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## Influence of Relationship between Career Development and Employee Performance at Moi University, Kenya

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### **Abstract:**

Human resource development (HRD) is an important undertaking for every organization because employees are major assets of any organization. The active role they play towards an organization's success cannot be underestimated. As a result, equipping these unique assets through effective development programs becomes imperative in order to maximize the job performance. The purpose of this study was to determine the influence of the relationship between career development and employee performance. Descriptive survey design was adopted for this study with questionnaire being the main tool of data collection. The target population comprised the 1430 non-academic staff employees but the study narrowed down to the sample population of 313 non-academic staff employees. The sample size of employees was computed by the use of the formula indicated by Reid & Boore (1991) in which a sample of 313 employees was selected using proportionate random sampling technique. Both quantitative and qualitative data were collected. Pearson correlation and regression analyses were computed to test the level of association between variables and to test the hypotheses respectively. Pearson's correlation coefficient results between career development and employee performance were positive. The Pearson correlation coefficient between career development and employee performance was 0.74. Results of the regression coefficients revealed that career development ( $\beta=0.210$ ,  $p<0.05$ ) were significant effects to employee performance. It is recommended that there is need for policy makers and administrators at the University to strengthen and revise the staff development programs' policy that all staff shall be encouraged through training and career development to develop their potential and enhance their efficiency on their respective jobs. Besides, the study recommends that the University administration should endeavour to revise and make clear the motivational programs' criterion that equitably attends to all cadres of employees since this is an avenue through which performance can be enhanced.

**Keywords:** relationship, career, development, employee, performance

### 1. Introduction

Globally, organizational performance is a function of a number of processes, policies, procedures and resources usually combined together in a systematic manner to produce goods and services of value to consumers. Notable of these resources is human capital. The resources are in themselves scarce and from the stand point of the relative concept of scarcity; it becomes critical that the quality of these resources be taken into consideration to enhance organizational performance. In modern day educational environment, the quality of human capital has and is still undergoing revolution and can be enhanced by use of sophisticated technology and technological developments. Quality of labour as a factor of production can be enhanced through a careful selection, adoption, and use of human resource available to the organization by effective and efficient human resource development practices in order to enhance employee performance.

In recent years, the recognition of the importance of human resource development (HRD) has been heavily influenced by relative success of economies and the justification of overseas competition for instance, Germany, Sweden and Japan where investment in employee is emphasized (Beardwell, 2014). Organizations worldwide, with no doubt are out-competing those in the same industry and striving for success. Therefore effective obtaining and utilization of human resource in the organization is important in order to achieve this. According to Evans (2012), enhancing dream job performance in a global which is rapidly changing, full recognition of human resource development program is crucial.

To enhance credibility and achieve institutional performance, it is therefore vital to for institutions to emphasize the effective utilization and acquisition of human resource through investing on either promotion or training on their jobs (Ssebuwufu, 2009). Therefore, developing the staff has become a meaningful vehicle to change that plays a fundamental role in developing university's goals, philosophy and expectations. Kaczynski (2013) emphasized that through development, training and promotion activities, which vary in scope in with respect to the resources and needs of the university, that individual and

productivity, professionalism, and individual performance and organizational effectiveness can be increased. According to Houger (2010), the performance contract introduction requires annual assessment of staff productivity as per their output.

Kamran and Nasir (2012) content that activity execution has been a fought issue in many nations because of poor hard working attitudes, which have grown step by step, poor co-appointment between divisions among different components. There are dependably holes between the normal and real execution. In perspective of the numerous inadequacies, a few investigations have been led on work execution however in various settings.

## 2. Theoretical Review

The Human Capital Theory made by Smith (1776) and re-enlivened by Schultz (1961) estimates that direction and planning are a kind of enthusiasm for people. The principal conviction by then is that preparation makes assets as data and capacities, which in this way fabricates the gainfulness of the master. Schultz fought that gifted human resource has had the ability to obtain these capacities as a result of staff improvement ventures or enthusiasm for the present human resource through fitting at work planning both inside and outside the relationship for example courses, workshops, gatherings, and by influencing ideal condition through appropriate welfare to mind like progression.

As demonstrated by Flamholtz and Lacey (1981), human capital theory proposes that relationship building capacities', comprehension, and data are a kind of capital and that benefits are earned from hypotheses made by the business or worker to develop these characteristics. The Human capital speculation holds that representatives should place assets into specific getting ready and further begin of greater headway opportunities to enhance workers' vocation way prospects. Thusly the human capital perspective at the level of the University, on account of its emphasis on capacities and execution, appears to offer more help for summed up interests in the HR. Davenport (1999) suggests that the human capital perspective is in like manner illustrative of the worker's point of view. He fights that representatives are not costs, components of creation, or assets, yet rather examiners in a business.

They contribute their own particular human capital, and they expect an entry on their wander. Davenport also demonstrates that the slant for a representative to put their shot in an affiliation relies upon feeling of duty. Coincidentally, human resource improvement undertakings may be investigated as summed up premiums in human capital. Such ventures can guarantee representatives that the utilization of their chance in the affiliation will add to their improvement and in this way upgrade worker obligation and dedication. Human resource improvement ventures can give affiliations a high ground by interfacing the key interests of the relationship with the interests of their representatives (Ginn and Terrie, 2001). For the representative, human capital theory legitimizes time spent at the workplace on regenerative activities. Planning has in like manner, expanded the estimation of human resource in this manner twist up observably capable. If Moi University is to update the movement execution of the non-indicating staff, by then more effort should be made to energize these undertakings if they see this would be productive.

## 3. Career Development

Beardwell and Claydon (2014) saw that individual advancement speaks with the affiliation and its improvement through the individual's profession. Profession advancement is an especially wide term and this examination will restrict itself to the importance of vocation improvement as the technique through which a man's moves and experiences through the affiliation are accepted to rise to bigger sums or something different, and how he/she deciphers those experiences. Vocation improvement would then address the issues of both the individual and the affiliation.

As demonstrated by Armstrong (2011) profession advancement is of amazing noteworthiness to both the individual worker and the affiliation. This is so in light of the fact that there is coordinated effort between the relationship for which he/she works and the advancement of the relationship through the representatives' profession. A worker develops his/her profession through a consistent acquiring of managerial or master capacities and experience which may understand prizes and progression. Graham and Bennet (2013) agree with this and battle that profession improvement incorporates higher status and commitments which can happen in one affiliation or through advancement between affiliations or a mixes of both. Workers could move beginning with one foundation then onto the following not by any means in a comparative vocation, but instead in all likelihood beginning with one field then onto the following or beginning with one level then onto the following. In the present forceful market, productive affiliations paying little regard to quantify, require representatives who have the fundamental learning and aptitudes to make a suitable responsibility as drivers towards achieving an engaged edge.

Thusly, vision of a prepared, beyond any doubt, reliable and regarded workforce passing on incredible, individual centered organizations is legitimately determined. Armstrong (2011) agrees and points out, that the present dynamic condition requires constant master and regulatory advancement. Affiliations should set up, if not viably open, an extent of structures and methods to enable the improvement of the workforce we to require now and for what's to come. Pareek and Rao (2012) concur and battle that profession advancement of representatives should be seen as a hypothesis, not a cost; and that terrible execution, deadness and low feeling of obligation with respect to commitment are costly blocks in affiliations. It is shown out that the key lifted measures of execution lies in having representatives who will work, are all around directed, all around drove, especially prodded and are reliably re-skilling.

Profession improvement covers a representative's working life. It starts with, for example staff presentation, on-work planning, learning, short courses, capable courses and the acquisition of post graduate degrees or affirmations (Armstrong,

2011).The extending unmistakable quality of vocation advancement programs proposes various affiliations will accept a significant part in profession masterminding and representative improvement. Affiliations that highlight on customer advantage, various leveled execution, cleaned procedure and worker fortifying are bound to have positively affect representative execution (Pareek and Rao, 2012). In a review coordinated by the American Management Association on association upheld profession advancement programs, over 90% of the respondents found them to update worker execution, empower representatives to use staff systems more feasibly, and improve the use of available capacity (Walker and Gutteridge, 2009).

Armstrong (2011) consents that worker vocation improvement achieves bring down representative turnover, less worker grievances and more hoisted measures of occupation satisfaction. This examination tries to inquire about if vocation advancement of non-academic staff of Moi University achieves worker execution.

#### 4. Research Methodology

This study adopted a descriptive survey research design. This design was considered appropriate for collecting data necessary to determine the influence of employee development programs on employee job performance. This design was also useful in identifying the standards against which the existing conditions can be compared. The survey method was chosen because the findings of this study were generalized over a large population. The design was chosen as dictated by the nature of the study, which primarily involved gathering of facts. The variables were studied in their natural setting without any manipulation by the researcher.

This study was conducted in Moi University. Moi University is located in Eldoret in Uasin Gishu County. Moi University main campus is located 35 km South East of Eldoret town in Kenya. Main Campus of Moi University is located in Kesses area in Eldoret, off the Eldoret-Nakuru Highway. To get to Moi University main campus in Kenya, you divert from the Eldoret- Nakuru Highway in Cheptiret and drive 14 Km to Kesses centre. Moi University is located 5km on Kesses-Moi University Road.

This entailed only the 1430 non-academic staff employees in administration cadre in main campus (Administration, Planning and Development Unit of Moi University, 2015).The sample size of employees was computed by the use of the formula indicated by Reid and Boore (1991).

The formula is as follows:

$$n = N / [1 + N(e)^2]$$

Where: n- Desired sample size

N- Population size

e- Accepted level of error taking alpha as 0.05

Therefore:

$$n = 1,430 / (1 + 1,430 \times 0.05^2)$$

$$n = 313$$

The main data collection tool for this study was a questionnaire. Both open and closed-ended items were included in the questionnaire in order to gain a deeper insight of the relationship between employee development programmes and employee job performance.

The questionnaires consisted of a number of both open-ended and closed-ended questions. The questionnaire enabled the researcher to collect data within a shorter time since most of the information was easily described in writing.

A pilot study was administered at the University of Eldoret with a sample of 20 employees and 5 members of the university management was used to compute the reliability of the instrument's items. Cronbach's alpha coefficient method was used to determine internal consistency of the items. In this study, the items were considered reliable since they all yielded a reliability coefficient of over 0.70. This figure is usually considered desirable for consistency levels (Fraenkel & Wallen, 2000). Table 1 presents a summary of the Cronbach's Alpha reliability analysis.

Variables	Number of items	Cronbach's Alpha Coefficient	Comment
Training	6	0.876	Acceptable
Career development	6	0.891	Acceptable
Employee motivation	6	0.774	Acceptable

Table 1: Reliability Results

#### 5. Results

##### 5.1. Influence of Career Development on Employee Performance

First, respondents were asked to indicate the last time they had received or attended a career trade fair. A summary of the responses on this attribute is provided in Figure 1.



Figure 1: Last time respondents attended a career trade fair

From Figure 1, it is clear that majority (200; 67.1%) of the respondents had never attended a career trade fair for the time they had been discharging services at Moi University. Those who indicated that they had attended a career trade fair three years ago or more than three years ago were 42 (14.1%) and 44 (14.8%) respectively. The study also sought to establish the last time the respondents attended a career development programme. The responses on this attribute are presented in Figure 2.

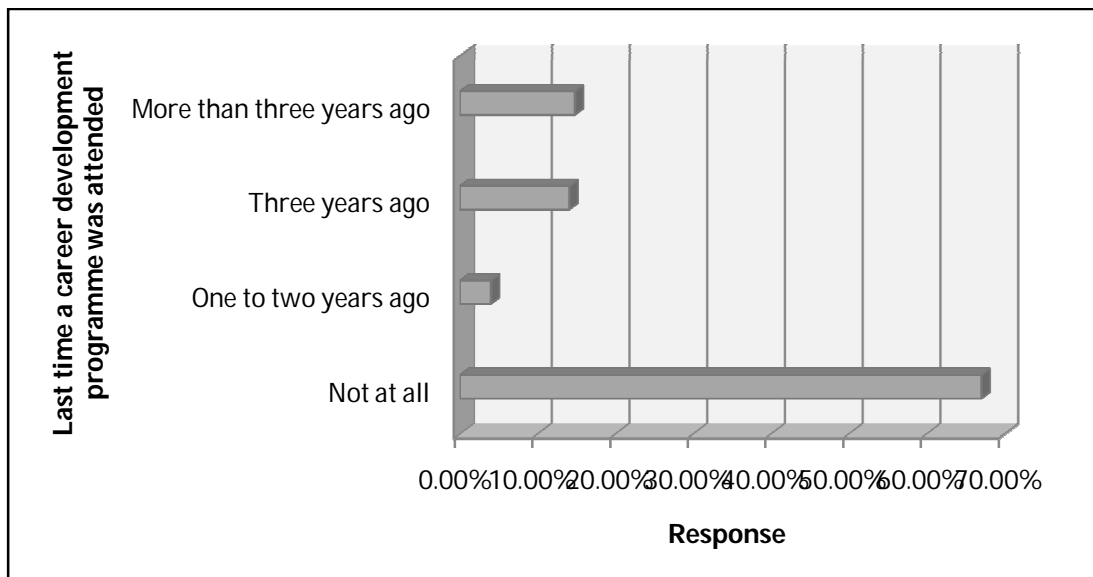


Figure 2: Last time respondents attended a career development programme

Like attendance for career trade fair, majority of the respondents (67.1%) did indicate that they had never attended any career development programme with 14.1 % and 14.8 % indicating that they had attended the career development programme three years ago and more than three years ago respectively. Further, respondents were asked to indicate the extent to which they agreed with some statement on career development. There were five items on the questionnaire, four of which were quantitative and one was qualitative which the researcher thereafter used to verify the hypothesis.

The quantitative questions required the respondents to rate the extent with which they agreed with the statements on career development on the Likert's scale using the scale range of one to five where, one represented strongly disagree, two disagree, three undecided, four agree and five strongly agree. A summary of the findings are summarized in Table 2.

Statement	1	2	3	4	5	Mean
My supervisor has recommended me for a career development programme in this University	197 66.1%	99 33.2%	1 0.3%	1 0.3%	1 0.3%	1.366
I have served for a sufficiently long time and efficiently to deserve a study leave in this university	0 0.0%	0 0.0%	0 0.0%	200 67.1%	98 32.9%	2.315
I hope to be allowed to attend to a career development programme in the near future	87 29.2%	79 26.5%	12 4.0%	70 23.5%	50 16.8%	2.721
My qualifications match with my current administrative position	0 0.0%	0 0.0%	0 0.0%	187 62.8%	111 37.2%	4.372
<b>Aggregate mean</b>						<b>2.694</b>

Table 2: Career development for respondents in Moi University

From Table 2, whereas majority of the respondents (mean, 1.366) disagreed that their supervisors had never recommended them for a career development programme, majority of them (mean, 4.372) were of the opinion that their qualifications matched with their current administrative positions.

Quite a number of the respondents (mean, 2.315) were also of the opinion that they had served sufficiently long and efficiently as to deserve a study leave which was however not forth coming. The open-ended question at the end of the section required the respondents to comment on the career development criteria in Moi University. A summary of the responses have been categorized into three: unfair; just; and, generous. Table 4.8 illustrates this information.

Category	Number	Percentage
Unfair	198	66.4
Just	88	29.5
Generous	12	4.0
<b>Total</b>	<b>298</b>	<b>100.0</b>

Table 3: Summary of the evaluation of the open-ended question (career development criteria)

From Table 3, it is clear that 66.45 find career development criteria unfair and not straight forward while 29.5% find it fair and open.

Hypothesis Two stated that there was no significant relationship between career development and employee performance among members of non-academic staff at Moi University. Pearson's Linear Correlation Coefficient was computed to determine the significance of the relationship and results from the Hypothesis indicated a significant positive correlation between career development and employee job performance of non-academic staff members of Moi University.

Findings are supported by Armstrong (2011) who avers that career development is of great importance to both the individual employee and the organization since an employee develops his/her career through a continuous acquisition of managerial or professional skills and experience. Further, Graham and Bennet (2013) agree with this and contend that career development involves higher status and responsibilities which can take place in one organization or through movement between organizations or a combination of both.

## 6. Conclusion

This study was grounded on the Human Capital Theory propounded by Schultz (1776). This is because of Human Capital Theory proposal that people's experience, knowledge and skills are a form of capital and returns are earned through development of the attributes invested by either employer or employee. The Human capital hypothesis holds that workers ought to put resources into particular preparing and further start of more advancement chances to improve representatives' vocation way prospects. In this way the human capital point of view at the level of the University, because of its accentuation on abilities and execution, seems to offer more help and avocation for summed up interests in the HR.

From the study employee career development is not only significant to the individual employee but also of paramount importance to the organization as well. It is concluded that employees need to be presented with opportunities to further their careers if they are to improve on their performance at their respective work places.

## 7. Recommendation

The study recommends that there is need for policy makers and administrators at the University to strengthen and revise the staff development programs' policy that all staff shall be encouraged through career development to develop their potential and enhance their efficiency on their respective jobs. Further, career development and employee performance, the study recommends that the University administration should endeavour to revise and make clear the motivational programs' criterion that equitably attends to all cadre of employees since this is an avenue through which performance can be enhanced.

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