33.3%) agreeing strongly. But about 10.1% or 30 members “fairly agreed” as 22 others disagreed representing 7.4% of the total sampled members. With even fewer others disagreeing. The mean value for this score is 4.04 and a standard deviation of 0.984 that indicate even higher agreement concerning use of skill assessment to identify talent and gaps in employee skills at the public universities.

Finally procedure for skills assessment is important to identify deficiencies and strengths among employees. When this was posed to the respondents, about 43.1% (128) members agreed that there exists a procedure for assessing skills possessed by teaching staff in the public universities. Those that agreed strongly were 36.7% or 109 of the participants. However 49 of the 297 respondents representing 16.5% did not think there exists a procedure to assess skills of academic staff in the universities studied. But 11 (3.7%) were only fairly convinced that there was a procedure for carrying out skill assessment. With a mean of 3.93 and a standard deviation of 1.197 respondents generally thought a framework existed for assessing skills of teaching staff and this is a good indicator that skill development efforts are well thought out.

The lowest mean value item here was “university offers opportunity to gain more knowledge” and the highest being “skill assessment used to evaluate leadership potential” with highest mean value of 4.10 and standard deviation of 1.127. It was

also noted that a significant gap exist in the universities holding regular academic seminars and workshops to allow staffs gain more skills and knowledge. The data exhibit normal distribution with an overall mean rank of 3.8 and standard deviation of 0.772 when sum of scores are reduced to fit the scale. From the open ended qualitative questions, academic staff indicated that career skill acquisition through career skill development practices allows them to undertake the jobs or tasks assigned by the university effectively to accomplish them as required. Also, the academic staff indicated that adequate and relevant skills for the job assigned make them feel confident in undertaking the job diligently and confidently without fear of rebuke. This enhances employee job satisfaction as academic staffs are skillfully equipped to undertake the tasks assigned to them.

For purpose of clarity the mean value of the sum of scores (30.94) is divided by eight items to fit the measurement scale of between 1.0 and 5.0 on the Likert Scale. The factors overall sum and distribution opportunities a standard normal curve as indicated by the Super-imposed normal curve on the histogram shown above.

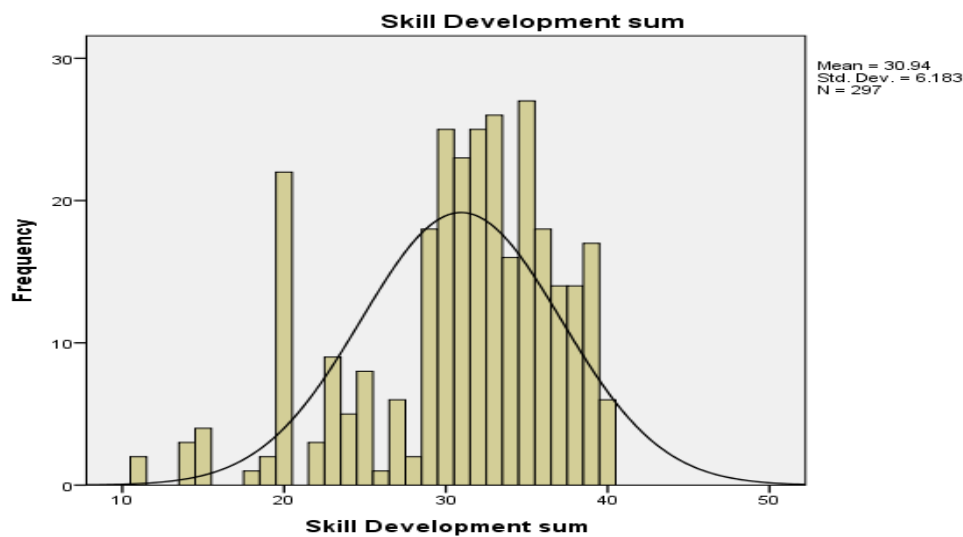


Figure 4.2: Skill Development Response Distribution

4.4.2 Descriptive Statistics for Career Goal Setting Practices

Career goal setting was selected as an independent factor affecting employee job satisfaction of members of faculty in public universities. This variable had eight items that returned satisfactory reliability and validity statistics. Career goal setting was another factor hypothesized to influence employee job satisfaction. The likert scale is in a form of 5-point scale of 5= Strongly Agree, 4= Agree, 3= fairly Agree or Disagree, 2= Disagree, 1= Strongly Disagree. The sub-scale include whether universities have mechanisms to guide teaching staff on their future careers. Statistics from Table 4.8 indicate that 139 or 46.8% “agreed” as 85 (28.6%) “Strongly agreed”. Those that “fairly agreed” were 22 representing 7.4%. However 34 others disagreed representing 11.4% of sampled respondents as 17 (5.4%) disagreed strongly. The mean value for this score is 3.81 (SD 1.14) depicting favorable view that mechanisms are available to guide teaching staff on setting career goals.

The second item on goal setting asked whether goal setting helps to develop oneself in the opinion of the respondents. Of the 297 members, 108 or 36.4% disagreed with this while 123 (41.4%) agreed. A significant number 66 or 22.2% only fairly agreed that goal setting helps at work to develop oneself. The responses on this score show significant disaffection with importance of goal setting activities in career development practices in public universities. The mean value is 2.99 (SD 1.32) signifying greater deficiency for this measure in the eyes of participants.

Another measure was whether goal setting help to amend behavior at the workplace. The result from Table 4.8 show that 127 or 42.7% of the participants agreed that goal setting amends behavior but those who did not agree were 50 (16.8%) strongly disagreeing and 63 (21.2%) just disagreeing. Fifty seven or 19.2% fairly agreed signifying a less than satisfactory response for the place of goal setting amending behavior of teaching staff in public universities. With a mean value of 3.09 (SD 1.39) respondent perception was relatively low on this.

Career goal setting helps to guide work process and outcomes. This relationship was agreed to by 95 participants representing 32% with a further 45(15.2%) strongly

agreeing. However 58 (19.5%) disagreed as another 66 (22.2%) disagreed strongly. Thirty three (11.1%) on the other hand only agreed fairly. The mean value was lowest at 2.98 and standard deviation of 1.42 that may mean career goal setting is not viewed as very important to guiding work that academic staff undertake. When asked whether they change the way they work to fit career goals, University academic staff stated that they are guided by career goals (134) or 45.1% with 81 (27.3%) “Strongly agreeing” but those that fairly agreed were 27 or 9.1%. The mean for this score was 3.75 and a standard deviation of 1.168 which means work process and performance is significantly directed by career goals for faculty staff in public universities.

Another measurement statement sought to find out if self-assessment precedes career goal setting. By setting goals, one has to be self-aware concerning abilities and capabilities so as to set realistic but challenging goals. According to Table 4.8 the mean score is 3.5 and standard deviation of 1.252. The distribution of scores is such that 99 (33.3%) “Agreed” while 71 (23.9%) strongly agreed. The number that did not agree with the statement are 31(10.1%) with a similar number strongly disagreeing. Thus more than two-third of the respondents thought a self-assessment exercise must precede career goal setting.

On the statement that the university has mechanism for self-evaluation when setting career goal, 128 (43.1%) Agreed, 64(21.5%) strongly agreed. The mean rank on this score is 3.6 while the standard deviation is 1.156. However about 60 respondents representing 20.2% disagreed with this including 19 who disagreed strongly. So there was increased agreement that a mechanism for self-evaluation exist when setting career goal. A mechanism is a framework to guide the process of self-evaluation which then directs career goal setting. This is consistent with existing literature.

Lastly “is self-evaluation during career goal setting enable career growth”? Those who assented to this were 119 (40.1%) Agreed, 75 (25.3%) stated they Strongly Agreed, while 53(17.8%) fairly agreed. Those that disagreed were 27 (9.1%) as 23 respondents (7.7%) strongly disagreed. The overall mean score/rank here was 3.66

and a standard deviation of 1.17. A direct relationship between career goal setting and career growth maybe intervened by self-evaluation.

Table 4.10: Descriptive Statistics for Career Goal setting Practices

No.	Statement	1	2	3	4	5	Mean	SD
1.	The university has mechanisms that guide the teaching staff on their future careers within the University.	17 (5.7)	34 (11.4)	22 (7.4)	139 (46.8)	85 (28.6)	3.81	1.141
2.	Goal setting enables me to work and develop myself	56 (18.9)	52 (17.5)	66 (22.2)	84 (28.3)	39 (13.1)	2.99	1.32
3.	Goal setting enable me to focus on amending my behavior to fit my work place goals.	50 (16.8)	63 (21.2)	57 (19.2)	64 (21.5)	63 (21.2)	3.09	1.396
4.	I take control of my work so as to achieve career set goals.	66 (22.2)	58 (19.5)	33 (11.1)	95 (32)	45 (15.2)	2.98	1.42
5.	I always change the way I work to fit my career goals.	19 (6.4)	36 (12.1)	27 (9.1)	134 (45.1)	81 (27.3)	3.75	1.168
6.	I engage in self-assessment while setting career goals	31 (10.4)	31 (10.4)	65 (21.9)	99 (33.3)	71 (23.9)	3.5	1.252
7.	My University has mechanisms for self-evaluation when setting Career goals.	19 (6.4)	41 (13.8)	45 (15.2)	128 (43.1)	64 (21.5)	3.6	1.156
8.	Self-evaluation during career goal setting enables career growth.	23 (7.7)	27 (9.1)	53 (17.8)	119 (40.1)	75 (25.3)	3.66	1.17

Item four which asked whether “respondent take control of their work to achieve set goals had the lowest mean rank of 2.98 from a maximum 5.0 (Table 4.10). This means that faculty members were not necessarily taking control of their work to achieve results. Additionally, item 2 “Goal setting enables me to work and develop myself also rank second lowest with a mean rank of 2.99 and a standard deviation of 1.32. Thus the two items of career goal setting were below average. However the universities seem to do well on the question of providing mechanisms that guide

teaching staff on further career with a mean rank of 3.81 and standard deviation of 1.41. Participants also noted that staff are able to change the way they work to fit career goals.

From the open ended qualitative questions, academic staff indicated that goal setting allows them to accomplish tasks allocated to them within time allocated. University academic staff also indicated setting goals allowed them to achieve personal set goals that include social goals and financial goals. Goal achievement both for the university and individual goals make the academic staff love their job hence employee job satisfaction.

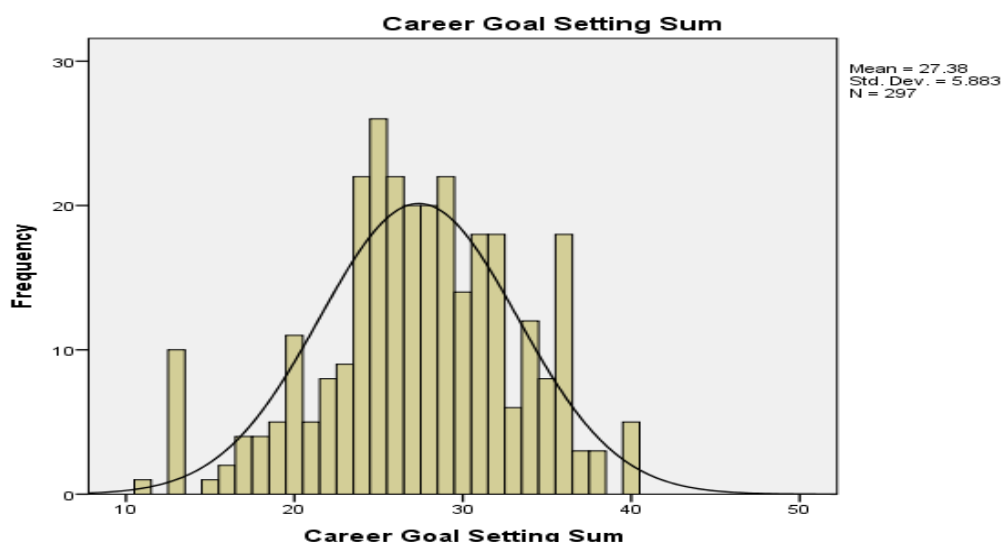


Figure 4.3: Career Goal setting Response Distribution

In general, goal setting mean value was 3.42 and standard deviation of 0.725 (Figure 4.3). This renders the variable (career goal setting) applicable to parametric analysis.

4.4.3 Descriptive Statistics for Career Mentorship

Career mentorship is first investigated by availability of senior staff to mentor junior staff to attain their personal and career goals (Table 4.9). The likert scale is in a form of 5-point scale of 5= Strongly Agree, 4= Agree, 3= Agree or Disagree, 2= Disagree, 1= Strongly Disagree. The mean rank is 2.26 and standard deviation of 1.26. This low mean value suggests greatest need for career mentorship in the higher education

institutions. Out of the total 297 sampled staff, 105 (35.4%) “Strongly disagreed” with the statements that there are careers mentors in these institutions, 98 or 33% disagreed while 20 (6.7%) fairly agreed. On the other hand those that agreed to presence of mentors were 59 (19.9%) and 15 (5.1%) who “strongly agreed”.

Item number 20 asked whether universities have mentors to coordinate professional goals. Here, 146 representing 49.2% “agreed” as 90 (30.3%) “Strongly agreed” but 14 (4.7%) only “fairly agreed” while a combined 47 “disagreed” with 17 “strongly disagreeing”. The mean rank for this score is 3.88 (SD 1.12) indicating a fairly higher favorable view of this item. The mentors are also viewed to be available to offer lessons for better adjustment and professional advancements in the higher learning institutions. Those that “agreed strongly” were 82(27.6%), 85 (28.6%) agree, 53 (17.8%) “Fairly agree” and 38(12.8%) “Disagreed” with 39 (13.1%) strongly disagreed. The mean value here is 3.45 and standard deviation of 1.36 indicating mentors are not readily available for purpose of offering lessons for adjustment and advancement.

On another score, it was asked whether universities had counseling sessions for teaching staff with problems in career growth and mentorship. The results from 297 participants, show that 102 representing 34.3% “agreed”, 78 (26.3%) “Strongly agreed”, 46 (15.5%) “Fairly agreed” while 37(12.5%) “Disagreed”. A mean rank is 3.52 and standard deviation of 1.31 depicting there was satisfactory agreement that counseling sessions exist to help teaching staff with career issues. By so doing, staff are better guided to achieve personal and institutional goals much more easily.

On another statement “do mentors in the universities help staff access work related information in the institutions?” Descriptive Table 4.9 reveal that 148 (49.8%) “Agreed” as a further 91(30.6%) “Strongly agreed”. A smaller number 38 representing 12.8% fairly agreed as 20 (6.8%) in total disagreed. The overall mean value is 3.99 while standard deviation is 0.979. Thus mentors do help with information access at the universities which is important for career growth and development. When respondents were asked about whether mentors demonstrate expertise in areas of operation, 154 or 51.9% “agreed” they did, 75 (25.3%) agreed

quite strongly but 70(6.7%) “Disagreed” with 14(4.7%) disagreeing strongly. Those that fairly agreed were 34 (11.4%) as the mean value for this score is 3.86 (SD 1.02) which show more agreement that mentors do demonstrate expertise in the fields.

The mentors are also viewed as accessible according to 128 (43.1%) “Agreed”, 113 (38%) “Strongly agreed”, 36(12.1%) “Fairly agreed” while those that disagreed were 8(2.7%) with 12 (4%) “Strongly disagreeing”. The mean value here is 4.08 while SD is 0.985. It can be concluded that mentors are fairly more accessible in the institutions of higher learning. This may facilitate easier achievement of career aspirations and employee job satisfaction.

The closing statement on mentorship practices asked whether university mentors are helpful in professional development. According to 145 (48.8%) of the participants, mentors were helpful with 118 (39.7%) agreeing strongly. A further 12 (4.0%) “Fairly agreed” even as 11 (3.7%) “Disagreed” and a similar number “disagreeing strongly”. The mean value here was 4.17 (SD 0.945) signifying stronger agreement on the role mentors play in professional development. This item had the highest mean score of all the sub items.

Career mentorship is about guiding younger professionals to grow by showing the way and encouraging certain behavior for excellence. Professors in universities guide younger scholars to grow and also attain this qualification as well. Therefore, career mentorship is important to employee job satisfaction of the mentees since they learn how to “become” in the world of academia. The factor was tested using eight statements or items which returned satisfactory values for liability and validity. A descriptive analysis of data show from the summary Table 4.10, that the greatest weakness was on “My University has senior teaching staff to assist junior staff in setting and attaining their personal and career goals”. This statement recorded a mean value of 2.26 and standard deviation of 1.26 out of the maximum value of 5.0. Clearly there is a deficiency on the part of mentors to help mentees realise their career objectives and goals. The rest of the statements had higher(above 3.35) values with the performance of item 8 reporting a mean values of 4.17 while item 7 about “mentors being accessible” scoring a mean value of 4.08.

It is instructive to note here that while mentors play an important value in developing junior professionals, senior teaching staff may not be in numbers that juniors would require for mentorship programs to run well even as the seniors are accessible. As indicated in open ended questions, mentorship allows academic staff to improve on their mode of undertaking tasks allocated to them by the university management. Junior academic staff who are allocated dedicated mentors are able to improve on their mode of teaching methods and task management. Academic staffs are also equipped with problem solving skills by their mentors and thus are more likely to enjoy solve complex tasks arising from day to day job activities hence employee job satisfaction.

Table 4.11: Descriptive Statistics for Career Mentorship Practices

No.	Statement	1	2	3	4	5	Mean	SD
1.	My university has senior teaching staff to assist junior staff in the setting and attaining their personal and career goals	105 (35.4)	98 (33)	20 (6.7)	59 (19.9)	15 (5.1)	2.26	1.26
2.	My university has mentors who help staff to coordinate professional goals.	17 (5.7)	30 (10.1)	14 (4.7)	146 (49.2)	90 (30.3)	3.88	1.12
3.	The university has mentors to provide me with an opportunity to experience better adjustment and professional advancement within the university	39 (13.1)	38 (12.8)	53 (17.8)	85 (28.6)	82 (27.6)	3.45	1.36
4.	My university has counselling sessions for teaching staff with problems in career growth and mentorship.	34 (11.4)	37 (12.5)	46 (15.5)	102 (34.3)	78 (26.3)	3.52	1.31
5.	Mentors at my University help me to access any work-related information within the institution	15 (5.1)	5 (1.7)	38 (12.8)	148 (49.8)	91 (30.6)	3.99	0.979
6.	University mentors demonstrate expertise in areas of operations.	14 (4.7)	20 (6.7)	34 (11.4)	154 (51.9)	75 (25.3)	3.86	1.02
7.	University mentors are accessible.	12 (4)	8 (2.7)	36 (12.1)	128 (43.1)	113 (38)	4.08	0.985
8.	University mentors are helpful in my professional development.	11 (3.7)	11 (3.7)	12 (4.0)	145 (48.8)	118 (39.7)	4.17	0.945

The factor overall score is 3.66 signifying average performance score for career mentorship. Mentoring can provide an array of benefits for organizations of all sizes, especially small businesses. When conducted in an efficient and productive manner, mentoring provides employees a way to connect learn and grow within the company and along their own career paths. Mentoring involves pairing experienced professionals with employees that could use help adapting to the environment and culture of the workplace. This can include pairing a mentor with new employees to help them settle into the surroundings and get off to a good start. Coaching often comes in play when a new employee or current employee can benefit from personal guidance on specific job duties, processes or responsibilities. Small businesses can also use mentors to help develop other employees along a specific career path, such as management (Hayes, 2015). On an organizational level, mentoring can provide a host of benefits. Mentoring can help encourage loyalty to the company. When experienced professionals help mould the career of and provide opportunities for mentees, these individuals may feel a greater sense of connection and commitment to the business. Prince (2011) urged that taking advantage of the expertise and knowledge of experienced employees and professionals can help bring younger or less experienced employees up to speed. This results in better efficiency across the organization when bringing on new employees. In addition, mentoring can help guide an employee along on her career path resulting in an employee well versed on company expectations providing a benefit for the organization.

Mentoring can help to support these individuals, as it has the adaptability and flexibility to support a range of individuals with different learning styles. The development needs of individuals are diverse and the 'one size fits all' model of development is often inappropriate. Thus, mentoring has the potential to provide a flexible responsive development approach that can use to support an increasing number of individuals within the organization than traditional forms of training (Sweeney, 2013). On top of developing employees, Mentoring can improve the function of the team, department and entire organization. Mentoring allows managers to identify the weaknesses and strengths of each employee. This allows the organization to capitalize on the resources at hand to keep the whole team working smoothly when employees request vacation or take a sick day. Effective mentoring

can have a positive impact on an organization. It can produce improved relationships and teamwork between staff at different levels. Employees have increased employee job satisfaction, which improves productivity and quality, and there is an overall improved use of people, skills and resources, as well as greater flexibility and adaptability to change (Shreethara, 2014).

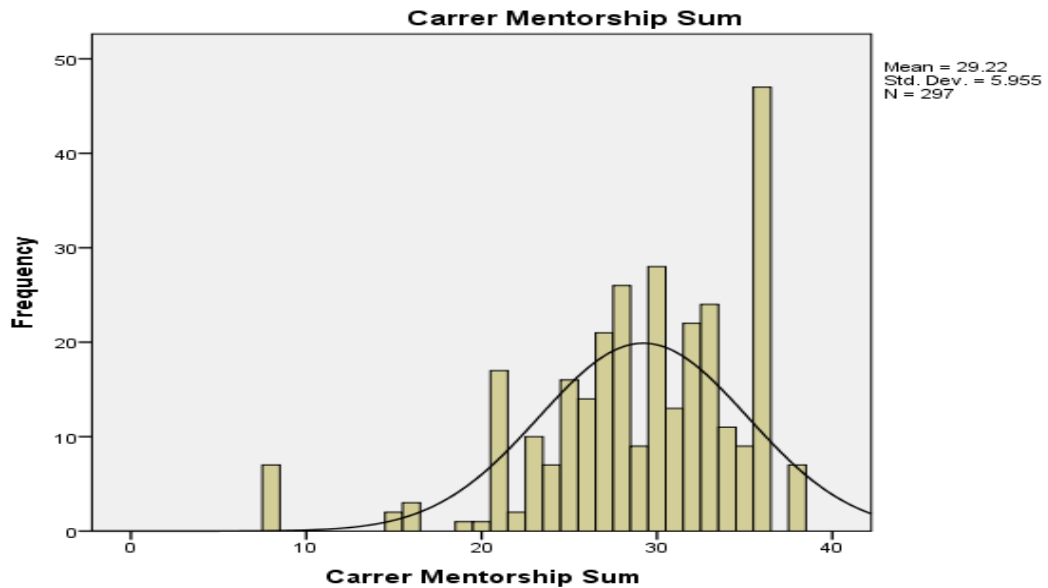


Figure 4.4: Career Mentorship Response Distribution

Career mentorship had the widest spread in responses between highest score and the lowest score signifying problem area.

4.4.4 Descriptive Statistics for Career Support Practices

Career support program are necessary for promoting performance, development of skills and furtherance of training. The likert scale is in a form of 5-point scale of 5= Strongly Agree, 4= Agree, 3= Fairly Agree or Disagree, 2= Disagree, 1= Strongly Disagree. Summary statistics for career support in Table 4.10 shows that on a scale of 1.0 to 5.0, respondents indicated greatest deficiency in universities “not providing adequate support for career development” with a mean value of 3.45 and standard deviation of 1.12. However the universities had done well in “offering staff time off duty to study through seminars, workshops and residential training” (Mean rank = 3.85, SD = 1.053).

Career support practices were measured by several items beginning with staff time off to study and attend to seminars, workshops and conferences. The mean value for this item is 3.85 and standard deviation of 1.053 indicating career support practices in the eyes of the respondents was provided by the institutions to some acceptable level. Out of the 297 respondents, 122 or 41.1% “agreed” to have had time off duty to study as another 88 (29.6%) “strongly agreed”. Fifty two others representing 17.5% “fairly agreed” while 35 (11.8%) “disagreed” with the statement. Thus a total of 70.7% were in agreement that time off duty was given to study. Career support also occurs in the form of subsidizing fees paid for study by universities. Here the mean value is 3.71 (SD 1.186) with over 72% “agreeing” that their university paid fee either in full or in part for their study. However 53 participants representing 17.9% “disagreed” as 26(8.8%) “Fairly agreed”. By offering to pay fee for teaching staff, the universities support career development activities for staff.

Existence of Human Resource Development policy to support staff career development provides a framework to guide support activities in universities. When asked to respond to whether a policy exists to support career activities, 135 (45.5%) “agreed” to a policy existing with 59(19.9%) “Strongly agreeing”. Thirty four respondents or 11.4% “fairly agreed” as the rest (69) “disagreed”. The mean value is 3.54 which represent a majority agreeing that a career support policy exist in the public universities.

When asked whether career support activities has had a positive influence on performance, 124 participants representing 41.8% “agreed” and a further 45 (15.2%) “strongly agreed”. Those that fairly agreed were 72 (24.2%) but 32 (10.8%) “disagreed” with 24 (8.1%) disagreeing strongly. Overall mean value for support activities having a positive influence on performance was 3.45 and standard deviation of 1.12. Therefore the positive relationship between career support and performance is evidenced here.

A good rewards system also acts to support careers of staff in organizations. Respondents were asked whether the reward system in existence in their universities was sufficient. Those that agreed were 142 (47.8%) while a further 49 (16.5%)

“Agreeing strongly”. However 46 (15.5%) disagreed and the overall mean value was 3.62 (SD 0.99). The finding points to a reward system that is acceptable to faculty staff of public universities.

Opportunity for personal growth and development was also used as a measure of career support provided by public universities. From Table 4.10, the mean value for this item is 3.33 and standard deviation of 1.15 which is interpreted as average performance. Those that agreed were 118 (39.7%) with 41 (13.8%) “Agreeing strongly”. Fifty eight members (19.5%) fairly agreed as 80 others disagreed to different levels. Availability of opportunity for growth is necessary to encourage staff to seize that moment and increase employee job satisfaction.

Responses on whether universities provided safe and conducive work environment indicate that 164 (55.2%) thought they did with 57 (19.2%) agreeing strongly. Those that “disagreed” were 36 (12.1%) with 10 (3.4%) disagreeing strongly. A safe and conducive working environment score had a mean value of 3.75 and standard deviation of 1.01. Thus many universities are providing a safe and conducive work environment. When staff work in a safe and conducive environment, motivation is raised and productivity improved since there is less worry about personal safety at work.

Table 4.12: Descriptive Statistics for Career Support Practices

No.	Statement	1	2	3	4	5	Mean	SD
1.	The university offers staff time off duty and study leave to pursue further studies and attending seminars, workshops and conferences	11 (3.7)	24 (8.1)	52 (17.5)	122 (41.1)	88 (29.6)	3.85	1.053
2.	The university pays my fees for pursuing further studies locally an internationally.	26 (8.8)	27 (9.1)	26 (8.8)	145 (48.8)	73 (24.6)	3.71	1.186
3.	My University has a policy that supports staff career development.	23 (7.7)	46 (15.5)	34 (11.4)	135 (45.5)	59 (19.9)	3.54	1.194
4.	The support I get from the university on career development support has had a positive influence on my performance.	24 (8.1)	32 (10.8)	72 (24.2)	124 (41.8)	45 (15.2)	3.45	1.12
5.	Employee's rewards are sufficient to cater for employee's needs.	5 (1.7)	46 (15.5)	55 (18.5)	142 (47.8)	49 (16.5)	3.62	0.99
6.	The University provides opportunity for personal growth and development.	21 (7.1)	59 (19.9)	58 (19.5)	118 (39.7)	41 (13.8)	3.33	1.15
7.	The University provides safe and conducive work environment.	10 (3.4)	36 (12.1)	30 (10.1)	164 (55.2)	57 (19.2)	3.75	1.01
8.	I value my University contribution to teaching staff wellbeing.	10 (3.4)	48 (16.2)	47 (15.8)	136 (45.8)	56 (18.9)	3.69	1.070

The last statement asked whether universities contribution to academic staff well-being is valued by respondents. The responses show 136 (45.8%) “agreeing” as 56 (18.9%) strongly agreeing. Forty seven participants representing 15.8% only “fairly agreed” with the remaining disagreeing. The mean value of 3.69 (SD 1.07) signify

satisfactory perception of what the universities are doing to improve well-being of academic staff. It is evident that respondent's reaction to this factor was more homogeneous since the spread was not that wide between lowest and highest score.

Academic staff also noted that career support practices equip them with necessary skills for the job at hand. Some of career support practices identified by the academic staff include range of different educational, counseling, and human resource management interventions that can support individuals to develop and manage their careers. Supporting university academic staff in delivery their job requirements through career support plans is more likely to impact on the level of employee job satisfaction.

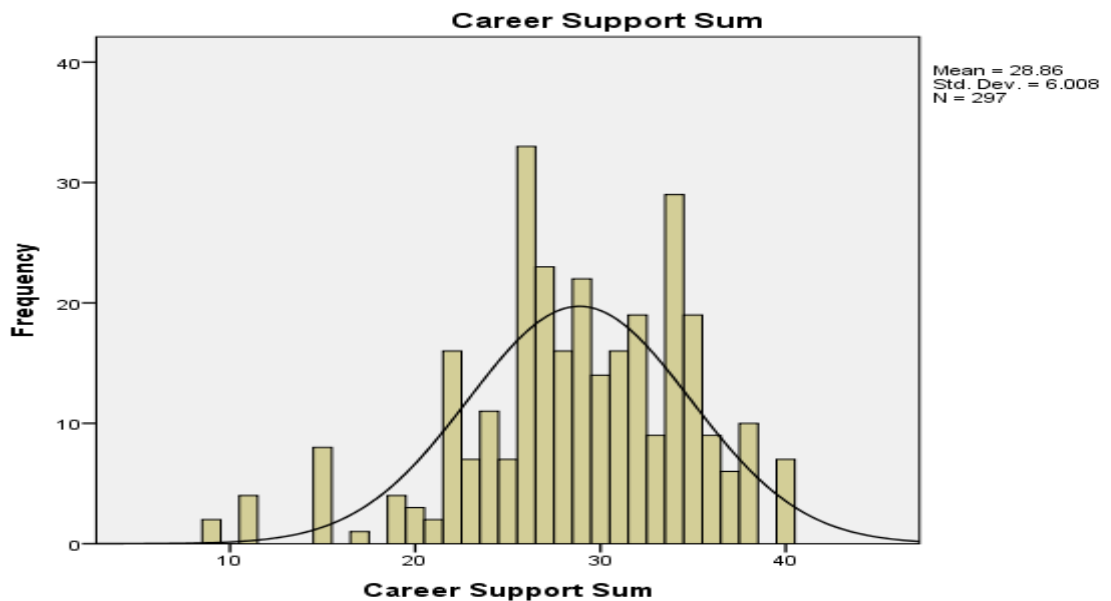


Figure 4.5: Career Support Response Distribution

The distribution of scores as shown in the histogram above (Figure 4.5) was fairly normal because the superimposed curve is symmetrical and bell shaped around the mean rank. This allows the factor to be analysed parametrically using appropriate statistical tools.

4.4.5 Descriptive Statistics for Employee Job Satisfaction

Employee job satisfaction for members of faculty in the public universities is the dependent variable in this study. It is hypothesized that career development practices affect individual employee job satisfaction in the various institutions of higher learning in Kenya. Employee job satisfaction was the dependent variable that the study modeled to explain and predict. It is measured by external conditions as “personal relationships” nature of work, trust levels, safety standards, employee support, supervision style, flexibility of work and commitment to employer.

On the statement regarding personal relationship with immediate supervisor, 131 (44.1) “strongly agreed” that they are satisfied, 142 (47.8%) agreed, 13 (4.4%) agree, 7(2.4%) disagree and 4 (1.3%) “strongly disagreed”. The mean value is 4.31 and standard deviation of 0.779. Thus personal relationship between junior and senior members of faculty is good. On the other hand satisfaction with the nature of work and tasks returned a mean value of 3.7 (SD 0.941) which is fairly low. Those that were satisfied were 145 (48.8%) with 51 (17.2%) strongly satisfied. Seventy two members were fairly satisfied representing 24.2%. A total of 29 were dissatisfied out of the 297 sampled members.

On the question of trust at the work place between management and staff, 124 respondents or 41.8% were satisfied with trust levels with 89 (30%) very strongly. A further 53 (17.8%) were moderately satisfied with the trust shown and the remaining were not satisfied at all 31 (10.4%). The mean value for this sub item was 3.89 (SD 1.01) which is fairly high rank given for trust.

Satisfaction with safety standards at the workplace was sought from the respondents where a mean value of 3.92 (standard deviation of 1.09) was realized indicating fairly high satisfaction for a majority of sampled staff. Those that were strongly satisfied were 78 (26.3%) satisfied 164 (55.2%) fairly satisfied 25 (8.4%) while the rest were dissatisfied representing 10.1% of the 297 participants. A safe working environment motivates staff to do better.

Supervisor support or assistance also assists junior employees to achieve organizational and personal goals. Were the faculty staff satisfied with the kind of supervision support they received? Those that “agreed” with this statement were 151 (50.8%), “strongly agreed” were (69) or 23.2%, “fairly agree” 33 (11.1%, disagree 33 (11.1%) and 11 (3.7%) strongly disagree. The mean value for supervisor support is 3.79 (standard deviation 1.03) indicating proportionately higher number was satisfied with the assistance given by supervisors.

Supervision style of the heads of department was excellent according to 52 respondents or 17.5%, those indicating good 140 (47.1%), satisfactory 72 (24.2%) below average 22 (7.4%) and poor 11 (3.7%). A mean rank of 3.67 depicts favorable view by a majority of faculty members about how supervisors do their work. On the question of flexibility and freedom to do one’s job, 140 participants agreed they are satisfied with the level of flexibility provided so far representing 47.1%, forty five or 15.2% agreed strongly while 57 (19.2%) “Fairly agreed” while a total of 55 or 18.4% disagreed. The mean value for this score is 3.57 while standard deviation is 0.99 which is average value stated by a higher proportion of the respondents. By increasing autonomy to carry out tasks by faculty staff, satisfaction with work is likely to increase since decisions will be made in a timely and appropriate manner.

When respondents were finally asked whether they are ready to stay with their current employer as a measure of their commitment and satisfaction, their overall score was low 3.29 (SD 1.098). This means commitment levels among faculty staff is not very good which is a pointer to underlying problems. Each university spends a lot of money to train and maintain staff so that it would be very important to them to secure loyalty of their staff members. Since the commitment levels are lower than expected, career development practices require review to align them with the expectation and demands of the subjects.

As outcome variable the statistics associated with the responses by faculty members indicate that with eight items used to measure this factor, the highest score had a mean rank of 4.31 and standard deviation of 0.779 while lowest score is 3.29 and standard deviation of 1.093. The lowest score asked respondents whether they were

“ready to stay in their university due to conducive and satisfying work environment”. From the results, respondents are not that enthusiastic about staying where they are possibly due to poor working environment. More than half (50%) of the respondents did not feel they are happy where they are and this is likely to affect quality of output and career progression. However satisfaction with immediate boss was rated high. This can only mean that the gap in satisfaction can only be attributable to structural failures and not interpersonal relationships. The factor score on average is 3.76 and standard deviation of 0.732 signifying above average satisfaction reported by the respondents. The gap between “what is” and what “ought to be” show that significant effort needs to be made to promote employee job satisfaction from its current state towards a more preferred state. Table 4.11 presents a summary of these statistics for each item and the overall factor score obtained from data distribution for the factor.

An academic staff is defined as a member of the faculty of a college or university usually having qualified status. Academic staff includes personnel whose primary assignment is instruction, research or public service. This includes staff personnel who hold an academic rank with titles such as professor, associate professor, assistant professor, instructor, lecturer or the equivalent of any of these academic ranks. The category includes personnel with other titles (e.g. dean, director, associate dean, assistant dean, chair or head of department) if their principal activity is instruction or research. It does not include student teachers or teacher aides. For the purpose of this study, academic staff refers to faculty members.

Academic staffs are essential to human capital development. In fact, many academic staff are specialists in their disciplines, have attained great academic heights and are hard to come by. Because their jobs have notional and global relevance, they tend to be very mobile. Academic staff job satisfaction is a predictor of their retention. It has an effect on school effectiveness, and influences job performance, motivation, morale and students’ performance of higher learning. A positive and healthy university climate not only increase academic staff job satisfaction, but also improve learning and increases productivity. A motivated academic staff is one who not only feels satisfied with his or her job but is empowered to strive for excellence and growth in instructional practice. When academic staffs are motivated, they become

satisfied and more committed to their teaching job. It eventually leads to or contributes positively to the attainment of educational goals and objectives. The more satisfied academic staff are with their job the more productive they will be, and the healthier they will be physically, emotionally, socially and academically. This is only possible if the necessary motivational factors that enhance job performance and satisfaction are in place.

Motivational factors are those aspects of the job that make academic staff want to perform the duties. They help to propel, stimulate, channel, direct, energize, arouse, sustain and influence the teachers' behavior towards striving for excellence. They also encourage academic staff and increase their persistence level in the teaching-learning process for the achievement of university educational goals and objectives.

Similarly, the motivation to investigate employee job satisfaction among college academic employees is similar to the interest of research concerning employee job satisfaction in industrial settings. Employees' job satisfaction has a direct relationship with a number of elements that can create negative or positive consequences. These elements are such as customer satisfaction, employee's turnover, employees' health related issues, quality of education etc. In the context of higher education an increase demand of academic staff in higher education has been observed and expected to continue increasing. Tasks that are assigned and well accomplished by the academicians will lead to the good performance. It will also add to the value of employment security of the academic staff. It been said that the employment security will have positive relationship job performance of the academic staff. The job of the academic staff could easily been accomplished well when they feel secure of their employment status as this will boost up their performance as the academic staff. Also, they will perform their job efficiently and become more competence on the task that they are handling.

High level of job performance shown by the academic staff may be affected by the training that they attend within the organization. The training may assist to improve their teaching skills and to facilitate administrative skills that could directly influenced to increase their performance from time to time. The universities are

trying to acquire qualified academic staff that have a good background of qualification and experienced of teaching in the tertiary education. The reason being, it would save the cost in terms of providing the training to them. The most qualified and experienced academic staff will assist to improve and increase the performance of the universities to be among the top education institutions. When the organization is considered hiring the suitable people together with the good compensation package, it could directly affect individual performance as the academic staff. Accordingly, they suggested that the appropriate selective hiring process may help the universities to increase in the level of teaching quality. In addition to that, signified that whenever the universities practice proper selective hiring, it will lead to the academic staff to perform their job proficiently.

Table 4.13: Descriptive Statistics for Employee Job Satisfaction

No	Statements	1	2	3	4	5	Mean	SD
1.	I am satisfied with the personal relationship with my immediate supervisor.	4	7	13	142	131	4.31	0.779
2.	I am satisfied with the kind of work and tasks that am required to perform in this University.	10	19	72	145	51	3.7	0.941
3.	I am satisfied with the level of trust that the management shows towards the teaching staff.	8	23	53	124	89	3.89	1.01
4.	I am satisfied with the way the university has enforced safety standards at the work place	16	14	25	164	78	3.92	1.009
5.	I am satisfied with way my supervisor assist me to achieve my aspirations and ambitions	11	33	33	151	69	3.79	1.039
6.	I am satisfied with the supervision style used by my head of departments.	11	22	72	140	52	3.67	0.971
7.	I am satisfied with the level of flexibility and freedom to do my job.	5	50	57	140	45	3.57	0.994
8.	I am ready to stay in this university because of the conducive and satisfying work environment.	20	59	63	126	29	3.29	1.098

The distribution of scores for the factor demonstrates good symmetry between values below and above the mean rank, thus normality assumption is confirmed.

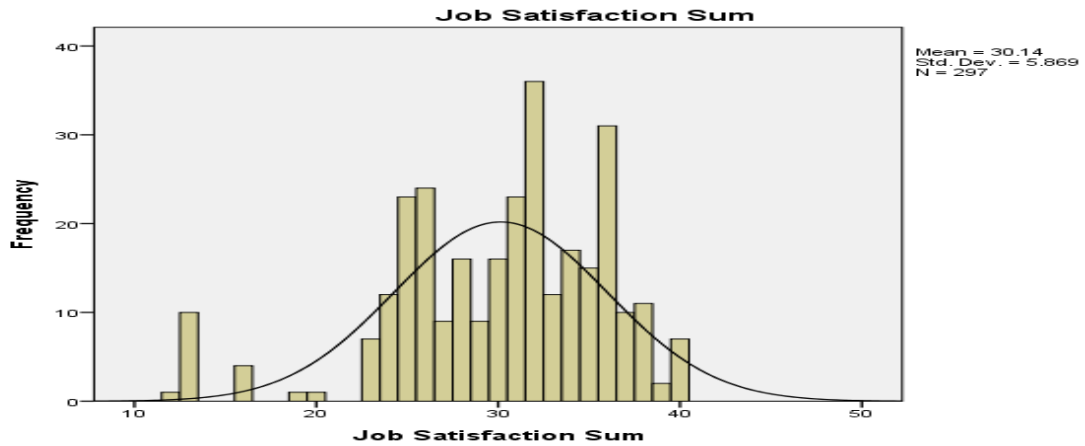


Figure 4.6: Employee Job Satisfaction Response Distribution

4.5 Diagnostic Tests on Data

Parametric test must meet certain thresholds or assumptions for the data so that the statistics can be considered efficient and unbiased estimators. Important assumptions to be ascertained are; Normality, Heteroscedasticity, Multicollinearity, Autocorrelation and Linearity of data. These assumptions are tested and confirmed before actual statistical analysis is carried out.

4.5.1 Normality Test for Data

Statistical tests are more powerful in predicting outcomes when the assumptions of normality of data distribution are confirmed. Estimations of parameters is more accurate when sample data is normally distributed as the population, so that a standard normal curve (symmetrical bell-shaped curve) can be used to estimate probabilities of occurrence with a given level of significance. Many social science research support hypothesis test at 5% level of significance and this study also conducts its tests with a 95% confidence that true parameters lie within the 95% confidence limits.

One of the methods of ascertaining normality is by superimposing a standard normal curve on to a histogram representing data for each factor. This is further confirmed by values for Skewness and Kurtosis. A standard normal curve has Skewness and Kurtosis values that approximate 0 but Kurtosis can be allowed up to a maximum value of +/-3.0. But values for Skewness must lie within +/-2.0 (Gujarati, 2004).

Table 4.14: Normality Test

Variables	Skewness	Kurtosis
Career skill developments practices	-0.943	0.441
Career Goal Setting	-0.33	0.054
Career Mentorship practices	-1.172	2.134
Career Support practices	-0.69	0.754
Employee job satisfaction	-0.916	1.064

Table 4.12 shows that all the key variables of the study met the assumption of normality given values for Skewness and kurtosis. Only career mentorship had a kurtosis values above 2.0 but with the limit of 3.0 this as well was not a violation hold the normality assumptions. Therefore data support application of parametric tools for descriptive and inferential statistics.

4.5.2 Homoscedasticity Test

Classical linear regression is also defined by the assumption that the dispersion of data around the mean is constant for all the values independently observed. Constant variance ensure that prediction of outcomes is possible with a given degree of error (0.05 level of significance). The study assessed variability of data using normal P-P Plots which track the expected values against observed values on a straight diagonal. While plotting perfectly on the line is preferred, some variation is not evidence of serious violation of the assumption of homoscedasticity. Therefore each of the key

variables has its P-P Plot presented graphically to show non- violation of the assumption of constant variables.

A normal P-P plot for career skill development presented on Figure 4.7 show that data plotted fairly well along the straight diagonal from the bottom left corner to top right corner. The distribution above and below the line depict residuals that are not far displaced from the line. Thus observed values did not vary significantly from expected values between 0.00 and 1.0 of the cumulative probabilities thus evidence of homoscedasticity.

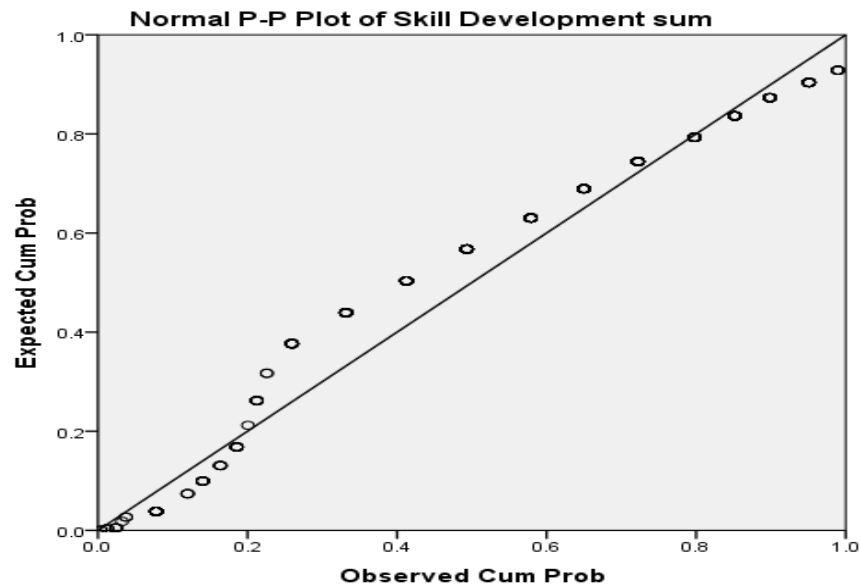


Figure 4.7: Normal P-P Plot for Career Skill Development

Homoscedasticity for career goal setting is also tested using normal P-P plot. An observation of the distribution (Figure 4.8) of observed and expected values indicate absence of heteroscedasticity which is an important assumption in the classical linear regression. The data points should lie on the straight line reasonably well (Tabachnich & Fidell, 2001).

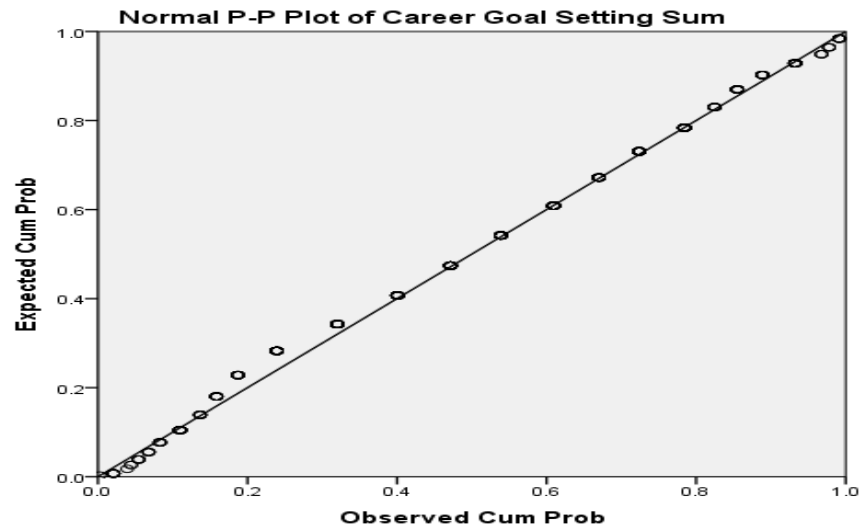


Figure 4.8: Normal P-P Plot for Career Goal Setting

Similarly, a normal p-p plot of Career mentorship reveals the distribution of residuals around a mean standardized value. The data points are all close to the straight diagonal line depicting homoscedasticity as measured by observed and expected values (Figure 4.9)

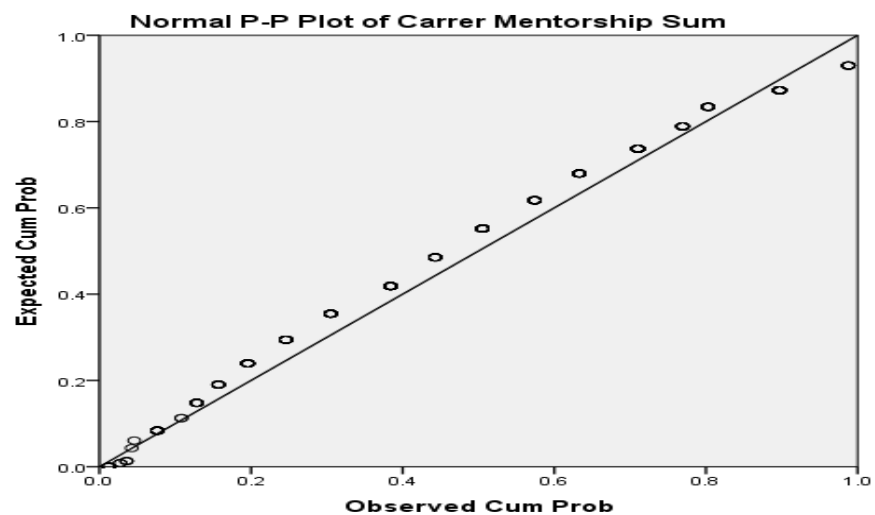


Figure 4.9: Normal P-P Plot of Career Mentorship

A test for constant variance of values defining career support which is necessary when conducting a linear regression analysis also show low reasonable variability of points along the diagonal line as seen on Figure 4.10. Thus heteroscedasticity was not a problem.

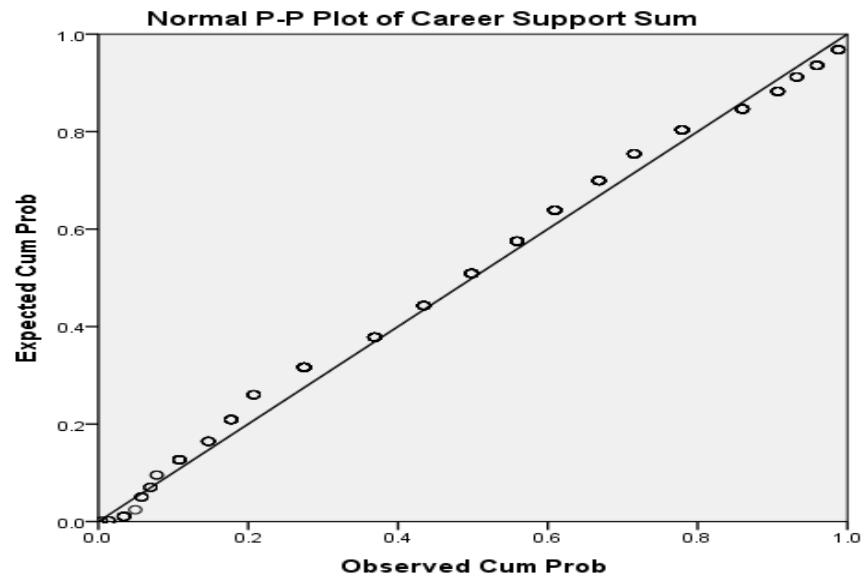


Figure 4.10: Normal P-P plot of Career Support

Responses on employee job satisfaction as a dependent variable also indicate constant variance of the residuals which is sought for parametric analysis. An examination of the p-p plot (Figure 4.11) show that data is spread out close to the straight line which mean heteroscedasticity was not a serious problem. Therefore all the factors fitted the assumption of homoscedasticity to make them suitable in further linear regression analysis.

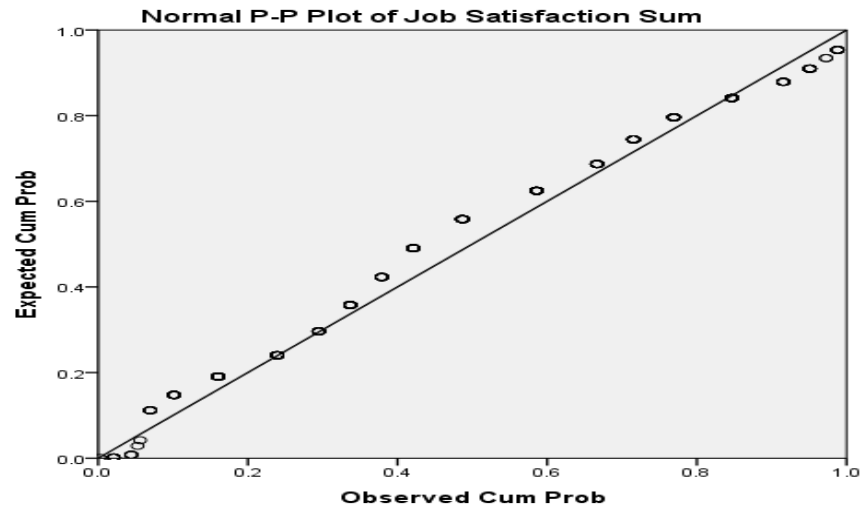


Figure 4.11: Normal P-P Plot of Employee Job Satisfaction

4.5.3 Multicollinearity Test

A multicollinearity test is carried out on data to determine what each independent factor / variable independently contribute to explaining variability in the outcome variables (employee Job satisfaction). There is low multicollinearity between the independent variables as expected (Table 4.13). A correlation coefficient below 0.7 for each the explanatory variable is acceptable according to Pallant (2005). A look of the relationship between career skill development, career goal setting, career mentorship and career support practices the correlation between the independent variables were below 0.7 thus no serious problem of multicollinearity was detected.

Table 4.15: Multi-collinearity Coefficients

		Career Skill Development practices	Career Goal Setting practices	Career Mentor- ship practices	Career Support practices	Employee Job Satisfaction
Career Skill Development practices	Pearson	1	.423**	.607**	.628**	.628**
	Correlation					
	Sig. (2-tailed)		.000	.000	.000	.000
	N	297	297	297	297	297
Career Goal Setting practices	Pearson	.423**	1	.507**	.651**	.591**
	Correlation					
	Sig. (2-tailed)	.000		.000	.000	.000
	N	297	297	297	297	297
Carrer Mentor- ship practices	Pearson	.607**	.507**	1	.449**	.408**
	Correlation					
	Sig. (2-tailed)	.000	.000		.000	.000
	N	297	297	297	297	297
Career Support practices	Pearson	.628**	.651**	.449**	1	.854**
	Correlation					
	Sig. (2-tailed)	.000	.000	.000		.000
	N	297	297	297	297	297
Employee Job Satisfaction	Pearson	.628**	.591**	.408**	.854**	1
	Correlation					
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	297	297	297	297	297

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

Multicollinearity Test statistic can also be confirmed from regression analysis where values for tolerance ($1-R^2$) and Variance Inflation Factor ($VIF = 1 / (1-R^2)$) are expected to approach 1.0. from below and above respectively (Tabachnick & Fidell, 2001). Table 4.14 presents results for multicollinearity test.

Table 4.16: Multi collinearity statistics

Variable	Tolerance	VIF
Career Skill Development practices	0.462	2.162
Career Goal setting practices	0.506	1.974
Career mentorship practices	0.549	1.821
Career Support practices	0.420	2.382

The two tests confirm multicollinearity was not a problem in the data set because tolerance value was not lower than 0.1 while VIF is not above 10 (Pallant, 2005)

4.5.4 Linearity Test

Classical linear regression assumption of linearity requires that data be linearly related if prediction constants are to be considered valid. Linearity between independent and dependent variable is tested using a scatter plot. Data for each independent variable is plotted against that of the dependent variable (Figures 4.12 to 4.15). An inspection is then made to see if the relationship is linear by fitting a linear line. Scatter plots were used to test for linearity and to visually show whether there was a linear or curvilinear relationship between two continuous variables before carrying out regression analysis. Regression models can only accurately estimate the relationship between dependent and independent variables if the relationship is linear (Osborne & Waters, 2002). The scatter plot of the relationship between the dependent and independent variables is shown in the subsequent sections. Below are scatter plots for career skill developments, career goal setting, career mentorship and career support against employee job satisfaction.

a) Scatter Graph skill Development and Employee Job Satisfaction

The graph shows how the data points for skill development are scattered on a plane consisting of combination points for skill development and employee job satisfaction. The points appear to spread out from the bottom left towards the top right corner indicating a positive linear relationship between the two variables (Figure 4.12).



Figure 4.12: Linearity of Skill Development

b) Career goal setting practices vs. employee job satisfaction scatter

Similarly graph (Fig 4.13) presents a scatter plot for career goal setting and employee job satisfaction. An inspection show that the points spread out in a diagonal pattern from bottom left to top right. A Positive straight line is fitted with a slope of 0.59. Thus positive linear relationship is evident here between the two variables scatter graph.



Figure 4.13: Linearity of Career Goal Setting Practices

c) Career Mentorship practices vs. employee job satisfaction scatter graph

The relationship between career mentorship practices and employee job satisfaction is linear as seen from the path of data point on the scatter graph below (Figure 4.14). The relationship is positive between the two variables plotted on the graph and the slope coefficient is 0.4. Therefore there is a linear relationship between the two variables.

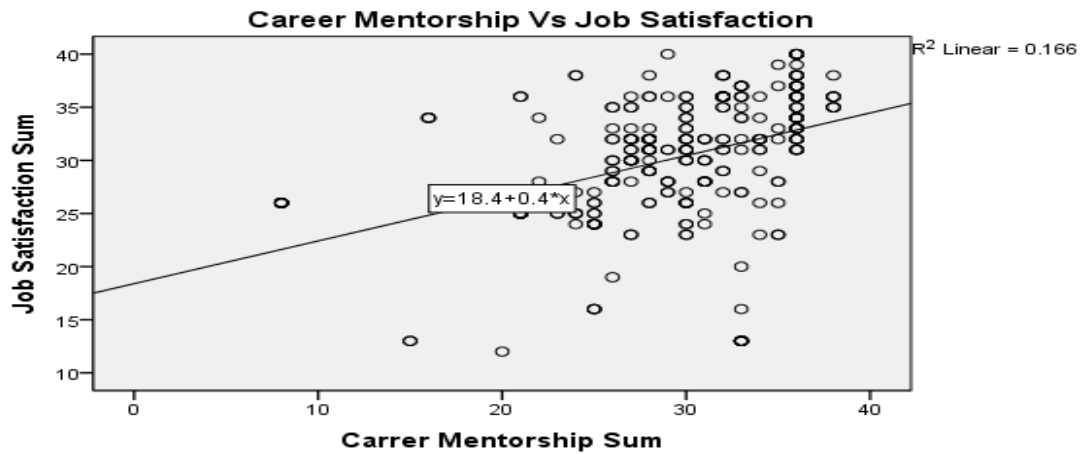


Figure 4.14: Linearity of Career Mentorship Practices

d) Career support practices vs. employee job satisfaction scatter graph

An inspection of the path of data points plotted on the scatter graph (Figure 4.15) indicate linear line can easily be fitted within the data points from bottom left to top right. This is evidence of a positive linear relationship between the two variables. The slope coefficient is 0.83 indicating larger explanatory power of career support practices.

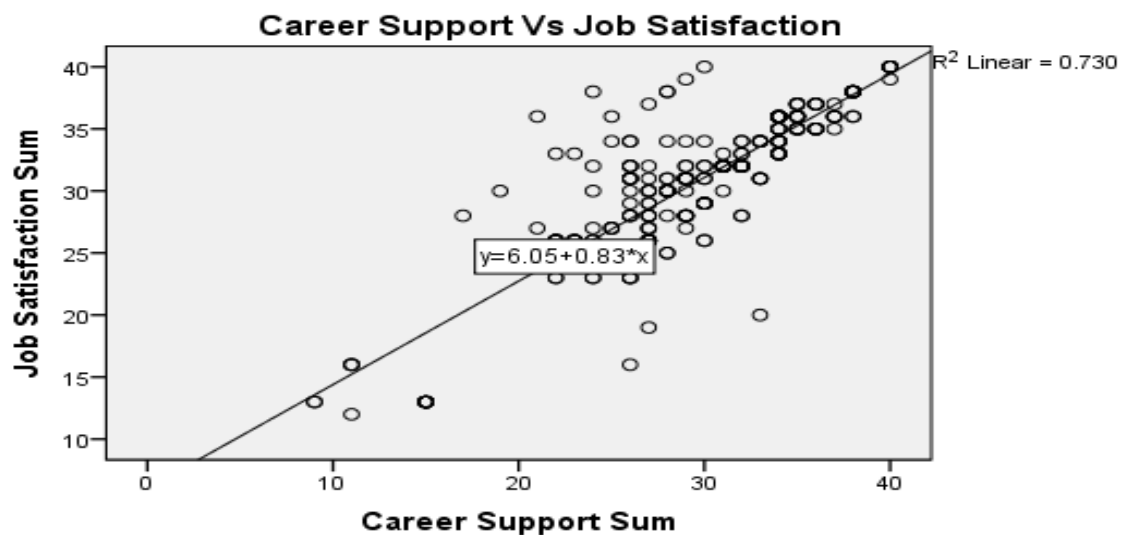


Figure 4.15: Linearity of Career Support Practices

The linearity test indicates the relationship between dependent and independent variables. For linear regression to be conducted, the relationship between the independent and dependent variables needs to be linear. The linearity assumption can best be tested with scatter plots and graphs. The linearity test results show that the data set was exhibiting linear pattern hence linear regression modeling could be conducted. Multiple linear regression modeling could thus be conducted to establish the influence of career support practices, career mentorship practices, career goal setting practices, career skill development practices on employee job satisfaction academic staff of Kenyan public universities.

4.5.5 Autocorrelation Test

Autocorrelation test is conducted to determine whether the error terms for each independent variable is related with the variable itself. In order to apply the ordinary test square regression, the error terms for every variable are assumed not to be related with each of the variables (serial correlation). A confirmation of absence of serial correlation of the error term against each independent variable is evidenced by Durbin- Watson values of 2.0 for cross sectional data (Tabachnick & Fidell, 2001). Table 4.15 (model summary) shows that a multiple regression model for the study realizes a Durbin-Watson statistic of 2.086.

Table 4.17: Model Summary for Predictors

Model	R	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	Durbin-Watson
					F	df1	df2		
1	.865 ^a	.748	2.967	.748	216.617	4	292	.000	2.086

a. Predictors: (Constant), Career Support practices, Career Mentorship practices, Career Goal Setting practices, career skill development practices, b. Dependent Variable: Employee Job Satisfaction

4.6 Inferential Statistics

The next section contains analysis of data using inferential statistics to show nature and strength of relationship between independent variables and dependent variable. In the family of techniques for inferential statistics correlation analysis and

regression analysis are common. All the hypothesis tests are carried out at the level of significance of 0.05 or 5%.

4.6.1 Correlation results

A correlation analysis seeks to determine the nature as strength of relationship between independent and dependent variables. It is an hypothesis test for association without confirming which variables causes another to change. Pearson’s correlation statistic is used to establish the relationship between the key variables. As seen on Table 4.16 career support has the strongest positive relationship with employee job satisfaction which is statistically significant ($r= 0.854$ $p = 0.000$). That is followed by skill development with a correlation coefficient of 0.628 (strong positive and significant) then career goal setting with a fairly strong positive correlation($r= 0.591$ $p= 0.000$) and lastly career mentorship with a moderately strong positive correlation coefficient ($r= 0.408$ $p = 0.000$) out of the 297 sampled respondents.

Table 4.18: Correlation Coefficients

			Career Skill Development Practices	Career Goal Setting Practices	Career Mentorship	Career Support Practices	Employee Job Satisfaction
Career Development Practices	Skill	Pearson Correlation	1				
		Sig. (2-tailed)					
		N	297				
Career Goal Setting Practices	Goal Setting	Pearson Correlation	.423**	1			
		Sig. (2-tailed)	.000				
		N	297	297			
Career Mentorship Practices	Mentorship	Pearson Correlation	.607**	.507**	1		
		Sig. (2-tailed)	.000	.000			
		N	297	297	297		
Career Support Practices	Support	Pearson Correlation	.628**	.651**	.449**	1	
		Sig. (2-tailed)	.000	.000	.000		
		N	297	297	297	297	
Employee Job Satisfaction	Job	Pearson Correlation	.628**	.591**	.408**	.854**	1
		Sig. (2-tailed)	.000	.000	.000	.000	
		N	297	297	297	297	297

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

The findings are theoretically plausible on account of positive relationship observed between all the independent factors with employee job satisfaction. Career support activities rank high from the findings in this study. These include enhancing employee knowledge, upgrade their skills, develop abilities and change attitudes toward work according to Callanan Greenhouse and Godshalk (2011). Additionally Zafar and Mat (2012) assert that by supporting employee career development activities, an employer would improve worker performance and raise morale. This direct relationship is therefore supported.

Skill development as another career developments concept also related positively and significantly to employee job satisfaction from the findings of the study. Moray (2015) contends that skill development adds value to organization as well as personal career development. He asserts that fostering an attitude of appreciation for life-long learning is key to work place success. Continuous training is thus important because skills change rapidly in the face of changing technology and ICT (Nishtha & Amit 2010). The findings of this study are consistent with theory and other research that skill development is positively associated with employee job satisfaction.

Career goal setting is fairly strongly and positively related to employee job satisfaction is also supported by Lock and Lathan (2012) when explaining theory of motivation. They conclude that a significant association exists between personal target and performance. That “goals and targets set out by employee together with supervision tend to improve performance” (Du Brin, 2012). Self-awareness and self-assessment play a key role in setting realistic goals for an individual’s career.

Career mentorship in this study also realised acceptable results since the relationship with employee job satisfaction is positive, significant but only moderately strong. By coaching juniors about tasks and how best to accomplish them, career mentorship exposes mentees to the right content, skills and knowledge necessary to excel in a career. This must however be based on mutual trust and respect between mentor and mentee (Zay, 2011). The relationship realised here was fairly strong probably because university teaching staff belong to a community of scholars who were self-

motivated and therefore may not rely much on external influence to drive their ambition.

Mentoring can provide an array of benefits for organizations of all sizes, especially small businesses. When conducted in an efficient and productive manner, mentoring provides employees a way to connect, learn and grow within the company and along their own career paths. Mentoring involves pairing experienced professionals with employees that could use help adapting to the environment and culture of the workplace. This can include pairing a mentor with new employees to help them settle into the surroundings and get off to a good start. Coaching often comes in play when a new employee or current employee can benefit from personal guidance on specific job duties, processes or responsibilities. Small businesses can also use mentors to help develop other employees along a specific career path, such as management (Hayes, 2015). On an organizational level, mentoring can provide a host of benefits.

Mentoring can help encourage loyalty to the company. When experienced professionals help mold the career of and provide opportunities for mentees, these individuals may feel a greater sense of connection and commitment to the business. Prince (2011) urged that taking advantage of the expertise and knowledge of experienced employees and professionals can help bring younger or less experienced employees up to speed. This results in better efficiency across the organization when bringing on new employees. In addition, mentoring can help guide an employee along on her career path resulting in an employee well versed on company expectations providing a benefit for the organization.

Mentoring can help to support these individuals, as it has the adaptability and flexibility to support a range of individuals with different learning styles. The development needs of individuals are diverse and the 'one size fits all' model of development is often inappropriate. Thus, mentoring has the potential to provide a flexible responsive development approach that can use to support an increasing number of individuals within the organization than traditional forms of training (Sweeney, 2013). On top of developing employees, Mentoring can improve the function of the team, department and entire organization. Mentoring allows managers

to identify the weaknesses and strengths of each employee. This allows the organization to capitalize on the resources at hand to keep the whole team working smoothly when employees request vacation or take a sick day.

Effective mentoring can have a positive impact on an organization. It can produce improved relationships and teamwork between staff at different levels. Employees have increased job satisfaction, which improves productivity and quality, and there is an overall improved use of people, skills and resources, as well as greater flexibility and adaptability to change (Shreethara, 2014). Pank (2010) confirm that opportunities for professional growth and development for university staff should be enhanced through proper career development programs and provide inventions to those who pursue career development activities. Other studies (Sadat & Ahmed, 2014) on the role of managers' support on the job satisfaction among Turkish police realized a significant role played by this support toward performance.

4.6.2 Simple Linear Regression Analysis

Regression analysis is part of inferential statistics where a model predictive power is estimated based on relationship between independent variables and dependent variables. It examines how well each variable(s) predicts the outcome variables and the overall goodness of fit of the model. A simple regression method and multiple regression is conducted on the variables and their explanatory power highlighted using the coefficient of determination (R^2) and the Table 4.19 shows the statistics.

- a) Regression Equation for Career Skill Development practices and employee job satisfaction.

A simple regression model of the form;

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

Where; Y is employee job satisfaction and X_1 is career skill development practices. An intercept term is (α). The estimated equation for objective one is;

Table 4.19: Coefficient for Career Skill Development practices

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
		B	Std. Error				Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	11.680	1.356		8.611	.000	9.010	14.349						
	Skill Development	.597	.043	.628	13.877	.000	.512	.681	.628	.628	.628	1.000	1.000	

a. Dependent Variable: employee job satisfaction

$$\hat{Y} = 11.68 + 0.597X_1 + \dots \quad (1)$$

$$R^2 = 0.395$$

The model (equation 1) is interpreted to mean a direct relationship exist between skill development and employee job satisfaction. A unit increase in career skill development would improve job satisfaction by 0.597. The coefficient are statically significant as t values are high for both the intercept and the slope coefficient for skill developments (t=13.87 and 8.611). The model is valid F= 192.5, df = 295, 1, while $R^2 = 39.5\%$. Therefore skill development alone explains 39.5% of the variation in employee job satisfaction other factors remaining the same. Skills are the acquired trade, craft, or special training possessed by an individual giving him the ability or competence to perform. Employees need to understand the skills they have and to appreciate the importance of improving those skills for better performance. An assessment of the available skills against job demand can highlight skill gap that can then be plugged through further training. Only through career development will organizations get to achieve the level of competitiveness that they require to survive and thrive in the market.

Continuously learning and developing one's skills requires identifying the skills needed, and then successfully seeking out trainings or on-the-job opportunities for developing those skills. The organization thus invests in continuous training and skill development to remain competitive in the market place. The results agree with Phonthanukitithaworn, Ketkaew, Naruetharadhol, Phonthanukitithaworn and Ketkaew (2017) who conducted a stud on skill development and job satisfaction in Thailand' Industrial Sector and revealed that both learning and training significantly correlated with the level of job satisfaction of Thai industrial laborers. The results

also concur with Picho (2014) who investigated the relationship between employee training and development and job satisfaction in Uganda Management Institute and found that employee training and developments accounted for 11.8% of variation in job satisfaction. Likewise, Paposa and Kumar (2019) who conducted a study on the impact of training and development practices on job satisfaction of faculty members of technical education institutes and found a positive relationship between training and development practices and job satisfaction among the faculty members of technical educational institutes.

b) Regression Equation for career Goal setting and employee job satisfaction (Table 4.20)

Regressing employee job satisfaction on career goal setting yields an equation of the form;

$$\hat{Y} = \beta_0 + \beta_2 X_2 + \varepsilon$$

Where Y= employee job satisfaction X_2 = Career goal setting practices, β_0 = common intercept and β_2 is the sensitivity coefficient of Y (employee job satisfaction) on career goal setting practices.

Table 4.20: Coefficient for Career Goal setting

Model	Coefficients ^a											
	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
						Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	14.004	1.312		10.670	.000	11.421	16.587					
Career Goal Setting practices	.589	.047	.591	12.573	.000	.497	.682	.591	.591	.591	1.000	1.000

a. Dependent Variable: Employee Job Satisfaction

The regression model estimated from these variables is;

$$\hat{Y} = 14.0 + 0.589X_2 \dots \dots \dots (2)$$

$$R^2 = 0.349$$

Thus increasing career goal setting practices efforts in public universities potentially increase job satisfaction by 0.589 units all else remaining constant. The constants are statistically significant with very low P- values of (0.000). The model is similarly valid $R^2 = 34.9\%$ F value = 158, (df 295, 1). A D-W value of 1.917 is close to 2.0 which mean there was no problem of serial autocorrelation of the error term with each respective independent variable. Goal setting process is applicable at all levels of the organization that is both at group, individual and team levels. Goal setting is an important management lever under performance management that can improve performance in a meaningful way both for organization and individual as over ninety percent of empirical studies have shown positive effects of goal setting on employee or team performance. Goal setting is management process which ensures that every employee knows their role and results they need to accomplish to maximize their contribution towards overall business. Effective goal setting positively impacts employee outcomes.

Goals are an important component of performance management system as goals are performance directed resulting in elevated performance. Goals and goal-related processes motivate, organize, and direct behavior at all ages. Goals help direct and maintain behavior on tasks that may provide only distant rewards. Effective goal-setting behavior is therefore important in career decision-making, a complex process often requiring delay of gratification, careful prioritizing and planning, and personal action. Commitment to specific challenging goals, adequate feedback, high self-efficacy (and ability), and suitable task strategies lead to high performance. Thus effective goal-setting can lead to better individual performance. Goals also play an important role in making work meaningful as when employees can pursue cherished goals they find work more meaningful. The results agree with Kodithuwakku (2017) who undertook a study on job satisfaction among academic staff members in state universities In Sri Lanka and found that academic staff members expect a high level of organizational support and it tends to feel confident and hopeful about their desired job goals and are able to have both the motivation and plans to achieve their goals. The results also agree with Okolocha, Akam, and Uchegara (2021) who conducted a study on the effect of job satisfaction on job performance of university lecturers in South-East, Nigeria and found that goal setting has positive significant

effect on the job performance of the academic staff of public universities in South-East, Nigeria.

- c) Regression result (Table 4.21) and equation for career mentoring practices and employee job satisfaction.

The estimated regression equation between employee job satisfaction and career mentoring produce estimates as;

$\hat{Y} = \beta_0 + \beta_3 X_3 + \varepsilon$ where X_3 is career mentoring practices \hat{Y} is employee job satisfaction and β_3 is the factor sensitivity (career mentorship practices) on employee job satisfaction. These results shows that a unit increases in career mentorship practices increase academic staff job satisfaction by 0.402 units. Mentoring is a process of developing formal relationships between junior and senior members of the organization, in certain cases mentoring also takes place between peers. This involves having more experience employees coach the less experienced ones.

Table 4.21: Coefficient for Career Mentoring Practices

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
	B	Std. Error				Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
1 (Constant)	18.402	1.562		11.778	.000	15.327	21.477						
Career Mentorship	.402	.052	.408	7.665	.000	.299	.505	.408	.408	.408	1.000	1.000	

a. Dependent Variable: employee job satisfaction

The equation is stated as;

$$\hat{Y} = 18.34 + 0.402X_3 \dots \dots \dots (3)$$

$$R^2 = 0.166.$$

Career Mentorship practices explain 16.6% of the variation in employee job satisfaction. The simple regression equation is valid with F-value= 58.75 (0.000) (df = 295, 1) while Dubin Watson value remains acceptable (DW = 2.149). Hence career mentorship practice is a significant predictor of employee job satisfaction with a direct relationship. The t values are high since standard errors are low (Se = 0.052). Mentoring is targeted to psychological functions; role modeling, counseling,

benchmarking individual practices are various ways in which the latter is achieved. It is no doubt an important tool that apart from employee development also leads to increased job satisfaction, organizational dedication and career achievement. The process of mentoring works both ways i.e. it benefits the parties, the mentor and the mentee. It increases the job involvement and satisfaction of the mentor. In case of the one mentored, he feels valuable, the employee job satisfaction increases and there is essentially a transfer of knowledge and skills. Mentors provide advice to their allocated persons regarding administrative and technical problems that people meet, and necessary knowledge and skills to overcome those problems.

Mentoring is a process of developing formal relationships between junior and senior members of the organization, in certain cases mentoring also takes place between the peers. This involves having more experienced employee mentor the less experienced. It is a process of developing relationships between more experienced members of an organization and less experienced ones for transfer of knowledge and skills. Mentoring not only supports the abilities and competencies of the individuals and groups but also provides positive alteration of employees' skills to their improved performance and organization commitment. The process of mentoring works both ways, it benefits the parties, the mentor and the mentee. It increases affective commitment to the mentee to the organization, and there is essentially a transfer of knowledge and skills. Mentoring may be informal or formal, but typically the primary functions associated with mentoring are vocational support, psychosocial support and role modeling.

Mentoring relationship have a great potential to enhance the development of young individuals in both early and middle career stage. Mentored employees possess positive attitudes and a positive attachment to their organization. Effective career and psychosocial mentoring help employees integrate into the organization. In addition to developmental support, mentoring helps engineers become employable by improving their soft skills. Soft skills consist of interpersonal skills and personal attributes. The lack of career mentorship can negatively affect an individual's performance and achievement, leading to decreased institutional performance and employee job satisfaction. The results agree with Van Vianen, Rosenauer, Homan, Horstmeier and

Voelpel (2018) who conducted a study on career mentoring in context and found that career mentoring climate positively relates to promotability, more so than differentiated career mentoring. Both career mentoring climate and differentiated career mentoring are positively related to the intention to stay. The results also concur with Akpan, Owhor and Nsikan (2017) who investigated workplace mentoring strategies and sustainable commitment of university teaching hospital staff in south-south region of Nigeria and found that employee mentoring has a strong impact on commitment of healthcare workers towards efficient service delivery. Also, Szromek and Wolniak (2020) in a study on Job satisfaction and problems among academic staff in higher education that the level of employee satisfaction from work is closely correlated with career mentorship.

d) Regression Equation for Career support practices and employee job satisfaction. The statistics are obtained from Table 4.22.

This equation exist in the form of,

$$Y = \alpha_0 + \beta_4 X_4 + \varepsilon$$

Where X_4 is career support practices β_4 being the slope coefficient associated with career support activities produce the estimated regression model as;

Table 4.22: Coefficient for Career Support practices

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
	B	Std. Error				Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
1 (Constant)	6.053	.871		6.947	.000	4.338	7.768						
Career Support	.834	.030	.854	28.229	.000	.776	.893	.854	.854	.854	1.000	1.000	

a. Dependent Variable: employee job satisfaction

$$\hat{Y} = 6.053 + 0.834X_4 \dots\dots\dots(4)$$

$$R_2 = 0.73$$

Interpreting the equation (4) one concludes a unit increase in career support activities by the institutions of higher learning increases staff job satisfaction by 0.834 units. This factor has the greatest contribution to employee job satisfaction since its $R^2=73\%$ $df=1, 295$ and $DW=2.086$. Career support is part of the career development program that motivates and fulfil an employee's need for growth. Support activities are those that identify training need or skill gap that require further training, education and financial as well as material resources. The way employee perceives organizational support for career development has a bearing on satisfaction with employer or organization. When organizations provide support for career development then employees feel appreciated and valued which then translate into satisfaction. Employee job satisfaction can be achieved by making a good career development system and giving an understanding of how important the system is that is designed by the company for managerial and professional employees.

Employees are likely to report increased satisfaction when career support activities are available to enhance their knowledge, upgrade their skills, develop abilities, and change attitudes at work. Some scholars view career planning, career management, perceived career development support, and employee job satisfaction practices as interrelated concepts. The results agree with Kaya and Ceylan (2014) who undertook an empirical study on the role of career development programs in organizations and organizational commitment on job satisfaction of employees and indicated that career development programs and organizational commitment have a partial effect on employee's job satisfaction, organizational commitment affects job satisfaction directly and positively, and career development programs in organizations do not affect the level of employee's job satisfaction. The results also concur with Sinha (2020) who investigated career development, the enabler for job satisfaction and found that career development programmes enable HR managers, managers and their stakeholders to work together to plan, organize, formalize, lead and monitor career programmes to develop not only employees' jobs but the whole stage process, attitude, behaviour and state of affairs relating to employees' work life.

4.6.3 Multiple Linear Regression Equation

Finally a multiple regression equation is modeled by regressing employee job satisfaction on skill development, career goal setting, career mentoring and career support activities. This equation is in econometric form as;

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

Where X_1 is Career skill development practices

X_2 is career goal setting practices

X_3 is career mentorship practices

X_4 is career support practices

$\beta_0, \beta_1, \beta_2, \beta_3, \beta_4$, are regression coefficient to be estimated.

ε is the vendor term in the multiple equation

β_0 is the intercept term that is common to all the factors.

The results contained in the tables for model summary, ANOVA and regression coefficients reveal a coefficient of determination (adjusted) of 0.744. The model summary is shown Table 4.23.

Table 4.23: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics				
						F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.865 ^a	.748	.744	2.967	.748	216.617	4	292	.000	2.086

a. Predictors: (Constant), Career Support Career Mentorship Career Goal Setting , Skill Development
b. Dependent Variable: Job Satisfaction

Therefore with the model for skill development and career support explaining 74.4% of the variation in employee job satisfaction, career developments practices are

adequately explained by these two factors based on the data analyzed. The model validity from the ANOVA table 4.24 show an F value of 216.617 which is significant (0.000). Thus the study model was valid to explain variability in employee job satisfaction of academic staff in public universities in Kenya.

Table 4.24: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7625.533	4	1906.383	216.617	.000 ^b
	Residual	2569.807	292	8.801		
	Total	10195.340	296			

a. Dependent Variable: employee job satisfaction
b. Predictors: (Constant), career support practices, career mentorship practices, career goal setting practices, career skill development practices

A multiple regression equation (Table 4.25) show that skill development, career mentorship , career support activities and career goal setting are significant predictors of employee job satisfaction among faculty staff of public universities in Kenya when tested at the 0.05 level of significance.

Table 4.25: Multiple Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero order	Partial	Partial	Tolerance	VIF
1 (Constant)	4.250	1.046		4.063	.000	2.191	6.309					
Career Skill Development practices	.176	.041	.185	4.291	.000	.095	.257	.628	.244	.126	.462	2.162
Career Goal Setting practices	.080	.031	.080	2.580	.004	-.001	.161	.591	.113	.057	.506	1.974
Career Mentorship practices	.165	.039	.066	4.230	.000	-.142	.011	.408	-.098	-.049	.549	1.821
Career Support practices	.699	.044	.716	15.781	.000	.612	.786	.854	.678	.464	.420	2.382

a. Dependent Variable: employee job satisfaction

From table 4.25 estimated linear regression model is given as

$$\hat{Y} = 4.25 + 0.176 X_1 + 0.08 X_2 + 0.165 X_3 + 0.699 X_4 \dots \dots \dots (5)$$

The multiple regression model is valid $F= 216.617$, ($df= 4, 292$) and D-w value of 2.086 against an expected value of 2.0 (Gujarati, 2004).

Career goal setting practices is positively significant explainers of employee job satisfaction for staff teaching in public universities since their t values are very low ($B=.080$, $p=.004 < 0.05$). A unit increase in goal setting by unit increases employee job satisfaction by 0.08 units. Goal setting is an important management lever under performance management that can improve performance in a meaningful way both for organization and individual as over ninety percent of empirical studies have shown positive effects of goal setting on employee or team performance. Goal setting is management process which ensures that every employee knows their role and results they need to accomplish to maximize their contribution towards overall business. Effective goal setting positively impacts employee outcomes.

Thus effective goal-setting can lead to better individual performance. Goals also play an important role in making work meaningful as when employees can pursue cherished goals they find work more meaningful. The results agree with Kodithuwakku (2017) who undertook a study on job satisfaction among academic staff members in state universities In Sri Lanka and found that academic staff members expect a high level of organizational support and it tends to feel confident and hopeful about their desired job goals and are able to have both the motivation and plans to achieve their goals. The results also agree with Okolocha, Akam, and Uchehara (2021) who conducted a study on the effect of job satisfaction on job performance of university lecturers in South-East, Nigeria and found that goal setting has positive significant effect on the job performance of the academic staff of public universities in South-East, Nigeria.

Career mentorship practices has a positive and significant relationship with employee job performance ($B=.165$, $p=.000 < 0.05$). The results imply that a unit increase in career mentorship by unit increases employee job satisfaction by 0.165 units.

Mentoring can provide an array of benefits for organizations of all sizes, especially small businesses. When conducted in an efficient and productive manner, mentoring provides employees a way to connect, learn and grow within the company and along their own career paths. Mentoring involves pairing experienced professionals with employees that could use help adapting to the environment and culture of the workplace. This can include pairing a mentor with new employees to help them settle into the surroundings and get off to a good start. Coaching often comes in play when a new employee or current employee can benefit from personal guidance on specific job duties, processes or responsibilities. Small businesses can also use mentors to help develop other employees along a specific career path, such as management (Hayes, 2015). On an organizational level, mentoring can provide a host of benefits.

Mentoring can help encourage loyalty to the company. When experienced professionals help mould the career of and provide opportunities for mentees, these individuals may feel a greater sense of connection and commitment to the business. Prince (2011) urged that taking advantage of the expertise and knowledge of experienced employees and professionals can help bring younger or less experienced employees up to speed. This results in better efficiency across the organization when bringing on new employees. In addition, mentoring can help guide an employee along on her career path resulting in an employee well versed on company expectations providing a benefit for the organization. Mentoring can help to support these individuals, as it has the adaptability and flexibility to support a range of individuals with different learning styles. The development needs of individuals are diverse and the 'one size fits all' model of development is often inappropriate. Thus, mentoring has the potential to provide a flexible responsive development approach that can use to support an increasing number of individuals within the organization than traditional forms of training (Sweeney, 2013).

On top of developing employees, mentoring can improve the function of the team, department and entire organization. Mentoring allows managers to identify the weaknesses and strengths of each employee. This allows the organization to capitalize on the resources at hand to keep the whole team working smoothly when employees request vacation or take a sick day. Effective mentoring can have a

positive impact on an organization. It can produce improved relationships and teamwork between staff at different levels. Employees have increased employee job satisfaction, which improves productivity and quality, and there is an overall improved use of people, skills and resources, as well as greater flexibility and adaptability to change (Shreethara, 2014).

Skill development has a positive and statistically significant relationship with employee job performance. The multiple regression equation states that career skill development activities when improved would increase employee job satisfaction by 0.176 units. An assessment of the available skills against job demand can highlight skill gap that can then be plugged through further training. Only through career development will organizations get to achieve the level of competitiveness that they require to survive and thrive in the market.

Continuously learning and developing one's skills requires identifying the skills needed, and then successfully seeking out trainings or on-the-job opportunities for developing those skills. The organization thus invests in continuous training and skill development to remain competitive in the market place. The results agree with Phonthanukitithaworn, Ketkaew, Naruetharadhol, Phonthanukitithaworn and Ketkaew (2017) who conducted a study on skill development and job satisfaction in Thailand's Industrial Sector and revealed that both learning and training significantly correlated with the level of job satisfaction of Thai industrial laborers. Likewise, Paposa and Kumar (2019) who conducted a study on the impact of training and development practices on job satisfaction of faculty members of technical education institutes and found a positive relationship between training and development practices and job satisfaction among the faculty members of technical educational institutes.

Likewise, career support services have a positive and significant relationship with employee job satisfaction. The results imply that a unit increase in career support activities results to 0.699 units for every unit enhancement of these activities. Career support is part of the career development programs that motivates and fulfil an employees need for growth. Support activities are those that identify training need or

skill gap that require further training, education and financial as well as material resources. The way employee perceives organizational support for career development has a bearing on satisfaction with employer or organization. Employee job satisfaction can be achieved by making a good career development system and giving an understanding of how important the system is that is designed by the company for managerial and professional employees. The results agree with Kaya and Ceylan (2014) who undertook an empirical study on the role of career development programs in organizations and organizational commitment on job satisfaction of employees and indicated that career development programs and organizational commitment have a partial effect on employee's job satisfaction, organizational commitment affects job satisfaction directly and positively, and career development programs in organizations do not affect the level of employee's job satisfaction. The results also concur with Sinha (2020) who investigated career development, the enabler for job satisfaction and found that career development programmes enable HR managers, managers and their stakeholders to work together to plan, organize, formalize, lead and monitor career programmes to develop not only employees' jobs but the whole stage process, attitude, behaviour and state of affairs relating to employees' work life.

Through mentoring a manager builds the employee's self-esteem by expressing approval, encouragement and support by trusting in the employee to exceed expectations. Individuals involved in mentoring were found to experience greater career satisfaction and commitment. Mentors provide their mentees with the ability to make innovative ideas which can not only add to their capabilities and personality, but also prepares them to lead the others in future when they will be holding such positions. Mentoring facilitates personal learning and attitude which consequently results in enhancing organization commitment and sustainable employee learning environment. Mentoring is a valuable resource for learning and coping with major organizational changes. It brings value to everyone involved in this relationship, that is, mentees, mentors and the organization.

4.7 Population Characteristics

In the study an attempt was made to find out if population characteristics like age, gender, education level and years worked had any significance to the satisfaction levels reported by participants. The effects were modeled in a multiple regression equation and the results are contained in the following Table 4.26.

Table 4.26: Regression slopes for Population Characteristics

Independent Factor	Slope coefficient (β)	T-statistic	Significance @0.05
Skill Development	0.176	4.506	0.000
Career Goal Setting	0.080	2.839	0.004
Career Mentorship	0.165	2.577	0.000
Career support	0.699	16.24	0.000
Gender	1.165	3.294	0.001
Age	-0.05	-0.602	0.548
Education Level	0.305	1.224	0.222
Years Worked	-0.422	-1.656	0.099

Evidently the results show that only gender factor had a significant effect on employee job satisfaction with a high t-value 3.294 corresponding to a p value of 0.001. The other population factors were statistically insignificant at the 0.05 level of significance. They had very low t values and higher than 0.05 p- values. Therefore respondents differed on satisfaction levels based on their gender. Male members of faculty reported higher satisfaction compared to female members of faculty.

In sum, data analyzed selects career support activities as most important factor influencing employee job satisfaction of faculty staff in public universities followed by skill developments activities. University management need to provide adequate support activities for teaching staff including time off duty to study, financial support in furthering knowledge and skills, staff reward, and a safe working environment. More so, universities need to pay attention to activities geared at skill development which according to participants should refer to providing growth opportunity, regular workshops, seminars, conference for knowledge sharing,

opportunity for staff to utilize their skills and talents and to use skill assessment to evaluate leadership potential.

Paul and Phua (2011) in their study of lecturers' job fulfillment in a public institution discovered significant differences in satisfaction levels based on age and job position. However in this study, differences were only noted on gender satisfaction and neither age nor job position. Thus gender issues in career development plans need a close attention so as to achieve equity and equality among faculty staff of either gender.

4.8 Hypotheses Test Result

Coefficient variable	Variable	P- value	Decision rule
β_0		0.000	significant
β_1	X ₁	0.000	significant
β_2	X ₂	0.004	significant
β_3	X ₃	0.000	significant
β_4	X ₄	0.000	significant

The foregoing P-values show that all the variables are statistically significant

$$\hat{Y} = 4.25 + 0.176 X_1 + 0.08 X_2 + 0.165 X_3 + 0.699 X_4 \dots \dots \dots (5)$$

4.9 Model Optimization and Revised Conceptual Framework

Given that all the variables are statistically significant, the optimal model remains the same as hypothesized in chapter 3 as

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

Based on multiple regression results in Table 4.25, a model optimization was conducted. The aim of model optimization was to guide in derivation of the final model (revised conceptual framework) where only the significant variables are

included for objectivity. Results were arrived at through running multiple regressions and explanatory power (R-square) of each of the independent variable used to derive the final model. No variable was dropped since all the variables were significant. The variables were arranged in order of their impact; they have on the dependent variable. Results of the new conceptual framework are presented in Figure 4.16.

Career Development Practices

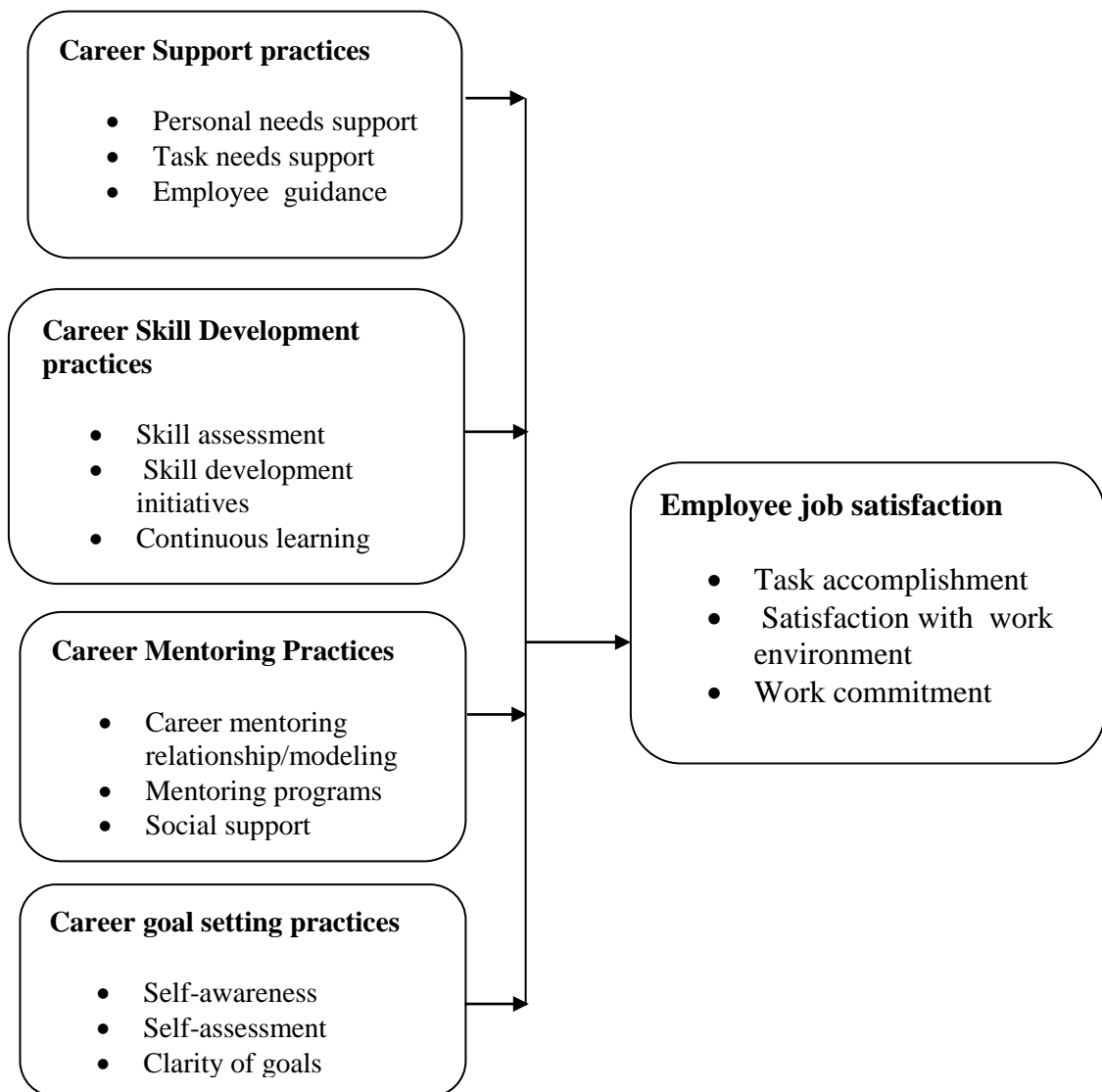


Figure 4.16: Revised Conceptual Framework

In figure 4.16, career support practices had greatest beta coefficient of 0.699 and thus highest impact on employee job satisfaction. Career Skill Development practices had second highest beta coefficient of 0.176 and thus second greatest impact on employee job satisfaction. Career mentorship practices was third most important career management practices that impact employee job satisfaction while career goal setting practices was fourth and last based on its impact on employee job satisfaction ($\beta=.080$).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter summarizes the findings as guided by the objectives and follows with relevant conclusion from the results of analysis. It also makes appropriate recommendation associated with the conclusion and purposes further research to plug gaps emerging from the study.

5.2 Summary of Key findings

The thesis central argument is that academic staff job satisfaction in Kenyan public universities is modeled by career development practices designed by the public universities. Leading among this practices are skill development, career goal setting, career mentoring and career support activities. Four hypotheses are formulated that “no significant relationship exists between the four career development practices and employee job satisfaction in public universities in Kenya. From the data analyzed. The following key findings are reported based on objectives outlined as follows;

The findings so far have shown that career development practices namely; career skill development, career goal setting, career mentorship and career support practices examined in this study positively and significantly influence university academic staff job satisfaction. The four factors/ practices also prove to be significant predictors of job satisfaction of faculty members with the most critical one being career support practices. This is followed by skill development, career mentorship and lastly career goal setting according to the correlation and regression results obtained. It is apparent that gender of staff affects perception of respondent with female members not indicating much satisfaction with the career development programs pursued by the university management. Other dummy variables like age, education level and number of years worked have insignificant effect on the relationship between career development practices and job satisfaction. This means

that female members of faculty in public universities are more likely to report low job satisfaction compared to their male counterparts.

5.2.1 Career Skill Development Practices and Employee Job Satisfaction

The first objective was to determine the influence of career skill development practices on employee job satisfaction of academic staff in public universities in Kenya. Regarding the statements that the university offers opportunities to gain more knowledge by pursuing further professional and academic programmes, the university regularly holds academic seminars workshops and conferences and that allows me to gain more skills, majority of the respondents were disagreeing with them. The respondents were also not agreeing that the university supports my long term skill development through tuition waiver, the university provides opportunity for the teaching staff to utilize their skills and talents, the university evaluates teaching staff skills frequently, the university uses skill assessment to evaluate leadership potentials, the university uses skill assessment to identify employee's talents and gaps and the university has procedures for skill assessment.

A correlation analysis depicts a strong positive and significant relationship between career skill development practices and faculty employee job satisfaction. Regression coefficient results also revealed a positive and significant relationship between career skill development practices and employee job satisfaction of universities academic staff. This implies universities management can pay close attention to this factor when seeking to enhance satisfaction of teaching staff. Career skill development is also a significant predictor of employee job satisfaction of faculty members in Kenyan public universities. The null hypothesis that there is no significant relationship between career skill development practices and employee job satisfaction of academic staff in public universities in Kenya was thus rejected. The alternative hypothesis that there is significant relationship between career skill development practices and employee job satisfaction of academic staff in public universities is adopted.

5.2.2 Career Goal Setting Practices and Employee Job satisfaction

The second objective was to determine the influence of career goal setting practices on employee job satisfaction of academic staff in public universities in Kenya. Majority of the academic staff disagreed that the university has mechanisms that guide the teaching staff on their future careers within the university, goal setting enables academic staff to work and develop themselves, goal setting enable academic staff focus on amending their behavior to fit work place goals and take control of their work so as to achieve career set goals. Majority of academic staff also disagreed that that they change the way they work to fit their career goals, engage in self-assessment while setting career goals, the university has mechanisms for self-evaluation when setting career goals and that self-evaluation during career goal setting enable career growth.

Correlation coefficients results for this factor depicted a strong positive association between career goal setting practices and employee job satisfaction. The Regression coefficient results also revealed a positive and significant relationship between career goal setting practices and employee job satisfaction of universities academic staff. The null hypothesis that there is no significant relationship between career goal setting practices and employee job satisfaction of academic staff in public universities in Kenya was thus rejected. The study adopts the alternative hypothesis that there is significant positive relationship between career goal setting practices and employee job satisfaction of academic staff in public universities. It is apparent that career goal setting practices can also be used to predict employee job satisfaction among academic staff in the universities.

5.2.3 Career Mentoring Practices and Employee Job Satisfaction

The third objective was to assess the influence of career mentoring practices on employee job satisfaction of academic staff in public universities in Kenya. A majority of the academic staff were disagreeing with most of the indicators related to career mentoring practices and employee job satisfaction. The respondents were largely disagreeing that the university has senior teaching staff to assist junior staff in the setting and attaining their personal and career goals, the university has mentors

who help staff to coordinate professional goals, the university has mentors to provide me with an opportunity to experience better adjustment and professional advancement within the university and that the university has counselling sessions for teaching staff with problems in career growth and mentorship. Majority of respondents also disagreed that mentors at the university help has helped academic staff access work-related information within the institution, university mentors demonstrate expertise in areas of operations, university mentors are accessible and that university mentors are helpful in my professional development.

A casual examination shows positive and significant association between career mentorship and employee job satisfaction and a predictor of employee job satisfaction. Career goal setting practices had a positive and significant relationship with employee job satisfaction of academic staff. The null hypothesis that there is no significant relationship between career goal setting practices and employee job satisfaction of academic staff in public universities in Kenya was thus rejected. The study accepted the alternative hypothesis that there is significant relationship between career goal setting practices and employee job satisfaction of academic staff in public universities. Thus, university management has to pay so much attention to this factor as explainer of employee job satisfaction.

5.2.4 Career Support Practices and Employee Job Satisfaction

The forth objective was to establish the influence of career support practices on employee job satisfaction of academic staff in public universities in Kenya. Majority of the academic staff were agreed that the university offers staff time off duty and study leave to pursue further studies and attending seminars, workshops and conferences, the university pays my fees for pursuing further studies locally an internationally, the university has a policy that supports staff career development, employee's rewards are sufficient to cater for employee's needs, support from the university on career development support for the academic staff influenced performance, the university provides opportunity for personal growth and development, the university provides safe and conducive work environment and that value my university contribution to teaching staff wellbeing. Career support practices

are the strongest predictor of employee job satisfaction of the four variables of the study.

Career support activities emerge as the most important factor that is positively associated with employee job satisfaction of faculty staff in Kenyan public universities. The relationship is the strongest of the four and remains most important predictor of employee job satisfaction from the analysis done. Therefore the factor should attract significant attention by senate and university council since it explains large portion of employee job satisfaction. The null hypothesis that there is no significant relationship between career support practices and employee job satisfaction of academic staff in public universities in Kenya was thus rejected. The study accepted the alternative hypothesis that there is significant relationship between career support practices and employee job satisfaction of academic staff in public universities.

5.3 Conclusions

Conclusions of the study were conducted based on the variables of the study.

5.3.1 Career Skill Development Practices and employee job satisfaction

The study concludes that a career skill development practice is the second most important variable that influences employee job satisfaction. Career skill development is quite strongly positively related to faculty staff job satisfaction and is a significant predictor of employee job satisfaction at work in the universities sampled. The respondents stated that skill development can be enhanced through provision of opportunities for knowledge and skill development. Such opportunities according the data analysed would be in the form of organizing regular workshops and conferences to share new knowledge and develop skills to be better employees. It was also stated that universities should provide tuition waiver to staff pursuing further studies as a way to promote skill development.

5.3.2 Career Goal Setting Practices and employee job satisfaction

Career goal setting practices relationship with employee job satisfaction is positive and moderately strong in explaining employee job satisfaction. However the factor is confounded by the other predictors so that its contribution to explaining changes in employee job satisfaction is statistically insignificant when captured in a multiple linear regression. Proper career goal setting involves employees together with supervisors setting clear, specific, challenging but realizable goals. This is achievable when one is self-aware about his/her abilities and limitations. Personal goals and organizational goals are easily achieved when this factor is attended to with proper consultation. Goals direct effort and motivate workers if they are engaged at the point of setting these goals.

5.3.3 Career Mentorship Practices and employee job satisfaction

Career mentorship practices as a career development practice is a significant but weak predictor of employee job satisfaction. The study concludes that career mentorship practices are significant but weak career development practice influencing employee job satisfaction.

This outcome is surprising because mentorship is considered important at the workplace but this may mean it is dependent on the level of skill of the employee. In this study mentorship activities were identified as important and significant predictor of satisfaction outcomes for members of faculty. Mentors are the senior members of staff from senior lecturer and particularly professors. A low score for this factor may mean mentor are too busy to nurture many of the upcoming scholars and this is an area that should be visited to find better ways of mentoring young scholars. Respondents indicated all they want is a supporting environment and opportunities to further their knowledge and skills.

5.3.4 Career Support Practices and employee job satisfaction

Career support practices are the most significant predictor of employee job satisfaction from the data analyzed. It is very strongly and positively related to

satisfaction implying significant attention should be directed at providing adequate career support activities in the public universities. Model summary results further supports this claim that career support practices explain a large portion of employee job satisfaction in the university. A significant number of staff members have stagnated in one job group. This may have affected their satisfaction levels. Universities councils and senate according to findings of the study need to provide opportunity and financial support for study and research to promote knowledge and skill development and innovation. Career support is the most important factor driving employee job satisfaction for university academic staff in Kenya as evaluated from the study. It appears that many staff members have failed to grow career-wise beyond position of lecturer to senior lecturer and associate professorship. This area needs to be addressed to create a career progression pathway that does not unfairly punish lecturers and senior lecturers. By expanding the community of senior scholars, universities are likely to generate sufficient capacity to produce more doctors and professors. Promotion terms and conditions for associate professors and full professors need to be addressed to make them fair to both male and female members of faculty. The matter requires further investigation so as to minimize gender biases that may exist when career development programs are designed to improve employee job satisfaction.

5.3.5 Employee Job Satisfaction

The study makes a solemn conclusion that employee job satisfaction is key determinant of employee productivity which translates to organizational performance. In the context of the study, employee job satisfaction of academic staff in Kenyan Universities has become an area of concern especially given the changing career, social and personal needs of academics and lecturers. Performance of academic staff is dependent on how much satisfaction they derive from their jobs.

A majority of the university academic staff agreed that they were satisfied with the personal relationship with their immediate supervisors, kind of work done and tasks required to be performed in the universities. There was satisfaction with the level of

trust that management show towards the teaching staff and enforcement of safety standards at the work place.

Descriptive results also pointed out that university academic staff are generally satisfied with way their supervisors assist them to achieve their aspirations and ambitions and supervision style used by the head of departments. The respondents also indicated satisfaction with the level of flexibility and freedom to do their job.

5.4 Recommendations

The study makes the following recommendation related to the study findings. The recommendations are categorized into managerial and policy recommendations.

5.4.1 Managerial recommendations

5.4.1.1 Career Skill Development Practices

Since there is a strong positive correlation between skill development and staff job satisfaction, a recommendation is suggested for the need of the university management and council to design and formulate fair skills development programs and to promote participation in conferences, seminars and workshops for faculty staff. Additionally the universities should provide financial support and tuition waiver to those furthering their studies within or outside the country. These skill development programs may enhance faculty knowledge, skills and attitudes to perform better and to improve quality of graduates they produce. The university management may also need to organize periodic in-service training to improve their competencies and skills in training and research.

5.4.1.2 Career Goal Setting Practices

Career goal setting is positively and strongly associated with employee job satisfaction of faculty staff and a significant predictor of employee job satisfaction. This area require attention because by setting career goals, an employee tend to be more committed to work and is likely to be more satisfied. Public universities should target how goals are formulated both for the institutions and individual staff so that

performance can be aligned with those of the institutions. The study recommends that university management should organize programs where senior academic staff can help junior staff in setting clear, specific, challenging but realistic career goals to promote productivity through employee job satisfaction. When setting career goals, there is need for the academic staff to break down those goals into short term and long term career goals with specific targets or deliverables for easy monitoring and faster accomplishments. The goals should be aligned to university goals and objectives.

5.4.1.3 Career Mentorship Practices

Career mentorship requires attention as driver of employee job satisfaction since it is related and significantly predicts staff job satisfaction in Kenyan public universities. There are inadequate mentorship opportunities given the load of work senior academic staff carry thus a review of this critical factor may be necessary for enhanced employee job satisfaction. From the findings, the study recommends proper structuring of academic staff mentorship programs in the universities. Young university academic staff need to be assigned a specific experienced staff to mentor them focusing on psychological, professional career, educational needs and work commitment. This can be achieved through periodic academic staff departmental and faculty mentorship programs.

5.4.1.4 Career Support Practices

Career support practice was the most important factor affecting employee job satisfaction that university council and management board should consider. The support practices include providing a supportive working environment to tap into individual talents and skills to increase employee job satisfaction. Activities that support staff career development should be available to all staff, well communicated and designed to help faculty seize the opportunities. The study recommends support activities that include time off duty to study, academic exchange programs, conferences, seminars and workshops. The activities should be facilitated financially by universities and recognition made for participation and attendance. It is also

important that university management bodies and councils in the public universities consider promotion of staff on a timely manner.

Academic staff plays a vital role in determining the success of the vision and mission of a university. The principle role of the universities is recognizing the needs and the desires of academic staff based on various working situations and meeting those needs according to the university policies. The universities need to have adequate consciousness and knowledge for preparing and developing appropriate atmosphere among academic staff and realizing their tendencies and needs from workplace.

5.4.1.5 Employee Job Satisfaction

Employee job satisfaction is very important in universities because it is what overall academic delivery and performance of the university is dependent on. The study recommends that the government through Commission for University Education, the university councils and academic staff unions to come up with strategies to address career grievances of teaching staff.

5.4.2 Policy Recommendations

The commission for university education in conjunction with the university management and university academic staff union may consider developing better career support and development guidelines to promote job satisfaction among faculty staff in Kenyan public universities. The career guideline should address weaknesses highlighted here while strengthening issues identified as most critical like support services.

5.5 Areas for further Research

Further study could be considered to find out whether the results also apply to private universities in Kenya, and whether the same issues influence job satisfaction of non academic staff in the public universities in Kenya. Additionally, why is there a difference in employee job satisfaction between male and female members of faculty? Finally what cultural context would job satisfaction for academic staff be said to be ideal for the institutions of higher learning in Kenya.

5.6 Contribution of Study

Though career development practices are important to the development of employee, many institutions of higher learning are not doing enough to make the universities competitive in the global stage. A university is as good as the quality of its staff both academic and non academic. This in turn will depend on their level of satisfaction with their job which then determines the quality of graduates coming out of these institutions. Extant literature is therefore enriched by the empirical results for how job satisfaction is influenced by career development factors. The sensitivity of the factors to job satisfaction is unique to the study and compares favorably with other studies around the world. This opens the debate as to the consistency of results and possible implications for researchers and practitioners. The study shows how university management should look at career development practices and goals to promote employee job satisfaction among faculty staff in Kenyan public universities.

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APPENDICES

Appendix I: Letter of Introduction

Dear Sir/ Madam -**RE: COLLECTION OF RESEARCH DATA**

I am a student pursuing a Doctor of Philosophy Degree in Human Resource Management at Jomo Kenyatta University of Agriculture and Technology. I am required to conduct a research as partial fulfillment for the conferment of the degree in the College of Human Resource Development (COHRED). My research topic is ***“INFLUENCE OF CAREER DEVELOPMENT PRACTICES ON EMPLOYEE JOB SATISFACTION AMONG THE TEACHING STAFF IN KENYAN PUBLIC UNIVERSITIES”***.

This is to kindly request for your assistance in making my research a success by completing this questionnaire. Any information provided herein will be treated with utmost confidentiality and will be used solely for the purpose of this research only.

I thank you for your valuable responses.

Yours Sincerely **IMMERQULATE ACHIENG' AYODO**

STUDENT REG NO. HD433-C009-5392-2014

Appendix II: Questionnaire

Dear Participant,

My name is Immerqulate Achieng Ayodo, a PhD student in Human Resource Management at Jomo Kenyatta University of Agriculture and Technology. Currently I am carrying out a research on “***INFLUENCE OF CAREER DEVELOPMENT PRACTICES ON EMPLOYEE JOB SATISFACTION AMONG THE TEACHING STAFF IN KENYAN PUBLIC UNIVERSITIES***”.

You have been identified as a vital participant in this field, and your input in this study would be most valuable. I will appreciate your support for this project by participating in filling this questionnaire.

In this regard, I kindly request you to respond to these questions as honestly and precisely as possible. There are no right or wrong answers; honest response is what is required. All information collected in the questionnaire will be confidential, and no participants will be able to be identified in the final report. I am only interested in aggregate findings and not individual organization responses. Your participation will assist in compiling data relating to career development practices and employee job satisfaction among teaching staff in public universities in Kenya.

Kindly respond to each question by putting a tick (√)

- a) Kindly respond to all questions as appropriate
- b) Do not write your name anywhere on the questionnaire
- c) This research is purely for academic purposes and it is not going to be used for any other purpose.
- d) The information you provide will be treated with utmost confidentiality.

SECTION A: Respondent Background Information

Please tick in the appropriate boxes.

1. State your gender

Male Female

2. Please indicate your age bracket

20-30 years 31-40 years 41-50 years above 50 years

3. Indicate your level of Education

PhD Masters Bachelor's

4. State the number of years you have worked in this University?

Less than 1 year 1-5 years 6-10 year More than 10 years

5. At what position were you first employed by this university?

Graduate Assistant Tutorial Fellow /Assistant Lecturer Lecturer
Senior Lecturer Associate Professor Professor

6. What is your current position?

Graduate Assistant Tutorial Fellow /Assistant Lecturer Lecturer
Senior Lecturer Associate Professor Professor

SECTION B: CAREER SKILL DEVELOPMENT PRACTICES

	Using the scale given below, indicate your extent of agreement with the following statements that describe training and promotion practices in the university. 5= Strongly Agree, 4= Agree, 3= Fairly Agree or Disagree, 2= Disagree, 1= Strongly Disagree. * Mentor (CODs, Deans, Professors)					
No.	Statement	1	2	3	4	5
1.	My University offers opportunities to gain more knowledge by pursuing further professional and academic programmes					
2.	My university regularly holds academic seminars workshops and conferences and that allows me to gain more skills.					
3.	My university supports my long term skill development through tuition waiver.					
4.	The University provide opportunity for the teaching staff to utilize their skills and talents.					
5.	The University evaluates teaching staff skills frequently.					
6.	The University uses Skill assessment to evaluate leadership potentials.					
7.	The University uses skill assessment to identify employee's talents and gaps.					
8.	The University has procedures for skill assessment					

9. How can skill development be used to hence employee job satisfaction in your University?

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SECTION C: CAREER GOAL SETTING PRACTICES

	Using the scale given below, indicate your extent of agreement with the following statements that describe training and promotion practices in the university. 5= Strongly Agree, 4= Agree, 3= Fairly Agree or Disagree, 2= Disagree, 1= Strongly Disagree. * Mentor (CODs, Deans, Professors)					
No.	Statement	1	2	3	4	5
10.	The University has mechanisms that guides					

	the teaching staff on their future careers within the University.					
11.	Goal setting enables me to work and develop myself					
12.	Goal setting enable me to focus on amending my behavior to fit my work place goals.					
13.	I take control of my work so as to achieve career set goals.					
14.	I always change the way I work to fit my career goals.					
15.	I engage in self-assessment while setting career goals					
16.	My University has mechanisms for self-evaluation when setting Career goals.					
17.	Self-evaluation during career goal setting enables career growth.					

18. How can career goal be used to enhance employee job satisfaction in your University?

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SECTION D: CAREER MENTORSHIP PRACTICES

	Using the scale given below, indicate your extent of agreement with the following statements that describe training and promotion practices in the university. 5= Strongly Agree, 4= Agree, 3= Fairly Agree or Disagree, 2= Disagree, 1= Strongly Disagree. * Mentor (CODs, Deans, Professors)					
No.	Statement	1	2	3	4	5
19.	My university has senior teaching staff to assist junior staff in the setting and attaining their personal and career goals					
20.	My university has mentors who help staff to coordinate professional goals.					
21.	The university has mentors to provide me with an opportunity to experience better adjustment and professional advancement within the university					
22.	My university has counselling sessions for teaching staff with problems in career growth and mentorship.					

23.	Mentors at my University help me to access any work-related information within the institution					
24.	University mentors demonstrate expertise in areas of operations.					
25.	University mentors are accessible.					
26.	University mentors are helpful in my professional development.					

27. How can career mentorship be used to enhance employee job satisfaction in your university?

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SECTION E: CAREER SUPPORT PRACTICES

	Using the scale given below, indicate your extent of agreement with the following statements that describe training and promotion practices in the university. 5= Strongly Agree, 4= Agree, 3= Fairly Agree or Disagree, 2= Disagree, 1= Strongly Disagree. * Mentor (CODs, Deans, Professors)					
No.	Statement	1	2	3	4	5
28.	The university offers staff time off duty and study leave to pursue further studies and attending seminars, workshops and conferences					
29.	The university pays my fees for pursuing further studies locally an internationally.					
30.	My University has a policy that supports staff career development.					
31.	The support I get from the university on career development support has had a positive influence on my performance.					
32.	Employee’s rewards are sufficient to cater for employee’s needs.					
33.	The University provides opportunity for personal growth and development.					
34.	The University provides safe and conducive work environment.					

35.	I value my University contribution to teaching staff wellbeing.					
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36. How can career support be used to enhance employee job satisfaction in your university?

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SECTION F: EMPLOYEE JOB SATISFACTION

	Using the scale given below, indicate your extent of agreement with the following statements that describe training and promotion practices in the university. 5= Strongly Agree, 4= Agree, 3= Fairly Agree or Disagree, 2= Disagree, 1= Strongly Disagree. * Mentor (CODs, Deans, Professors)					
NO	STATEMENTS	1	2	3	4	5
37.	I am satisfied with the personal relationship with the my immediate supervisor.					
38.	I am satisfied with the kind of work and tasks that am required to perform in this University.					
39.	I am satisfied with the level of trust that the management shows towards the teaching staff.					
40.	I am satisfied with the way the university has enforced safety standards at the work place					
41.	I am satisfied with way my supervisor assist me to achieve my aspirations and ambitions					
42.	I am satisfied with the supervision style used by my head of departments.					
43.	I am satisfied with the level of flexibility and freedom to do my job.					
44.	I am ready to stay in this university because of the conducive and satisfying work environment.					

45. How would career development practices be used to enhance your employee job satisfaction?

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I would like to take this opportunity to thank you for participating and for taking your time to fill in this questionnaire. In case of any question and clarification call 0723248125 or email through immerayodo@gmail.com

Appendix III: Open ended questions

(Q9). How can skill development be used to hence employee job satisfaction in your University?

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(Q18). How can career goal be used to enhance employee job satisfaction in your University?

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(Q27). How can career mentorship be used to enhance employee job satisfaction in your university?

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.....

(Q36). How can career support be used to enhance employee job satisfaction in your university?

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45. How would career development practices be used to enhance your employee job satisfaction?

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Appendix IV: Public Universities Academic Staff

University	No. of staff
1. University of Nairobi	1583
2. Moi University	661
3. Kenyatta University	961
4. Egerton University	525
5. JKUAT	612
6. Maseno University	392
7. Masinde Muliro University of Science & Tech.	321
8. Dedan Kimathi University of Technology	142
9. Chuka University	170
10. Technical University of Kenya	200
11. Technical University of Mombasa	267
12. Pwani University	150
13. Kisii University	155
14. University of Eldoret	250
15. Maasai Mara University	102
16. Jaramogi Oginga Odinga University of Sc & Tech.	130
17. Laikipia University	150
18. South Eastern University	160
19. Meru University of Science & Technology	150
20. Multi- Media University of Kenya	145
21. University of Kabianga	130
22. Karatina University	150
23. Kibabii University	102
24. Rongo University	180
25. Cooperative University of Kenya	150
26. Taita Taveta University	135
27. Muranga University	160
28. Embu University	135
29. Machakos University	180
30. Kirinyaga University	150
Totals	8698

Appendix VI: Public Universities address

University	P.O. Box Address
31. University of Nairobi	30197, Nairobi
32. Moi University	3900-30100, Eldoret
33. Kenyatta University	43844-00100, Nairobi
34. Egerton University	536 - 20115, Egerton-Njoro
35. JKUAT	62,000-00200, Nairobi
36. Maseno University	Private Bag, Maseno
37. Masinde Muliro University of Science & Tech.	190-50100, Kakamega
38. Dedan Kimathi University of Technology Nyeri	657-1010, Kiganjo/Mathari,
39. Chuka University	109 - 60400, Chuka
40. Technical University of Kenya	52428 - 00200. Nairobi
41. Technical University of Mombasa	90420 – 80100, Mombasa
42. Pwani University	195-80108, Kilifi
43. Kisii University	408 – 40200, Kisii
44. University of Eldoret	1125-30100 Eldoret
45. Maasai Mara University	861, Narok
46. Jaramogi Oginga Odinga University of Sc & Tech.	210 – 40601, Bondo
47. Laikipia University	1100 – 20300. Nyahururu
48. South Eastern University	170-90200, Kitui
49. Meru University of Science & Technology	972-60200, Meru
50. Multi- Media University of Kenya	15653- 00503, Nairobi
51. University of Kabianga	2030-20200 Kericho
52. Karatina University	1957-10101, Karatina
53. Kibabii University	1699-50200; Bungoma
54. Rongo University	103 – 40404, Rongo
55. Cooperative University of Kenya	24814-00502, Karen
56. Taita Taveta University	635 – 80300, Voi
57. Muranga University	75-10200, Murang'a
58. Embu University	6-60100, Embu
59. Machakos University	36-90100, Machakos
60. Kirinyaga University	143-10300. Kerugoya

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