

**AN EVALUATION OF THE EFFECTS OF CAREER DEVELOPMENT
PRACTICES ON LECTURERS' PERFORMANCE IN PUBLIC UNIVERSITIES
IN KENYA**

BY

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DECLARATION

DECLARATION BY THE STUDENT

I declare that this thesis is my own original work and has not been presented for any award in any other university.

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DEDICATION

I dedicate this academic work to my husband Robert Egessa and my Daughter Carole Nabwire who greatly persevered and encouraged me during the academic sojourn. May the good Lord bless you abundantly.

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ABSTRACT

Kenyan public universities have lecturers' career development programmes as part of their mandate (Republic of Kenya, 1988) and strategic plans. With good career development practices in place, the lecturers' performance is expected to improve. However, studies in Kenyan public universities show that research, conference presentations and publishing by lecturers have dropped sharply over the last few years (Chacha, 2004, Kalai, 2009). Kenyan public universities also have fewer PhD level staff compared to many countries of Sub-Saharan Africa and those registered for further studies are behind schedule (Lewa, 2009). The study aimed at evaluating the effect of career development practices on lecturers' performance in public universities in Kenya. The study sought to establish whether there is a relationship between; training and lecturers' performance, university support and lecturers' performance, university rewards and lecturers' performance and university performance and lecturers' rewards. The research focused on lecturers in all public universities in Kenya. Relevant literature was reviewed to focus the study and it highlighted several areas such as theories of career development, theories and measures of employee performance as well as the relationship between career development and employee performance. The study adopted the descriptive survey design. Stratified and Simple random sampling methods were used in selecting the sample so as to give every member in the population an equal chance of being included in the study. Both primary and secondary data was collected using questionnaires and document analysis. Descriptive and quantitative methods were used to analyze data. The study found out that career development practices significantly affected lecturers' performance. Of these, University support for career development had the greatest effect on lecturers' performance ($r=0.538$, $p=0.000$). The study further found out that individual and organizational factors moderated the relationship between career development practices and lecturers' performance. Based on the findings, the study concluded that Public universities supported career development programs of lecturers although due to financial constraints, they did not adequately fund all the career development initiatives. This study recommends that Public universities should increase their support for career development activities so as to improve lecturers' performance through increase in funding of lecturers' career development activities such as further studies, research, publications and conferences. They should also tie promotions to successful completion of career development endeavours such as participation in research activities and completion of further studies. It is expected that this study findings will be of benefit to policy makers and University managers in improving their career management initiatives for university lecturers.

Key Words: Career Development Practices, Lecturers' performance

TABLE OF CONTENTS

CONTENT	Page
DECLARATION	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
ABSTRACT.....	iv
CHAPTER ONE.....	1
INTRODUCTION	1
1.0 Overview of the Chapter	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem	7
1.3 Objectives of the Study.....	9
1.3.1 General Objective	9
1.3.2 Specific Objectives	9
1.4 Hypothesis of the Study	9
1.5 Significance of the Study	10
1.6 Study Assumptions	11
1.7 Scope of the Study.....	11
1.8 Limitations of the study.....	11
CHAPTER TWO.....	12
LITERATURE REVIEW	13
2.0 Introduction.....	13
2.1 Definition of Career Development	13
2.2 Responsibility for Career Development.....	14
2.3 Theories of Career Development.....	16
2.3.1 Psychological Contract Theory.....	17
2.3.2 Social Exchange Model.....	17
2.3.3 Human Capital Theory.....	18
2.4 Career Development Practices	18
2.4.1 Training	19
2.4.2 University Support for Career Development.....	20
2.4.3 University Career Development Incentives	22
2.4.4 Internal Promotion Criteria	23
2.5 Individual and Organizational factors.....	24
2.5.1 Leadership Style and Individual Personality.....	24
2.5.2 Working Environment.....	25
2.5.3 Family Environment	26
2.5.4 Facilities in the University	26
2.6 Benefits of Career Development.....	26
2.7 Definition of Employee Performance	28
2.8 Theories of Employee Performance	28
2.8.1 Theory X and Theory Y	29
2.8.2 McClelland's Need Theory	30
2.8.3 Herzberg's Two –Factor Theory	31

2.8.4 Equity Theory	32
2.8.5 V.H Vroom's Expectancy Theory	32
2.8.6 Management by Objectives	33
2.8.7 360 Degrees Feedback	33
2.9 Measures of Employee Performance.....	35
2.10 Relationship between Career Development and Employee Performance ...	36
2.11 Conceptual Framework.....	40
2.12 Summary and Research Gap.....	42
CHAPTER THREE	43
RESEARCH METHODOLOGY.....	43
3.0 Introduction	43
3.1 Study Area	43
3.2 Research Design.....	43
3.3 Target Population.....	44
3.4 Sample Size and Sampling Procedures.....	44
3.4.1 Sample Size	44
3.4.2 Sampling Procedure.....	45
3.5 Data Collection Procedure	45
3.5.2 Data Collection Instruments	46
3.5.2.1: The Questionnaire.....	46
3.5.2.2: Document analysis	47
3.5.3 Administration of the Research Instruments	47
3.6 Validity and Reliability of Research Instruments.....	47
3.7 Data Analysis and Presentation of results	49
3.8 Ethical Considerations.....	50
CHAPTER FOUR.....	51
FINDINGS AND DISCUSSION OF RESULTS	51
4.0 Overview	51
4.1 Data Preparation and Screening.....	52
4.2: Demographic characteristics of respondents.....	53
4.2.1 Respondents' University	54
4.2.2 Respondents' Gender	55
4.2.3 Respondents' Age	55
4.2.5 Position respondents were first employed in the university.....	58
4.2.6: Respondents' current position	60
4.3 The Effect of Training on Lecturer's performance.....	61
4.4 Relationship between university support for career development and lecturers' performance.....	65
4.5 Relationship between Career development incentives and Lecturers' performance.....	69
4.6 Relationship between internal promotion criteria and lecturers' performance.....	72
4.7 Lecturers' performance.....	76
4.7.1. Teaching workload.....	76
4.7.3 Academic conference paper presentation.....	77
4.7.6 Pursuit of further studies	80

4.9 Challenges facing career development practices in public universities in Kenya.	95
4.10 Discussion of findings.	96
4.10.1 Demographic characteristics.....	96
4.10.2 Training and Lecturers' Performance	98
4.10.3 University support for career development and lecturers' performance.....	99
4.10.4 University incentives for career development and lecturers performance .	101
4.10.5 Internal promotions criteria and lecturers performance	102
4.11 Effect of career development practices on lecturers' performance	104
4.12 Challenges facing career development practices	107
4.13 Chapter Summary	108
CHAPTER FIVE	109
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	109
5.0 Introduction	109
5.1 Summary of major findings	109
5.1.1: Demographic characteristics of respondents	109
5.1.2: Effect of training on lecturers' performance	110
5.1.3: Effect of university support for career development on lecturers' performance	111
5.1.4: Effect of university incentives for career development on lecturers performance	112
5.1.5: Effect of Internal Promotions Criteria on lecturers' performance.	113
5.1.6: Effect of career development practices on lecturers' performance.	113
5.1.7: Challenges facing career development.....	114
5.2: Conclusion.....	114
5.2.1: Conclusions on the specific study objectives	115
5.2.2: Conclusion on the study hypothesis.....	116
5.2.3: Conclusions based on the Conceptual Model and implications on Theory	116
5.3: Recommendations	117
5.4: Recommendations for further Research	118
REFERENCES	119
APPENDIX I : LETTER OF INTRODUCTION	142
APPENDIX II: Questionnaire for Academic Staff	143
APPENDIX III: MAP OF KENYA	152
APPENDIX IV: AUTHORIZATION TO CONDUCT RESEARCH	153
APPENDIX V: Work Plan and Time Schedule	155
APPENDIX VI: Research Budget Estimates	156

ABBREVIATIONS AND ACRONYMS

C.B.A- Collective Bargaining Agreements

MMUST- Masinde Muliro University of Science and Technology

U.A.S.U-University Academic Staff Union

U.O.N-University of Nairobi

K.U-Kenyatta University

JKUAT-Jomo Kenyatta University of Agriculture and Technology

HOD-Head of Department

ICT-Information and Communication Technology

Definition of Operational Terms

Career- A life-long process made up of sequential activities of the development of an individual lecturer with attachments and experiences in one or more universities.

Career planning- An initiative where individual lecturers exert personal control over their career and engages in informed choices as to their occupation, organization, job assignments and self development

Career management-An ongoing process of preparing, developing, implementing and monitoring career plans and strategies undertaken by the individual lecturer alone or in concert with the organization's career system

Career development-The outcomes emanating from the interaction of individual career planning and institutional career management processes.

Job satisfaction-A pleasurable feeling that results from the perception that a lecturers' job fulfils or allows for the fulfillment of one's important job values.

Job commitment-The development of individual lecturers' personal career goals, the attachment to, the identification with and the involvement in those goals.

Promotion-A formal acknowledgement of one's performance to be appreciated via moving up the organizational hierarchy

Lecturer's performance-How well or bad a lecturer does his duties in a university, for example teaching

Career development practices-A university accepted series of planned actions taken by lecturers with the active support of management to successfully meet the demands of the current job environment, prepare for future work opportunities and challenges and enhance lecturers' career satisfaction

- Career development theories** –A formal set of ideas to explain the outcomes that emanate from the interaction of lecturers’ career planning and institutional management processes
- Theories of employee performance**-A formal set of ideas to explain how well or bad lecturers perform their duties such as teaching
- Training**-The processes through which lecturers learn the skills that they need in order to perform their jobs effectively
- University support**-The help given to lecturers by universities to enable them develop their careers, for example financial assistance in payment of fees
- University incentives**-Additional benefits given by universities to lecturers who have undergone career development, for example salary increment
- Turnover intention rates**-The rate at which lecturers who feel that their university is not supporting them in their career development leave the university
- Family environment**-The home conditions that affect the behaviour and development of a lecturer who wants to undergo career development
- Individual personality**-The various aspects of lecturers’ characters that combine to make them different
- Working environment** –The university conditions that affect the behaviour and development of a lecturer who wants to undergo career development
- University facilities**-Buildings, services and equipment provided for use by lecturers to perform their jobs effectively

CHAPTER ONE

INTRODUCTION

1.0 Overview of the Chapter

This chapter looks at the background to the study, statement of the problem, objectives of the study, hypothesis of the study, significance of the study, scope and limitations of the study.

1.1 Background to the Study

According to Greenhaus, Callanan and Godshark (2002), Appelbaum, Ayre and Shapiro (2002) and Baruch (2004), the globalised business world is undergoing unprecedented change. Organizations operating in this complex business environment are constantly engaged in restructuring and downsizing processes, mergers and acquisitions and embracing technological advancements to cope with the dynamic pressures of globalization. All this is being done to ensure attainment of organizational objectives and continuity.

It is rightly argued that the most valuable resources of any organization are its human resources as they contribute their knowledge, skills and capabilities towards organizational goal attainment. Baruch (2004) is of the opinion that changes at the organizational level have elevated the importance of managing people at work, and in particular, the planning and managing of their careers. Therefore, providing them with a career that is long term and stable leads to a win-win situation for both the organization and its employees.

Herr and Shahnasarian (2001) contend that theories surrounding the complex career development process took centre stage in the 1950's in the work of Eli Ginzberg, Donald Super, Anne Roe, John Holland and David Tiedman. In the last fifty years, major career development theories and practices were created, tested and subsequently defined (Herr 2001).

Herr (2001) observes that in the emerging world of the present and the future, the practices of career development are being challenged to find new paradigms and new scientific bases. According to him, this phenomenon was occurring as the inherent dynamism in the complex, global business environment was increasingly affecting individual career choice. He further argued that in recent years, there has been a consolidation on the works of career behavior with discussions on how it can be used to guide planned programmes of career interventions and in the end, impact on organizational effectiveness. Consequently, with proper career planning and career management in an organization, employees expect to reap the results of such investment by attaining career development.

Thite (2001), Kapel and Shepherd (2004) and Kaye (2005) are of the opinion that a well designed career development system enables organizations to tap their wealth of in-house talent for staffing and promotion by matching the skills, experience and aspirations of individuals to the needs of the organizations. It enables them to make informed decisions around compensation and succession planning to attract, retain and motivate the employees, resulting in a more engaged and productive workforce. This argument is supported by Lee and Bruvold, (2003) who are of the opinion that investing in employee

development is a central tenet of maintaining and developing the skills, knowledge and abilities of both individual employees and the organization as a whole.

Settoon, Bennis and Liden (1996) and Cropanzano and Mitchell (2005) hold that according to the postulations of the Social Exchange Theory, when organizations invest in their employees, employees tend to reciprocate in positive ways. Eisenberger, Huntington, Hutchinson and Sowa (1986) as well as Rhoades and Eisenberger (2002) concur with the Organizational Support Theory which suggests that employees develop global beliefs concerning the extent to which the organization values their contributions and cares about their well-being.

In essence, Organizational Support Theory and Social Exchange Theory suggest that employees who perceive a high level of organizational support will feel an obligation to repay the organization through a display of positive attitudes and appropriate behaviors (Eisenberger, Fasolo and Davis La-Nastro, 1990, Coyle-Shapiro and Conway, 2004). Settoon et al (1996) and Wayne, Shore and Liden (1997) contend that research on perceived organizational support further indicates that employees interpret organizational actions, such as HR practices and investment in employee development as indicative of the organization's commitment to them.

According to Kottke and Sharafinski (1988), employees develop general views concerning the degree to which their immediate manager values their contributions and cares about their well-being, but employees seem to interpret manager's behaviours as representing their organization (Stinglhamber and Vandenberghe, 2003). Eisenberger, et al (2003) further notes that employees understand that their supervisor will submit their

evaluation to the upper management of the organization which further strengthens the belief that the supervisor and the organization share the same perspective.

Whereas there is general agreement on the importance of employee career development in ensuring that the organization has the required human capital at any one time, Guest (1998) and Hall and Moss (1998) are of the view that changes in the nature of work have resulted in employee-employer confusion regarding who holds the responsibility for employee career development. While employees look to organizations to help them manage their careers, organizations question how much support they should provide and universities are no exception.

In order for organizations to have adequate quantity and quality of human resources, they have to have training and other career development programmes in place. Higher education is of paramount importance for economic and social development as universities have the responsibility of equipping individuals with advanced knowledge and skills required for positions of responsibility in government, business and professions (World Bank, 1994). According to Sifuna (1995), Kenya placed considerable importance on the role of education in promoting economic and social development after the achievement of independence in 1963.

In Kenya, the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond, otherwise referred to as the Kamunge Report observes that the development of university education started with the establishment of the Royal Technical College in Nairobi in 1956 (Republic of Kenya, 1988) which later became the

University College, Nairobi in 1963. The University of Nairobi was thus established as the first university in Kenya (Chacha, 2004).

The number of Kenyans seeking university education exceeded the capacity of the University of Nairobi as the years went by which led to the establishment of Moi University in 1984, Kenyatta University in 1985 and Egerton University in 1988. University education in Kenya has since expanded with a rise in diversity of programmes as well as setting up new universities and campuses (Chacha, 2003) Other public universities have been established including Jomo Kenyatta University of Agriculture, Maseno University and Masinde Muliro University of Science and Technology. Besides these fully fledged universities, university colleges and campuses have been established and spread in different parts of the country. From an initial one university established in 1956, which is the University of Nairobi the country, now, boasts of seven public universities and thirteen constituent colleges. Private universities have also been established to meet this increased demand (Kalai,2009).

The aims of university education as spelt out by the Koech Commission (1999) includes: Adapting, developing, advancing, preserving and disseminating knowledge and desirable values and stimulating intellectual life; developing in students and scholars the ability to think independently, critically and creatively as well as educating and training the high level of human capital needed for accelerated development through industrialization of the economy. Other aims include: To nurture the internalization of universal Knowledge, including key technological advances with a view to harnessing them for national development, provide, through basic and applied research, knowledge, skills and services that help solve the problems facing society, create a society in which both merit, based on

diverse talents and equity in development are recognized and nurtured and inculcate entrepreneurial skills among the graduates thereby enabling them to create employment for themselves and others.

The University of Nairobi's Act (1995) for example, effectively summarizes the activities of a university as: To participate in the discovery, transmission and preservation of knowledge and to stimulate the intellectual life and cultural development of Kenya. To achieve this, both public and private universities are involved in activities such as admission of students, recruitment of lecturers, teaching, research, examination as well as engaging in community outreach and social services. By embracing these activities, the universities are able to teach, train and enable students to contribute to knowledge by engaging in research (Vundi, 2009)

Despite the clear importance of investment in higher education for economic growth and social development, the sector is in a crisis throughout the world with the crisis most acute in developing countries. The crises include: Inability to contain pressures for enrolment and expansion, adverse operating conditions as a result of overcrowding, lack of resources, deteriorating physical facilities as well as deterioration of the quality of teaching and research (World Bank, 1996; Kalai, 2009; Kadenyi, Onsongo and Njuguna, 2009)

The social and economic demands with respect to higher education in Kenya have clearly intensified over the last four decades. This has continually been witnessed by the rise in enrolments in public and private universities, the proliferation of more private universities and the establishment of self-sponsored/private /module II programmes in

public universities raising numbers higher (Sifuna, 1998; Kalai 2009). The rapid expansion of university education has led to a myriad of challenges. The problems include low funding from the exchequer where due to the harsh economic situations witnessed in the region over the recent past, government support to these institutions that traditionally relied on government funding to carry out their activities has seen a steady decline, and the universities have been forced to operate under very tight budgets (Chacha, 2003; Kalai, 2009; Kadenyi, Onsongo and Njuguna, 2009). The other problems include increased enrolment without commensurate improvement in available facilities, gender inequality and a low research capacity (UNESCO, 1998).

Lecturers' performance has for a long time been measured through effective teaching, research, mentoring, publications, and innovations among others. Studies however show that effective teaching, research and publishing has dropped sharply over the last few years. This is attributed to heavy teaching responsibilities, brought about by the rising student numbers that have put a strain on the teaching staff among other resources hence affecting lecturers' career development (Chacha, 2003; Kalai, 2009; Kadenyi, Onsongo and Njuguna, 2009). Lecturers are therefore not keen on undertaking further studies, meaningful research and publishing their work.

1.2 Statement of the Problem

Universities must view themselves as laboratories for innovation and renovation of the educational system and subsequently the society (CHE, 2008). In a world where socio-economic development is becoming more knowledge intensive, the role of universities in imparting higher education is crucial. Lecturers, being the generators and disseminators of such knowledge are expected to continuously update their knowledge and skills

through undertaking career development programmes and research (Ngovoi, 2006; Kadenyi *et al* 2009).

Kenyan public universities have lecturers' career development programmes as part of their mandate (Republic of Kenya, 1988) and strategic plans. With good career development practices in place, the lecturers' performance is expected to improve. However, studies in Kenyan public universities show that research, conference presentations and publishing by lecturers have dropped sharply over the last few years (Chacha, 2004). Kenyan public universities also have fewer PhD level staff compared to many countries in Sub-Saharan Africa while those registered for further studies are behind schedule (Lewa, 2009). This has been attributed to increased student populations, low staff levels that have led to increased workload, erratic promotion practices, inability to link incentives to performance and insufficient funding for career development and research due to low budgetary funding by the government (World Bank, 1996; Kiriri and Gathuthi, 2009).

Whereas the challenges affecting academic staff performance in Kenyan public universities have been highlighted in general, little attention has been paid to the linkage between career development practices and lecturers' performance. This research therefore sought to fill this gap by evaluating the effects of career development practices on lecturers' performance in public universities in Kenya.

1.3 Objectives of the Study

1.3.1 General Objective

The main objective of the study was to evaluate career development practices on lecturers' performance in public universities in Kenya.

1.3.2 Specific Objectives

The following specific objectives guided the study:

- i) To examine the effect of training on lecturers' performance in public universities in Kenya.
- ii) To assess the extent to which university support for career development affects lecturers' performance in public universities in Kenya.
- iii) To evaluate the effect of university career development incentives on lecturers' performance in public universities in Kenya.
- iv) To determine the effect of internal promotion criteria on lecturers' performance in public universities in Kenya.
- v) To establish the moderating effect of individual and organizational factors on the relationship between career development practices and lecturers' performance in Public universities

1.4 Hypothesis of the Study

The study was guided by the following hypothesis:

H_0^1 : Training does not significantly affect lecturers' performance in public universities in Kenya.

H_0^2 : University support for career development does not significantly affect lecturers' performance in public universities in Kenya.

H_0^3 : University career development incentives do not significantly affect lecturers' performance in public universities in Kenya.

H_0^4 : Internal promotion criteria does not significantly affect lecturers' performance in public universities in Kenya.

H_0^5 : Individual and organizational factors do not significantly moderate the relationship between career development practices and lecturers' performance in public universities.

1.5 Significance of the Study

The study is of benefit to the management of Kenyan public universities as it will enable them realize that their continued support is crucial in improving the performance of their lecturers. It is also of benefit to lecturers in public universities in Kenya as it informs them of the need to continue developing their careers so as to keep on improving their performance.

The study is also useful to the Government of Kenya and especially the Ministry of Higher Education, Science and Technology 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 their performance.

The study will also help policy makers to come up with policies that will encourage more lecturers to participate in career development activities. Lastly, the research is of benefit

to researchers and academicians as it has pointed out gaps that necessitate further research.

1.6 Study Assumptions

The following assumptions were made regarding the study:

- i) There is sufficient family support for lecturers undergoing career development
- ii) There are adequate facilities in the university for lecturers' career development
- iii) There is a favorable working environment for lecturers undergoing career development
- iv) The lecturers have a positive attitude towards career development

1.7 Scope of the Study

The study intended to evaluate the effect of career development practices on lecturers' performance in public universities in Kenya. It focused on lecturers in all the Kenyan public universities namely University of Nairobi, Kenyatta University, Jomo Kenyatta University of Agriculture and Technology, Moi University, Egerton University, Maseno University and Masinde Muliro University of Science and Technology. The study covered a period of one year, from September, 2010 to September 2011.

1.8 Limitations of the study

The study encountered several limitations

- i) The study only adopted document analysis and the questionnaire to gather data. It did not use other methods such as interviews with Deputy Vice chancellors in charge of Academic Affairs. This may limit the information obtained. However, corroboration of questionnaire findings and existing university policy documents overcame this limitation.
- ii) The study was only limited to public full-fledged universities hence the results may not be generalized or applicable to private universities.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter deals with the review of literature on employee performance and career development practices. The relationship between the variables was analyzed before gaps were identified that the study sought to fill. This was presented in the form of a conceptual framework at the end of the chapter.

2.1 Definition of Career Development

A career can be defined as a lifelong process made up of a sequence of activities and related attitudes or behavior that relate to a person's working life and involves the setting and achievement of goals (Anathram, 2006). Baruch (2004) sees it as a process of development of an individual employee with job attachments and experiences in one or more than one organization.

This study, while acknowledging the above definitions, also incorporates the definition of a career given by Ghosh (2003) who defines a career as a sequence of positions occupied by a person during the course of a lifetime. A career therefore relates to the sequence of positions that one occupies in the course of his working life in one or more organizations where he gets experiences related to his occupation.

Career development has been defined differently by different scholars. Ghosh (2003) differentiates organizational career development and individual career development. To him, whereas individual career development deals with assisting employees to identify their major career goals and decide on what to do in order to achieve them, organizational career development seeks to see how individuals fulfill the needs of the organization

irrespective of the work performed. MacDaniels and Gystbers (1992) as cited in Puaah et al (2006) subscribe to the individual career development school where they see career development as the total constellation of psychological, social, educational, physical, economic and chance factors that combine to shape an individual's career over a lifespan. They are supported on this definition by Greenhaus, Callanan and Godshalk (2000).

Others such as Puaah and Anathram (2006) and Martin, Romero, Vale and Dolan (2001) as cited in Puaah et al (2006) see career development as being an organizational exercise that is formal, planned and systematic that takes an individual through stages where a unique set of issues, themes and tasks are handled in the process of achieving a balance between an individual's career needs and the organizational workforce requirements.

This study sees career development as both an individual and organizational exercise that seeks to ensure an individual is well equipped to meet the challenges of a job throughout his working life. This is done without losing focus on the need to fulfill one's aspirations and the goals of the organization. It provides opportunities for personal and professional goal setting (Schreiber, 1998) and the making of informed choices on one's occupation, organization to work for, job assignment and personal development (Puaah and Anathram, 2006).

Career development therefore is an exercise designed to ensure an individual attains his aspirations as the organization achieves effectiveness. It is an organized effort that seeks in a formal way to achieve a balance between an individual's career needs and the organization's workforce requirements (Lipsweirsma and Hall, 2007).

2.2 Responsibility for Career Development

According to Lee and Bruvold (2003), investing in the development of the careers of employees is central in the maintenance and development of skills, knowledge and abilities of both individual employees and the organization as a whole.

Debate has raged among scholars on the determination of the party responsible for career development. There are those who see it as being the responsibility of the employee (Puah and Anathram, 2006, Baruch 2004, Cohen, 2003), while others see the exercise as being in the province of the organization (Herr, 2001, Katono, 2010, Kulvisaechana, 2006). According to Lipswiersma and Hall, (2007) career development is meant to be controlled by an individual employee since he is the one who should make a choice to adapt to circumstances such as changes in the organization, learn to grow and control his destiny. This view is supported by Park (2010), Eby, Butts and Lockwood (2003) and Mihail (2008). They hold that individuals should empower themselves and take personal responsibility for managing their own careers.

This personal initiative enhances one's employability and accumulates social capital through mentoring, networking and consultation. According to this perspective, the individual does not necessarily have to progress through a systematic sequence from one position to another in a given organization but he can opt to continue the pursuit in another organization (Hall, 2004; Brisco, Hall and Demuth, 2006). This perspective of career development has been branded the boundaryless career development perspective by Herr (2001), Hall (2004) and Cohen (2003).

Baruch (2004), while supporting the individual effort perspective also calls for organizational involvement in career development. This view is shared by Tan (2008),

Gordon and Bal (2001) and Rhoades et al (2001). To them, making career development an individual's responsibility reduces employees' commitment to the organization. It also affects their motivation (Katono, 2010; Puah and Anathram, 2006) hence may result in employee turnover. They advocate for a paternalistic approach to career development where one advances hierarchically. According to shore et al (2006), high levels of organizational investment in career development is associated with social relationships that create feelings of employee obligation.

Employees whose careers have been developed by the organization will exhibit behaviors that exceed the minimal requirements of employment. Moreover, because of the psychological contract between the employer and employee, employees have expectations that career planning and development will be undertaken by the employer. This perspective of career development being the responsibility of the organization has been referred to as protean or bureaucratic career development (Arthur and Rousseau, 1996).

The career development process should be undertaken by both the individual and the organization with the organization providing the individual with career counseling, career planning tools, training support and opportunity for individual learning through an enabling organizational climate (Nabi, 2001; Kuo, 2006).

2.3 Theories of Career Development

Various theories informed this study with regard to career development. These include the Psychological Contract Theory, the Social Exchange Model and the Human capital Theory.

2.3.1 Psychological Contract Theory

This theory was developed by Schein (1965) as cited in Armstrong (2006). According to him, this theory expresses the combination of belief held by an individual and an employer about the expectations they have of each other. It is an open ended agreement on what the individual and employer hold regarding promises made, interpretations of those promises and commitments as well as the expectations they have of each other. Amongst the expectations an individual has of the employer include fair treatment and a safe working environment (Armstrong, 2006; Rousseau, 2001; Dabos and Rousseau, 2004).

When related to this study therefore, a lecturer expects reciprocal relationship and obligation on the part of the employer whereby, he will offer his services to the organization in the hope that the employer will cater for his career development needs and support. Any violations to this contract can cause problems, including the lecturer exiting from the organization (Dabos and Rousseau, 2004).

2.3.2 Social Exchange Model

This Social Exchange Model was advanced by Meyer and Smith (2000); Bartlett (2001) and Tansky and Cohen (2001). According to them, employees view career and skills development as benefits that they are to get from the employment relationship. This

benefit is gotten from the employer in return for their commitment and readiness to continue staying and working for the organization.

This model therefore borrows from the Psychological Contract Theory although it views career development as a benefit (Bartlett, 2001). Individuals will therefore seek to respond to the organization in kind by offering their loyalty, commitment and effort in return for something of value that they receive from the employer, for example career development support. The theory therefore lends support to the perspective of career development being employer supported.

2.3.3 Human Capital Theory

This theory was advanced by Theodore Shultz and Gary Becker in the early 1960s (McIntyre, 2004) and supported by Hietala (2005), Olaniyan and Okemakinde (2008). It postulates that investment in staff training increases a lecturer's and a university's human capital resource pool. The knowledge, skills and abilities obtained can potentially increase productivity and performance of lecturers at work.

This theory therefore informs the study on the importance of staff training in developing a lecturer's career. As one advances in the career hierarchy, a lecturer requires more knowledge and skills to help him cope with new challenges. He will need to increase his human capital and this calls for participation in training and development activities as part of the career development programme (Olaniyan and Ojo, 2008).

2.4 Career Development Practices

Various career development practices can be undertaken to ensure the universities have the required talent, knowledge, skills and attitude pool within its human resources.

Whereas the individual lecturer is meant to play his role in career development, the universities' role in the career development process is critical in ensuring success for the programme. Its facilitation of some of the career development practices cannot be gainsaid. These include training and development, universities' support for lecturers' career development, offering of incentives and promotion for lecturers who undertake career development programmes.

2.4.1 Training

According to Kibet, Njeje, Nyaoga and Chepkilot (2010), training and development activities provide shared experiences that promote understanding among employees with many different histories and also help speed the development of the organization, cohesiveness and employee commitment. In their view, it would be appropriate to link performance evaluation and rewards to the completion of training.

As lecturers move up the career ladder, they ought to undertake training and development programmes to cope with the challenges of the new position. Training is a systematic development of knowledge, skills and attitudes required by employees to perform adequately in a given job (Olaniyan and Ojo, 2008). Development on its part is a learning process that prepares an employee to exercise wider or increased responsibility (Armstrong, 2006). Unlike training which seeks to enable one to perform his present duties in a better manner, development seeks to ensure the individual is ready for greater roles and responsibilities in future.

Career development uses various training and development programmes to attain its objectives. Some of these approaches include attending academic or professional classes,

coaching, apprenticeship, job rotation, seminars, workshops, use of case studies, role playing, simulation and group exercises among others (Armstrong, 2006; Ghosh, 2003; Olaniyan and Ojo 2008). As lecturers seek to equip themselves with more knowledge, skills and attitudes to improve individual and university effectiveness through the approaches, the success of the exercise will be dependent on various factors. University support, family support, perceived benefits and one's understanding of their skills, strengths and weaknesses are some of the factors upon which success of the exercise is hinged on (Katono, 2010; Kraiger and Ford, 2007).

Training and development motivation is also enhanced if the employees feel that the training programs are beneficial. Universities should therefore ensure that career development is undertaken in a systematic manner. Research shows that training and development has a positive impact on lecturer and university performance when based on reflective and systematic planning (Campbell and Kuncel, 2001; Wright and Boswell, 2002). Training therefore makes lecturers feel important and taken care of in terms of having opportunities to develop their career (Kuvaas, 2008; Dysvik and Kuvaas, 2008).

Universities should hence have training and development programmes for their employees that are well thought out, systematically planned, executed and evaluated. This will ensure they have the required knowledge, skills set and talents at any given time. Such programmes should form part of their career development practices.

2.4.2 University Support for Career Development

The effectiveness of an organization lies in people who make its membership (Olaniyan and Ojo, 2008). As a result, the organization should play an active role in ensuring that it

manages career development programmes for its employees. According to Crawshaw (2006), employer support for career development increases employee trust, satisfaction, lowers turnover rates and improves employee performance.

The organization ought to have policies and practices developed to guide the career development programme. Such policies and practices are central in managing the complex exchange relationship between the employer and employee from the psychological contract perspective. The organization should also provide a conducive climate that will enable the employees attain career success. Components of such an environment include supportive leadership, opportunities for organizational learning, training opportunities, funding for career development programmes, empowerment, teamwork and collaboration opportunities as well as feedback mechanisms (Tan, 2008; Park, 2010; Nabi, 2001; Kuo, 2006)

According to Purcell and Hutchinson (2007), employees' perception of leadership behavior and satisfaction of the organization's human resource practices including career development enhances their commitment to the organization. Since the employees perceive the managers to represent the employer's views, leadership support for career development will positively affect the exercise. As such, organizations should be selective in choosing line managers so that they do not just base it on technical expertise but also to identify individuals who are genuinely concerned about the interest of the employees (Kuvaas and Dysvik, 2010). Since employees perceive managers to represent the organization, the way they counsel employees in terms of careers and support them in career development may make or dissuade employees from having exit intentions.

The perception of employees on employer fairness in procedures, policies and practices of career development in the organization, the criteria for allocating career development opportunities and resources as well as the decisions made by management on career development greatly affect career development in particular and employee and organizational performance in general (Crawshaw, 2006). Organizational support for career development therefore plays an important role in employee performance in an organization.

2.4.3 University Career Development Incentives

Incentives are additional benefits given to an employee on the basis of varied criteria. This may be due to career advancement or individual, group, or organizational performance (DeCenzo and Robbins, 2008) and the benefits may be in monetary or non-monetary form. Monetary incentives include bonuses, commissions, stock options (Ghosh, 2003) while non monetary incentives include more challenging work, increased responsibility, enhanced status and autonomy (Tan, 2008).

Employees who undertake career development programmes do so with expectations of benefits accruing to them from the exercise. They gain a perspective of what they ought to understand in relation to career options, increase their job mobility, helps them achieve career success as well as get higher rewards in the form of salaries and incentives due to increased competencies (Dessler, 2005). Advancement in careers therefore gives employees opportunities to attract more incentives and other rewards at the work place. Failure to get such returns on accomplishment of career development programmes such as training may make employees to seek exit options from the organization.

2.4.4 Internal Promotion Criteria

Employees expect position changes to take place during their working life. They look forward to promotions from the organizations they work for. Promotion is the advancement to positions of increased responsibility (Dessler, 2005; Nzuve, 1997), it entails changes in assignment from a job at a lower level to another at a higher level within an organization. Various determinants of promotion are used in choosing candidates for the exercise. They include seniority and merit where seniority arises from the number of years an employee has worked for a given organization. Promotion under such criteria is premised on the assumption that an employee's abilities increase with service (Nzuve, 1997; Benson, 2006). Research however shows that such a basis may be flawed (Dessler, 2005).

The other basis of promotion is competence. As seen earlier, employees can increase their knowledge, skills, abilities and competencies in general through training and development activities because they want to advance their career (Noe and Wilk, 1993; Fujita-Starck, 1994). On completion of such programmes, employees expect to be internally promoted as a sign of appreciation of their new qualifications (Kim 2005; Benson et al, 2004; Benson, 2006). When it does occur, employees feel appreciated and reciprocate with loyalty, extra effort and commitment to the organization. Internal promotion from this perspective connects the employee's interests with those of the current employing organization (Tan, 2008).

Organizations should try link career development programmes with promotions. This is because promotion within an organization shows evidence of formal recognition of one's performance, ability and capabilities (Tan, 2008) as well as commitment by the

organization to continue developing every employees' career path and learning opportunity (Guest, Conway and Davey, 2002; Kim, 2005; Tan 2008). Promotion also makes employees to view it as an achievement of proven performance towards career success (Kim, 2005). Promotion based on increased competence is therefore an important practice in career development.

2.5 Individual and Organizational factors

In this study, the relationship between career development practices and lecturers performance is hypothesized to be moderated by several individual and organizational factors including family environment, individual personality, working environment, leadership style of the manager, and facilities in the university.

2.5.1 Leadership Style and Individual Personality

Existing research on leadership and management suggests that a manager's leadership style does affect an employee's personality and the relationship between organizational career development practices and employee performance (Davenport, 2010). Dale and Fox (2008) support the premise that initiating structure and supervisor consideration have an effect on organizational career development and the performance of workers in banks.

According to them, a leader's initiating structure is the degree to which superiors actively define their roles and the roles of their followers towards the attainment of the group's or organization's goals. Examples of this leadership style include assigning and defining tasks and schedules, defining procedures, showing followers how things should be done and outlining detailed measures of performance (Davenport, 2010). Dale and Fox (2008)

are of the opinion that initiating structure can serve to clarify expectations that result in higher levels of organizational commitment.

Supervisor consideration on the other hand is when a leader develops an environment of support, respect, trust and friendliness. Leaders engaging in this style of leadership will interact with employees on a professional, emotional and spiritual level and leaders will actively discuss important issues with followers, show concern for employees' problems, accept employee suggestions and treat employees as equals (Dale and Fox, 2008), hence help in defining their career development paths thus increasing their productivity. The leadership style that a manager chooses will hence greatly affect the relationship between career development practices and employee performance.

2.5.2 Working Environment

Several studies carried out have attempted to explain working environment in various areas such as employee turnover, job satisfaction, job involvement, organizational commitment and how it affects the relationship between organizational career development practices and employee performance (Sheikh, Wusat –Ul-Qamar and Fariha, 2010). The employees' working environment is one of the factors that affect employees' decisions to stay with the organization, develop their career, perform well or leave. It is hence very important to recognize the emerging needs of individual employees in order to keep them committed as people enjoy working and strive to work and develop their careers in those organizations where they feel they are making a difference. The working environment in an organization hence has a great effect on the career development practices adopted by organizations and an employees' performance.

2.5.3 Family Environment

Over the past few years, many researchers have tested the impact of work and family benefits that comprise of flexible schedules, childcare assistance, parental leave as well as childcare information on an organization's career development practices and employees performance.

The results have shown that there is greater performance by employees and the more willingness by organizations to avail career development practices if employees have access to work life policies ((Sheikh, Wusat –Ul-Qamar and Fariha (2010).

2.5.4 Facilities in the University

According to Bill, Weidmann, Olse, Keable and Bosti (2001), workspace designs and facilities have a profound impact on workers and tend to live with the job as long as satisfied. So as to retain old workers, the design and facilities of workplace should create an environment that supports employees of poor eyesight, provide tools that need less potency and apt position of an aging body. The facilities in the university have a great effect on the career development practices adopted by organizations and an employees' performance.

2.6 Benefits of Career Development

Many benefits accrue to organizations that actively engage in career development programmes of their employees. According to Katono (2010), Lee and Bruvold (2003) and Ghosh (2003), it improves the organizations' ability to attract and retain talented employees hence ensuring that the organization has an adequate supply of such personnel when needed. It helps to create a human capital pool that will create value, competitive

advantage and ensure long term organizational growth (Thite, 2001; Kulivisaechana, 2006). This is important since an organization's market value is not only dependent on its tangible resources but also on its intangible assets such as human capital.

It also ensures that employees' commitment to the organization is enhanced (Katono, 2010; Tan, 2006). In case career development leads to promotion, it breeds inner feelings of self actualization, fulfillment and satisfaction across work and non work activities among the employees (Baruch, 2004). Such ascension in hierarchy leads to higher earnings provides a secured position within an organization and enhances employee retention. Pua et. al. (2006) add that it also leads to increased job satisfaction among employees. Organizations will also make informed decisions around compensation and succession planning if they play a central role in career development (Lee, 2000). They can do so by offering guidance and support for employees to achieve competency at work.

The organization should therefore adopt management practices that promote employee self management, use of managers as coaches in career development and offer counseling services to employees at their different stages of career development (Zheng and Kleiner, 2001; Zaleska and De Menezes, 2007; Lips – Wiersma and Hall, 2007). This may however be affected by the extent to which an organization undertakes career development programmes, its size and resources at its disposal (Baruch and Peiperl, 2000; Thite, 2001). Individuals involved in such an exercise such as women may be inhibited by other factors such as work- family balance, sex stereotyping and multiple role expectations.

2.7 Definition of Employee Performance

Organizations seek to pursue and attain their objectives through their employees. As a result, the extent to which employees contribute to the attainment of these goals ought to be measured and quantified. Employee performance can be defined as the extent to which the employee is contributing to the strategic aims of the organization (Dessler, 2005).

DeCenzo and Robbins (2008) hold that employee performance implies employees' concern for productivity which should be looked at in terms of effectiveness and efficiency. To them, effectiveness refers to goal accomplishment hence it entails meeting the desired goal within the required time frame. Efficiency on the other hand evaluates the ratio of inputs used in relation to the outputs achieved. From their perspective therefore, employee performance involves employees of a given organization attaining desired goals within a given time frame at minimal costs and with minimal employee created disruptions such as strikes, absenteeism, accidents and turnover.

This definition is in line with that of Purcell *et. al.* (2003) and Armstrong (2006) who agree on the need to evaluate both the inputs and outputs of employees in relation to their attainment of organizational aims while upholding its values. This study therefore defines employee performance as the extent to which an employee of an organization attains its goals and objectives within a given time frame and at minimal cost.

2.8 Theories of Employee Performance

Various theories have been proposed by scholars on employee performance. They seek to explain employee performance while suggesting ways in which the concept can be

measured (Armstrong and Baron, 2004; Armstrong, 2006, Decenzo and Robbins, 2008). The theories include: Management by Objectives (MBO), Theory X and Theory Y and 360 degrees feedback model, McClelland's Need Theory, Herzberg's Two-Factor Theory, Equity Theory and V.H.Vroom's Expectancy Theory.

2.8.1 Theory X and Theory Y

This theory was advanced by Douglas McGregor (1960) as cited in (Welhrich, Cannice and Koontz, 2008) as he sought to explain the motivation behind people working in an organization as seen from a managers' perspective. According to him, an average employee may fall in either Theory X or Theory Y assumptions. Under Theory X, employees are assumed to be lazy, dislike work, fear responsibility, hence has to be directed, coerced, controlled, and threatened with punishment for them to work towards attaining organizational objectives (Moorhead and Griffin, 2000; DuBrin, 2009) .

Theory Y on the other hand holds that employees are internally motivated to work towards attaining an organization's objectives, accept responsibility, exercise self control, and are creative and receptive to learning that which relates to job performance (Weihrich et al, 2008). As a result, the employees are self driven and with minimal supervision and cost, one pursues and attains organizational objectives.

This theory informs employee performance from a managerial perspective in that it highlights under Theory Y the need to provide employees with opportunities to learn, be creative and autonomous in performance of their duties as they seek to attain organizational goals.

2.8.2 McClelland's Need Theory

As cited by Egessa and Manyasi (2007), this theory was developed by David McClelland (1961). Three learned or acquired needs, otherwise known as manifest needs as the need for achievement, for power and for affiliation are identified in this theory. According to Saleemi and Bogonko (2007) the need for achievement is concerned with the issue of excellence, competition, challenging goals, persistence as well as overcoming difficulties. A person high on this need seeks excellence in performance, enjoys difficult and challenging goals and is persevering and competitive in work.

This theory states that people who have a high need for achievement perform better than those with a low or moderate need. Such people set goals that are moderately difficult yet achievable, like receiving feedback on their progress towards the goals and do not like having external events or other people interfere with their progress towards the goals (Nzuve, 2007). In the universities, lectures will develop a high need for achievement and hence perform better if their universities are committed in developing their careers.

The need for power concerns itself with the desire to make impact on others, influence others and make a difference in life. Individuals with a high need for power like to control people and events (Nzuve, 2007). While well performing lecturers have the greatest upward velocity in universities and rise to higher position more quickly than their contemporaries, they benefit their universities most if they have a high socialized power need provided by the university management in managing their careers.

The need for affiliation is concerned with establishing and maintaining warm, close and intimate relationships with other people. Those high on this need are motivated to express

their emotions and feelings to others while expecting them to do the same in return. Such people find conflicts and complications in their relationships disturbing and the relationship they have with others is close and personal, emphasizing friendship and companionship (Egessa and Manyasi 2007). University management will benefit greatly if they fulfill this need to their lecturers whose resultant effects will be low lecturer turnover.

2.8.3 Herzberg's Two –Factor Theory

As quoted by Cole (2008), Fredrick Herzberg (1968) examined the experiences that satisfied or dissatisfied people at work. Conditions related to satisfaction of the need for psychological growth were referred to as motivation factors while those related to dissatisfaction caused by discomfort or pain were called hygiene factors.

According to the theory, job satisfaction is produced by building motivation factors into a job through job enrichment. These factors include responsibility, achievement, recognition, advancement and work itself, where, if present, these factors lead to superior performance and effort, lead to positive mental health, challenge people to grow, contribute to the work environment and invest themselves in the organization (Cole 2008).

Hygiene factors include company policy and administration, technical supervision, salary, interpersonal relations with supervisors, working conditions and status. They are factors which relate to the context of the job, do not directly affect a person's motivation to work but influences the extent of one's discontent (Saleemi and Bokonko 2008). In a

university, the presence of motivation factors is essential in enhancing lecturers' motivation to excel at work.

2.8.4 Equity Theory

This theory is concerned with the social processes that influence motivation and behavior (Cole 2008). Developed by John Stacy Adams (1963), equity refers to individuals' belief that they are being treated fairly as compared to others. The theory proposes that employees are not only concerned with the absolute amount of reward for their efforts but also what others receive for the same effort. If employees' perceived ratio of inputs to outcomes is not equal to others, they will strive to restore the ratio to equity (Nzuve 2007). In a university set-up where lecturers feel a sense of inequity in terms of their universities support in career development they may reduce their productivity or even leave the organization all together.

2.8.5 V.H Vroom's Expectancy Theory

Vroom (1964) as quoted by Cole (2008) suggests that individuals' level of performance is often determined by their level of preference for particular goals. According to the theory, motivation is a product of valence which refers to how much one wants a reward, expectancy which is ones estimate that performance will result in particular outcome and instrumentality which represents the employees' belief that reward will be received once a particular task is accomplished (Cole 2008). In a university set up, the theory implies that the management of universities ought to strive to satisfy the career development needs of their lecturers so that the lecturers can maximize their efforts

2.8.6 Management by Objectives

This theory advanced by Peter Drucker (1954) as cited in Cole (2004) has been used as an employee appraisal tool, motivational technique and a planning and control device (Wehrich et al, 2008; DuBrin, 2009). It postulates the need for joint goal setting between the management and employees, identification and agreement on areas of action, design of action plans to attain results in the identified areas of action and reviewing of performance in relation to identified objectives. The model has been praised for helping in focusing employees' performance of duty towards goal attainment, clarify employees roles, encourage commitment of employees towards personal and organizational goal attainment as well as put in place measures against which results can be measured (Sagimo, 2002; Wehrich, et al, 2008; Cole, 2004). Management by Objectives has periodic and final reviews that are used to measure employee's attainment of organizational goals.

2.8.7 360 Degrees Feedback

This model is a recent addition to frameworks for analysis of employee performance. It is a comprehensive system of gathering and analyzing feedback of performance data on an employee from various stakeholders (Armstrong, 2006; Nelson and Quick, 2009; Shipper, Hoffman and Rotondo, 2007). Unlike the Management by Objective model that confines measurement of employees performance to the employee and his supervisor, 360 Degrees Feedback Model gets performance data from the employee himself, beneficiaries of his services or products/customers, his superiors, his peers and well as his juniors (Romano, 1993; Yammarino and Atwater 1993; Shipper et al 2007; Nelson and Quick 2009). Such feedback can then be evaluated to come up with a comprehensive

measure of employee performance that will be more objective given the multiplicity of the raters.

The need for 360 degrees feedback model arose from the weaknesses of the many top down performance appraisal methods in use for evaluating employee performance (Romano 1993; Velsor, Leslie and Fleenor, 1997; Vinson 1996). Most of these methods were considered biased, less effective and led to employee dissatisfaction.

This method has the benefit of collecting data that gives a broad picture of an individual's performance or skills, provides information needed for the changing roles of managers and highlights gaps in employees' abilities that can be filled by career development programmes, (Vinson, 1996; Yammarino and Atwater, 1993; Shipper et al 2007)

This model is relevant for this study given that universities as the generators, preservers and disseminators of knowledge and innovation have multiple stakeholders. These include students, lecturers, job market employers, citizens, governments and other institutions (Oloo, 2010; Kalai, 2009; Kiriri and Gathuthi, 2009)

University lecturers are expected to pursue and attain the goals of their institutions hence a rating from the multiple stakeholders is required in assessing their performance objectively. Results from such appraisal can be beneficial in planning of lecturers' career development, succession planning and rewards management (Armstrong, 2006; Kadenyi, et.al. 2009; Kiriri and Gathuthi, 2009).

2.9 Measures of Employee Performance

Scholars have advanced different measures of employee performance (Nzuve, 1997; Armstrong, 2006; Afzal, Khan and Ali, 2009). There are those who see employee performance in terms of one's achievement in relation to objectives, level of competence, behaviour in the job as it affects performance and its relation to the organization's core values and the employee's day to day effectiveness (Armstrong, 2006; Compton, 2005).

Others see it as quality of work, meeting organizational objectives, attendance and relationship with peers and supervisors while others see it in terms of knowledge of work, quality of work, leadership, customer awareness, initiative and decision-making ability (Cole, 2002; Compton, 2005; Kiriri and Gathuthi, 2009).

The measures of performance differ with one's profession and workplace whereby measures of employee's performance in the banking sector will not be the same as in the education sector, for example in a university (Afzal *et al*,2009; Kiriri and Gathuthi,2009). One therefore has to be keen when measuring performance so that the agreed constructs to measure employee performance capture the important attributes specific to the sector. However, certain measures are universal, for example, meeting the organization's objectives.

Kiriri and Gathuthi (2009) identify measures to measure a university academic staff's performance to include effective teaching of allocated workloads, attendance of learned conferences, publication of books and journal articles and furtherance of academic and professional qualifications.

2.10 Relationship between Career Development and Employee Performance

Over the past few years, there has been an increasing interest in the field of career development and employee performance. Currently, the literature encourages the consideration of human resources as strategic factors not only because they play an important role in strategy implementation but also because they are beginning to be reckoned as sources of sustainable competitive advantage (Khera, 2010).

Literature has emphasized the important role played by the human component in the competitiveness and response capacity of organizations and this is reflected in numerous publications and research studies that have appeared in the recent past (Barney, 1991; Barney and Wright, 1998; Wright, McMahan and McWilliams, 1994)

Viewed in this context, human capital is proposed as one of the major resources on which companies build their competitive strategy (Becker and Gerhart, 1996; Boxall, 1996; Tyson, 1995). Human Resource Management practitioners and academicians have been interested in finding relevant HRM policies and practice for different types of organizations around the globe (Khera, 2010). They have become increasingly interested in learning more about HR practices to enhance employee and organizational performance, for example Boselie, Paauwa and Jansen (2001); Den, Hartog and Verburg (2004); Paauwe and Boselie (2003).

Kamoche, Nyambegera and Mulinge, (2004) posit that failure by an organization to invest in systematically training and developing its employees hurts industrial development and impedes improvement in labour productivity. Training and development, which is a subset of career development ensures the organization functions

well and responds to environmental changes (Cole, 2002; Dessler, 2005; Compton, 2005). Kamoche *et al* (2004) further argue that to develop employees and hence enhance their productivity, organizations need to transform the way they develop people by nurturing cultures that value the contribution of employees and undertake cost-effective career development activities that enhance employee contribution to the productivity of the organization and product quality. This exercise should be consistent with the organization's long-term strategies.

Baniya (2004) carried out a study that sought to find out the Human Resource Development practices in Nepalese Business Organizations focusing on manufacturing enterprises in Pokhara. The Human Resource Management practices under study included training (on-the-job and off-the-job, study facilities such as time adjustment, scholarship and study leave as well as exposure visits). The study revealed that there is a lack of systematic approach towards Human Resource Development in Nepalese Business Organizations. According to the study, most of the organizations sampled neither had a Personnel Manager to look after human affairs nor did they allocate a budget in their annual programme for Human Resource Development, an indication of little priority assigned to human resources in organizations.

A study carried out by Maher (2009) sought to investigate employee perceptions of their career development in the Not-for-Profit organizations. The results showed that the presence of employee training and career management systems positively enhances employee career development and their commitment to the organization. According to Maher (2009), employees favour an organization that provides something valuable to them. As a result, an organization that provides support for employee career development

creates a positive and supportive image of the organization to the employees, work performance improves and staff turnover is reduced.

Khera (2010), in his analysis of the relationship between HRM practices and employee productivity in Commercial Banks in India found that there is a significant relationship between HR practices (grievance redress, quality of work life, compensation management and incentives) and employee performance where the HRM practices are found to show a considerable positive impact in affecting performance. A study by Ngala and Odebero (2010) sought to find out teachers' perceptions of staff development programmes as it relates to teachers' effectiveness in primary schools in Kenya. The study concluded that participating in staff development programmes had a positive impact on the effectiveness of teachers as seen by the academic achievements of pupils in their Kenya Certificate of Primary Education Examinations. It was also noted that the staff development programmes that were mostly sought by teachers included taking higher education and training, taking part in workshops, seminars, conferences as well as in-service courses (Ngala and Odebero, 2010). The researchers recommended that school heads ought to give more support in terms of funds and time to teachers wishing to undergo staff development so that they can be more effective when carrying out their roles. It was also recommended that schools ought to be equipped with better books and journals to keep teachers updated on the latest developments in their profession (Ngala and Odebero, 2010).

Another study was conducted by Sheikh, Qamar and Iqbal (2010) who sought to find out the impact of Human Resource Management practices on employee retention in the education and banking sectors in Bahawalpur. They found that there was a good

relationship between employee performance and HRM practices and that working environment, career development opportunities and rewards are more important factors that affect the retention and performance of employees in organizations and they should hence be focused on.

Several studies that link career development practices and lecturers performance in universities in developed countries have been carried out , for example, Guest (2003); Harley,(2002); Gould-Williams (2003); Park, Mitsuhashi, Fey and Bjorkman (2003); Tessema and Soeters (2006). Shahzad, Bashir and Ramay (2008) have also carried out a study on the impact of HR practices on perceived performance of university teachers in Pakistan which is a developing country. Their study examined the relationship between three HR practices (Compensation, promotion and performance evaluation) on perceived employee performance among university teachers in Pakistan. The results of the study indicated that there is a positive relationship between compensation and promotion practices on employee perceived performance while performance evaluation practices are not significantly related to perceived employee performance. They recommended that Pakistan universities need to revise their compensation practices and define clear paths to enhance the performance of teachers (Shahzad, Bashir and Ramay, 2008).

When career development is based on a reflective and systematic plan, it has a positive impact on employee and organizational performance (Campbell and Kuncell, 2001; Wright and Boswell, 2002). This is further enhanced if the employer supports career development programmes. According to Crawshaw (2006), employer support enhances employee trust, job satisfaction, lowers turnover rates and improves employee performance. When employees enhance their skills resulting in increased human capital,

they may be promoted or have their responsibilities and duties increased (Tan, 2008; Noe and Wilk, 1993; Fujita-Starck, 1994). This motivates the employee to be committed to the organization thereby reducing turnover intentions. The employee reciprocates this recognition with loyalty, extra effort and general increased performance (Kim, 2005; Tan 2008; Guest, Conway and Davy, 2002).

Career development practices and employee performance are therefore positively related since proper execution of the former leads to an increased measure of the latter (Crawshaw, 2006; Campbell and Kuncel, 2001; Tan, 2008; Park, 2010).

2.11 Conceptual Framework

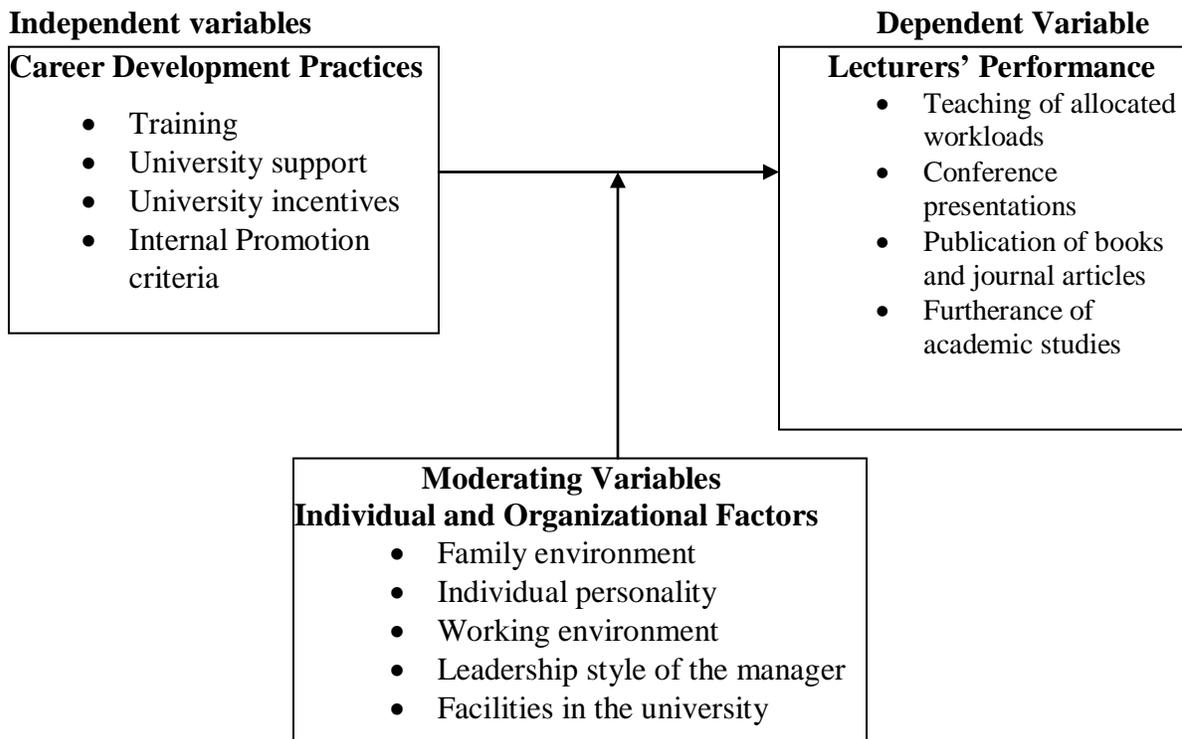
According to research, there are a number of Human Resource Practices that could be tested in relation to employee performance. Teseema and Soeters (2006) have studied eight HR practices (recruitment and selection practices, placement practices, training practices, compensation practices, employee performance practices, promotion practices, grievance procedure and pension or social security) and their relationship with perceived employee performance.

Another study done by Huselid (1995) used eleven HRM practices including personnel selection, performance appraisal, incentive compensation, job design, grievance procedures, information sharing, attitude assessments, labour-management participation, recruitment efforts, employee training and promotion criteria. Shahzad, Bashir and Ramay (2008) undertook a research that examined the relationship between three HR practices (compensation, promotion and performance evaluation) and perceived employee performance of university teachers in Pakistan. From the literature reviewed in

this chapter, this study sought to evaluate the effect of four career development practices (Training, university support, university incentives and promotion) on lecturers' performance in public universities in Kenya. The career development practices were the independent variable while lecturers' performance was the dependent variable.

Lecturers' performance was measured through student completion rates, job satisfaction, turnover intention rates, innovation, publications, and conference presentations as well as mentoring. Family environment, individual personality, working environment and leadership style of the manager were identified as variables that may moderate the relationship between the independent and dependent variables as shown in Figure 2.1.

Figure 2.1: Conceptual Framework of the Study



Source: Research Study 2011

2.12 Summary and Research Gap

Research has shown that career development practices influence performance in organizations (Wright and Boswell, 2002; Katono, 2010; Crawshaw 2006). Existing literature has highlighted the challenges academic staff in universities in Kenya face in the execution of their duties which has affected their performance. Some of these challenges include increased student enrolment, heavy workload, reduction in research grants, lack of funding for career development activities (Kalai, 2009; Oloo, 2010), lack of adequate physical and technological facilities to support teaching and research activities as well as inadequate remuneration (Kiriri and Gathuthi, 2009; Kadenyi, et. al, 2009).

Whereas these challenges affecting academic staff performance in universities have been highlighted in general, little attention has been paid to the linkage between career development practices and employee performance in universities in Kenya.

This study therefore aimed at filling this gap by finding out the effect of career development practices on lecturer's performance in public universities in Kenya. Career development practices were looked at from the perspective of organizational support, training, organizational incentives and promotion. Employee performance was measured in terms of student completion rates, job satisfaction, turnover intention rates and innovation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the following: Study area, research design, target population, sample size and sampling procedure, data collection procedure, validity of research instruments, reliability of research instruments, data analysis and presentation as well as ethical considerations.

3.1 Study Area

The study was conducted in all full fledged public universities in Kenya namely University of Nairobi, Kenyatta University, Jomo Kenyatta University of Agriculture and Technology, Moi University, Egerton University, Maseno University and Masinde Muliro University of Science and Technology. The University of Nairobi is located in the capital city of Kenya; Nairobi, Kenyatta University and Jomo Kenyatta University of Science and Technology are located in Central Province, Moi University and Egerton University are found in Rift Valley Province; Maseno University is in Nyanza Province while Masinde Muliro University of Science and Technology is found in Kakamega County.

3.2 Research Design

The study adopted the descriptive survey design. According to Nsubuga (2000), surveys collect detailed descriptions of existing phenomena with the intent of employing the data to justify current conditions and practices or to make more intelligent plans for improving them. Oso and Onen (2005) report that surveys are used to provide quantitative and numeric descriptions of some part of the population. The survey design was hence

appropriate for the study as it enabled the researcher to collect data from a sample population and analyze it in order to discover occurrences in the target population.

3.3 Target Population

The target population for this study was 4000 lecturers in all public universities in Kenya. The universities included U.O.N, K.U, JKUAT all located in and around Nairobi, Moi University, Egerton University, Maseno University and MMUST .

3.4 Sample Size and Sampling Procedures

3.4.1 Sample Size

According to Kasomo (2007), a sample is often described as being representative if certain known percentage frequency distributions of elements' characteristics within the sample are similar to the corresponding distributions within the whole population. Krecjie and Morgan (1970) as quoted by Kasomo (2007) have produced a detailed table for determining the sample size at 95% confidence level as shown in Table 3.1:

Table 3.1: Sample Sizes for Different Populations

Population size	Sample size
2000	322
3000	341
4000	351
5000	357
10000	377

Source: Kasomo (2007)

The sample size is determined based on the formula: $n = (k \times S / E)^2$

Where k = desired confidence level

s = sample standard deviation

E = required level of precision

n = sample size

Based on the table, the sample size for this research was 351 lecturers drawn from the seven public universities in Kenya

3.4.2 Sampling Procedure

For this study, the researcher used stratified and simple random technique in choosing the sample among lecturers who filled the questionnaire. Simple random sampling is the type of sampling procedure which provides equal chance to every member in the population to be included in the study, (Kasomo, 2007) while stratified sampling was used so as to ensure that different groups of the population were represented in the sample.

3.5 Data Collection Procedure

3.5.1. Sources of Data

The researcher utilized both primary and secondary sources to collect data. Primary sources included questionnaires. Questionnaires were used to gather information from lecturers. Secondary data was sourced from policy guides as outlined in Collective Bargaining Agreements between the university managements and UASU, books, journals and newsletters.

3.5.2 Data Collection Instruments

The research employed the questionnaire as the main data collection instrument from the respondents who were lecturers in public universities in Kenya.

3.5.2.1: The Questionnaire

The study used a questionnaire as the main data collection tool. It contained items that measured career development practices and lecturers' performance. According to Kasomo (2008), the merits of a questionnaire include the possibility of using distant respondents and that questions are well planned and can always be modified and adapted. The instrument was also deemed appropriate for the target population which comprised of literate people who could read and respond to the items. The questionnaire was administered on the lecturers by the researcher and two research assistants and it was divided into three sections as indicated in Table 3.2, with each section seeking different information.

Table 3.2: Structure of the Questionnaire

SECTION	INFORMATION TO BE CAPTURED
Section A	General Information
Section B	Career development practices that includes <ul style="list-style-type: none"> -Training -University support -University incentives

	-Promotion -Lecturers performance -Moderating factors-:individual and organizational factors
--	--

Source: Research study 2011

3.5.2.2: Document analysis

Documents related to the study themes were analyzed. The study focused on looking at various universities' policy documents such as Collective Bargaining Agreements between university managements and UASU, newsletters, strategic plans, books and journals to critically analyze the approaches taken by public universities in Kenya in addressing career development of their lecturers, the challenges such practices faced and the steps taken to correct such occurrences.

3.5.3 Administration of the Research Instruments

The researcher used two research assistants who helped in the distribution of the questionnaires to the different universities. The assistants were trained on what they were expected to do prior to being sent to the field. The drop and pick later method was used in the distribution of the questionnaires.

3.6 Validity and Reliability of Research Instruments

According to Kasomo (2007), validity refers to the quality that a procedure or an instrument used in the research is accurate, correct, true, meaningful and right. It refers to the extent to which a research instrument measures what it is supposed to measure

(Kasomo, 2007). Face validity was established by the researcher by inspecting the concepts being studied to see their appropriateness “on its face”. However, this did not provide convincing evidences of measurement of validity hence, other forms of validity were attempted.

Content validity refers to the extent to which a research instrument adequately covers the full range of the concepts’ meanings (Hair et al, 2006). To ensure this, the researcher reviewed literature to identify the different dimensions of career development practices and lecturers’ performance. In addition, the opinions of experts was sought.

Construct validity refers to the extent to which a set of items in the research instruments reflects the theorized latent constructs it is supposed to measure (Kothari, 2003)was also established. The researcher undertook a thorough review of the theories underlying the major themes of the study to establish a chain of evidence of the constructs, and had experts review the research instruments.

Reliability refers to stability or dependability of an instrument or procedure in order to obtain information (Kasomo, 2007). Reliability tests were undertaken to assess the degree of consistency of the measured scales presented in the questionnaire.

The questionnaire was pilot tested on respondents from the University of Nairobi, Kakamega Extra Mural Centre and responses inspected to ascertain the extent to which they measured the desired phenomena. The final sample from the University of Nairobi that was used in the main study was picked from its other campuses excluding the Kakamega Centre. The results of the pilot study indicated that public universities had put in place several career development practices which had had a positive effect on

lecturers' performance. Feedback was used to review and adjust the research instruments accordingly.

Reliability test was performed using Cronbach Alpha Coefficient test to assess the consistency of the items in the measurement scales. According to Hair et al (2006) the general agreed upon lower limit for Cronbach Alpha is 0.70 showing that the instrument is reliable. Using the SPSS computer software, the results of the Cronbach Alpha coefficient values for the tests are indicated in Table 3.3:

Table 3.3: Summary of Reliability test results

Constructs	No. of cases	No. of items	Chronbach Alpha Coefficient
Training items	351	9	0.885
University support	351	6	0.812
University incentives	351	3	0.741
Promotion	351	4	0.789
Moderating variables	351	4	0.758
Lecturers' performance	351	7	0.832

Source: Research study, 2011

The results indicate that all the constructs were reliable since they all had Cronbach Alpha Coefficient values of above 0.70.

3.7 Data Analysis and Presentation of results

The study used both qualitative and quantitative methods to analyze data. Descriptive statistics such as frequencies, percentages and means were used to analyze data especially that concerning the demographics of the respondents, career development practices and lecturers performance. Inferential statistics such as chi square and Pearson's Product Moment Coefficient was used to test the study hypotheses and show the relationship between the dependent and independent variables. Multiple Regression Analysis was then carried out to find the contribution of the independent variables towards the dependent variable as well as determine the moderating effects of individual and organizational factors. The results were then presented using tables and charts. The researcher then did summaries, drew conclusions and gave suggestions for further research.

3.8 Ethical Considerations

The researcher first sought permission to conduct the research from Kabarak University as well as obtained a research permit from the Government of Kenya.

The respondents' privacy and confidentiality was guaranteed by the researcher assuring the respondents that the information gathered was to be used for research purposes only. The respondents were also assured of anonymity as they were not required to indicate their names or identities on the questionnaire.

CHAPTER FOUR

FINDINGS AND DISCUSSION OF RESULTS

4.0 Overview

This chapter presents a descriptive and quantitative analysis of study findings and discusses the effects of Career Development Practices on Lecturers' Performance in Public Universities in Kenya. It is divided into sections that address data preparation and screening, demographic composition of the study sample, descriptive analysis of the data, hypotheses test results and discussion of findings. The study findings presented in sections 4.2 to 4.9 are exhaustively discussed in section 4.10.

Kenyan public universities have lecturers' career development programmes as part of their mandate (Republic of Kenya, 1988) and strategic plans. With good career development practices in place, the lecturers' performance is expected to improve. However, studies in Kenyan public universities show that research, conference presentations and publishing by lecturers have dropped sharply over the last few years (Chacha, 2004). Kenyan public universities also have fewer PhD level staff compared to

many countries of Sub-Saharan Africa and those registered for further studies are behind schedule (Lewa, 2009).

The study therefore sought to evaluate the effects of career development practices on lecturers' performance in public universities in Kenya using the descriptive survey design. Lecturers' performance was hypothesized to be dependent on staff training, university support for career development, career development incentives and internal promotion criteria. Data was collected using a questionnaire and drop and pick later method of questionnaire administration. The quantitative and qualitative analysis is based on the data collected through the questionnaires and administered on lecturers in public universities in Kenya.

4.1 Data Preparation and Screening

The study targeted approximately 4000 lecturers in Kenyan public universities namely the University of Nairobi, Kenyatta, Jomo Kenyatta, Moi, Egerton, Maseno and Masinde Muliro University of Science and Technology. From the sample of 351 lecturers chosen to participate in the study, a total of 328 questionnaires were returned, representing a 91.9% response rate. The questionnaires were then checked for missing values where all were found to have been adequately marked. The questionnaires data was then coded and entered into the SPSS Version 17 computer software where it was subjected to further descriptive and qualitative analysis.

The dependent, independent and moderating variables were measured on Likert Scales of 1 to 5 ranging from 1:- Strongly Disagree to 5:- Strongly Agree. This was done for all items measuring those variables. Each respondents score on each item was then

aggregated into a composite score for each independent variable (training, university support for career development, career development incentives and promotion criteria), dependent variable (lecturers' performance) and moderating variable (university facilities, family environment, leadership style, individual personality). These composite scores were afterwards divided by the maximum possible scores for all items measuring the identified dependent, independent and moderating variable and placed on an interval scale.

This resulted in a Training Index that had a minimum score of 9 and maximum of 45, University Support for Career Development Index that had a minimum score of 6 and maximum score of 30, University Career Development Incentives Index that ranged from 3 to 15, Internal Promotion Criteria Index ranging from a score of 4 to 20, Lecturers' Performance Index ranging from a score of 10 to 100 and Individual and Organizational Factors Index (Moderating Factors) that ranged from a score of 4 to 20.

This operation was done on the data with the aim of reducing the measures into single composite indices for ease of analysis as was done by Otii, Ng'ang'a and Ondieki (2011). The data was then subjected to further quantitative and qualitative analysis.

4.2: Demographic characteristics of respondents

The demographic profiles of lecturers were analyzed using six aspects namely the university the respondent is currently teaching, age, gender, highest academic qualification, position first employed in university and current position held in university.

4.2.1 Respondents' University

Majority of the respondents were from Kenyatta University and the University of Nairobi, 50 (15.2%), Egerton and Moi University had 49 (14.9%), Maseno University had 46 (14%), Masinde Muliro University of Science and Technology and Jomo Kenyatta University of Agriculture and Technology had the least number of respondents at 40 (12.2%) and 44 (13.4%) respectively.

Table 4.1 Respondent's University

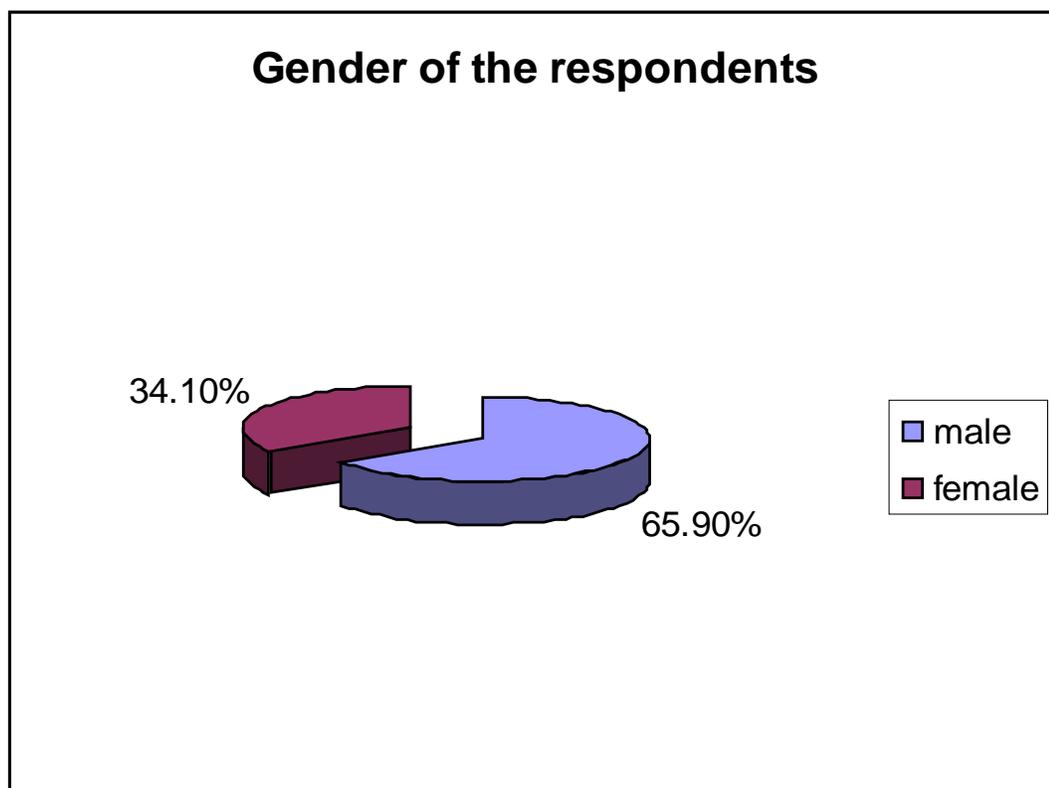
Demographic characteristics		Frequency	%
University	Kenyatta	50	15.24
	MMUST	40	12.20
	Moi	49	14.90
	Nairobi	50	15.24
	Maseno	46	14.02
	JKUAT	44	13.41
	Egerton	49	14.94
		328	100

Source: Research study, 2011

4.2.2 Respondents' Gender

Most of the respondents were male, 216 (65.9%) while 112 (34.1%) were female as shown in Figure 4.1. This scenario is found in many other public sector organizations where a majority of employees are male hence the need for affirmative action.

Figure 4.1: Gender of Respondents



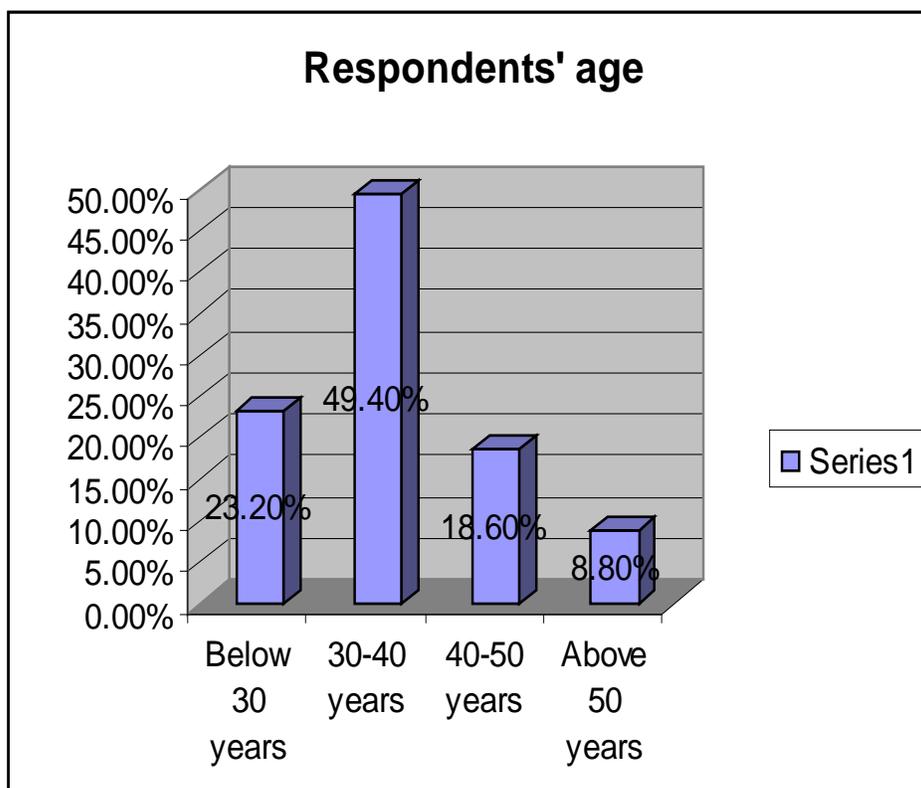
Source: Research study, 2011

4.2.3 Respondents' Age

The findings presented in Figure 4.2 indicate that a majority of the respondents, 162 (49.4%), were between 30-40 years, 76 (23.2%) were below 30 years, 61(18.6%) were

between 40-50 years and 29 (8.8%) were above 50 years. These findings suggest that most public universities have lecturers who are in the youthful age bracket of 30-40 years as represented by 76 (23.2%) show that the universities need to invest more in terms of career development so as to optimally tap the potential of this age group.

Figure 4.2: Age of Respondents



Source: Research study, 2011

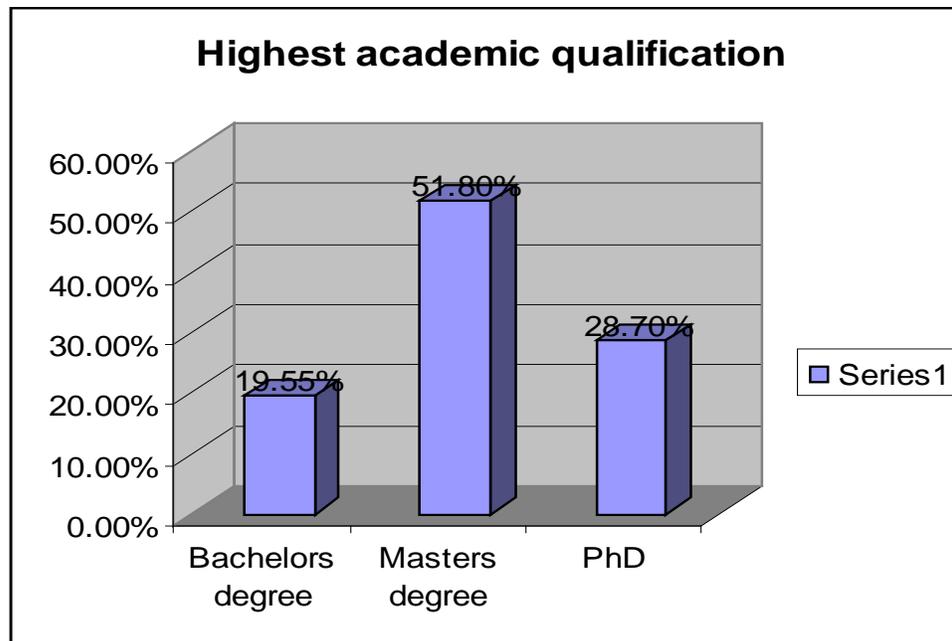
4.2.4: Highest Academic qualification of respondents

The findings in Figure 4.3 shows that majority of the respondents, 170 (51.8%), have a Master's degree as their highest academic qualification, 94 (28.7%) respondents had PhD and 64 (19.5%) had Bachelors degree.

This finding are consistent with other studies conducted by Ngome (2003) in Kenya and Chilundo (2003) in Mozambique who found that many universities in Africa lack lecturers who are PhD degree holders. Opportunities for career development are minimal with many academic staff that are keen on pursuing further studies being limited by resource availability as well as brain drain for those who pursue and complete further studies abroad (Mkude and Cooksey, 2003).

This means that universities have to invest heavily to ensure that these lecturers are able to pursue their PhD studies and grow in their careers. This gives universities a challenge of providing them with a conducive environment to develop their careers so that they can perform better and move up their career ranks.

Figure 4.3 Highest academic qualifications of Respondents



Source: Research study, 2011

4.2.4 The length of time respondents have taught at the university

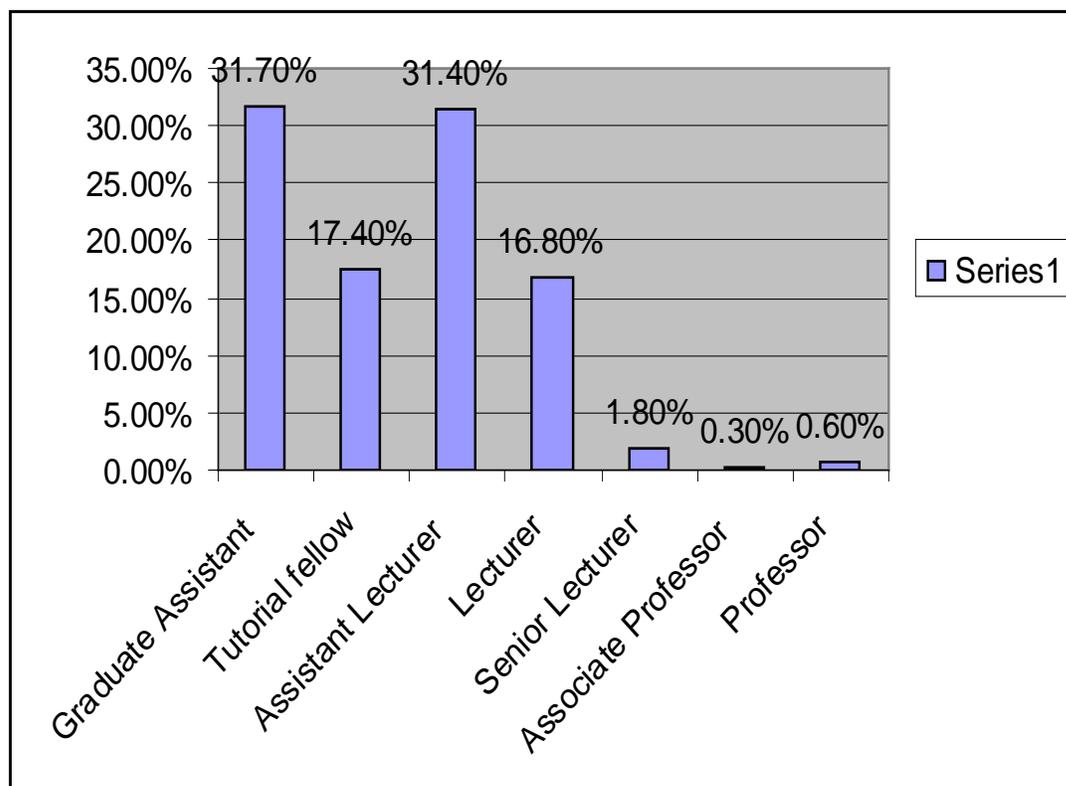
The study also found out that one hundred and fifty eight respondents (48.2%) had taught for below 5 years at University level, 95 (29.0%) had taught for between 5-10 years, 47 (14.3%) had taught for between 10-15 years and 28 (8.5%) had taught for above 15 years. This suggests that the respondents need their universities to support them as they grow and develop their careers.

4.2.5 Position respondents were first employed in the university

The findings in Figure 4.4 showed that a majority of the university's lecturers joined their career at the Graduate Assistant 104 (31.7%) level, 103 (31.4%) as Assistant Lecturers,

57 (17.4%) as Tutorial Fellows, 55 (16.8%) as lecturers, 6 (1.8%) as senior lecturers, 2 (0.3%) as Associate professors and 1 (0.6%) as a full professor. The Graduate Assistant position is a contractual and training position in most universities that require the lecturers to pursue Masters Degrees hence the need for universities to support them. Being at the lowest level, the Graduate Assistants and Assistant lecturers need to be given an opportunity to undergo career development by their respective universities.

Figure 4.4 Position respondents were first employed in the university

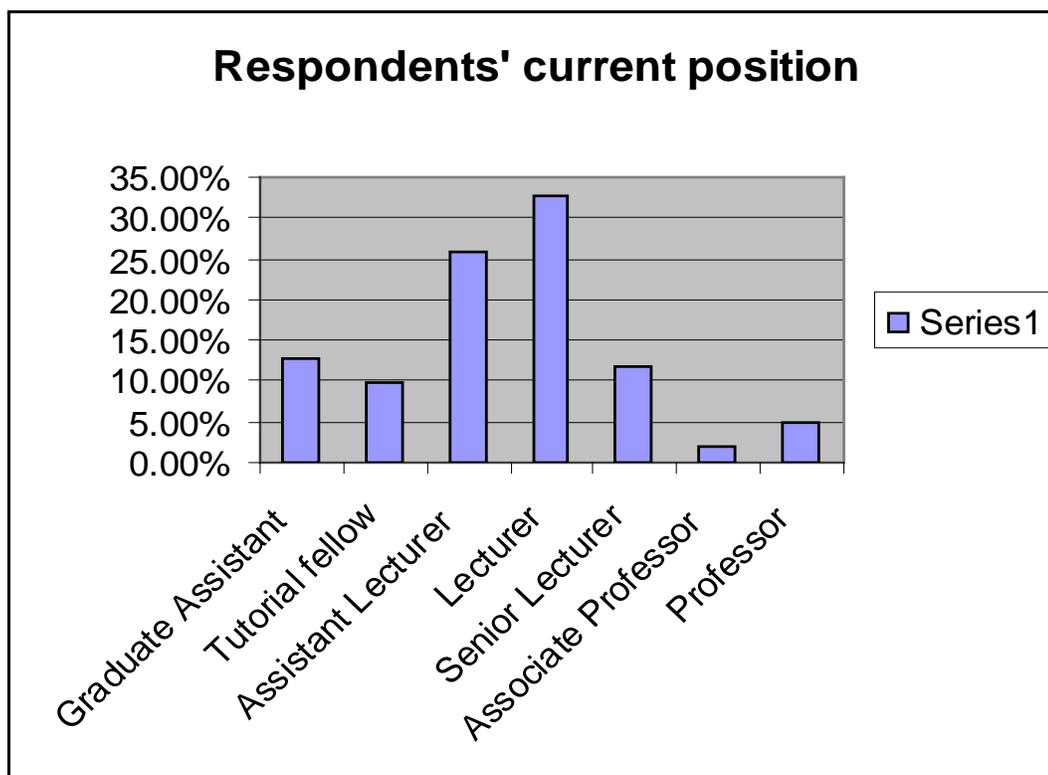


Source: Research study, 2011

4.2.6: Respondents' current position

At the time of the study, most of the respondents held the lecturer position as was confirmed by 107(32.6%) respondents. Other respondents held different positions as shown on Figure 4.5 namely Assistant Lecturer, 85(25.9%) , Tutorial Fellow position, 32(9.8%), Graduate Assistants, 42 (12.8%) , Senior lecturers, 39 (11.9%), Professors, 16 (4.9%) and 7 (2.1%) were Associate professors.

Figure 4.5: Current position of respondents in the university



Source: Research study, 2011

Tutorial fellows and Assistant Lecturers held a similar position on the organizational structure of these universities with their terms only differing where the Assistant Lecturer was permanent and pensionable while the Tutorial Fellow position was contractual in nature and the holder considered a trainee as he or she pursued a PhD. The job holders in these positions were required to have masters' degrees as the minimum qualification.

4.3 The Effect of Training on Lecturer's performance

The study sought to determine the effect of training on lecturers' performance in Public Universities in Kenya. Training was perceived as availability of opportunities to pursue further professional and academic programmes, the university holding academic seminars, workshops and conferences and lecturers presenting research findings in conferences, seminars and journals .It was also looked at from the perspective of the university having a staff development programme, that were relevant to the lecturers' fields of specialization. It designed several statements that sought to capture the sentiment by asking the extent to which the respondents agreed or disagreed with the statements on the issue as shown on Table 4.2.

Table 4.2 Responses of lecturers on the relationship between training and lecturers' performance.

STATEMENT	5	4	3	2	1
	f (%)	f (%)	f (%)	f (%)	f (%)
My university offers academic staff opportunities to further their academic and professional qualifications	150 (45.7)	159 (8.5)	04 (1.2)	15 (4.0)	0 (0)

My university holds regular academic seminars, workshops and conferences	114 (34.8)	189 (57.6)	08 (2.4)	16 (4.9)	01 (0.3)
Academic staff in my university present research findings during seminars, workshops and conferences	118 (36)	174 (53)	17 (5.2)	15 (4.6)	4 (1.2)
My university has a staff development programme	153 (46)	143 (43.6)	13 (4)	15 (4.6)	4 (1.2)
My university has policies that guide staff development programmes	108 (32.9)	169 (51.5)	23 (7)	22 (6.7)	6 (1.8)
The training and development programmes that academic staff of my university undertake are relevant to their fields of specialization	129 (39.2)	137 (41.8)	37 (11.3)	19 (5.8)	6 (1.8)
My university has a mechanism of assessing the progress of academic staff in their career development programmes	81 (24.7)	157 (47.9)	50 (15.2)	35 (10.7)	5 (1.5)
Career development programmes undertaken by academic staff in my university have improved staff performance	135 (41.2)	142 (43.3)	32 (9.8)	19 (5.8)	0 (0)
Training of academic staff in my university has had a positive effect on their performance	141 (43)	143 (43.6)	28 (8.50)	16 (4.9)	0 (0)

Note: 1=Strongly Disagree, 2=Disagree, 3=Fairly Agree, 4=Agree, 5=Strongly Agree

Source: Research Study 2011

The findings on Table 4.2 revealed that most universities offered academic staff opportunities to further their academic and professional qualification as was confirmed by 150 (45.7%) respondents who strongly agreed with the statement. Public universities also held regular academic seminars, workshops and conferences to encourage knowledge sharing and dissemination of research findings. This was confirmed by a majority of respondents, 189(57.6%), who agreed with the statement. During such meetings, academic staff in the universities present research findings where peers and other participants interrogate their presentations.

The universities also had a staff development programme as was confirmed by 153(46%) respondents who strongly agreed and 143(43.6%) of the respondents who agreed respectively with the statement on the issue. This staff development programmes were guided by policies to ensure they were well run. This ensured that the training and development programmes undertaken by the university lecturers were relevant to their areas of specialization as was acknowledged by 129(39.2%) and 137(41.8%) of the respondents who strongly agreed and agreed respectively with the statement on the issue.

In order to ensure training and other career development programmes were run according to the way they were designed, public universities had developed mechanisms of ensuring this was done. This was confirmed by 81(24.7%) and 157(47.9%) respondents respectively who strongly agreed and agreed with the statement on the issue.

In general, career development programmes undertaken by staff including training had improved lecturer performance in the university. This was confirmed by 141(43%) of the

respondents who strongly agreed with the statement that the training of academic staff in public universities had improved lecturers' performance.

The study further tested the first hypothesis of the study that stated:

H_0^1 There is no significant relationship between training and lecturers' performance in public universities in Kenya.

In order to establish the strength and direction of that relationship, the Training Index was correlated with the Lecturers' Performance Index using Pearson's Product Moment Correlation Coefficient Test at 0.05 level of significance. The Training index was the summation of items that measured training while lecturers' performance index was the summation of items that measured lecturers' performance. Correlation results were obtained as shown on Table 4.3.

Table 4.3 Effect of Training on Lecturers' Performance

		Lecturers' performance	Training
Training	Pearson's Correlation(r)	.428*	1
	Sig.(2 -tailed)	.000	
	N	328	328
Lecturers' performance	Pearson's Correlation(r)	1	.428*
	Sig.(2 -tailed)		.000
	N	328	328

***Correlation significant at the 0.01 level (2 tailed)**

Source: Research study 2011

The results on Table 4.3 indicate that a positive and significant relationship existed between training and lecturers' performance in public universities. ($r = 0.428$, $p = 0.000$). The null hypothesis was therefore rejected and the study concluded that training positively affected lecturers' performance in public universities in Kenya.

4.4 Relationship between university support for career development and lecturers' performance

The study sought to determine whether the public universities in Kenya supported career development. It used six statements to establish the extent to which this was practiced. The statements were gauged on a scale of 1:- Strongly Disagree to 5:- Strongly Agree as shown on Table 4.4.

Table 4.4 Responses of respondents on the relationship between university support for career development and lecturers performance

STATEMENT	5	4	3	2	1
	f (%)	f (%)	f (%)	f (%)	f (%)
My university offers study leave and off duty to academic staff pursuing further studies or attending conferences, seminars and workshops	144 (43.9)	134 (40.9)	26 (7.9)	23 (7.0)	1 (0.3)
My university pays fees for academic staff pursuing further studies	59 (18.0)	107 (32.6)	71 (21.6)	63 (19.2)	28 (8.5)
My university pays participation fees and upkeep for academic staff	79	114	66	54	15

attending conferences, seminars and workshops	(24.1)	(34.8)	(20.1)	(16.5)	(4.6)
My head of Department encourages academic staff to undertake career development programmes	98 (29.9)	162 (49.4)	42 (12.8)	24 (7.3)	2 (0.6)
My university has a fair way of nominating academic staff to undertake career development programmes	68 (20.7)	139 (42.4)	74 (22.6)	46 (14)	1 (0.3)
The support given by my university for career development of staff has had a positive influence on the lecturers' performance	94 (28.7)	151 (46.0)	57 (17.4)	21 (6.4)	5 (1.5)

Note: 1=Strongly Disagree, 2=Disagree, 3=Fairly Agree, 4=Agree, 5=Strongly Agree

Source: Research Study 2011

The findings on Table 4.5 reveal that public universities in Kenya allow their staff to be off duty so as to attend conferences, seminars and workshops. Those going for further studies are granted study leave. This was affirmed by 144(43.9%) respondents who strongly agreed and 134(40.9%) respondents who agreed with the statement on the issue. Apart from giving study leave and time off duty, the universities also paid fees for those pursuing further studies.

However, only 59(18%) respondents strongly agreed with the statement on if the university paid tuition fees for academic staff pursuing further studies with 63(19.2%) and 28(8.5%) respondents disagreeing and strongly disagreeing respectively with the

statement. This pointed to a scenario where there was a perception among public university lecturers that the financial support given for further studies was inadequate.

On the issue of the university paying participation fees and subsistence allowance for academic staff attending conferences, seminars and workshops, 79(24.1%) of the respondents strongly agreed with the statement with 114(34.8%) agreeing with it. This number was slightly higher than that of those respondents who concurred on the issue of tuition fees for further studies. This meant that more members of staff were being sponsored to attend the short duration career development programmes such as seminars and workshops. However, a fairly large number of respondents had not benefitted from such sponsorship as highlighted by 66(20.1%) respondents who fairly agreed, 54(16.5%) who disagreed and 15(4.6%) who strongly disagreed with the statement on the issue.

The study further revealed that heads of departments as management representatives at the departmental level encouraged academic staff to undertake career development programmes. This was confirmed by 98 (29.9%) and 162 (49.2%) respondents who strongly agreed and agreed respectively with the statement on the issue.

On the issue of how academic staff were nominated to undertake career development programmes, 68 (20.7%) respondents strongly agreed and 139 (42.4%) respondents agreed respectively with the statement that the procedure of selection was fair. In general there was unanimity among respondents that the support given by the public universities to academic staff for lecturers' career development had positively influenced lecturers' performance. This was affirmed 151 (46%) respondents who agreed with the statement on the issue .

The study further tested the second hypothesis that stated:

H_0^2 : There is no relationship between university support for career development and lecturers' performance in public universities in Kenya.

In order to establish the strength and direction of that relationship, the study used Pearson's Product Moment Correlation Coefficient Test to test this hypothesis. It correlated the University's Support Index with the Lecturers' Performance Index at 0.05 level of significance. The university support index was the summation of items that measured universities' support for career development while lecturers' performance index was the summation of items. The results of the test are presented in Table 4.5.

Table 4.5 Effect of university support for career development on lecturers' performance

		Lecturers' performance	University support for career development
--	--	------------------------	---

University support for career development	Pearson's Correlation(r)	.714*	1
	Sig.(2 -tailed)	.000	
	N	328	328
Lecturers' performance	Pearson's Correlation(r)	1	.714*
	Sig.(2 -tailed)		.000
	N	328	328

***Correlation significant at the 0.01 level (2 tailed)**

Source: Research Study, 2011

The results of the hypothesis test on Table 4.5 indicated that there was a strong and significant positive relationship between university support for career development and lecturers' performance in public universities in Kenya ($r = 0.714$, $p=0.000$).

The study therefore rejected the null hypothesis and concluded at 95% confidence level that university support for career development positively affected lecturers' performance in public universities in Kenya.

4.5 Relationship between Career development incentives and Lecturers' performance

The study used several statements to establish the relationship between career development incentives and lecturers' performance in public universities in Kenya. The respondents expressed the extent to which they agreed with those statements as shown in

Table 4.6. A likert scale of 5:- Strongly Agree to 1:- Strongly Disagree was used to gauge their sentiments.

Table 4.6 Responses of respondents on the relationship between career development incentives and lecturers' performance.

STATEMENT	5	4	3	2	1
	f (%)				
Academic staff of my university who undertake further studies are given salary increments upon successful completion	133 (40.5)	106 (32.3)	34 (10.4)	39 (11.9)	16 (4.9)
Academic staff of my university who successfully undertake studies are given additional responsibilities	74 (22.6)	187 (57)	35 (10.7)	22 (6.7)	10 (3)
Incentives given by my university to academic staff upon successful completion of career development programmes have had a positive effect on their performance	97 (29.6)	125 (38.1)	64 (19.5)	28 (8.5)	14 (4.3)

Note: 5=Strongly Agree, 4=Agree, 3=Fairly Agree, 2=Disagree, 1=Strongly Disagree

Source: Research Study 2011

The results on Table 4.6 indicate that public universities in Kenya give incentives to lecturers who successfully complete career development programmes such as further studies, attendance of conferences and workshops among others. These incentives may be in the form of salary increments as was affirmed by 133 (40.5%) respondents who strongly agreed with the statement on the issue. The universities may also bestow upon the lecturer who has successfully undertaken further studies additional responsibilities such as being a Head of Department or Coordinator of different departmental or university activities as was confirmed by 187 (57%) respondents who agreed and 74 (22.6%) respondents who strongly agreed respectively with a statement on the issue.

There was general consensus among respondents that incentives given to those who had successfully completed career development programmes had a positive effect on lecturers' performance. This can be seen from the responses of 125 (38.1%) of the respondents who agreed with the statement on the issue as reported in Table 4.6.

The study further tested the third hypothesis that stated:

H_0^3 There is no relationship between university career development incentives and lecturers performance in public universities in Kenya.

In order to establish the strength and direction of that relationship, the study used the Pearson's Product Moment Correlation Test. The study correlated university incentives index with the lecturers' performance index at 0.05 level of significance. The university incentives index was the summation of items that measured university incentives for career development while the lecturers' performance index was the summation of items that measured lecturers' performance. The results of the test and presented in Table 4.7.

Table 4.7 Effect of University incentives for career development on lecturers' performance

		Lecturers' performance	University incentives for career development
University incentives for career development	Pearson's Correlation(r)	.430*	1
	Sig.(2 -tailed)	.000	
	N	328	328
Lecturers' performance	Pearson's Correlation(r)	1	.430*
	Sig.(2 -tailed)		.000
	N	328	328

*Correlation significant at the 0.01 level (2 tailed)

Source: Research study, 2011

The results on Table 4.7 indicate that there was a significant and positive relationship between university incentives for career development and lecturers' performance in public universities ($r= 0.430$, $p=0.000$). The study therefore rejected the null hypothesis and concluded that at 95% confidence level, university incentives for career development positively affected lecturers' performance in public universities in Kenya.

4.6 Relationship between internal promotion criteria and lecturers' performance.

The study further sought to establish the relationship between the universities' internal promotion criteria and lecturers' performance in public universities in Kenya. It used several statements to gauge this relationship. The respondents used a scale of 1:-Strongly

Disagree to 5:- Strongly Agree to gauge the relationship through the statements. The results are shown on Table 4.8.

Table 4.8 Responses of Respondents on the relationship between internal promotion criteria and lecturers' performance

STATEMENT	5	4	3	2	1
	f (%)	f (%)	f (%)	f (%)	f (%)
Academic staff in my university who successfully complete further studies are promoted to the next grade	90 (27.4)	145 (44.2)	44 (13.4)	44 (13.4)	5 (1.5)
My university prioritizes internal appointments and promotions for the staff who have successfully completed further studies	99 (30.2)	162 (49.4)	45 (13.7)	22 (6.7)	0 (0)
Promotion in my university is strictly dependent on successful completion of career development programmes	98 (29.9)	126 (38.4)	39 (11.9)	54 (16.5)	11 (3.4)
Internal promotion in my university of the lecturers who have successfully completed further studies has had a positive impact on their performance	93 (28.4)	176 (53.7)	38 (11.6)	17 (5.2)	4 (1.2)

Note: 1=Strongly Disagree, 2=Disagree, 3=Fairly Agree, 4=Agree, 5=Strongly Agree

Source: Research Study 2011

The results presented in Table 4.8 indicate that academic staff who successfully complete further studies are promoted to the next grade. This was affirmed by 145 (44.2%) of the respondents who agreed with the statement on the issue. This was further confirmed by the data presented earlier on Table 4.1 that showed that a majority of the respondents joined the university teaching staff at Graduate Assistant level 104 (31.7%) but had moved up the career ladder.

The study also revealed that the public universities prioritized internal appointments and promotions that targeted those who had successfully completed further studies. This was affirmed by 99 (30.2%) of the respondents who strongly agreed and 162(49.4%) respondents who agreed with the statement on the issue. In some universities, promotion was strictly dependent on successful completion of career development programmes as was posited by 126 (38.4%) respondents who agreed with statements on the issue.

In general there was consensus that internal promotions of lecturers who had successfully completed further studies had a positive impact on their performance as confirmed by 176(53.7%) of the respondents who agreed and 93(28.4%) strongly agreed respectively with the statement on the issue .

The study then tested the fourth hypothesis which stated:

H_0^4 There is no relationship between internal promotion criteria and lecturers' performance in public universities in Kenya.

In order to establish the strength and direction of that relationship, the study used Pearson's Product Moment Correlation Coefficient Test to test this hypothesis. The

internal promotions criteria items were summated into the internal promotion criteria index and correlated with the lecturers' performance index at 0.05 level of significance.

The results of the correlation are presented in Table 4.9.

Table 4.9 Effect of internal promotions criteria on lecturers' performance

		Lecturers' performance	Internal promotion criteria
Internal promotion criteria	Pearson's Correlation(r)	.538*	1
	Sig.(2 -tailed)	.000	
	N	328	328
Lecturers' performance	Pearson's Correlation(r)	1	.538*
	Sig.(2 -tailed)		.000
	N	328	328

*Correlation significant at the 0.01 level (2 tailed)

Source: Research Study, 2011

The results of the hypothesis test on Table 4.9 indicates that there was a moderately significant and positive relationship between internal promotion criteria and lecturers' performance in public universities in Kenya ($r=0.538$, $p=0.000$). This led the study to conclude at 95% confidence level that internal promotions criteria positively affected lecturers' performance in public universities in Kenya.

4.7 Lecturers' performance

Lecturers' performance in this study was measured in terms of teaching workload, conference attendance and paper presentation, publication of books or journal articles, pursuit of further studies and research mentoring of students.

4.7.1. Teaching workload

Most respondents taught the allocated work loads as shown on Table 4.10. This was confirmed by 192(58.5%) who strongly agreed with the statement on the issue. However, 3(0.9%) disagreed while 2(0.6%) strongly disagreed with the statement. The high number of those respondents who agreed and strongly agreed with the statement affirms the work commitment of the lecturers.

Table 4.10 Respondents' perception of their effectiveness in teaching assigned workload

STATEMENT	1		2		3		4		5	
	f	%	f	%	f	%	f	%	f	%
I teach allocated workloads effectively	2	(0.6)	3	(0.9)	4	(1.2)	127	(38.7)	192	(58.5)

Note: 1=Strongly Disagree, 2=Disagree, 3=Fairly Agree, 4=Agree, 5=Strongly Agree

Source: Research Study 2011

4.7.2 Conference attendance

The study found out that most lecturers were active in their participation in academic conferences. The results showed that 119(36.3%) respondents strongly agreed, 92 (28%) disagreed, 79 (24.1%) agreed, 40 (12.2%) were fairly agreed with the statement on the issue while 15 (4.6%) strongly disagreed as shown on Table 4.11. The high number of those who agreed and strongly agreed with the statement shows that most lecturers are keen on developing their careers hence the universities should support them.

Table 4.11 Conference attendance by respondents

STATEMENT	1	2	3	4	5
	f (%)	f (%)	f (%)	f (%)	f (%)
I have attended one learned conference this year	14 (4.3)	47 (14.3)	16 (4.9)	132 (40.2)	119 (36.3)

Note: 1=Strongly Disagree, 2=Disagree, 3=Fairly Agree, 4=Agree, 5=Strongly Agree

Source: Research Study 2011

4.7.3 Academic conference paper presentation

Apart from attending conferences, lecturers in public universities also presented academic papers in those conferences as attested by 79(24.1%) respondents who agreed with the statement on the issue. However, some of the respondents, 92(28%), disagreed with this statement as shown on Table 4.12. The perception of those who disagreed and strongly disagreed respectively with the statement presents a challenge to public

universities to encourage their lecturers to present academic papers in conferences so that they can grow career wise.

Table 4.12 Conference paper presentation by respondents

STATEMENT	5	4	3	2	1
	f (%)	f (%)	f (%)	f (%)	f (%)
I have presented a paper at an academic conference this year	15 (4.6)	92 (28.0)	40 (12.2)	79 (24.10)	102 (31.1)

Note: 1=Strongly Disagree, 2=Disagree, 3=Fairly Agree, 4=Agree, 5=Strongly Agree

Source: Research Study 2011

4.7.3 Book Publication

A few lecturers were involved in writing books or book chapters and getting them published as they sought to advance knowledge. The results on Table 4.13 show that only 63(19.2%) respondents strongly agreed and 53 (16.2%) respondents agreed respectively that they had published a book or book chapter during the year . A big number of the respondents, 125 (38.1%), disagreed. The perceptions of those who disagreed or strongly disagreed with the statement calls for the universities to go out of their way to ensure that they provide the necessary resources support and an enabling environment so that lecturers are able to publish and grow in their careers.

Table 4.13 Book publication by respondents

STATEMENT	1	2	3	4	5
	f (%)	f (%)	f (%)	f (%)	f (%)
I have published a book/book chapter this year	53 (16.2)	125 (38.1)	34 (10.4)	53 (16.2)	63 (19.2)

Note: 1=Strongly Disagree, 2=Disagree, 3=Fairly Agree, 4=Agree, 5=Strongly Agree

Source: Research Study 2011

4.7.5 Refereed journal paper publication

Some of the respondents in the public universities, 93(28.4%), agreed that they were involved in writing journal articles that were later published in refereed journals, while 77(23.5%) respondents strongly agreed with the statement as seen in Table 4.14. However, majority of the respondents disagreed with the statement. The perceptions of those who disagreed with the statement, 98(29.9%) suggests that universities should lend support to lecturers so that they can do research and make publications in refereed journals.

Table 4.18 Publication of papers in refereed journal

STATEMENT	1	2	3	4	5
	f (%)	f (%)	f (%)	f (%)	f (%)
I have had my paper published in a refereed journal this year	31 (9.5)	98 (29.9)	29 (8.8)	93 (28.4)	77 (23.5)

Note: 1=Strongly Disagree, 2=Disagree, 3=Fairly Agree, 4=Agree, 5=Strongly Agree

Source: Research Study 2011

4.7.6 Pursuit of further studies

The study found out that many lecturers in the university were pursuing further studies in their areas of specialization. This was confirmed by 121(36.9%) respondents who strongly agreed and 102 (31.1%) respondents who agreed with the statement on the issue. The perception of respondents pursuing further studies as seen on Table 4.15 suggests that universities should continue giving support to lecturers in furthering their studies because they are willing to pursue further studies in their areas of specialization.

Table 4.15 Pursuit of further studies by respondents

STATEMENT	1	2	3	4	5
	f (%)	f (%)	f (%)	f (%)	f (%)
I am currently pursuing further studies in my area of specialization	24 (7.3)	61 (18.6)	20 (6.1)	102 (31.1)	121 (36.9)

Note: 1=Strongly Disagree, 2=Disagree, 3=Fairly Agree, 4=Agree, 5=Strongly Agree

Source: Research Study 2011

4.7.7 Involvement in student mentoring programmes

In response to the statement on whether university lecturers were involved in the mentoring of students, 119 (36.3%) respondents strongly agreed and 138(42.1%) respondents agreed with the statement on the issue as shown in Table 4.16. The high number of respondents involved in student mentorship shows that lecturers are keen on not only teaching but also mentoring students.

Table 4.16 Respondents involvement in students' mentoring

STATEMENT	1	2	3	4	5
	f (%)	f (%)	f (%)	f (%)	f (%)
I am involved in mentoring students in my university	22 (6.7)	29 (8.80)	20 (6.1)	138 (42.1)	119 (36.3)

Note: 1=Strongly Disagree, 2=Disagree, 3=Fairly Agree, 4=Agree, 5=Strongly Agree

Source: Research Study 2011

4.8 Moderating effect of individual and organizational factors on the relationship between career development practices and lecturers' performance

The study identified four individual and organizational factors which were seen to have a moderating effect on the relationship between career development practices and lecturers performance in public universities in Kenya. These included the family environment of a lecturer, lecturers' personality, the leadership style used by university managers and

facilities provided by the university to lecturers. The study formulated four statements to determine this moderating effect and measured the responses on a likert Scale of 1:- Strongly Disagree to 5:- Strongly Agree as shown on Table 4.17.

Table 4.17 Effect of individual and organizational factors on the relationship between career development and lecturers performance

STATEMENT	5	4	3	2	1
	f (%)	f (%)	f (%)	f (%)	f (%)
Family environment of a lecturer affects career development practices and lecturers' performance	75 (22.9)	105 (32)	45 (13.7)	61 (18.6)	42 (12.8)
Lecturers' personality affects career development practices and lecturers performance	63 (19.2)	102 (31.1)	70 (21.3)	57 (17.4)	36 (11)
Leadership style in the university has an effect on career development practices and lecturers' performance	86 (26.2)	107 (32.6)	65 (19.8)	46 (14)	24 (7.3)
Facilities provided by the university has an effect on career development practices and lecturer' performance	97 (29.6)	94 (28.7)	43 (13.1)	70 (21.3)	24 (7.3)

Note: 1=Strongly Disagree, 2=Disagree, 3=Fairly Agree, 4=Agree, 5=Strongly Agree

Source: Research Study 2011

The findings in Table 4.17 show that most respondents felt that leadership style, family environment, lecturers personality and university facilities moderately affected career development practices and lecturers performance. One hundred and five (32%) of the respondents agreed that family environment affected the dependent and independent variables, one hundred and two (31.1%) respondents did the same for lecturers' personality, one hundred and seven (32.6%) felt the same for leadership style while 97 (29.6%) respondents strongly agreed and 94 (28.7%) agreed respectively with the statement that facilities provided by the university had an effect on lecturers' performance.

The study then sought to test the fifth hypothesis that stated:

H_0^5 : Individual and organizational factors do not moderate the relationship between career

Development practices and lecturers' performance in public universities in Kenya.

The study used the Multiple Regression Method to test this hypothesis. The study formulated two Multiple Regression Models to achieve test this hypothesis; one, to test the effect of career development practices on organizational performance and the second to test the moderating effects of individual and organizational factors on the first model.

Before undertaking Multiple Regression Analysis to test the fifth hypothesis, the study data for the dependent and independent variables was subjected to Exploratory Factor Analysis. This was done to reduce the data for further analysis where only relevant underlying dimensions of career development practices and lecturers' performance were identified, their means calculated and summated before being subjected to Multiple Regression Analysis. The Exploratory Factor Analysis was carried out using Principal Component Analysis and Orthogonal Varimax Rotation

method with Kaiser Normalization. Bartlett's' Test of Sphericity (Significant at 0.05 level) and the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy tests preceded the Exploratory Factor Analysis.

For career development practices, the results on Table 4.18 indicate that sufficient correlations existed among the constructs as shown by the significant results of the Bartlett's Test of Sphericity ($X^2=2743.170$, $df =231$, $p=0.000$). The results of the Kaiser-Meyer-Olkin measure of sampling adequacy ($KMO=0.880$) was above the threshold of 0.5 as suggested by Hair *et al* (2006).

Table 4.18 Results of Bartlett's Test of Sphericity and Kaiser-Meyer-Olkin Test for Career Development Practices.

KMO and Bartlett's Test	
Kaiser-Meyer –Olkin Measure of sampling Adequacy	0.880
Bartlett's test of sphericity	2743.170
d.f.	231
Sig.	0.000

Source: Research Study 2011

The results of the KMO showed that the sample size was adequate for the variables to be factor analyzed.

Factor Analysis was then carried out on all the constructs of career development practices. Relations converged in four iterations and for components with Eigen values of 10.483, 1.269, 1.090 and 1.021 were extracted as shown on Table 4.19.

Table 4.19 Total Variance Explained for Career Development Practices

Component	Initial Eigenvalues			Extraction sums of squared loadings			Rotation sums of squared loadings		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
1	10.483	44.649	47.649	5.009	31.308	31.308	10.483	44.649	47.649
2	1.269	5.766	53.415	1.968	43.607	43.607	1.269	5.766	53.415
3	1.090	4.955	58.370	1.352	52.059	52.059	1.090	4.955	58.370
4	1.021	4.643	63.012	1.008	58.362	58.362	1.021	4.643	63.012
5	.922	4.191	67.207						

Extraction method: Principal Component Analysis

Source: Research study 2011

These components accounted for 63.012% of the variance. This was above the 50% threshold suggested by Hair et al (2006) hence, indicating that the model appropriately fits the data.

From these results, four components of career development practices emerged namely: University Policy and Institutional Support (UPIS) ,Training Execution (TE) ,Career Progression Incentives (CPI) and Promotion (P) as shown on Table 4.20.

Table 4.20 Rotated Factor Loadings For Career Development Practices.

Item Description	Component			
	1 UPIS	2 TE	3 CPI	4 P
My university offers academic staff opportunities to further their studies	.595			
My university has a staff development programme	.534			
My university has policies that guide the staff development programmes	.651			
My university offers time off duty and study leave to academic staff pursuing further studies or attending conferences, seminars and workshops	.564			
My head of department encourages academic staff to undertake career development programme	.509			
My university has a fair way of nominating academic staff to undertake career development programmes	.567			
My university has a mechanism of assessing the progress of academic staff in their career development programmes		.658		
The training and development programs that academic staff of the university undertake are relevant to their fields of specialization		.611		
My university pays fees for academic staff pursuing further studies		.569		
My university pays participation fees and upkeep(subsistence) for academic staff attending conferences, seminars and workshops		.530		
Academic staff of my university who successfully undertake studies are given additional responsibilities			.706	
Incentives given by my university to academic staff upon successful completion of career development have had a positive effect on their performance			.699	
Academic staff of my university who undertake further studies are given salary increments upon successful completion of the studies			.659	
Academic staff in my university who successfully complete further studies are promoted to the next grade				.547
My university prioritizes internal promotions for staff on successful completion of career development programs				.648
Promotion in my university is strictly dependent on successful completion of career development programs				.589
Internal promotion of lecturers in my university who have successfully completed career development programmes has had a positive impact on their performance				.636

NOTE: University Policy and Institutional Support (UPIS) ,Training Execution (TE) ,Career Progression Incentives (CPI) and Promotion (P)

Source: Research study 2011

The means of the identified career development components were then summated to form interval scales for UPIS ranging from 6 to 30, TE ranging from 3 to 15 and P ranging from 4 to 20. These were then subjected to Multiple Regression Analysis Test together with those of Lecturer's Performance.

A similar operation was performed on constructs that measured lecturer's performance. The results of the KMO and Bartlett's Test of Sphericity seen on Table 4.21 show that sufficient correlations existed in the constructs ($X^2=322.673$, $df=21$, sig 0.000)

Table 4.21: Results of Bartlett's Test of Sphericity and Kaiser Meyer-Olkin Test for Lecturers' Performance.

KMO and Bartlett's Test	
Kaiser-Meyer –Olkin Measure of sampling Adequacy	0.681
Bartlett's test of sphericity	322.673
d.f.	21
Sig.	0.000

Source: Research Study 2011

The results also showed that the sample was adequate (KMO=0.681) since it was above the 0.5 threshold suggested by Hair *et al* (2006). Factor Analysis was then carried out with the rotations converging after seven iterations. Two components with Eigen values of 2.348 and 1.161 were extracted. These components accounted for 50.132% as shown on Table 4.22.

Table 4.22 Total Variance Explained for Lecturers' performance

Component	Initial Eigen values			Extraction sums of squared loadings			Rotation sums of squared loadings		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
1	2.348	33.544	33.544	5.009	31.308	31.308	2.348	33.544	33.544
2	1.161	16.588	50.132	1.968	43.607	43.607	1.161	16.588	50.132
3	.963	13.755	63.887						

Extraction method: Principal Component Analysis

Source: Research study 2011

From this analysis, two components, namely Further Studies and Mentoring (**FSM**) and Publications and Conferences (**PC**) emerged as seen on Table 4.23.

Table 4.23 Rotated factor loadings for Lecturers' Performance

Item Description	Component	
	PC	FSM
I have published a paper in a refereed journal this year	.604	
I have published a book/book chapter this year	.630	
I have presented a paper at an academic conference this year	.731	
I have attended one learned conference this year	.744	
I am involved in mentoring students in my university		.643
I am currently pursuing further studies in my field of specialization		.611

Extraction method: Principal Component Analysis, Two (2) Components Extracted

Note: **PC**=Publications and conferences, **FSM**= Further Studies and Mentoring

Source: Research Study, 2011

The measures for lecturer's performance were the summated to form one composite measure for Lecturers' performance by combining the means of **FSM** and **PC** items. This had an interval scale ranging from 6 to 30.

The first Multiple Regression Analysis Model then tested the effect of career development practices on lecturers' performance in public universities in Kenya. The model was as follows:

$$y = \alpha + b_1 x_1 + b_2 x_2 + b_3 x_3 + b_4 x_4 + e.$$

Where y = Lecturers' performance

α = Constant

X_1 = Training Execution

X_2 = University Policy and Institutional Support

X_3 = Career Progression Incentives

X_4 = Promotion

e = error term

The results of the Multiple Regression Analysis (MRA) are presented in Table 4.22.

Table 4.24 Multiple Regression Analysis Results on the effect of career development practices on lecturers' performance

	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.804	.123		6.561	.000
TE	.107	.032	.122	3.299	.001
UPIS	.488	.032	.568	15.264	.000
CPI	.021	.030	.027	.697	.486
P	.227	.024	.340	9.520	.000

Dependent variable: Lecturers' performance

Predictors: (Constant), Training Execution(TE),University Policy and Institutional Support(UPIS),Career Progression Incentives(CPI),Promotion(P)

(R= .808; $R^2 = 0.653$; adjusted $R^2 = 0.648$; F = 151.820; df = 4; P = 0.000)

Source: Research Study, 2011

The results of the first MRA in Table 4.24 shows that the regression equation is statistically appropriate to examine the relationship ($F=151.820$; $df = 4$; $p = 0.000$) at 0.05 level of significance. The model summary showed that the model explained 65.3% variation in lecturers' performance that was caused by any changes in the career development practices ($R^2 = 0.653$; Adjusted $R^2 = 0.648$).

Career development practices affected lecturers' performance in different ways. From the results, the beta coefficients for individual career development practices show that a 1% change in University Policy and Institutional Support for career development resulted in 56.8% increase in Lecturers' performance, a 1% change in Promotion resulted in 34% increase in Lecturers' performance and a 1% change in Training Execution resulted in 12.7% change in lecturers' performance.

All the career development practices were significant at 0.05 levels apart from the career progression incentives. University Policy and Institutional Support for career development and Promotions were therefore the main drivers of Lecturers' performance. Based on the results, the MRA model will be:

$$y = 0.804 + 0.107X_1 + 0.488 X_2 + 0.21 X_3 + 0.227 X_4 + e.$$

This means that career development practices determine lecturers' performance in public universities in Kenya.

In order to test the fifth hypothesis a second MRA model was formulated. Individual and organizational factors were introduced to the first MRA model in order to determine if this had an effect on the model.

The second model was therefore as follows:

$$y = \alpha + b_1 X_1 + b_2 X_2 + b_3 X_3 + b_4 X_4 + b_5 X_5 + e$$

Where:

y = Lecturers' performance

α = constant

X_1 = Training Execution

X_2 = University Policy and Institutional Support

X_3 = Career Progression incentives

X_4 = Promotion

X_5 = Individual and organizational factors index.

e = error term

The results of the second MRA model are presented in Table 4.25.

Table 4.25: Multiple regression analysis of results of the moderating effect of individual and organizational factors the relationship between career development practices and lecturers' performance

	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.549	.171		4.166	.000
TE	.069	.035	.079	1.964	.050
UPIS	.544	.040	.559	13.458	.000
CPI	.024	.027	.030	.883	.378
P	.093	.028	.138	3.344	.001
Individual and organizational factors(Moderating factors)	.150	.036	.187	3.312	.001

Dependent variable: lecturers' performance

Predictors: (Constant), Training Execution(TE),University Policy and Institutional Support(UPIS),Career Progression Incentives(CPI),Promotion(P),individual and organizational factors index.

($R = .794$; $R^2 = 0.631$; Adjusted $R^2 = 0.625$; $F = 109.953$; $df = 5$; $P = 0.000$)

Source: Research Study, 2011

The results of the MRA model on Table 4.25 showed that the regression equation was statistically appropriate to examine the relationship ($F=109.953$; $df =5$; $P=0.000$) at 0.05 level of significance. The model summary showed that the model explained 63.1% variance in lecturers performance caused by any changes in the predictor variables namely career development practices and the individual and organizational factors ($R^2 = 0.631$; Adjusted $R^2 = 0.625$).

Individual and organizational factors moderated the relationship between career development practices and lecturers' performance in public universities in Kenya. A 1% change in individual and organizational factors occasioned an 18.7% change in lecturers' performance. Based on the results, the MRA model will be:

$$y = 0.549 + 0.069 X_1 + 0.544 X_2 + 0.024 X_3 + 0.024 X_4 + 0.15 X_5 + e$$

It was therefore concluded that individual and organizational factors significantly moderated the relationship between career development practices and lecturers' performance. The fifth null hypothesis was therefore rejected and the alternative hypothesis affirmed.

4.9 Challenges facing career development practices in public universities in Kenya.

The study identified various challenges facing career development practices in public universities in Kenya. These included lack of adequate support from universities, unfair allocation of scholarships, poor working conditions that resulted in lack of motivation for lecturers in pursuit of career development, insufficient funding for career development as well as weaknesses in information dissemination on career development opportunities.

Other challenges noted included large number of students that resulted in making lecturers to concentrate on teaching instead of engaging in career development programmes such as pursuit of further studies, research and publication, lack of a clear cut policy of career development in most universities, lack of security of tenure where many lecturers especially Tutorial Fellows and Graduate Assistants were employed on short contractual terms making it hard for them to get study leave. Lack of capacity in some specialized areas also resulted in further studies for such specializations to be

undertaken abroad. This limited the number of lecturers who could be allowed to undertake career development at a given time hence making some of them to loose interest in such endeavours.

Another challenge noted by the study was the trimester system of learning that was being adopted by most universities. This system made lecturers to be engaged in teaching all year round hence leaving them with no time to engage in career development activities.

4.10 Discussion of findings

The data analysis elicited information on the demographic characteristics of lecturers in public universities in Kenya as well as explained the relationship between career development practices and lecturers performance. It also showed how individual and organizational factors moderated the relationship between career development practices and lecturers' performance as well as the challenges facing career development practices in public universities in Kenya.

4.10.1 Demographic characteristics

A majority of the respondents were male (65.9%) as compared to 34.1% females. This trend of gender imbalance is also seen in other sectors of the economy in Kenya. Studies by Ali (2011), Kinyanjui (2007) and Letting (2011) paint a similar picture. This has led the Kenyan Government to adopt affirmative action in its employment policies to ensure at least a third of new employees in the public sector are women. This has also been legislated with the passage of the new constitution of Kenya that advocates for affirmative action in public appointments where gender disparities are to be addressed.

This has further also been addressed by the Social Pillars of Vision 2030 that seeks to encourage gender equity (GoK, 2007).

The study also showed that most of the respondents were also in the youthful age of between 30 and 40 years. This group is made up of young people who are in the establishment and advancement stages of their career development. Such a group, if well supported can attain career success. Most of the respondents had a Master's Degree (51.8%) as their highest academic qualification. This finding mirrors other studies conducted by Ngome (2003) in Kenya and Chilundo (2003) in Mozambique who hold that many universities in Africa lack lecturers who are PhD degree holders. Opportunities for career development are minimal with many academic staff that are keen on pursuing further studies being limited by resource availability as well as brain drain for those who pursue and complete further studies abroad (Mkude and Cooksey, 2003).

The study also revealed that most lecturers were employed as Graduate Assistants (31.7%). This is a training position and they are expected to work their way up the career ladder into being professors. Whereas this was commendable, this has not been easily attainable due to inadequate resources. As a result, public universities had most of their lecturers holding the lecturer position and below (81.1%) since most of them (71.3%) had either a Masters' Degree or Bachelors degree as their highest academic qualification. These findings are similar to those of Migosi, Ndege and Ndiku (2011) who found that most academic staff in Kenyan Public universities had a Masters degree as their highest qualifications. This needs to be urgently addressed to ensure these institutions are staffed by highly qualified personnel as is the case in the Western World.

4.10.2 Training and Lecturers' Performance

The study found out that universities used various training methods to enhance lecturers' career progress. These included lecturers' participation in workshops, conferences or furthering their academic qualifications through obtaining higher qualifications. Most respondents (92.4%) agreed that universities organized workshops, seminars and conferences. Staff were given study leave to pursue further studies among other forms of support by universities. Successful completion of further studies resulted in promotions. A hypothesis test done to establish the relationship between training and lecturers' performance showed that training had a positive effect on lecturers performance in public universities ($r = 0.428\%$, $p = 0.000$).

The findings of this study are similar to those of Cooney, Terziovski and Samson (2002) who conducted their study in the manufacturing sector in New Zealand. Their study found out that training had a significant impact on the raising of employees general level of skills and performance. A similar study by Park, Yoon and Jo (2008) that was conducted in South Korea also revealed that training had a significant and positive effect on employees' job satisfaction and organizational commitment, hence enhanced employee performance. These findings therefore show that it is important for universities to encourage their lecturers to undertake training programmes especially those aligned to their specializations since this will enhance their performance. Training will not only improve employees' performance but will also enhance employees' commitment as confirmed by Katono (2010).

Deliberate actions by universities should be undertaken to encourage lecturers to pursue training in their specialization areas. Given that the study has highlighted that a majority

of the lecturers have a masters degree as their highest academic qualification (71.3%), priority should be on them being facilitated to undertake Doctor of Philosophy (PhD) studies. This however does not mean that their participation and presentation of research findings in conferences, workshops and seminars should be ignored. According to Migosi *et al* (2011), this is also crucial for their career development academic scholarship, generation and dissemination of new knowledge. Universities can also have joint collaboration as suggested by Chacha (2004) and Kinyanjui (2007) in areas of research, hosting of conferences, workshops and seminars in an endeavor to reduce costs of singularly undertaking the exercise.

4.10.3 University support for career development and lecturers' performance

The study found out that public universities in Kenya supported the career development activities of their lecturers. These institutions gave study leaves and time off duty for lecturers to undertake these pursuits as was confirmed by 84.8% of the respondents.

However, the findings show that although the respondents were happy with the study leaves and time off duty that they were granted to pursue career development programmes, many were not happy with the financial support given to lecturers pursuing further studies with 63(19.2%) respondents disagreeing and 28(8.5%) of them strongly disagreeing with the statement on the issue. Slightly more financial support was given to lecturers attending short courses such as seminars and workshops compared to those undertaking further studies such as PhD.

Through Heads of Departments, the lecturers were also encouraged to undertake career development programmes. The hypothesis test on the effect of University Support for

Career Development on Lecturers' performance found out that university support for career development programmes positively and significantly affected lecturers' performance ($r = 0.714$, $p = 0.000$).

The findings of this study concur with those of Lewa (2009) who found that perceived organizational support influenced organizational commitment and turnover intentions of academic staff. Nabi (2001) and Kuo (2006) also hold that organizations should provide individuals with career counseling, career planning tools, training support and opportunity for individual learning through an enabling organizational climate. Such organizational support cultivates organizational commitment since employees feel recognized and appreciated. According to Chelangat and Keino (2011) in their comparative study on career management in service and manufacturing firms in Eldoret, organizational support is crucial for employee career development. Studies by Kamoche et al (2004) had similar finding as well.

The findings also concur with Katono (2010) who postulated that employees will be favourably disposed towards an organization that provides something of value to them. In that context, support for career development is however dependent on availability of funds for the exercise (Mkude and Cooksey, 2003).

This calls for public universities to seek alternative sources of funding to enable them support career development initiatives of its lecturers. According to Kinyanjui (2007) public universities can outsource some of their non core activities such as student catering, accommodation and cleaning services and the savings made be used in funding core activities such as lecturers' career development. Another source of funding for

career development initiatives of lectures can be the establishment of income generating units that may include teaching of privately sponsored programme, consultancy and research services (Chacha, 2004).

A fair system of determining the criteria to be used in offering university support for career development also ought to be established since the study found out that 36.9% of the respondents felt that the mode of nomination was not fair.

With adequate support from the universities therefore, there will be increase in lecturers' engagement in career development activities, unlike the current case as reported by Mighosi, Ndege and Ndiku (2011) where the senior members of staff at the level of senior lecturers and above are the most active in research productivity and publication output. This is because the bulk of the teaching staff in public universities is made up of those below the rank of lecturer as seen in the study.

4.10.4 University incentives for career development and lecturers performance

The study revealed that lecturers who undertake further studies are given salary increments as an incentive. This was confirmed by 72.9% of the respondents who agreed with the statement. Apart from salary increments, such lecturers may also be given additional responsibilities such as being appointed chairpersons of departments, co-coordinators of centres or team leaders of various committees within the universities. These incentives play a role in enhancing lecturers' performance as was confirmed by the results of the Pearson's Product Moment Correlation Test that was done on the third hypothesis. The findings of the hypothesis test led to the conclusion that university

incentives for career development positively affected lecturers' performance ($r = 0.430$, $p = 0.000$).

These results are similar to those of Ajila and Abiola (2004) who conducted their research on the relationship between employee rewards and workers performance in Nigeria. They found out that extrinsic rewards positively affected workers' performance salary increase and additional responsibilities are examples of extrinsic rewards. Similar studies by Khan, Farook and Ullah (2010) done in the banking sector in Pakistan and another by Cordly, Clark and Stolovitch (2003) presented similar findings.

These findings highlight the importance of incentives being attached to the career development exercise in order to encourage more participation by lecturers in career development. Because of increased enrolment in public universities (Chacha, 2004), lecturers find themselves having to teach large classes or to moonlight in more than one campus in order to make ends meet.

As a result, the lecturers will not be inclined to attach preference to undertaking research and pursuing further studies since the huge student population that they have to serve will exhaust them. The incentives offered by the universities in form of increased salary and additional responsibilities may therefore motivate them into engaging in these career development activities.

4.10.5 Internal promotions criteria and lecturers performance

The study revealed that lecturers who successfully complete further studies are promoted to the next grade. This was confirmed by 71.6% of the respondents. The university promotion criteria emphasized internal promotions whereby priority was given to

lecturers who had undertaken career development exercises such as completion of further studies or participation in conferences, seminars and workshops. This practice had positively impacted on lecturers' performance as was confirmed by 82% of the respondents who strongly agreed and agreed respectively on the issue.

The hypothesis test done on the relationship between Internal Promotion Criteria and Lecturers' performance concluded that promotion criteria that emphasized internal promotion positively and significantly influenced lecturers' performance($r = 0.538$, $p = 0.000$).

These findings contradict those of Ahmad and Shahzad (2011) who examined the relationship between Human Resource Practices namely compensation, performance evaluation and promotion practices. Their study concluded that promotion practices did not influence employee performance among university teachers in Pakistan. Instead, compensation practices and performance evaluation influenced employee performance. The study by Khan, Farooq and Ullah (2010) however showed that promotions positively affected employee performance. Similar findings were reported by Baloch *et al* (2010) who also found that a positive relationship exists between promotional practices and employee performance in Banks in Pakistan.

From these findings, it can be seen that a clear promotion criteria that emphasizes career development as a main pointer should be adopted by universities so that lecturers can pursue career advancement. It ensures that an employee's interests are aligned to those of the organization resulting in employee commitment to the organization. This results in enhanced employee performance (Tan, 2008).

According to studies by Kim (2005), promotion will also make the employee to view it as an achievement of proven performance towards career success. As a result, promotion based on increased competence that is brought about by lecturers undertaking career advancement activities should be made an important component of career development in public universities.

4.11 Effect of career development practices on lecturers' performance

The study conducted a Multiple Regression Analysis on the effect of career development practices on lecturers' performance. The MRA model explained 65.3% of the variance in employee performance occasioned by changes in the different career development practices advanced by the study namely training, university support for career development, university incentives for career development and internal promotions criteria.

From the results of the MRA, it was concluded that career development practices significantly and positively affected employee performance among lecturers in public universities in Kenya. Specifically, University Policy and Institutional Support for career development affected lecturers' performance by 56.8% followed by Promotion. Other career development practices such as giving lecturers Career Progression Incentives such as salary increments and additional responsibilities only influenced lecturers performance' by 2.7% influenced while Training Execution positively altered performance by 12.2%.

These findings show that University Policy and Institutional Support for career development is a key factor in enhancing lecturers' performance. This support may be in

the form of partial or full payment of tuition fees for lecturers undertaking further studies, payment of participation and subsistence fees for those attending conferences, workshops and seminars as well as aiding those with research findings in publishing their work. Universities can also allow its lecturers time off duty or grant them study leave when they undertake such pursuits.

Another key finding was that if promotions within the universities were tied to successful undertaking of career development programmes, lecturers' performance could be enhanced by 34%. Most universities have tied promotions to participation in research activities as well as publication of research findings in peer reviewed journals and books (Migosi, et al, 2011). These findings are similar to earlier studies by Kamoche *et al* (2004), Khera (2010) and Ngala and Odebero (2010).

The study by Ngala and Odebero (2010) on the effect of staff development programmes on teachers' effectiveness in primary schools in Kenya found that such career development practices enhanced teachers effectiveness. Another study by Shahzad *et al* (2008) on the relationship between Human Resource Practices (such as compensation and promotion) and employee performance in university teachers in Pakistan concluded that compensation and promotional practices positively influenced employee performance. Other studies by Grawshaw (2006) and Tan (2008) also concur with these findings.

Public universities should therefore engage in career development practices that enhance organizational commitment of its lecturers. They will in turn reciprocate by reducing turnover intentions and increasing their productivity and performance (Guest *et al*, 2002; Kim, 2005; Tan, 2008). Emphasis should be placed on university support for career

development activities of the lecturers and giving promotions that are tied to successful completion of career advancement activities.

The study hypothesized that despite the career development practices positively affecting the performance of lecturers, certain individual and organizational factors moderated this relationship. Family commitments, lecturers' personality, leadership style of university managers and facilities available for lecturers in the public universities were identified as the main moderators. After conducting a multiple regression analysis (MRA) on the independent and dependent variables that is career development practices and lecturers' performance respectively, the study introduced the identified individual and organizational factors to the MRA model.

The results of the MRA model that included individual and organizational factors showed that these factors significantly moderated the relationship between career development practices and lecturer' performance (Table 4.25). Public universities should therefore ensure that they make adequate provisions that will enable them provide required facilities for lecturers' undertaking career development programs. The managers of these universities should also encourage and empathize with lecturers undertaking career development practices so that the desired employee performance may be attained. Individual lecturers on their part should also work on ensuring there is work life balance as they pursue career development because this may determine the success of their participation in the exercise.

4.12 Challenges facing career development practices

The study identified various challenges facing career development practices. Most of them touched on a lack of clear policy on career development, favoritism in choosing those to pursue career development and high student enrolment resulting in exhaustion of lecturers to the extent that they may not engage in career development activities.

The open ended questions also elicited perceptions among the lecturers that showed that the funding for lecturers pursuing further studies such as PhD studies was inadequate. In many public universities, the universities paid a uniform tuition fees for those lecturers pursuing further studies as per the university staff development policy irrespective of the course one was undertaking or the university one was attending. This sometimes translated to a small fraction of the required fees, meaning that the concerned lecturers had to finance the rest from their own resources.

The study also noted that some academic staff position such as Tutorial fellow and Graduate Assistant lacked a long tenure that could accommodate career development pursuits by the concerned lecturers. Other respondents identified the university calendar as a major challenge in that teaching activity went on throughout the year due to most universities embracing the trimester system.

Whereas the universities may be inadequately funded by the exchequer, public universities should come up with ways of raising funds to fund career development activities through engagement in income generating activities as suggested by Kinyanjui (2007) and Chacha (2004). This will ensure career development programmes continue without many problems. There should also be equity, openness and objectivity in

selection of participants in career development programmes. This enhances lecturers self esteem when they feel they have been chosen to undertake career development on a competitive basis.

The leadership of these universities should be impartial in handling career development issues and draft policies to guide the process. This, when accompanied by efficient information dissemination assures the success of the exercise.

4.13 Chapter Summary

This chapter analyzed the data obtained by the study using descriptive and quantitative techniques. It also discussed the data where it established the effects of career development practices on lecturers' performance. The moderating effects of individual and organization factors on the relationship between career development practices and lecturers performance were also discussed. The chapter ends with a discussion on the challenges facing career development practices in public universities.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the findings of the study in relation to the specific objectives of the study. Conclusions in relation to the purpose of the study were then made based on these findings. The chapter ends with recommendations to stakeholders on the effects of career development practices on lecturers' performance in public universities in Kenya.

5.1 Summary of major findings

This study sought to establish the effects of career development practices on lecturers' performance in public universities in Kenya. In order to achieve this endeavour, the study came up with five objectives to be pursued as well as tested five hypotheses related to these specific objectives.

The objectives and hypotheses tackled identified career advancement practices namely training, university support for career development, university incentives for career development and internal promotion criteria and how they affected lecturers' performance. A summary of the major findings of this study is presented in the sections that follow.

5.1.1: Demographic characteristics of respondents

The study found out that a majority of lecturers in public universities in Kenya were male, 216(65.9%) while females were 112(34.1%). This gender composition of the

lecturers' population highlighted the need for affirmative action to be undertaken to ensure gender parity.

Most of them were aged below 40 years. Those below 30 years were 76 (23.7%) while those between 30 and 40 years were 162 (49.4%). These findings showed that most of the lecturers were at establishment and advancement stages of career of the career development process. People in such stages required a lot of support for career development in terms of settling down in their careers as well as pursuing further studies and engaging in other practices that build their careers.

The study also found out that most of the lecturers had first joined the university teaching profession as graduate assistants 104(31.4%). At the time of the study, most of them held the assistant lecturer, 85 (25.9%) or lecturer position, 107(32.6%). Most of them also had a masters' degree as their highest qualification, 170(51.8%) with only 94(28.7%) having a PhD degree. This was despite the PhD being preferred as the minimum qualification for university tutors who hold the position of lecturer and above. The demographic characteristics pointed to the scenario where a majority of the university lecturers were in need of career development exercises to enable them deliver on their mandate.

5.1.2: Effect of training on lecturers' performance

The study revealed that lecturers in universities undertook various trainings in a bid to enhance their careers. Some of these included pursuit of higher qualifications such as masters or PhD degrees, attendance of workshops, seminars and conferences as well as presentation of research papers at such forums.

The public universities had policies that guided lecturers' pursuit of such training and financially supported such endeavours through payment of fees and subsistence allowances to the trainees. The training programmes were also found to be aligned to the lecturers' areas of specialization. The universities monitored the progress of those undertaking such trainings. In general, there was consensus that training enhanced lecturers' performance as was confirmed by 141(43%) and 143(43.6%) who strongly agreed and agreed respectively with the statement on the issue.

Hypothesis test on the issue showed that training positively affected lecturers performance ($r = 0.428, p=0.000$).

5.1.3: Effect of university support for career development on lecturers' performance

The study found out that public universities offered support to lecturers undertaking career development. This was in the form of granting them paid study leaves and time off duty, partially or wholly paying for their tuition, participation and subsistence during such exercises and encouraging them through their heads of departments to engage in career development.

However, financial support for these Career Development programmes was not adequate especially for those pursuing further studies such as undertaking PhD studies. The financial support given for such programmes sometimes translated into a small fraction of the required fees, resulting in the concerned lecturers financing their studies using personal resources. The perceptions of the lecturers on the issue tally with those of Crawshaw(2006) who advocated for organizational support for career development in order to enhance organizational citizenship.

The study also found that public universities had a way of nominating academic staff to undertake such programmes although the objectivity of the nomination system was questioned by some of the respondents. In general, there was consensus that university support for career development had a positive effect on lecturers' performance as was confirmed by 94(28.7%) and 151(46%) of the respondents who strongly agreed or agreed with the sentiments (mean =3.94; standard deviation = 0.923).

The results of the hypothesis test carried on the issue using Pearson's product moment co-efficient showed that organizational support for career development positively and significantly affected lecturers' performance ($r=0.714$, $p=0.000$).

5.1.4: Effect of university incentives for career development on lecturers' performance

The study found out that the public universities offered different incentives to lecturers who had successfully undertaken career development. These included salary increments and also being given additional responsibilities such as being heads of departments, coordinators of various university units and programmes as well as being team leaders of various committees in the universities. This recognition positively affected lecturers' performance as was confirmed by 97(29.6%) and 125(38.1%) respondents respectively who strongly agreed and agreed respectively with sentiments on the issue.

The hypothesis test conducted on the issue using Pearson's product moment correlation co-efficient concluded that university incentives for career development had a positive effect on lecturers' performance ($r=0.430$; $p=0.000$).

5.1.5: Effect of Internal Promotions Criteria on lecturers' performance.

The study revealed that most public universities prioritized internal promotion. This promotion was based on one successfully completing further studies and /or participating in career development endeavours such as participation in conferences, workshops or academic seminars.

Lecturers therefore were forced to undertake such programmes or attend such meetings in order to climb the career ladder. There was consensus among the respondents that internal promotion in the universities based on successful completion of further studies had positively affected lecturers' performance.

The hypothesis test conducted on the issue using Pearson's product moment correlation co-efficient concluded that the internal promotion criteria had a positive effect on lecturers' performance($r=0.538$; $p=0.000$).

5.1.6: Effect of career development practices on lecturers' performance.

The prime goal of the study was to determine the effect selected career practices namely training, university support for career development, university incentives and internal promotions affected lecturers performance in public universities. The study analyzed this relationship using the multiple regression analysis (MRA) method.

The results of the MRA showed that career development practices positively and significantly affected lecturers' performance in public universities. Specifically, University Policy and Institutional support enhanced lecturers' performance by 56.8% while Promotions influenced lecturers' performance by 34.0%. Incentives did not play a

major role in predicting lecturers' performance since they only altered performance by 2.7%.

When individual and organizational factors namely family commitment, lecturers' personality, leadership style of university managers and university facilities were introduced to the MRA model, they significantly moderated the relationship between career development practices and lecturers' performance.

5.1.7: Challenges facing career development

The study identified various challenges affecting career development in public universities. These included lack of adequate support from the institutions for lecturers pursuing such initiatives, poor working conditions that demotivated one from pursuing career advancement, unfair allocation of scholarships, insufficient funding for lecturers' pursuing further studies such as PhD studies, unclear policy framework as well as large student population that dissuaded lecturers from pursuing further studies and other career development by activities taking their time in teaching. The trimester system of teaching that engaged lecturers the whole year long in teaching was also identified as an impediment to career development.

5.2: Conclusion

Based on the specific study objectives, hypothesis tests and conceptual framework, various conclusions were drawn by the study. Contrary to findings from earlier studies by Chacha (2004) that conference presentations, publications and research by lecturers had significantly dropped, the study concluded that lecturers' participation in research, conferences and publications was on the increase.

The study also concluded that although public universities gave lecturers time off duty and paid study leaves to enable them pursue career advancement endeavours, there was a perception among the lecturers of inadequate financial support being given to those pursuing further studies such as those undertaking PhD studies. The amounts given by public universities were a fraction of the required fees making the concerned lecturers to finance their studies using their own resources. This conclusions tally with those of Kiriri and Gathuthi(2009) who found that budgetary allocations for career development were inadequate in public universities.

On the selection criteria for those pursuing different career development programmes, the study concluded that although there were policy guidelines in place on the issue, there was a perception among lecturers on the unfairness of the criteria hence calling for the need to review the nomination systems.

In general, conclusions of the study can be drawn from the perspectives of the study objectives, study hypotheses and validation of the conceptual framework.

5.2.1: Conclusions on the specific study objectives

Based on the findings of the study, the researcher concluded that the identified career development practices positively affect lecturers' performance. Specifically, university support and internal promotions greatly influence lecturers' performance by 56.8% and 34.0% respectively. University incentives for career development in terms of salary increment and additional responsibilities played the least role in influencing lecturers' performance by 2.7%.

5.2.2: Conclusion on the study hypothesis

Based on the findings, all the five null hypotheses were rejected and the alternative ones confirmed. The study therefore concluded that:

- i. There is a positive relationship between training and lecturers' performance in public universities in Kenya.
- ii. There is a strong positive relationship between university support for career development and lecturers performance in public universities in Kenya.
- iii. There is a positive relationship between university incentives for career development and lecturers performance in public universities in Kenya.
- iv. There is a moderately strong and positive relationship between internal promotion and lecturers' performance in public universities in Kenya.
- v. Individual and organizational factors moderate the relationship between career development practices and lecturers performance in public universities in Kenya.

5.2.3: Conclusions based on the Conceptual Model and implications on Theory

The study was majorly guided by the Psychological Contract Theory and Social Exchange Model that is derived from the theory. Based on the findings of the study, the study concluded that the Psychological Contract plays a major role in determining a lecturers' job performance. Specifically, the study concluded that University support for career development and promotions which lecturers expect from the universities as the employer's fulfillment of the Psychological Contract played a significant role in determining lecturers' performance. The study therefore concurred with the postulations of the Psychological Contract Theory hence validated the conceptual model of the study.

This implies that public universities ought to implement the identified career development practices to enhance lecturers' performance. They should however also work and put measures in place to ensure that the moderating factors are addressed to minimize their negative effect.

5.3: Recommendations

Based on the findings and conclusions made, this study recommends the following:

- i. Universities should increase their support for career development activities to improve lecturers' performance. This can be done through increase in funding of lecturers career activities such as further studies, research, publications and conferences expenses.
- ii. Public universities should streamline the selection procedures for lecturers to undertake further studies to ensure transparency, fairness and objectivity so as to reduce complaints and enhance lecturers' competences.
- iii. Universities should tie promotions to successful completion of career development endeavours such as participation in research activities and completion of further studies.
- iv. Career development should be guided by clear cut policies and systems as well as supported by appropriate leadership in public universities in Kenya.
- v. The universities calendar should be revised to accommodate two semesters per year so that lecturers can get time to engage in career development activities instead of teaching all year round.

- vi. Gender parity should be encouraged through universities undertaking deliberate actions to enhance female participation in teaching positions and management in public universities.

5.4: Recommendations for further Research

Given that the study concentrated on public universities, this study recommends that further studies of a similar nature be conducted in private universities. A comparative study on the relationship between career development practices and lecturers performance can also be undertaken in public and private universities.

Further research can also be done using other career development practices other than those identified by the study in its conceptual framework.

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APPENDIX I : LETTER OF INTRODUCTION

Dear Respondent,

I am a lecturer in the Department of Business Management at Masinde Muliro University of Science and Technology. I am currently undertaking a Doctor of Philosophy (Ph.D) degree at Kabarak University and writing a thesis titled- *AN EVALUATION OF THE EFFECT OF CAREER DEVELOPMENT PRACTICES ON LECTURERS' PERFORMANCE IN PUBLIC UNIVERSITIES IN KENYA.*

Attached is a questionnaire I am kindly requesting you to fill and the outcome is purely for academic purposes. Kindly respond to all the questions as appropriate and do not write your name anywhere on this questionnaire. I promise you that the information you will provide will be handled confidentially and for the purpose of this study only.

Thank you.

Yours faithfully,

Manyasi N. Janet

APPENDIX II: Questionnaire for Academic Staff

Dear Respondent,

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

SECTION A: General Information

Please tick in the appropriate boxes.

1. What is your sex gender? Male Female
2. What is your age? Below 30years 30-40 years 40-50 years
Above 50 years
3. a) What is your highest academic qualification?
Bachelors degree Masters Degree PhD Others
b) If others, please explain.....
4. How long have you taught in this university?

Below 5 years 5-10 years 6-10 years 10-15 years

Above 15years

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 Development Practices

For each statement, you are requested to tick to what extent you agree or disagree with it.

Key: Strongly Agree (SA) Agree (A) Fairly Agree (FA)

Disagree (D)

Strongly Disagree (SD)

1) Training

NO	STATEMENTS	SA	A	FA	D	SD
1.	My university offers opportunities for academic staff to pursue further professional and academic programmes					
2.	The university regularly holds academic seminars workshops and conferences.					
3.	During these seminars, conferences and workshops, academic staff present research findings					
4.	The university has a staff development programme					
5.	The university has policies that guide the staff development programme					
6.	The training and development programmes that the academic staff undertake are relevant to their fields of specialization					
7.	The university has a mechanism of assessing the progress of academic staff in their career development programmes					
8.	Further studies and other career development programmes undertaken by academic staff have improved their performance					
9.	Training of academic staff has had a positive effect on their performance					

2) University Support

NO	STATEMENTS	SA	A	FA	D	SD
1.	The university offers time off duty and study leave to academic staff members pursuing further studies and attending seminars, workshops and conferences					
2.	The university pays fees for academic staff pursuing further studies					
3.	The university pays participation fees and upkeep for academic staff attending seminars, workshops and conferences					
4.	My head of department encourages academic staff to further their studies and participate in seminars, workshops and conferences					
5.	The university has a way of nominating academic staff to undertake such career development programmes					
6.	The support given by the university on career development has had a positive influence on their performance and performance					

3) University Incentives

NO	STATEMENTS	SA	A	FA	D	SD
1.	Academic staff who undertake further training are given salary increments on successful completion of the studies					
2.	Academic staff who successfully undertake further studies are given additional responsibilities					
3.	University incentives, salary increments and additional responsibilities given to academic staff who have successfully completed further studies have had a positive effect on lecturers performance					

4) Promotion

NO	STATEMENTS	SA	A	FA	D	SD
1.	Academic staff who successfully complete further studies are promoted to the next grade					
2.	My university gives priority for appointments to internal academic staff who have successfully undertaken further studies					
3.	Promotion in my university is strictly dependent on one successfully undertaking further studies and research					
4.	Internal promotions of lecturers who have undergone career development have had a positive impact on their					

	performance					
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5) Lecturers' Performance

NO	STATEMENTS	SA	A	FA	D	SD
1.	Academic staff are satisfied with their jobs given the support they receive from the university through career development programmes					
2.	Most academic staff are happy to work for this university					
3.	Most academic staff have not shown intentions of resigning from this university to work in other universities					
4.	Academic staff have undertaken research resulting in new innovations, theories and better methods of accomplishing tasks					
5.	Most students joining my university have completed their studies within the required time					
6.	Career development programmes have enhanced academic staff's performance in general					
7.	Lecturers continuously research and publish their work					
8.	Lecturers often present academic papers in conferences and seminars					

9.	Academic staff are committed to teaching the students during the allocated times					
10.	Lecturers are involved in mentoring students in my university					

6) Moderating variables

NO	STATEMENTS	SA	A	FA	D	SD
1.	Family environment has a negative effect on career development practices and lecturers performance					
2.	Individual personality has a negative effect on university career development practices and lecturers performance					
3.	The leadership style in the university has a negative effect on career development practices and lecturers performance					
4.	The facilities provided by the university has a negative effect on career development practices and lecturers performance					

6) What career development practices or strategies have your university adopted for improving the performance of lecturers in your university?

.....
.....
.....
.....

7) Have the career development practices used by your university improved lecturers' performance?

Yes ()

No ()

8) If no, what is the problem?

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.....
.....

9) Other than the career development practices highlighted above, please suggest ways in which career development can be improved

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10) What challenges affect your university in implementing academic staff career development programmes?

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11) Suggest ways in which these challenges can be addressed

.....



APPENDIX III: MAP OF KENYA



APPENDIX IV: AUTHORIZATION TO CONDUCT RESEARCH

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
 Telephone: 254-020-241349, 2213102
 254-020-310571, 2213123.
 Fax: 254-020-2213215, 318245, 318249
 When replying please quote

P.O. Box 30623-00100
 NAIROBI-KENYA
 Website: www.ncst.go.ke

Our Ref: **NCST/RR/12/1/SS011/1311**

12th September, 2011

Janet N. Manyasi
 Kabarak University
 P.O BOX Private Bag
Kabarak

Dear Madam,

RE:RESEARCH AUTHORIZATION

Following your application for authority to carry out research on **An evaluation of the effect of career development practices on lecturers' performance in Kenyan public Universities**, I am pleased to inform you that you have been authorized to undertake research in **all public Universities in Kenya** for a period ending **30th December 2012**.

You are advised to report to **The Vice Chancellors Public Universities** before embarking on the research project.

On completion of your research project you are advised to submit **one hard copies and one soft copy** of your thesis/ project to this office.

P.N NYAKUNDI
FORR: SECRETARY/CEO

Copy to:

The Vice Chancellors
 Public Universities

APPENDIX V: Work Plan and Time Schedule

ACTIVITY	DURATION	PERIOD
Proposal writing	8 months	Jan 2010 – August 2010
Pilot study and refining research instruments	4 months	August – January 2011
Data collection	4 months	January 2011 – April 2011
Data analysis	4 months	April 2011 – August 2011
Research report writing	8 months	August 2011 – April. 2012
Submission of draft report for Examination and graduation		May 2012

