

**THE INFLUENCE OF CAREER DEVELOPMENT ON ACADEMIC  
STAFF PERFORMANCE IN KENYAN PUBLIC UNIVERSITIES IN  
COAST REGION**

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## **DECLARATION**

This research project is my original work and has not been presented for a degree award in any other University.

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## **DEDICATION**

To my dearest mother, you have been my greatest source of inspiration and strength. I appreciate your unconditional love. May God bless you abundantly.

## **ACKNOWLEDGEMENT**

My heartfelt gratitude goes to my project supervisors Dr. Mary Idua and Dr. Jean Uzelfor their positive criticisms and guidance in writing this research project. I sincerely thank the Technical University of Mombasa for giving me this opportunity to pursue my Masters Degree in Business Administration (Human Resource Management). I also thank my parents and relatives not forgetting my colleagues, classmates and friends for their emotional, financial and technical support. May God bless you all.

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## **ABBREVIATIONS AND ACRONYMS**

<b>ANOVA:</b>	Analysis of Variance
<b>CUE:</b>	Commission for University Education
<b>HRIS:</b>	Human Resource Information Systems
<b>PhD:</b>	Doctor of Philosophy
<b>SELE:</b>	Student Evaluation of Lecturers Effectiveness
<b>SPSS:</b>	Statistical Package for Social Sciences
<b>T&amp;D:</b>	Training and Development
<b>TUM:</b>	Technical University of Mombasa
<b>UASU:</b>	University Academic Staff Union

## DEFINITION OF TERMS

<b>Career</b>	A sequence of related jobs that are arranged in order of status and responsibility (Felix, 2012).
<b>Career Development</b>	Activities undertaken by the employees themselves and the organization so as to achieve career objectives and job requirements (Kakui&Gachunga, 2016).
<b>Career Planning</b>	The intentional process where an organization or individual gets to know of personal competencies and focuses on plans to achieve specific career goals (Felix, 2012)
<b>Mentoring</b>	The process of developing formal relationships between junior and senior members of an organization. It creates an opportunity for less experienced staff to learn from more experienced staff (Aneeq, 2012).
<b>Career Advancement</b>	The process of progressing of an individual's career. It entails career growth and promotions (Chanin, 2012).

## ABSTRACT

The purpose of the study was to assess the influence of career development on academic staff performance in Kenyan public universities in Coast Region. The specific objectives of the study were to determine the influence of career planning on academic staff performance in Kenyan public universities in Coast Region, to establish the influence of career advancement on academic staff performance in Kenyan public universities in Coast Region and to identify the influence of mentoring on academic staff performance in Kenyan public universities in Coast Region. The research hypotheses were then formulated from the literature review. The theoretical background of career development was analyzed to identify its relevance to the study. The conceptual framework was illustrated and the research variables discussed in depth. The empirical review of career development was analyzed to identify research gaps which the study sought to fill. The study adopted a descriptive survey research design of which the target population was the full time academic staff in the three public universities in Coast region which was found to be 577. The study adopted stratified random sampling after which 30% of each stratum was used to arrive at the sample size of 173. A Five Point Likert Type Scale questionnaire was used to collect primary data for the study. The questionnaires were then coded and responses analyzed using the Statistical Package for Social Sciences (SPSS). Pearson's Product Moment Correlation Coefficient was used to determine the relationship between career development practices and academic staff performance. Analyzed data was then presented in tables, graphs and pie-charts. The study found out that career planning had a significant influence on academic staff performance in Kenyan public universities in Coast Region. A majority of academic staff were found to have individual career plans while universities. Further, the universities under study were found to have career development plans for their academic staff. Mentoring was found to have a significant influence on academic staff performance in Kenyan public universities in Coast Region. The study established that the universities under study did not have proper performance appraisal systems that determined attainment of goals. Further, the universities had well established training plans for their academic staff. Career advancement had significant influence on academic staff performance in Kenyan public universities in Coast Region. The study found out that career advancement in the universities under study was based on academic staff competencies. Further, the universities had career progression guidelines which stipulated conditions for promotion. The study recommends that universities should provide adequate career advisory services to its academic staff and develop career development plans for their academic staff. Further, the study suggests that further studies should be undertaken in other regions in Kenya and determine the influence of other career development variables such as succession planning and career guidance on academic staff performance in Kenyan public universities.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Career development is a systematic planning method used to link employee career objectives with the corporate career needs of an organization (Kakui&Gachunga, 2016). It entails activities undertaken by the employees themselves and the organization to achieve career objectives and job requirements. Robbins (2010) contends that career development is a key strategic consideration for all organizations regardless of size, sector, market or profile. Organizations which aspire to be successful in today's extremely competitive markets need employees with the right competencies to assist in achieving a competitive edge in the industries. Mwanje (2010) posits that career development of employees has a fundamental impact on the efficiency, effectiveness, morale and profitability of the organization. Career development is the basis of employee confidence and competence (Robbins, 2010). Career development aids organizations in bridging the gap between current performance and expected future performance.

Globally, career development has evolved to its second century as a professional field which has developed a vast theoretical framework that guides its practice in the modern global economy (Hartung, 2012). Similarly, career development has internationalized with increasing importance attached to the role of manpower in

the global economy. Previous studies by (Cartwright, 2005); Dowlings & Festing, 2008) affirm that globalization has forced many employees especially in developed countries to improve their competencies so as to perform international assignments. However, a survey by the Chartered Institute of Personnel Development in 2011 established that most companies in the UK lacked a well-documented and updated career development plan for their employees. Furthermore, Kaya and Ceylan (2014) found out that public higher education institutions in UK and USA face a lot of brain drain to private institutions. This is because academic staff consider private institutions as modernized since they embrace more job autonomy and authority for employees. This has resulted to dwindling service delivery in the public higher education institutions.

In Africa, employers have realized the need to obtain good results from employees through firm career development practices (Mwanje, 2010). Further, African countries have seen the need to learn and embrace career development practices applied by developed countries to enable them ascend to middle income countries. However, Omotayo *et al.* (2014) note that application of career development practices of developed countries has failed in African countries. This has been blamed on some retrogressive African cultures such as glass ceilings for the career development of women in organizations. In addition, Bombuwela and De Alwis (2013) argue that the public sector in African countries is still struggling with massive corruption which has been blamed for lack of transparency in



employment and ineffective career development practices. Peter (2014) affirms that employees in Tanzania's public sector have experienced delayed promotions which has led to massive grievances, absenteeism and labor turnover.

In Kenya, the enactment of the Universities Act No. 42 of 2012 has led to an increase in chartered public universities in Kenya to 22. This rapid expansion of university education has led to an increase in student enrollment in the institutions of higher learning (Oduma & Were, 2014). Further, with this rapid expansion in university education, public universities have been forced to contend with decreasing funding from the exchequer. This has hampered service delivery of public universities forcing them to operate under tight budgets without commensurate improvement in facilities. Hence, academic staff in public universities have experienced increasing workloads which has significantly reduced their research capacities and teaching effectiveness (Manyasi *et al.*, 2012). Further, most academic staff in Kenyan public universities have trained but have experienced little career advancement. This is attributed by the inadequate linking of career development practices by public universities (Nyambura & Kamara, 2017).

Academic staff is the body in a learning institution that has interests and rights to academic policies and governance and is responsible for teaching, researching and performing of other scholarly work (University of Illinois Statutes, 2013). In Kenya, the academic staff in public universities are classified as Graduate

Assistants, Tutorial Fellows, Lecturers, Senior Lecturers, Associate Professors and Professors (CUE, 2014). The performance of these academic staff has for long been measured through research and publication and years of service or tenure (Igbojekwe, 2015). However several studies (Spitzer, 2007; White (2008) found out that self-development, Student Evaluation of Lecturers Effectiveness (SELE), innovation and creativity can be used as performance indicators for academic staff in universities.

### **1.2 Problem Statement**

The government of Kenya has been on the move to improve public service delivery. This has been stressed with the introduction of Vision 2030 which is Kenya's development blueprint. Public universities in Kenya are incorporated into public service as key strategic drivers toward the country's enhancement in science, technology and innovation. In light of this, the Commission for University Education developed career development guidelines for academic staff in public universities in 2014. The guidelines described promotional criteria, career planning, development and metrics for measuring academic staff performance. The guidelines suggest on ways to develop an effective academic workforce in public universities to improve service delivery. Nyambura and Kamara (2017) note that the guidelines provide a coherent method of achieving both university and academic staff career needs.

However, previous studies (Kalai, 2009; Kadenyiet *al.*, 2009; Manyasiet *al.*, 2012) affirm that the rapid expansion of university education without commensurate increase in staff and facilities and adequate career development practices has hampered academic staff performance in Kenyan public universities. Kalai (2009) argues that the rapid expansion of universities has led to an increase in student enrollment which has resulted to heavy workloads which revolve around clashing administrative and academic roles. Supporting this view, Manyasiet *al.* (2012) observe that this has significantly reduced teaching and research capacities among academic staff bearing in mind that these are critical measures of their performance. Further, this has led to massive labor turnover of Kenyan academic staff to other countries citing poor working conditions in Kenyan public universities. For instance, Wosyanjuet *al.* (2012) in a study focusing on the impact of brain drain on the quality of education in Moi University established that Kenyatta University lost 20 lectures in just one year. This was experienced amidst a rising agitation by UASU for favorable working conditions and effective career development practices.

Oduma and Were (2014) investigated the influence of career development on employee performance in Kenyatta University. The study established that training, career mentoring, job orientation and career advancement had a positive influence on employee performance. Nyambura and Kamara (2017) examined the influence of career development practices on employee retention in the Technical University

of Kenya. The study posited that mentoring and training and development had a positive significant influence on employee retention. However, the previous studies (Oduma& Were, 2014; Nyambura& Kamara, 2017) were case surveys hence their findings could not be generalized to other universities. Most studies (Manyasiet *al.*, 2012; Wairimu, *et al.*, 2013; Caroline, 2014; Oduma& Were, 2014; Muite, 2014; Nyambura&Kamara, 2017) failed to link career planning to academic staff performance. Further, none of the previous studies was carried out in public universities based in Coast Region creating a knowledge and contextual gap. Due to the limitations in the previous studies, this study will investigate the influence of career planning, career advancement and mentoring on academic staff performance in Kenyan public universities in Coast Region.

### **1.3 Objectives of the Study**

#### **1.3.1 General Study Objectives:**

To assess the influence of career development on performance of academic staff in Kenyan public universities in Coast Region

#### **1.3.2 Specific Study Objectives:**

- i. To establish the influence of career planning on academic staff performance in Kenyan public universities in Coast Region.
- ii. To determine the influence of career advancement on academic staff performance in Kenyan public universities in Coast Region

- iii. To identify the influence of mentoring on academic staff performance in Kenyan public universities in Coast Region

#### **1.4 Research Hypothesis**

H<sub>01</sub>: Career planning does not have a significant influence on academic staff performance in Kenyan public universities in Coast Region

H<sub>02</sub>: Career advancement does not have a significant influence on academic staff performance in Kenyan public universities in Coast Region

H<sub>03</sub>: Mentoring does not have a significant influence on academic staff performance in Kenyan public universities in Coast Region

#### **1.5 Significance of the Study**

Career development is a fundamental aspect to modern organizations since it helps in matching of individual and organizational career goals. The study aimed at making a contribution to the conceptual framework enabling a clear understanding between career development and academic staff performance. It enriched the body of knowledge on career development enabling academic researchers to develop research papers on career development practices. The study was also beneficial to human resource managers and human resource development practitioners because it provided guidelines for effective career development practices in organizations. Further, the study provided suggestions for effective linking of career development

practices which would aid senior management in organizations and universities' administrations in developing of human resource development policies.

### **1.6 Scope of Study**

The study was about the influence of career development on academic staff performance in Kenyan public universities in Coast region. The study variables were career planning, career advancement and mentoring. Descriptive survey research design was used for this study which involved academic staff in Technical University of Mombasa, Pwani University and Taita-Taveta University- the three public Universities in Coast region.

### **1.7 Limitations of the Study**

The target population for the study was the academic staff in the three public universities in Coast Region- Taita-Taveta University, Technical University of Mombasa and Pwani University. Hence, the findings may not be generalized to universities in other regions in Kenya. The study focused on three career development variables- career planning, career advancement and mentoring. It did not establish the influence of other career development variables such as succession planning and career counseling on academic staff performance in public universities. In addition, the study was limited to public universities alone thereby excluding private universities and tertiary institutions. It is therefore difficult to state authoritatively whether the findings would be the same had this study had a wider scope than the one adopted.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Career development is an important area that organizations must put into consideration in order to have employees who will assist in meeting today's changing business needs. This chapter entails the literature review of career development which guides its understanding in academia and its practice in modern organizations. This chapter will discuss the relevant theories of career development, conceptual framework and identify existing research gaps in literature so as to enrich the empirical review on career development.

#### **2.2 Theoretical Framework**

Career development has developed a vast theoretical system in its history. It emerged in the early studies in the trait factor approach and advancing to a developed field today in the current century with a robust theoretical and empirical base (Zunker, 2002). McMorland and Lips-wiersma (2006) postulate that career development has grown having practices that could be discovered and discussed globally. Further, the growth of the field in this 21<sup>st</sup> century demands that the set of theoretical framework be effective globally and applications context specific that can be used at a local level. This study was grounded on three major theories namely: Theory of Work Adjustment, Maslow's Hierarchy of Needs Theory and

Reinforcement Theory. A review of these theories provided a clear link between career development variables and their influence on academic staff performance in Kenyan public universities in Coast Region.

### **2.2.1 Theory of Work Adjustment**

This theory was developed in the 1950s by University of Minnesota work adjustment project (Dawis, 2005). Brown(2003) argues that the theory was one of the most advanced for career development with it being suitable for valuation tools. The Theory of Work Adjustment gives a model for hypothesizing the networking of people and work environment and it is regarded as a person-environment network model which is a reciprocal relationship (Swanson, 2013). Betz(2008) observes that the focus of Theory of Work Adjustment is career planning on individual competencies and the environmental skill requirements. Further, the theory is about the person planning for work environments that would meet his/her needs and in response the environment plans for people who can meet the demands of the organization. Therefore, career development is hypothesized as a continuous process of work adjustment brought about by dissatisfaction of both parties (Dawis, 2005).

In modern times, Theory of Work Adjustment has been linked to positive psychology because of its concern for satisfaction (Swanson,2013). Satisfaction promotes employee well-being and prevents work stress.Dawis (2005) contends that aside from career planning, the theory of work adjustment is also concerned



with actual job performance. The researcher argued that the matching of personal needs to the work environment increases job satisfaction for an employee leading to improved work performance. Henceforth, there has to be a coherent adjustment of academic staff needs to their work environment for them to perform effectively at their roles. This involves appropriate career planning to enable a great fit between them and their work environment. Felix (2012) argues that career planning assists the organizations in the placing of employees in jobs that match their individual career preferences, needs and goals which is the main idea of the theory of work adjustment (Dawis, 2005).

In regard to this research, Theory of Work Adjustment can be used to explain both organization centered and individual centered career planning in Kenyan public universities. Academic staff have to plan for administrative and academic roles in public universities based on their career needs. Similarly, public universities plan for academic staff who can meet the demands of the organization. They find academic staff who can perform administrative roles and academic roles effectively. With the continuing expansion in university education, more courses would be introduced in Kenyan public universities. For example, during the development of the medical school in Technical University of Mombasa, the university would require academic staff who would service the school (TUM, 2017). Further, academic staff who can provide academic services to the school of medicine can plan individually based on their career needs.

### **2.2.2 Maslow's Hierarchy of Needs Theory**

The theory was developed in the 1940s by Abraham Maslow. The theory primarily focused on human psychology and stages in human growth. The theory argues that the human mind is sophisticated and has different motivations from various levels of the hierarchy (Cianci&Gambrel, 2003). Maslow's Hierarchy of Needs Theory of needs suggests five levels of needs and their satisfaction. The needs range from physiological needs, security needs, social needs, esteem needs to self-actualization. The theory posits that only one need dominates the human organism at a time.

TayandDiener(2011) linked Maslow's Hierarchy of Needs Theory to career advancement of employees. The study found out that the desire for job promotions and career growth by employees can best be explained by Maslow's Hierarchy of Needs. The study argued that at first employees desire to have physical comfort at work entailing good working conditions. Secondly, they desire to have job security that provides a stable income and benefits such as medical insurance. TayandDiener (2011) found out that once these needs have been met employees yearn for mentorship, teamwork and acceptance by co-workers. Employees would then desire to have dominance at their workplace and job autonomy followed by the need for ultimate personal growth and peak career experiences.

Maslow's Hierarchy of Needs Theory can be used to explain career advancement of academic staff in Kenyan public universities in line with CUE 2014 career

development guidelines. Stupnisky *et al.* (2015) contend that academic staff in universities have career goals which range from the physiological needs to self-actualization. In this light, research and publication has been considered a key measure of academic staff performance. This is because more quality research and publications results to higher promotion prospects (Stupnisky *et al.*, 2015). Hence, academic staff have to conform to set promotion scripts such as CUE 2014 guidelines so as to enjoy career growth and promotion. Maslow's Hierarchy of Needs Theory explains the desire for academic staff to satisfy their needs till their reach self-actualization which depicts ultimate career growth. Ultimate career growth for academic staff in universities is characterized by good academic public reputation and prestige, development of international networks and international mobility (Gina, 2016).

### **2.2.3 Reinforcement Theory**

In the reinforcement theory, learning occurs when learners display the desired reinforcement of an association between a particular response and stimulus (Smith & Ragan, 2005). Mckenna and Beech (2006) observe that there has to be reinforcement of learning so as to improve employee performance. This can be in form of feedback where trainees are provided with responses about their progress and achievements during training. Reinforcement theory suggests that for employees to acquire knowledge, skills and modification of attitudes the trainer

needs to identify what outcomes the learner finds positive or negative (Banaji, 2011).

A recent study by Nassazi(2013) found out that mentorship will lead to improved employee performance when the desired behavior is reinforced through rewards. This is because the ability to reproduce the same behavior and skills depends on the extent to which the learner can recall the behavior. Hence, the mentor has to apply a motivational process because the desired behavior is likely to be reproduced when there are positive outcomes. Nassazi (2013) argues that this will make the enable the employees to incorporate the new knowledge and skills in their daily duties. Subsequently, this will lead to improvement in their work performance.

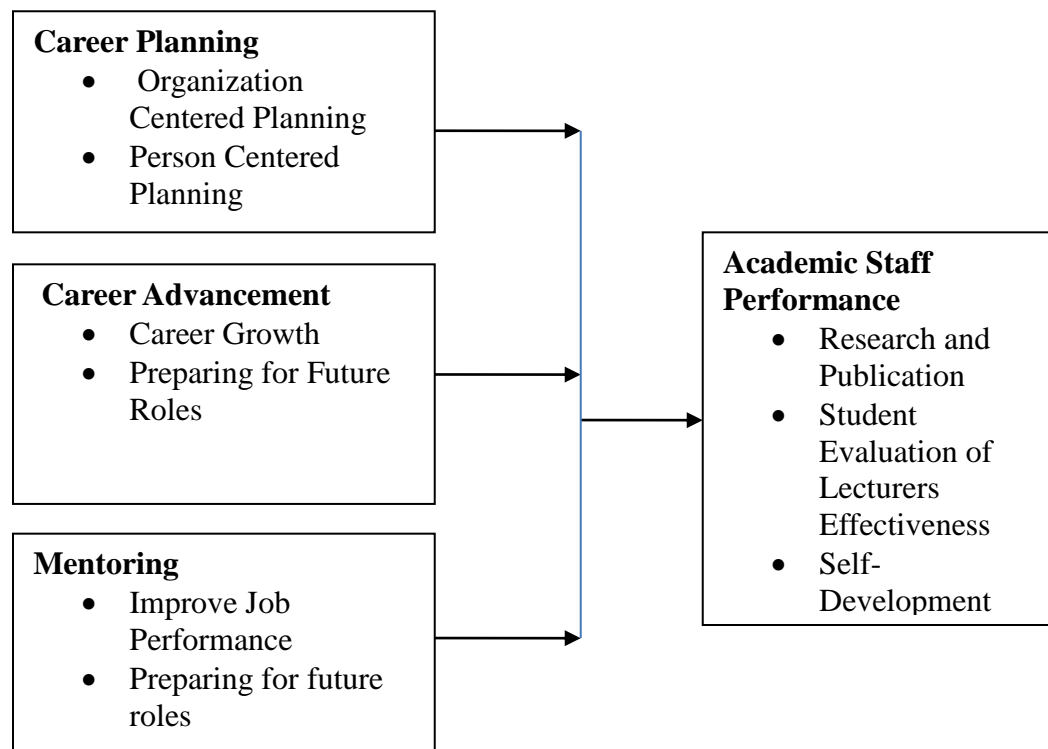
In this research, Reinforcement Theory can be linked to mentorship as an on-the-job training technique. Senior academic staff mentor junior academic staff so as to grow in their careers. Reinforcement theory best explains how the mentee academic staff are expected to replicate the learned behavior for desired outcomes. The mentee academic staff should show high levels of competencies after the mentoring process in that subsequent work performance should improve (Arokiasamy, 2011). Further, mentorship entails the building of professional relationships which result to improved academic staff performance. Arokiasamy (2011) contends that mentorship results to a flow of information which when reinforced results to improved academic staff performance.

## 2.3 Conceptual Framework

The conceptual framework of this study presents the relationship between the independent variables (Career Planning, Career Advancement and Mentoring) and the dependent variable (Academic Staff Performance). The relationship between the independent variables and dependent variables are shown in Figure 2.1.

### Independent Variables

### Dependent Variable



**Figure 2.1: Conceptual Framework**

### **2.3.1 Career Planning**

Felix(2012) postulates that career planning is the intentional process where an organization or individual gets to know of personal competencies and focuses on plans to achieve specific career goals. It aims to discover the goals for a person's career and undertaking manpower programs to support that career (Antoniou, 2013). The researcher argues that career planning leads to the matching of individual and organizational career goals. Further, he postulated that to achieve this career counseling activities should be embraced and provided to the employees. This would be done by professionals with psychological training who are well versed with both individual and organizational needs. Manolescu(2003) asserts that there are mainly two approaches to career planning namely the organization centered planning system and the person centered planning system. Furthermore, organization centered career planning primarily focuses on the development of manpower while the person centered planning system aims at discovering the competencies and interests of an individual. Henceforth, career planning lays down the roles of the two parties- the individual and the organization.

Zlate (2004)defines individual centered career planning as all the systematic procedures of self-assessment, researching of opportunities and setting goals which are intended to assist the individual to make suitable changes about his/her career. The researcher further argues that the action is quite demanding and

requires careful judgment in setting of both short and long term career objectives. A study by CIPD (2005) found out that the individual's perspective on career is greatly influenced by the state of professional and personal life, age, family situations, financial and lifestyle desires. The study asserts that appropriate individual career goals can only be established when an individual fully understands his/her interests and personality.

Baruch (2006) defines organizational centered planning as all the integrative approaches undertaken by an organization which are aimed at achieving its career goals. It involves the organization's preparations for future employee job roles. The researcher argues that organizational centered career planning is the basis of an organization's career development practices. It focuses on the career needs of the organizations and establishes action plans to achieve them (Manolescu, 2003). However, the traditional career path characterized by upward job mobility has continuously diminished making organizations to plan for job rotations and the development of a multi-skilled workforce (Neveanu, 2003). This has been attributed to the reduction of jobs and fewer promotion opportunities in organizations.

Developing and effecting a career planning system is vital to organizations in finding employee development needs and linking them to corporate needs (Antoniou, 2013). The researcher contends that the organization should put in place a good career planning system which will lead to heightened professional

satisfaction because it helps to develop positions which match their individual needs. In addition, career planning reduces the required period to fill a job vacancy, assists in succession planning and ensures all employees have the opportunity to develop career objectives and subsequent action plans to achieve them. Cranshaw (2006) asserts that there should be integration of organization centered and person centered career planning in public universities so as to achieve both organizational and academic staff career goals. Public universities should provide career planning workshops to advice academic staff to make appropriate career decisions. Similarly, academic staff in public universities should conduct thorough self-assessments to enable them make suitable changes in their careers between administrative and academic roles.

### **2.3.2 Mentoring**

Mentoring refers to the process of developing formal relationships between junior and senior members of an organization. It entails the establishment of formal relationships between more experienced employees and less experienced employees (Aneeq, 2012). The formal relationships are created to develop careers of employees (Nyambura & Kamara, 2017). Similarly, mentoring leads to increased job satisfaction, organization commitment and career achievement. Hayes (2015) argues that mentoring enables employees to connect, develop and grow along their own career paths. Mentoring encourages the less experienced employees to tap into the knowledge of more experienced employees thereby



leading to improvement in their performance. Mentoring is a suitable training method in that it can be channeled to fit individual employee needs (Sweeney, 2013). This is because the ‘one size fits all’ training and development method is considered inappropriate in an era of sophisticated business needs. In supporting this view, Hayes, (2015) established that the ‘one size fits all’ method entails developing similar T&D programs for all employees on organization which ignore individual weaknesses of employees (Sweeney, 2013).

Galanou(2009) argues that mentoring process is one of the most important training methods for improvement of employee productivity and aligning individual goals to corporate goals. Further, clear mentoring policies have led to the success of many organizations because employees gain more competencies leading to improved productivity (Hamid, 2011). For this to happen, mentoring programs should be designed to meet individual employee needs (Steven, 2009). A study by Hutchings *et al.* (2009) established that mentoring increases an employee’s technical and interpersonal abilities while enhancing their job satisfaction.

In this era of dynamic business environment, organizations have realized the need to develop employees who can not only adapt to changes but also act as change managers (Hwang & Rauen, 2015). The study asserts that organizations need to instill the drive in employees by providing a challenging work environment in order to develop a leadership mindset. This can be done by providing early exposure to future roles (Fernandez-Araoz, 2014). The study contends that early

exposure to future roles enables employees to develop self-efficacy prior to the actual assumption of duty. This will enable them to make tough decisions in an uncertain business environment and easily adapt to changes in their careers. Nevertheless, organizations should identify and select employees who are highly disciplined and results oriented to work well in their future roles.

Undoubtedly, modern organizations require manpower that is able to perform today's jobs and are receptive to ever changing needs (Salas, 2012). The researcher argues that what an organization needs is to be fully aware of how to utilize mentoring in order to develop a competent workforce. In addition, understanding the mentee's expectations is very vital in making mentoring a success (Salas, 2012). Nevertheless, mentoring process requires pulled efforts of both individuals and the organization. The individual has his/her own career goals which require him/her to polish his/her competencies. The organization on the other hand has to provide training programs to individuals which will ensure matching of the personal career goals to the corporate career goals. Henceforth, public universities should ensure the creation of learning organization as well as provide seminars and workshops to academic staff. This will lead to gaining of competencies which will lead to improvement in their work performance as well as prepare them for future career and role changes (Cranshaw, 2006).

### **2.3.3 Career Advancement**

Career advancement is the process of progressing of an individual's career (Chanin, 2012). The researcher asserted that career advancement is measured in terms of job accomplished through the efforts of the employee in pursuit of personal career goals. A Study by Weng *et al.*(2012) found out that career advancement entails two main dimensions namely career growth and job promotions. The study postulated that individual career advancement included the acquiring of new competencies which are worthwhile to the organization and employees in meeting future career needs. Career advancement was also found to indicate an increase in job security for the employees. Further, the study found out that there existed a positive relationship between career advancement and employee performance. Okurame(2005)argues that employees occasionally hope to progress in their jobs and to attain a notable career. That expectation for career advancement, that is, promotion and enjoying of career growth results to an increase in individual effort and a passionate undertaking of organizational activities (Lieberman, 2003).

Career growth is viewed as a key element in the psychological contract (Wenget *al.*, 2012). The study asserted that career growth enhances organizational commitment for employees. This is because of the notion that employees risk career growth opportunities in the organization when they leave to other organizations. Henceforth, career growth dimensions such as professional ability

development and remuneration growth lead to increased employee retention and an increase in employee productivity (Wenget *al.*, 2012). This is attributed to the fact that the employees feel that the organization has implemented its role in the psychological contract and thus have to better their performance. Career growth opportunities in an organization also attract skilled employees who wish to progress in their careers. When given a chance, these employees get to exploit their full potential which leadsto overall organizational success.

Gupta (2011) defines promotion as the progress of an employee to a higher position which involves a higher status, increased responsibilities and increased salaries. It is one of the sources of internal recruitment. Henceforth, it is governed by a set of organizational promotion policies.The promotion policies stipulate the promotion procedures and who should be in charge of promotions. Usually, the promotion decision is initiated by the Human Resource department and is implemented by the respective line managers (Prasad, 2010). The study asserted that promotion policies ensure the objectivity of promotion procedures, that is, promotion should be based on merit irrespective of ethnicity, race, gender, marital status or religion. Prasad (2010) contends that employees tend to work harder when there are promotion opportunities. Further, promotions provide a good sense of motivation leading to improved employee performance.

A Study by Avey (2010)found out that career advancement leads to job effectiveness and greater employee retention. Further, career advancement leads to

employees being more receptive to change and are up to date with their job activities. Employees who perceive their organization as attaching great significance to their career growth and promotions have improved work effectiveness and efficiency (Savickas, 2012). The Commission for University Education established criteria for career advancement of academic staff in Kenyan public universities. CUE (2014) outlines research and publication, administration and responsibilities, quality of teaching, community engagement and contribution as metrics to be used in career growth and promotions of academic staff in Kenyan public universities. Further, the commission established weighting points which are used to gauge the career progression of academic staff.

#### **2.3.4 Academic Staff Performance**

Robbins (2010) posits that academic staff performance can be measured by assessing subject mastery, testing procedures, organization and communication skills, student-teacher relations, self-development, research and publication. Studies by (Spitzer, 2007; White, 2008) argue that self-development, Student Evaluation of Lecturers Effectiveness (SELE) and research and publication are core measures of academic staff performance. Self-development entails academic staff pursuing and completing their PhDs. SELE is practiced through issuing of questionnaires to students who are supposed to rate lecturers' teaching effectiveness and organization skills. The ratings provided give a solid measure of assessing academic staff performance. Research and publications refers to the

number of studies and publications that an academic staff has engaged in (Hemmings& Kay, 2010). CUE (2014) guidelines attach great importance to research and publication by university academic staff. This study therefore adopted research and publication, Student Evaluation of Lecturers Effectiveness (SELE) and self-development as measures of university academic staff performance.

#### **2.3.4.1 Research and Publication**

Armstrong and Goodyear (2005) found out that there has been an enormous strain on academics and university administrations to increase research and publications. Hemmingsand Kay(2010) postulate that this strain can be attributed to the fact the ranking of universities globally is primarily based on the number and quality of research and publications produced by each university. In addition, research and publication is measured by the number of reviewed journals and articles which is a key determinant for self-efficacy for academic staff (Hemming & Kay, 2010). Zhao *et al.* (2008) observe that research and publication has been strongly linked to high scholarly achievements in universities.

#### **2.3.4.2 Student Evaluation of Lecturers Effectiveness**

There have been numerous attempts by universities to evaluate lecturers and teaching effectiveness (Stronge, 2010). Nevertheless, over the last decade universities have adopted questionnaires to assess lecturers and teaching effectiveness. The questionnaires are issued to students who are the key evaluators of lecturers and teaching effectiveness. HajdinandPazur(2012) contend that the

ratings provided in the questionnaire are used to assess the lecturers' subject mastery, organization, interpersonal and communication skills. Henceforth, higher ratings are likely to indicate exemplary performance for academic staff.

#### **2.3.4.3 Self-development**

Knowledge gained and materials used in teaching by academic staff become obsolete over time. This brings out the importance of self-development for academic staff. Self-development refers to the systematic upgrading of competencies and personal attributes necessary for effective teaching (Wilcox, 2003). It entails the development of a habit of constantly broadening of knowledge and skills. Private study and reading, attending conferences and seminars and pursuing of courses are the major activities of self-development by academic staff. Lewa (2009) posits that academic staff in universities are required to be PhD holders which is outlined in the career development guidelines (CUE, 2014).

#### **2.4 Empirical Review**

Obwaya (2012) studied the effect of career development on performance of public primary schools in Starehe Constituency, Nairobi County, Kenya. The study investigated the effect of promotion, job mobility, redeployment and continuous learning on performance of primary schools. The study adopted a descriptive survey research design. The researcher found out that career development has a positive effect on employee performance in public primary schools. Further, career progression involves providing opportunities for employees to advance and

develop their careers. Arokiasamy (2011) studied the predictors of academics' career advancement in Malaysian public universities. The study adopted a correlation study in investigating the effect of organizational and individual factors on career advancement of academics. The study established that social network, organizational support and mentoring were major contributors to career advancement of academics.

Manyasiet *al.* (2012) studied the effect of organizational support for career development on employee performance in Kenyan public universities. The study adopted a descriptive research design and investigated the effect of public universities' management support and public universities' incentives on lecturers' performance. The study found out that there exists a positive relationship between organizational support for career development and academic staff performance. Further, it makes the academic staff feel that the public universities have fulfilled their role in psychological contract. Nyambura and Kamara (2017) investigated the influence of career development practices on employee retention in Kenyan public universities. The study adopted a descriptive research design and studied the effect of training and development and mentoring on employee retention in Kenyan public universities. The study found out that both training and development and mentoring had positive effect on employee retention. The study recommended more training and development activities for employees so as to improve their skills on pertinent issues in the organization.



## **2.5 Critique of Existing Literature**

Wairimuet *al.* (2013) investigated the impact of career development programs on organizational commitment in Kenyan public universities. The study adopted a descriptive research design and examined the impact of training needs analysis and employee development support on organizational commitment in Kenyan public universities. The study found out that training needs analysis and employee development support had a positive effect on organizational commitment. The study recommended that promotions and salary increases should support employee development to increase organizational performance. However, the study failed to examine the link between career development and employee performance in Kenyan public universities.

Nyambura and Kamara (2017) studied the influence of career development practices on employee retention in Kenyan public universities. The study adopted a descriptive research design and investigated the influence of training and development and mentoring on employee performance. The study found out that training and development and mentoring had a positive influence on employee retention in Kenyan public universities. However, the study failed to examine the influence of career planning on employee retention. Further, it did not study the relationship between career development practices and employee performance in Kenyan public universities.

## **2.6 Research Gaps**

Obwaya (2012) studied the effect of career development on performance of public primary schools in Starehe Constituency, Nairobi County, Kenya. The study adopted a descriptive survey research design and assessed the effect of promotion, job mobility, redeployment and continuous learning on performance of primary schools. The study found out that career progression involves providing opportunities for employees to advance and progress in their careers. Felix (2012) investigated career development practices among commercial banks in Kenya. The study assessed the effect of career planning, mentoring, coaching, career counseling and succession planning on performance of 43 banks listed by the Central Bank of Kenya. The study adopted a census research design and found out that engaging employees in career development plans led to improvement in the overall performance of banks. The studies by (Obwaya, 2012) and Felix(2012) were conducted in public primary schools and commercial banks in Kenya respectively. This left an empirical gap in institutions of higher learning in Kenya which this study sought to fill.

Hemmings and Kay (2010) investigated self-efficacy, publication output and early career development targeting academic staff in Australian universities. The study adopted a descriptive survey research design and found out that there was a clear relationship between research self-efficacy and publication output. Arokiasamy (2011) studied the predictors of academics' career advancement at Malaysian

private universities. The study investigated the effect of organizational and individual factors on the career advancement of academics. It adopted a correlation study in six private universities. The study found out that organizational factors such as social network, organizational support and mentoring were the major contributors to career advancement of academics. The studies by Hemmings and Kay (2010) and Arokiasamy (2011) were conducted in Australia and Malaysia respectively and therefore the findings cannot be generalized to provide inference to the local Kenyan context.

Oduma and Were (2014) investigated the influence of career development on employee performance in Kenyatta University. The study established that training, career mentoring, job orientation and career advancement had a positive influence on employee performance. Nyambura and Kamara (2017) examined the influence of career development practices on employee retention in the Technical University of Kenya. The study posited that mentoring and training and development had a positive significant influence on employee retention. However, the previous studies (Oduma & Were, 2014; Nyambura & Kamara, 2017) were case surveys hence their findings could not be generalized to other universities. Most studies (Manyasi *et al.*, 2012; Wairimu, *et al.*, 2013; Caroline, 2014; Oduma & Were, 2014; Muite, 2014; Nyambura & Kamara, 2017) failed to link career planning to academic staff performance. Further, none of the previous studies was carried out in public universities based in Coast Region creating a knowledge and contextual

gap. Due to the limitations in the previous studies, this study will investigate the influence of career planning, career advancement and mentoring on academic staff performance in Kenyan public universities in Coast Region.

## **2.7 Summary**

Career development continues to be a worthwhile phenomenon for study because of its significance in both academia and real business practice. As organizations continue to progress through this modern era so does career development practices evolve to meet the changing needs. It is therefore crucial for academics in human resource management to work hand in hand with the real business world to help solve the challenges of the ever changing demands of career development practices.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the research methodology which was used in this study. It entails the research design, population, sampling frame, sampling technique, data collection instruments, data processing and analysis.

#### **3.2 Research Design**

This study sought to determine the influence of career development practices on the performance of academic staff in Kenyan public universities in Coast region. In order to accurately analyze and bring solutions to the research problem, a proper research design has to be applied. A research design involves the general assumptions of a study to data collection and analysis methods (Creswell, 2009). This study adopted the descriptive survey research design. A descriptive survey research design is used to exhibit a correct profile of persons and events of situations (Hair, 2003). Descriptive research design was the most appropriate for this study because it enabled easy gathering of quantifiable information that can be used for statistical inference through data analysis. This assisted in measuring the study characteristics in the research hypothesis.

### 3.3 Target population

Ogula(2005) postulates that a population is the total group of research elements which have common features. This study sought to identify the influence of career development practices on performance of academic staff in Kenyan public universities in Coast Region. Henceforth, this study entailed both the permanent and contractual academic staff. The academic staff were classified according to their job titles as suggested by (CUE, 2014). Table 3.3 below presents the number of academic staff in Kenyan public universities in Coast region according to the (CUE, 2014) classification.

**Table 3.1: Stratification of University Academic Staff**

<b>Job Title</b>	<b>Population Size</b>
Teaching Assistant	112
Assistant Lecturer/Tutorial Fellow	288
Lecturer	98
Senior Lecturer	48
Associate Professor	15
Full Professor	16
<b>Total</b>	<b>577</b>

Table 3.3 illustrates the total population of the academic staff in the five divisions of the Technical University of Mombasa is 268 as at 31<sup>st</sup> January 2017 (Human Resource Information System, TUM). The total population of academic staff in the six divisions of Pwani University is 157 as at 31<sup>st</sup> January 2017 while the population of academic staff in Taita-Taveta University is 152 as at 31<sup>st</sup> January 2017 (Taita-Taveta University Strategic Plan 2013-2018). Therefore, the total population of academic staff in the three Kenyan public universities in Coast Region is  $268+157+152=577$  as at 31<sup>st</sup> January 2017.

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

Komboand Tromp (2005) posit that sampling is the process of choosing some elements from the large population such that the group contains characteristics of the entire population. The researcher used the stratified random sampling method. Agrestiand Finlay (2008) assert that stratified random sampling is a probabilistic sampling technique that involves dividing the population into groups called strata. The importance of this was to classify the population into sub-populations which were then used as a sample size that best represents the entire population being studied. Stratified sampling ensured that all groups of academic staff were well represented.

For efficiency and effectiveness purpose, the population was broken down to a research sample. Sampling of the study population enabled the fast provision of study information and at minimal costs as opposed to a census.

Borg(2003)arguesthat 30% of a population is representative enough for a sample size in a study. This study adopted the 30% rule of the sub-population in each stratum. Table 3.4 presents the sample size of the study.

**Table 3.2: Sample Size**

<b>Title</b>	<b>Population Size</b>	<b>Sample Size (30 % of N)</b>
Graduate Assistants	112	34
Assistant Lecturer	288	86
Lecturer	98	29
Senior Lecturer	48	14
Associate Professor	15	5
Professor	16	5
<b>Total</b>	<b>577</b>	<b>173</b>

As indicated in Table 3.4, the study involved 34 Graduate Assistants, 86 Assistant Lecturers, 29 Lecturers, 14 Senior Lecturers, 5 Assistant Professor and 5 Professor giving a total of 173 respondents.

### **3. 5 Data CollectionInstruments**

The study usedboth primary and secondary data of which primary datawas collected through self-administered questionnaires. The questionnaire consisted of close-ended questions which were presented on a five point Likert type scale. This assisted in the easy analysis of data as response variance was minimized. The



questionnaire consisted of three sections; A, B and C. Section A covered the demographics of the respondents while section B covered the independent variable's sub-variables of career planning, training and career advancement. Section C covered academic staff performance. The response obtained helped in determining the influence of career development on academic staff performance. The researcher also used secondary data which entailed information on publications by the academic staff to determine research and publication. This information was obtained from the universities' library and e-journals.

### **3.6 Data Collection Procedures**

The researcher received an approval for research proposal from the Technical University of Mombasa. This enabled the researcher to seek permission from the target population to conduct the study. Upon approval, an introduction letter specifying purpose of the study to the respondents was prepared. The researcher assured the respondents that the response received would be confidential and used for academic purposes only. The questionnaires were self-administered by the researcher to the respondents. The researcher provided follow-up on the respondents through phone calls to ensure maximum response.

### **3.7 Pilot testing**

Arnold(2009) argues that a pilot test is a small study which helps in the development of a confirmatory study. Pilot testing was done to determine the reliability and validity of the questionnaires. It involved a sample of respondents

prior to the actual study. The researcher chose 10% of the total sample of respondents who were randomly selected as suggested by Sekeran (2003). Those respondents selected for pilot test were however not involved in the actual study.

### **3.7.1 Validity**

The researcher tested the questionnaires to determine the extent of its validity. Validity refers to the extent to which differences found with a data collection instrument represent the real differences among respondents (Donald & Pamela, 2003). The questionnaire was examined to determine its content and construct validity. For content validity, the questionnaire was examined whether it covered the research questions adequately. Construct validity was proven if the questionnaire adequately examined the research variables as described in the theory of the study. In order to develop a valid research instrument, rational analysis by raters was applied. The raters composed of both experts and study supervisors who were familiar with the content and construct of interest of the research subject. They reviewed the questionnaire items for comprehensiveness, clarity and readability. After coming to agreement, the researcher developed the final questionnaire to be used in the study.

### **3.7.2 Reliability**

This refers to the estimates of the degree to which the measurements of a research instrument are free from bias or error (Donald & Pamela, 2003). The questionnaire used has to function as designed and not reflect any effects of intervening

situational factors. The researcher wished to have a robust instrument that has a high stability and internal consistency. For stability, the researcher examined whether the research instrument secures consistent results with repeated measurements of a particular respondent. Internal consistency was established by examining the extent of homogeneity amongst the items in the questionnaire. More homogeneity among the items leads to a higher reliability which aids in the effective answering of the research questions. The response scores from the pre-test were correlated to those of the actual test using the Cronbach Alpha Analysis. Field (2009) observes that a questionnaire having  $\alpha$  of 0.8 and above is considered reliable.

### **3.8 Data Processing, Analysis and Presentation**

The questionnaires were coded and responses analyzed using the Statistical Package for Social Sciences (SPSS). The study used descriptive statistical tools which included measures of central tendency (mean, mode and median) and measures of dispersion (deviation, range and variance). To effectively determine the relationship between career development and academic staff performance, the Pearson's Product Moment Correlation Coefficient was used. The Correlation Coefficient enabled the summary of the relationship between career development variables and academic staff performance in a single number  $\Upsilon$ . An  $\Upsilon$  value greater than 0 to +1 indicates a high correlation between the variables while an  $\Upsilon$  value less than 0 to -1 indicates low correlation (Field, 2009).

In order to examine the degree of association between the independent and dependent variables, Multiple Linear Regression was used. It was computed at 95 percent confidence level. Furthermore, ANOVA test was run to examine the relationship between the independent and dependent variables. This is because the study assumed that the population under study was distributed normally, had equal variances and samples were independent of each other. For Multiple Linear Regression, the following econometric model was applied:

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

Where:  $\beta_0$  = Constant  $\beta_1, \beta_2, \beta_3, \beta_4$  = Coefficient of predictors

$Y$  = Refers to dependent variable (Academic Staff Performance)

$X_1$  = Represents Career Planning

$X_2$  = Represents Career Advancement

$X_3$  = Represents Mentoring

$\varepsilon$  = error term

The data was then presented in graphs and tables for easy reading and understanding by the readers of the study.

**Table 3.3: Definition of Variables and Operationalization**

<b>No.</b>	<b>Variable</b>	<b>Indicators</b>	<b>Measurement</b>
1.	Career Planning	<ul style="list-style-type: none"><li>• Individual centered Planning</li><li>• Organization centered planning</li></ul>	Extent to which Career Planning affects Academic Staff Performance on 1-5 scale
2.	Career Advancement	<ul style="list-style-type: none"><li>• Career Growth</li><li>• Job Promotions</li></ul>	Extent to which Career advancement affects Academic Staff performance on 1-5 scale
3.	Mentoring	<ul style="list-style-type: none"><li>• Improving job performance</li><li>• Preparing for future roles</li></ul>	Extent to which Mentoring affects Academic Staff Performance on 1-5 scale
4.	Academic Staff Performance	<ul style="list-style-type: none"><li>• Research and Publications</li><li>• SELE</li><li>• Self-development</li></ul>	Levels of Academic Staff research and publications, SELE and self-development

## **CHAPTER FOUR**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **4.1 Introduction**

This chapter contains presentation and interpretation of the findings of the study. It presents the response rate, reliability test and the demographic characteristics of the respondents. Presentation and discussion of the findings of the study based on the study objectives are also presented in this chapter.

#### **4.2 Response Rate**

The researcher distributed 173 questionnaires to the respondents. Out of the 173 questionnaires, 148 of them were fully filled and returned by the respondents; giving a response rate of 85.5%. This was considered a good response rate to be used to make generalizations for the study.

#### **4.3 Reliability Test**

To determine the reliability of the questionnaire, Cronbach alpha correlation coefficient was computed. The findings from Table 4.1 present the reliability results of the study variables.

**Table 4.1: Reliability Results**

<b>Variable</b>	<b>No of items</b>	<b>Reliability Value</b>
Career Planning	6	0.899
Career Advancement	4	0.85
Mentoring	4	0.853
Academic Staff Performance	4	0.896

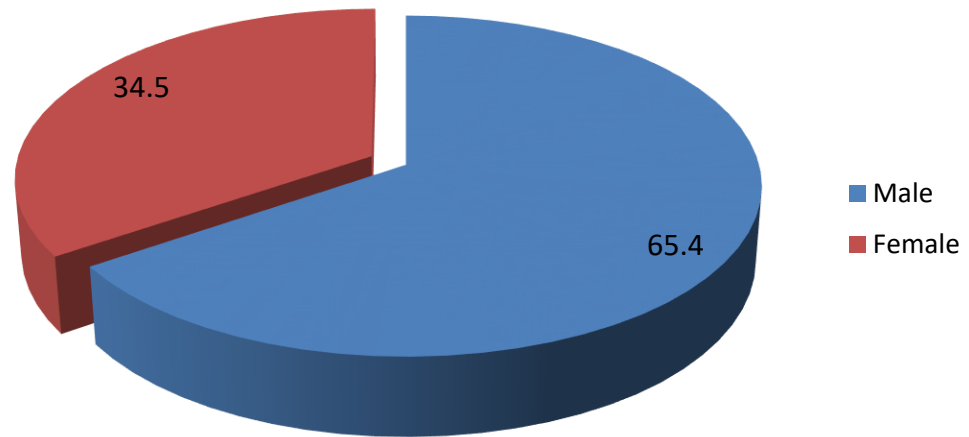
As indicated in Table 4.1, Cronbach's alpha correlation coefficient was found to be 0.844, which meant that the study questionnaire had a stable internal consistency 84.4%. Field (2009) posits that a questionnaire having  $\alpha$  of 0.8 and above is considered reliable. Therefore, this study finding implied that the study questionnaire was reliable.

#### **4.4 Background Information of the Respondents**

The study presents the findings on the background information of the respondents in terms of their gender, cadre, education level and length of continuous service.

##### **4.4.1 Gender**

The study sought to establish the gender of the respondents. The findings on the gender of the academic staff involved in the study are presented in Figure 4.4.



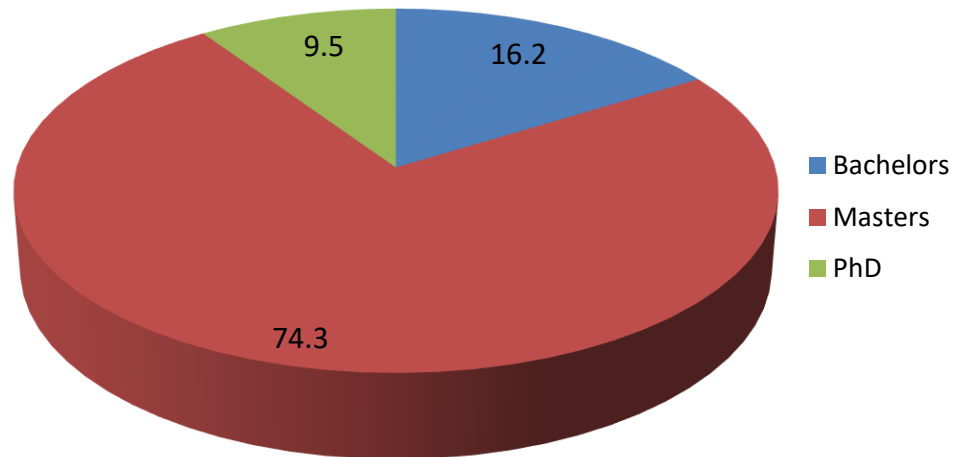
**Figure 4.1: Gender of the Respondents**

Figure 4.1 showed that majority of the respondents 65.5% were male while 34.5% of them were female. The study findings depicted a good representation of both gender in the universities under study with each gender having at least 30% representation in the academic staff of the universities.

#### **4.4.2 Education Level**

The study sought to establish the highest education level of the respondents. The findings of the study are presented in Figure 4.2.



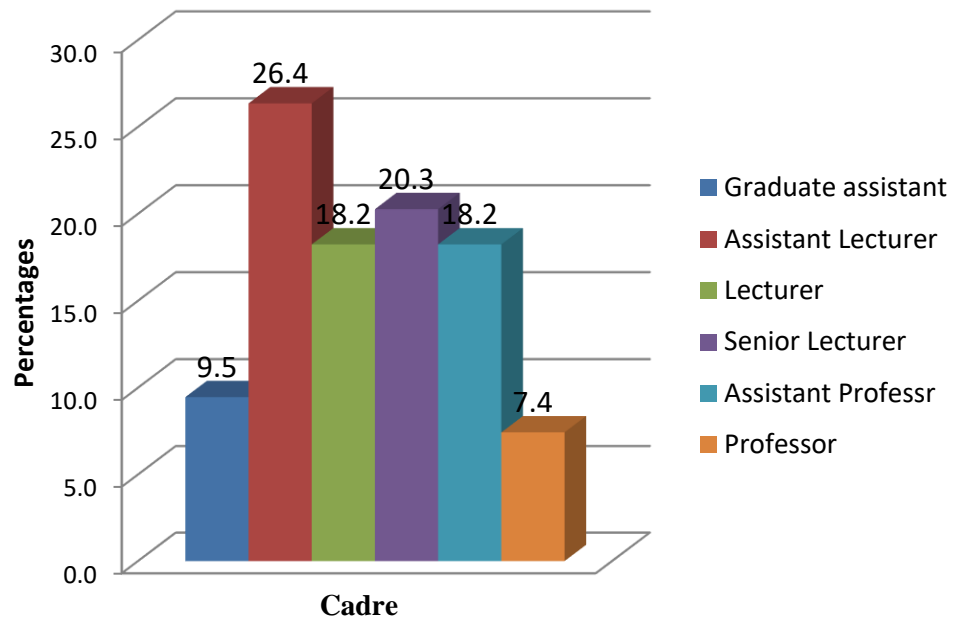


**Figure 4.2: Education Level of the Respondents**

As indicated in Figure 4.2, majority of the respondents 74.3% had Master’s degree, 16.5% of them had attained PhDs while only 9.5% of the had bachelor’s Degree. These findings reveal that the respondents are knowledgeable thus qualified to work as academic staff in the universities under study.

#### **4.4.3 Cadre of the Respondents**

The respondents were further asked to state their cadre. The findings of the study are presented in Figure 4.3.

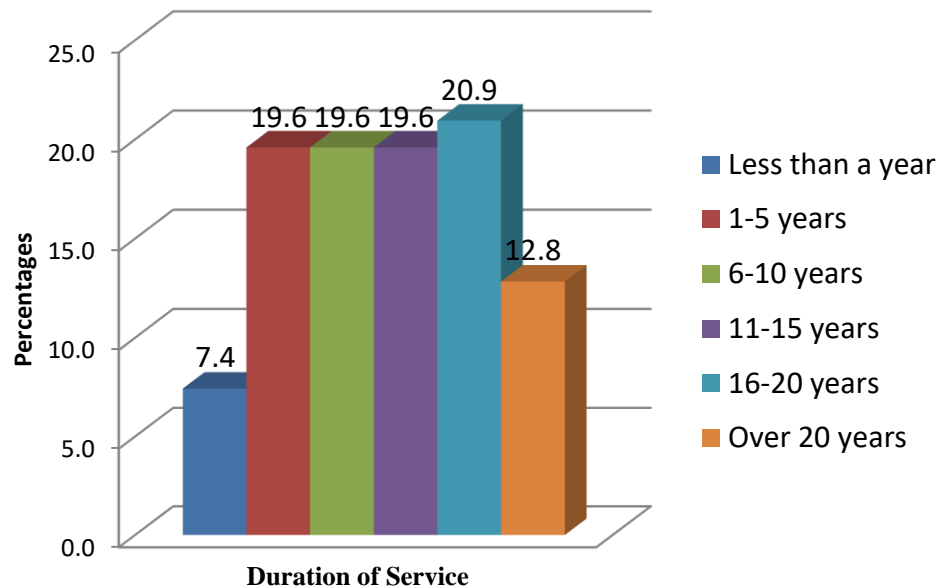


**Figure 4.3: Cadre of the Respondents**

The findings from Figure 4.3 indicated that majority of the respondents 35.8% were assistant lecturers, 20.3% of them were senior lecturers, 26.4% of them were assistant lecturers, 18.2% were lectures and assistant professors, 9.5% of them were graduate assistant while 7.4% of them were professors. The findings of the study revealed that the universities under study had the entire cadre represented as per the career development guidelines (CUE, 2014).

#### **4.4.4 Duration of Service**

Further, the respondents were asked to state the length of continuous service (in years) they had in their respective universities. The findings of the study are presented in Figure 4.4.



**Figure 4.4: Duration of Service of the Respondents**

Figure 4.4 showed that majority of the academic staff 20.9% stated 16-20 years, 19.6% of them stated 1-5 years, 6-10 years and 11-15 years, 12.8% of them stated over 20 years while 7.4% of them stated less than a year respectively. This question was relevant because the length of time one has spent in a university would determine their knowledge on career development practices of the university.

#### **4.5 Attributes of Career Development Practices and Academic Staff Performance**

The findings below reveal the response on career development attributes on academic staff performance as asked in the research instrument.

#### 4.5.1 Career Planning and Academic Staff Performance

The study sought to establish the influence of career planning on academic staff performance in Kenyan public universities in Coast Region. The findings were presented in a five point Likert scale where SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, F= Frequency, T=Total, M=Mean and STD=Standard Deviation. The findings are presented in Table 4.2.

**Table 4.2: Career Planning and Academic Performance of Staff**

<b>Statement</b>	<b>F/%</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>T</b>	<b>M</b>	<b>STD</b>
I have a personal career plan that I review every year with specific action plans, steps and timelines	F	44	59	2	16	27	148	3.52	1.47
	%	29.7	39.9	1.4	10.8	18.2	100	70.4	
The University provides career advisory services that determine competencies and interests of its academic staff	F	14	30	18	37	49	148	2.47	1.38
	%	9.5	20.3	12.2	25	33.1	100	49.4	
The University has in place a career development plan for its academic staff	F	4	42	5	54	43	148	2.39	1.25
	%	2.7	28.4	3.4	36.5	29.1	100	47.8	
The University has both internal and external programs that develop its academic staff for future positions	F	53	43	16	18	18	148	3.64	1.39
	%	35.8	29.1	10.8	12.2	12.2	100	72.8	
The University has both internal and external programs	F	53	43	16	18	18	148	3.64	1.39
	%	35.8	29.1	10.8	12.2	12.2	100	72.8	

that develop its academic staff for future positions

The University has a self-assessment tool that helps its academic staff understand their aspirations, desires, likes and dislikes	F	64	42	7	18	17	148	3.79	1.4
	%	43.2	28.4	4.7	12.2	11.5	100	75.8	
The University has a career succession plan for its academic staff	F	38	44	38	15	13	148	3.53	1.23
	%	25.7	29.7	25.7	10	8.8	100	70.6	

The respondents were asked whether they had personal career plan that they reviewed every year with specific action plans, steps and timelines. The distribution of findings as shown in Table 4.2 revealed that 29.7% of the respondents strongly agreed, 39.9% of them agreed, 1.4% of them were neutral, 10.8% disagreed while 18.2% of them strongly disagreed. Overall, majority of the respondents 70.4% agreed to the statement that they had personal career plan which they reviewed annually with specific plans, steps and timelines in mind. The study findings concur with those of George (2007) which posited that psychologically, career opportunities provide an important source of intrinsic motivation for employees. Henceforth, most of them do have individual career plans which they review periodically to adjust to the ever changing demands of their careers.

Similarly, the respondents were asked whether the universities they served in provided career advisory services that determine competencies and interests of its academic staff. The distribution of the responses indicated that 9.5% strongly agreed to the statement, 20.3% of them agreed, 12.2% of them were neutral, 25% of them disagreed while 33.1% of them strongly disagreed to the statement. Overall, only 49.4 percent of the respondents agreed that the universities they served in provided career advisory services that determine competencies and interests of its academic staff. These findings depict that universities are not meeting the expectations of their academic staff as far as career advisory services are concerned. Zeus (2008) argues that this can be attributed to their unwillingness to engage in career advisory services or are unable to relate fully to them to understand their individual needs.

The respondents were also asked whether the universities they served in had a career development plan for its academic staff in place. The distribution of the responses indicated that 2.7% strongly agreed to the statement, 28.4% of them agreed, 3.4% of them were neutral, 36.5% of them disagreed while 29.1% of them strongly disagreed to the statement. Overall, only 47.8 percent of the respondents agreed that the universities they served in had a career development plan for its academic staff in place. These findings implied that universities under study had no adequate career development plan for its academic staff. This can be attributed to

failure of universities to understand the individual needs of their academic staff (Lewa, 2009).

The study sought to identify whether the universities had both internal and external programs that develop its academic staff for future positions. The distribution of the responses indicated that 35.8% strongly agreed to the statement, 29.1% of them agreed, 10.8% of them were neutral while 12.2% of them disagreed strongly and disagreed to the statement respectively. Overall, 72.8% of the respondents agreed that the universities had both internal and external programs that develop its academic staff for future positions. These findings concur with those of Cranshaw (2006) which postulate that universities provide career development opportunities which include internal and external seminars, conferences and workshops which disseminate knowledge and innovations to their academic staff.

The respondents were asked whether their universities had a self-assessment tool that helped its academic staff understand their aspirations, desires, likes and dislikes. The distribution of the responses as indicated in Table 4.2 revealed that 43.2% strongly agreed to the statement, 28.4% of them agreed, 4.7% of them were neutral, 12.2% of them disagreed while 11.5% of them strongly disagreed to the statement respectively. Overall, 75.8% of the respondents agreed that the universities had a self-assessment tool that helped its academic staff understand their aspirations, desires, likes and dislikes. From these findings, it can be noted that universities provided opportunities where the academic staff could examine

their individual preferences against their job requirements as supported by (Dawis, 2005). Further, the researcher observes that this would help them in identifying whether there is a fit between their preferences and job requirements so as to make correct career decisions.

Similarly, the respondents were asked whether their university had a career succession plan for its academic staff. The distribution of the responses indicated that 25.7% strongly agreed to the statement, 29.7% of them agreed, 25.7% of them were neutral, 10.1% of them disagreed while 8.8% of them strongly disagreed to the statement respectively. Overall, 70% of the respondents agreed that the universities had a career succession plan for its academic staff. These findings implied that the universities are concerned with retention of talented academic staff for their future career needs. A study by (Kaye, 2005) argues that organizations tap into the wealth of in house talent so as to match the knowledge, skills and aspirations of staff with the future job requirements.

#### **4.5.2 Career Advancement and Academic Performance of Staff**

The study sought to determine the influence of career advancement on performance of academic staff in Kenyan public universities in Coast Region. The findings are presented in a five point Likert scale where SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, F=Frequency, T=Total, M=Mean and STD=Standard Deviation. The findings are presented in Table 4.3



**Table 4.3: Career Advancement and Academic Performance of Staff**

<b>Statement</b>	<b>F/%</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>T</b>	<b>M</b>	<b>STD</b>
Career advancement in the university is based on competencies of academic staff	F	9	37	28	42	32	148	2.66	1.24
	%	6.1	25	18.9	28.4	21.6	100	53.2	
The University supports career development through provision of scholarships to its academic staff	F	41	10	38	48	11	148	3.15	1.34
	%	27.7	6.8	25.7	32.4	7.4	100	63	
The University has a well-structured career progression plan guided on equity and merit	F	57	82	5	4	0	148	4.3	0.66
	%	38.5	55.4	3.4	2.7	0	100	86	
The University has a career progression guideline which stipulates conditions for promotion	F	88	49	11	0	0	148	4.52	0.63
	%	59.8	33.1	7.4	0	0	100	90.4	

The study sought to establish whether career advancement in the universities under study was based on competencies of academic staff. The distribution of findings as shown in Table 4.3 revealed that 6.1% of the respondents strongly agreed, 25% of them agreed, 18.9% of them were neutral, 28.4% disagreed while 21.6% of them strongly disagreed. Overall, 53.2% of the respondents agreed that career advancement in the universities under study was based on competencies of academic staff. These findings implied that career progression for the academic staff in the universities largely depended on individual abilities as supported by (Wenget *al.*, 2012).

The respondents were also asked whether the universities supported career development through provision of scholarships to its academic staff. The distribution of the responses indicated that 27.7% strongly agreed to the statement, 6.8% of them agreed, 25.7% of them were neutral, 32.4% of them disagreed while 7.4% of them strongly disagreed to the statement. Overall, 63% of the respondents agreed that the universities supported career development through provision of scholarships to its academic staff. These findings implied that public universities supported career development of their academic staff since they desire them to meet the universities' career goals as posited by (Manyasiet *al.*, 2012).

Similarly, the respondents were asked whether the universities had a well-structured career progression plan guided on equity and merit. The distribution of the responses indicated that 38.5% strongly agreed to the statement, 55.4% of them

agreed and 3.4% of them were neutral while 2.7% of them disagreed. None of the respondents strongly disagreed to the statement. Overall, 86% of the respondents agreed that the universities had a well-structured career progression plan guided on equity and merit. These findings implied that the universities under study had well laid procedures for career progression of their academic staff as stipulated by (CUE, 2014).

Further, the respondents were asked whether the universities had a career progression guideline which stipulates conditions for promotion. The distribution of the responses indicated that 59.5% strongly agreed to the statement, 33.1% of them agreed and 7.4% of them were neutral. None of the respondents disagreed and strongly disagreed to the statement. Overall, 90.4% of the respondents agreed that the universities had a career progression guideline which stipulates conditions for promotion. These findings implied that job promotion among the universities under study was guided by specific criteria as supported by (CUE, 2014).

#### **4.5.3 Mentoring and Academic Staff Performance**

The study sought to identify the influence of mentoring on performance of academic staff in Kenyan public universities in Coast Region. The findings are presented in a five point Likert scale where SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, F=Frequency, T=Total, M=Mean and STD=Standard Deviation. The findings are presented in Table 4.4.

**Table 4.4 Mentoring and Academic Staff Performance**

<b>Statement</b>	<b>F/%</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>T</b>	<b>M</b>	<b>STD</b>
The University has a performance appraisal system that determines attainment of set goals	F	5	23	33	59	28	148	2.45	1.07
	%	3.4	15.5	22.3	39.9	18.9	100	49	
The University conducts Training Needs Analysis to identify skill gaps in academic staff	F	46	15	15	37	35	148	3	1.6
	%	31.1	10	10.1	25	23.6	100	60	
The University has a well established training plan for its academic staff	F	79	14	21	15	19	148	3.8	1.49
	%	53.4	9.5	14.2	10.1	12.8	100	76	
The University supports training and development of its academic staff through awarding of study leaves	F	79	64	5	0	0	148	4.52	0.57
	%	53.4	43.2	3.4	0	0	100	90	

The study sought to determine whether the universities under study had a performance appraisal system that determined attainment of set goals. The distribution of findings as indicated in Table 4.4 revealed that 3.4% of the respondents strongly agreed, 15.5% of them agreed, 22.3% of them were neutral, 39.9% disagreed while 18.9% of them strongly disagreed. Overall, only 49% of the respondents agreed that their universities had a performance appraisal system that determined attainment of set goals. These findings implied that the

universities under study may not have proper a performance appraisal system that determined attainment of set goals. Werner and Desimone (2009) argue that this can be attributed to organizations not being fully aware of their staff outcomes from their performance and the staff views about the outcomes.

The respondents were also asked whether the universities conducted Training Needs Analysis to identify skill gaps in academic staff. The distribution of the responses indicated that 31.1% strongly agreed to the statement, 10.1% of them agreed, 10.1% of them were neutral, 25% of them disagreed while 23.6% of them strongly disagreed to the statement. Overall, 60% of the respondents agreed that the universities conducted Training Needs Analysis to identify skill gaps in academic staff. These findings implied that the universities under study had well structured training programs which addressed what needs to be trained, who needs to be trained and the content to be delivered. This makes mentoring relevant in addressing the prevailing skill gaps, (Salas, 2012).

Further, the respondents were asked whether the universities had a well established training plan for its academic staff. The distribution of the responses indicated that 53.4% strongly agreed to the statement, 9.5% of them agreed, 14.2% of them were neutral while 10.1% and 12.8% of them disagreed and strongly disagreed to the statement respectively. Overall, 76% of the respondents agreed that the universities had a well established training plan for its academic staff. These

findings implied that the universities under study were aware of the training needs and had established appropriate training designs as supported by (Salas, 2012).

Similarly, the respondents were asked whether the universities supported training of its academic staff through awarding of study leaves. The distribution of the responses indicated that 53.4% strongly agreed to the statement, 43.2% of them agreed and 3.4% of them were neutral. None of the respondents disagreed and strongly disagreed to the statement. Overall, 90.4% of the respondents agreed that the universities supported training of its academic staff through awarding of study leaves. These findings implied that the universities offer study leaves to their academic staff to support training as a means to upgrade their competencies as posited by (Cranshaw, 2006).

#### **4.5.4 Academic Staff Performance**

The study sought to establish the developments made in performance of academic staff in Kenyan public universities at Coast Region. The findings are presented in a five point Likert scale where SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, T=Total, M=Mean and STD=Standard Deviation. The findings are presented in

**Table 4.5. Academic Staff Performance**

<b>Statement</b>	<b>F/%</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>T</b>	<b>M</b>
In the university, research and publication is a primary measure of academic staff performance	F %	43 29.1	54 36.5	23 15.5	18 12.2	10 6.8	148 100	3.69 73.8
The University has seen a significant increase in publication and innovation in the last 3 years	F %	50 33.8	72 48.6	26 17.6	0 0	0 0	148 100	4.16 83.2
There has been a significant increase in the number of attained PhDs among the academic staff in the last 3 years	F %	49 33.1	90 60.8	4 2.7	5 3.4	0 0	148 100	4.24 84.8
There is an increase in students' satisfaction in the delivery by academic staff	F %	27 18.2	64 43.2	17 11.5	20 13.5	20 13.5	148 100	3.39 67.8

The study sought to establish whether in the universities under study, research and publication was a primary measure of academic staff performance. The distribution of findings as shown in Table 4.5 revealed that 29.1% of the respondents strongly agreed, 36.5% of them agreed, 15.5% of them were neutral,

12.2% disagreed while 6.8% of them strongly disagreed. Overall, 73.8% of the respondents agreed that in their universities, research and publication was a primary measure of academic staff performance. These findings concur with those of Hemmings and Kay (2010) which posit that research and publication is highly associated with scholarly achievements of academic staff in universities.

The respondents were also asked whether the universities had seen a significant increase in publication and innovation in the last 3 years. The distribution of the responses indicated that 33.8% strongly agreed to the statement, 48.6% of them agreed and 17.6% of them were neutral. None of the respondents disagreed and strongly disagreed to the statement. Overall, 83.2% of the respondents agreed that the universities under study had seen a significant increase in publication and innovation in the last 3 years. These findings are supported by those of (Spitzer, 2007; White, 2008) which postulated that due to career development initiatives, universities are experiencing an increase in publication and innovation from their academic staff.

Similarly, the respondents were asked whether there had been a significant increase in the number of attained PhDs among the academic staff in the last 3 years. The distribution of the responses indicated that 33.1% strongly agreed to the statement, 60.8% of them agreed, 2.7% of them were neutral while 3.4% of them disagreed to the statement respectively. None of the respondents strongly disagreed to the statement. Overall, 84.8% of the respondents agreed that there had



been a significant increase in the number of attained PhDs among the academic staff in the last 3 years. Manyasi *et al.* (2012) argued that Kenyan universities are experiencing a rise in attained PhDs among the academic staff. This can be attributed to the requirement that university academic staff should be holders of PhDs as supported by findings of (Lewa, 2009).

The respondents were also asked whether there was an increase in students' satisfaction in the delivery by academic staff. The distribution of the responses indicated that 18.2% strongly agreed to the statement, 43.2% of them agreed, 11.5% of them were neutral while 13.5% of them disagreed and strongly disagreed to the statement respectively. Overall, 67.8% of the respondents agreed that there was an increase in students' satisfaction in the delivery by academic staff. These findings implied that students are the immediate clients for universities. Henceforth, conducting Student Evaluation of Lecturer's Effectiveness (SELE) helps to assess service delivery of academic staff. It serves as a vital measure of their performance as outlined in CUE guidelines under the Universities Act 2012.

The findings of this study are in agreement with the findings of Robbins (2010) which contend that academic staff performance can be measured by assessing subject mastery, testing procedures, organization and communication skills, student-teacher relations, self-development, research and publication. Similarly, studies by (Spitzer, 2007; White, 2008) argue that self-development, Student Evaluation of Lecturers Effectiveness (SELE) and research innovation and

publication are core measures of academic staff performance. CUE (2014) guidelines attach great importance to research and publication by university academic staff.

#### 4.6 Hypothesis Testing

The study sought to establish the strength of the relationship between independent and dependent variables of the study. To effectively determine the relationship between career development and academic staff performance, the Pearson's Product Moment Correlation Coefficient was computed at 95 percent confidence interval (error margin of 0.05) to test the study hypotheses. The findings are illustrated in Table 4.6.

**Table 4.4: Correlation Matrix**

Variables	Coefficient Type	Career Planning	Career Advancement	Mentoring	Academic Staff performance
Career Planning	Pearson Correlation	1	0.835**	0.799**	0.642**
	Sig. (2-tailed)		0.000	0.000	0.000
	N	148	148	148	148
Career Advancement	Pearson Correlation	0.835**	1	0.767**	0.698**
	Sig. (2-tailed)	0.000		0.000	0.000
	N	148	148	148	148
Mentoring	Pearson Correlation	0.799**	0.767**	1	0.804**
	Sig. (2-tailed)	0.000	0.000		0.000
	N	148	148	148	148

#### **4.6.1 Career Planning and Academic Staff Performance**

**H<sub>01</sub>:** Career planning does not have a significant influence on academic staff performance in Kenyan public universities in Coast Region.

As indicated in Table 4.6, the p-value for career planning was found to be 0.000 which is less than the significant level of 0.05 ( $p < 0.05$ ). Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. Therefore, the study established that Career planning has a significant influence on academic staff performance in Kenyan public universities in Coast Region. The result indicated that Pearson's Product Moment Correlation Coefficient of 0.642, which represented a strong, positive relationship between career planning and academic staff performance.

#### **4.6.2 Career Advancement and Academic Staff Performance**

**H<sub>02</sub>:** Career advancement does not have a significant influence on academic staff performance in Kenyan public universities in Coast Region

The p-value for career advancement was found to be 0.000 which is less than the significant level of 0.05 ( $p < 0.05$ ). Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. Therefore, the study found out that Career advancement has a significant influence on academic staff performance in Kenyan public universities in Coast Region. The result indicated that Pearson's

Product Moment Correlation Coefficient of 0.698, which represented a strong, positive relationship between career advancement and academic staff performance.

#### **4.6.3 Mentoring and Academic Staff Performance**

**H<sub>03</sub>:** Mentoring does not have a significant influence on academic staff performance in Kenyan public universities in Coast Region

The p-value for mentoring was found to be 0.000 which is less than the significant level of 0.05 ( $p < 0.05$ ). Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. Therefore, the study identified that mentoring has a significant influence on academic staff performance in Kenyan public universities in Coast Region. The result indicated that Pearson's Product Moment Correlation Coefficient of 0.804, which represented a strong, positive relationship between mentoring and academic staff performance.

#### **4.7 Regression Analysis**

Multiple Linear Regression was computed at 95 percent confidence interval to establish the relationship between independent variables and dependent variables. Based on the model summary, the coefficient of determination (R squared) shows the overall measure of strength of association between independent and dependent variables. In line with this, 0.819 was found to be the coefficient of determination indicating a strong positive association between independent and dependent variable. R is the square root of R squared and it shows the relationship between

observed and predicted values of dependent variable; academic staff performance. R is 0.670 shows a strong positive correlation between observed and predicted values of dependent variable; academic staff performance. Table 4.7 shows the findings of the study.

**Table 4.5: Career Development and Academic Staff Performance Model Summary**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	0.819 <sup>a</sup>	0.67	0.663	1.38839

a. Predictors: (Constant), Career Planning, Mentoring, Career Advancement

Table 4.8 shows the analysis of variance (ANOVA) of the regression model. The *p*-value was found to be 0.000, which is less than 0.05 at 3 degrees of freedom. This indicates that, the overall regression model statistically significantly predicts the outcome variable and all the model coefficients are significantly different from 0.0. Therefore, the study concluded that career development significantly affected academic staff performance.

**Table 4.6: Analysis of Variance of Career Development and Academic Staff Performance**

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig. Level</b>
Regression	563.450	3	187.817	97.435	0.000 <sup>b</sup>
Residual	277.577	144	1.928		
Total	841.027	147			

a. Dependent Variable: Academic staff performance, Career Planning, Mentoring, Career Advancement

The findings of the study were regressed on a linear model to establish the relationship between the dependent and independent variable as shown on Table 4.9. Based on the findings of the study, the regression equation model for the study is:

$$\text{Academic Staff Performance} = 2.315 + 0.240 \text{ Career Advancement} + 0.693 \text{ Mentoring} + 0.096 \text{ Career Planning}$$

In addition, coefficients for the following variables; career Advancement and Mentoring were found to be significant variables since their significant values 0.001 and 0.000 respectively were less than the p-value (0.05). However,

coefficient for career planning was found to be insignificant since its significant value was found to be 0.065 which is greater than the p-value (0.05).

**Table 4.7: Regression Coefficients**

Independent Variable	Unstandardized Coefficients		Standardized Coefficients		Sig. Level
	B	Std. Error	Beta	t	
(Constant)	2.315	0.643		3.597	0.000
Career Advancement	0.24	0.074	0.297	3.251	0.001
Mentoring	0.639	0.074	0.721	8.627	0.000
Career Planning	0.096	0.051	0.181	1.861	0.065

a. Dependent Variable: Academic Staff Performance

## 4.8 Discussion of Findings

This section provides the discussion of the study findings. The attributes of career development and academic staff performance are described as well as the degree of relationship between the dependent and independent variable.

### 4.8.1 Career Planning and Academic Performance of Staff

The study sought to establish the influence of career planning on performance of academic staff in Kenyan public universities in Coast Region. The findings of the study showed that majority of the respondents 70.4% stated that they had personal career plan which they reviewed annually with specific plans, steps and timelines

in mind, 72.8% of them agreed that the universities had both internal and external programs that develop its academic staff for future positions, 75.8% of them agreed that the universities had a self-assessment tool that helped its academic staff understand their aspirations, desires, likes and dislikes and 70% of the them agreed that the universities had a career succession plan for its academic staff. However, only 49.4 percent of them agreed that the universities they served in provided career advisory services that determine competencies and interests of its academic staff and only 47.8 percent of them agreed that the universities they served in had a career development plan for its academic staff in place.

On hypothesis testing, the p-value for career planning was found to be 0.000 which is less than the significant level of 0.05 ( $p < 0.05$ ). Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. Therefore, the study established that Career planning has a significant influence on academic staff performance in Kenyan public universities in Coast Region. The result indicated that Pearson's Product Moment Correlation Coefficient (r-value) of 0.642, which represented a strong, positive relationship between career planning and academic staff performance.

The findings of the study are consistent with the findings of Dessler (2008) posit that career planning is the intentional process where an organization or individual gets to know of personal competencies and focuses on plans to achieve specific career goals. It aims to discover the goals for a person's career and undertaking



manpower programs to support that career (Antoniou, 2013). Manolescu(2003) asserts that there are mainly two approaches to career planning namely the organization centered planning system and the person centered planning system. The researcher further posited that organization centered career planning primarily focuses on the development of manpower while the person centered planning system aims at discovering the competencies and interests of an individual.

#### **4.8.2 Career Advancement and Academic Performance of Staff**

The study sought to determine the influence of career advancement on performance of academic staff in Kenyan public universities in Coast Region. The findings indicated that 53.2% of the respondents agreed career advancement in the universities under study was based on competencies of academic staff, 63% of them agreed that the universities supported career development through provision of scholarships to its academic staff, 86% of them agreed that the universities had a well-structured career progression plan guided on equity and merit and 90.4% agreed that the universities had a career progression guideline which stipulates conditions for promotion.

On hypothesis testing, the p-value for career advancement was found to be 0.000 which is less than the significant level of 0.05 ( $p < 0.05$ ). Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. Therefore, the study found out that Career advancement has a significant influence on academic staff performance in Kenyan public universities in Coast Region. The

result indicated that Pearson's Product Moment Correlation Coefficient of 0.698, which represented a strong, positive relationship between career advancement and academic staff performance.

The findings of the study have been supported by the findings of Weng *et al.* (2012) which established that career advancement entails four dimensions namely career goal growth, professional ability advancement, pace of promotion and reward growth. The study found out that there existed a positive relationship between career advancement and employee performance. Obwaya (2012) found out that employee career progression influences employee performance. In addition, career progression involves providing opportunities for people to advance and develop their careers.

#### **4.8.3 Mentoring and Academic Performance of Staff**

The study sought to identify the influence of mentoring on performance of academic staff in Kenyan public universities in Coast Region. The findings showed that 90.4% of the respondents agreed that the universities supported training of its academic staff through awarding of study leaves, 76% of them agreed that the universities had a well-established training plan for its academic staff. 60% of them agreed that the universities conducted Training Needs Analysis to identify skill gaps in academic staff while only 49% of the respondents agreed that their universities had a performance appraisal system that determined attainment of set goals.

On hypothesis testing, the p-value for mentoring was found to be 0.000 which is less than the significant level of 0.05 ( $p < 0.05$ ). Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. Therefore, the study identified that mentoring has a significant influence on academic staff performance in Kenyan public universities in Coast Region. The result indicated that Pearson's Product Moment Correlation Coefficient of 0.804, which represented a strong, positive relationship between mentoring and academic staff performance.

The findings of the study are in agreement with the findings of Hutchings *et al.* (2009) which observe that mentoring leads to the motivation and retention of highly skilled manpower within an organization. In supporting this view, Devi (2012) contends that mentoring is a core practice in the high performance work systems that lead to the unlocking of future growth and development opportunities which lead to achievement of a competitive edge. Mentoring aids in filling the gap between what employees know and do and what they should know and do. This is because knowledge, skills and attitudes erode from time to time making them obsolete occasionally.

Galanou (2009) argues that mentoring process is one of the most important for improvement of employee productivity and aligning individual goals to corporate goals. Further, clear training and development policies have led to the success of many organizations because employees gain more competencies leading to

improved productivity (Hamid, 2011). For this to happen, mentoring programs should be designed to meet individual employee needs (Steven, 2009).

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary of findings, conclusion as well as recommendations based on the objectives of the study.

#### **5.2 Summary of Findings**

The purpose of this study was to determine the influence of career development on academic staff in Kenyan public universities in Coast Region. The objectives of the study were to assess the influence of career planning, career advancement and mentoring on academic staff in Kenyan public universities in Coast Region. The research hypotheses were then developed from the research objectives. The study involved the three public universities with main campuses in the Coast region which are Taita-Taveta University, Technical University of Mombasa and Pwani University. The theoretical background of career development was analyzed to identify its relevance to the study. The conceptual framework was illustrated and the research variables discussed in depth. The empirical review of career development was analyzed to identify research gaps which this study sought to fill.

The study adopted a descriptive survey design of which the target population was the full time academic staff in the three public universities in Coast region totaling 577. Stratified random sampling was used to arrive at the sample size. A Five

Point Likert Type Scale questionnaire was used to collect data for the study. The questionnaire was tested for its validity and reliability. The questionnaires were then coded and responses analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics measures were used after which the Pearson's Product Moment Correlation Coefficient was used to determine the relationship between career development and academic staff performance. Analyzed data was then presented in tables and graphs for easy reading and understanding by readers.

The study sought to establish the influence of career planning on performance of academic staff in Kenyan public universities in Coast Region. Career planning was measured by possessing a personal career plan which the respondents reviewed annually, provision of adequate career advisory services to the staff by the universities to determine competencies and interests of its academic staff, universities having a career succession plan and adequate career development plan for its academic staff. Having both internal and external programs that develop university academic staff for future positions was also used to measure career planning of the universities. Based on the correlation analysis done, the study concluded that career planning has a positive significant influence on academic staff performance in Kenyan public universities in Coast Region.

Similarly, the study sought to determine the influence of career advancement on performance of academic staff in Kenyan public universities in Coast Region.

Career advancement was measured provision of scholarships to academic staff to support their career development goals, having a career progression plan that is guided by stipulated guidelines and is based on merit and equity. Based on the correlation analysis done, the study concluded that career advancement has a positive significant influence on academic staff performance in Kenyan public universities in Coast Region.

Further, the study sought to identify the influence of mentoring on performance of academic staff in Kenyan public universities in Coast Region. Training was measured by universities having regular Training Needs Analysis to identify skill gaps in the institution, having a proper performance appraisal system that determined attainment of set goals, having a well-established training plan for its academic staff as well as awarding of study leaves to its academic staff. Based on the correlation analysis done, the study concluded that mentoring has a positive significant influence on academic staff performance in Kenyan public universities in Coast Region.

### **5.3 Conclusion**

The study sought to assess the influence of career development on academic staff performance in Kenyan public universities in Coast Region. The study involved academic staff from TaitaTaveta University, Technical University of Mombasa and Pwani University. A descriptive research design was adopted after which stratified random sampling technique and 30% sampling rule was used to arrive at

a sample size of 173. A five point Likert type scale was used to collect data which was analyzed using SPSS. Hence, this section presents conclusions of the study based on the findings which were anchored on the study objectives.

### **5.3.1 Career Planning and Academic Staff Performance**

The study sought to establish the influence of career planning on academic staff performance in Kenyan public universities in Coast Region. The study concludes that career planning has a positive significant influence on academic staff performance in Kenyan public universities in Coast region. Universities under study had both internal and external programs that develop its academic staff for future positions, a self-assessment tool that helped its academic staff understand their aspirations, desires, likes and dislikes and a career succession plan for its academic staff. However, they did not provide adequate career advisory services that determine competencies and interests of its academic staff and they had no adequate career development plan for its academic staff.

### **5.3.2 Career Advancement on Academic Staff Performance**

The study sought to determine the influence of career advancement on academic staff performance in Kenyan public universities in Coast Region. The study concludes that career advancement has a positive significant influence on academic staff performance in Kenyan public universities in Coast Region. Career progression among the universities under studies was guided by specific criteria. The universities also provided scholarships to its academic staff to support their



career development goals. However, fewer respondents agreed that career advancement was based on competencies of academic staff, equity and merit.

### **5.3.3 Mentoring and Academic Staff Performance**

The study sought to identify the influence of mentoring on academic staff performance in Kenyan public universities in Coast Region. The study concludes that mentoring has a positive significant influence on academic staff performance in Kenyan public universities in Coast Region. The universities conducted training needs analysis to identify skill gaps, they had had well established training plan for its academic staff and they supported training its academic staff through awarding of study leaves. However, the universities under study may not have proper performance appraisal system that determined attainment of set goals.

### **5.4 Recommendations**

Based on the findings of the study, the researcher recommends that universities should provide adequate career advisory services to its academic staff as well as have adequate and proper career development plan for its academic staff to improve on their overall performance. This will also help them in reconciling of academic and administrative roles. In addition, to improve the performance of academic staff in the universities, career advancement should be based on competencies of academic staff, equity and merit and more scholarships should be awarded to the academic staff to enable them advance career-wise. Further, universities should have proper performance appraisal system that can be used to

determine attainment of set goals like training needs and career needs of their academic staff among others.

### **5.5 Suggestion for Further Research**

This study was conducted in the Technical University of Mombasa, Taita-Taveta University and Pwani University. Therefore, the sample size was limited to the three Kenyan public universities in Coast region. Henceforth, generalizations cannot adequately extend to other public universities outside the region. Based on this fact, further research should be conducted covering all regions in the country to establish the influence of career development on academic staff performance in Kenyan public universities. Further, research should be conducted to find out the influence of other career development practices such as succession planning and career guidance on academic staff performance in Kenyan public universities.

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## APPENDICES

### APPENDIX I: LETTER OF INTRODUCTION

HarunMlaguiMwashila,  
Technical University of Mombasa,  
P.O Box 90420-80100,  
Mombasa, Kenya.  
Mobile: 0706402889

16<sup>th</sup> March 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam

**Ref: Permission to collect data for research in the university**

I am a Master of Business Administration student from the School of Business, Technical University of Mombasa. In partial fulfillment for the award of a degree of Master of Business Administration, amconducting a study on the **Influence of career development on academic staff performance in Kenyan public universities in Coast Region**. I am pleased to let you know that this university falls within the scope of this study. I take this opportunity to seek permission to collect data for the study in this university. On behalf of my University Supervisors and the University, I assure you that the responsesshall be kept confidential strictly for academic purposes. Therefore I humbly request that you please help me by filling the questionnaire below. Thank you in advance.

Yours faithfully,

HarunMlaguiMwashila

## **APPENDIX II: QUESTIONNAIRE**

Career development refers to activities undertaken by the employees themselves and organization to achieve career objectives and job requirements. It is therefore a vital variable in steering an organization to achieve individual and organization career needs. Therefore, this questionnaire will be used as a tool for this study. The response to the questions shall provide findings, which help to identify the effect of career planning, career advancement and mentoring on academic staff performance in Kenyan public universities in Coast Region. The questionnaire consists of close-ended questions and is divided into section A, B and C that will ask questions on personal information, career development and academic staff performance respectively.

### **SECTION A- PERSONAL INFORMATION**

This section will help derive personal information which is vital in the implementation of the sampling method used in the study's research methodology and enable an in-depth understanding of the respondents.

Please respond to each item in this section by ticking within the brackets provided

1. What cadre of staff do you fall under
  - a. Graduate assistant ( )
  - b. Assistant lecturer ( )
  - c. Lecturer ( )

- d. Senior lecturer ( )
  - e. Assistant professor ( )
  - f. Professor ( )
2. Which university do you belong to
- a. Taita-Taveta University( )
  - b. Technical University of Mombasa( )
  - c. Pwani University( )
3. What is your highest education level
- a. PhD ( )
  - b. Masters degree ( )
  - c. Bachelors degree ( )
4. Gender
- a. Male ( )
  - b. Female ( )
5. Length of continuous service with your university
- a. Less than 1 year ( )
  - b. 1-5 years ( )
  - c. 5-10 years ( )
  - d. 10-15 years ( )
  - e. 15-20 years ( )
  - f. Above 20 years ( )

## SECTION B

This section examines the influence of career development on academic staff performance. The questions are asked for each career development practice to identify their individual effect on academic staff performance.

Please respond to each item by ticking against the scale ranging from 1-Strongly agree 2-Agree 3. Not sure 4- Disagree 5- Strongly disagree.

### 6. CAREER PLANNING

STATEMENT	1	2	3	4	5
I have a personal career plan that I review every year with specific action plans, steps and timelines					
The University provides career advisory services that determine competencies and interests of its academic staff					
The University has in place a career development plan for its academic staff					
The University has both internal and external programs that develop its academic staff for future positions					



The University has a self-assessment tool that helps its academic staff understand their aspirations, desires, likes and dislikes					
The University has a career succession plan for its academic staff					

### 7. CAREER ADVANCEMENT

<b>STATEMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Career advancement in the university is based on competencies of academic staff					
The University supports career development through provision of scholarships to its academic staff					
The University has a well-structured career progression plan guided on equity and merit					
The University has a career progression guideline which stipulates conditions for promotion					

**8. MENTORING**

<b>STATEMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The University has a performance appraisal system that determines attainment of set goals					
The University conducts Training Needs Analysis to identify skill gaps in academic staff					
The University has a well established training plan for its academic staff					
The University supports training of its academic staff through awarding of study leaves					

**SECTION C**

This section seeks to identify the measures of academic staff performance. The response that will be derived from this section shall therefore determine the indicators of good academic staff performance as affected by career development practices.

**9. ACADEMIC STAFF PERFORMANCE**

<b>STATEMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
In the university, research and publication is a primary measure of academic staff performance					
The University has seen a significant increase in publication and innovation in the last 3 years					
There has been a significant increase in the number of attained PhDs among the academic staff in the last 3 years					
There is an increase in students' satisfaction in the delivery by academic staff					