

**INFLUENCE OF CAREER DEVELOPMENT ON THE ENGAGEMENT OF  
NON-ACADEMIC STAFF AT KENYATTA UNIVERSITY**

**BY**

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## **DECLARATION**

This research Project is my original work and has not been presented in any other institution for examination

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## **SUPERVISOR DECLARATION**

This research project has been prepared and submitted for examination with my approval as University Supervisor

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## **DEDICATION**

To my loving family for their encouragement during the period of this study

## **ACKNOWLEDGMENT**

I acknowledge University of Nairobi Faculty staff, school of business for creating the conducive atmosphere for me to do this research particularly I wish to thank Dr. Florence Muindi for humbly guiding me through the process of this research.

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## **ABBREVIATION AND ACRONYMS**

KENET	Kenya Education Network
KU	Kenyatta University
HRM	Human Resource Management
ANOVA	Analysis Of Variance
STD. DEV	Standard Deviation

## ABSTRACT

Engaged Human Resource in an organization is critical for transforming the corporates' vision and mission to a reality. However there is paucity on the specific impact of career development on workers and their engagement. This study therefore sought to establish the impact of career development on the engagement of non-academic staff at Kenyatta University. Specifically, the study sought to establish the effects of training, internal promotions, performance feedbacks, skills enhancement and mentorship on engagement of workers. A descriptive survey design was applied. The target population was all the 1967 non-teaching employees of Kenyatta University. A stratified sampling technique was applied giving a sample size of 106 respondents. Structured questionnaire was used for primary data collection. Data analysis was both descriptive and inferential. A multiple regression model was fitted. From the model results, Internal promotions impacts highest to staff engagement ( $B=0.715$ ,  $p=0.027$ ) while performance feedback has the lowest impact ( $B=0.318$ ,  $p=0.528$ ). At the 5% level of significance, training, promotions and skill enhancement are statistically significant to staff engagement. Mentorship and performance feedback are statistically not significant to staff engagement ( $B=0.318$ ,  $p=0.528$ ,  $B=0.428$ ,  $p=0.147$ ). The study findings creates informed ground for policy formulation on staff career development and provide a solid foundation on which further research can be continued.

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## CHAPTER ONE: INTRODUCTION

### 1.1 Study Background

Organizations today rely on talented group of workers in transforming their corporate vision and mission into realism. Retaining, developing and attracting great talent for an organization may seem like a never-ending duty. Development of the right talent at the right time at the right place is also the aim of organizations, with a hope that the developed workers will be engaged to the organization (Uren & Jakson, 2012). If the workers become engaged, they enhance the performance of the organization, which in turn attracts more talented workers (Cheese, 2008). When talented workers are engaged to the organization, they become committed to their work and also to the organization, which in turn lowers the turnover rates (Lindholm, 2013), thus, employee engagement is a strong pillar in employee retention (Kibui, 2015).

Past research scantily observed that there is a relationship between career development and employee engagement (Chitalu, 2011), which can be implemented by creating career programs that offer employees something more than just a paycheck by evaluating their training needs, offering them opportunities to improve their work skills and helping them to chat forward their long-term career growth (Taylor, 2017). In addition, Taylor suggested that there is a likelihood that employees' career development can result to employees being engaged in an organization and provide a good Return of Investments (ROI) incurred by the organization in their career development.

Engaged workers can turn around the organization by improving its efficiency, customer satisfaction and service quality, which creates the organization's positive image. Bockerman & Ilmakunnas (2012) noted that engaged employees can invest discretionary effort in the right behaviors that will be critical in delivering the business results needed in conditions of recession, stagnation, or rapid growth.

The relationship between career development on workers and their engagement in an organization is still not clear. Clarity on this relation is important in establishing whether the resources allocated to workers' career development results to engaged workers in an organization or not. (Liu, He, & Yu, 2017).

The theories informing this study are career development theory by Super (2012) and integrated theory of employee engagement by Saks & Jamie (2014). Super (2012) argues that career choices and preferences depend on an individual's life situations, which changes with time and experience. This is an indication that career choices evolve as an individual advances in age, hence requiring a continuous career development in a particular instant of their life time. He further argued that different individuals will choose a particular career path depending on an individual ability and interest.

On the other hand, in proposition of integrated theory of employee engagement, Saks & Jamie (2014) argued that employee engagement can be categorized into four major areas. The first being work/job engagement, which describes all tasks that an employee is involved in, second being the task engagement, which spells out the employee's different work tasks that can have different engagement levels in tasks that are different. The third level of engagement, according to Saks & Jamie (2014), is the organization engagement where an employee can be engaged in the organization regardless of their engagement of work, and lastly the team engagement where an employee may be engaged completely in teamwork despite of individually being engaged highly in their work. Saks & Jamie (2014) further postulated that different psychological conditions such as availability of psychological resources, safety, meaningfulness in work and meaningfulness at work affect these levels of engagement differently. In support of this argument Gratton (2000) noted an employee engagement would be affected by compensation, organizational structure, job security, development and training.

This study focused on career development influence on the engagement of non-Academic staff at Kenyatta University, in order to establish whether or not the resources used for career development of these cadre of workers results to them being engaged or not. This information will be useful in informing Kenyatta University of a need to come up with policies of career development on non-Academic staff at the University.

### **1.1.1 Career Development**

Career development is a series of activities that are on-going in the organization involving making a change of career, new skills training for long-term attracting and retaining employees in an organization (Kibui et al., 2014) which is a result of a bond that is created between the organization and the talented employees as a result of developing their career (Hall & Moss, 1998). It is important as it guarantees that the needed talents, experience and qualifications are always available in the organization (Kibui, 2015), and provision of training and career development opportunities is one of the main factors of retaining talented employees in an organization (Chitalu, 2011).

Career development includes development and learning programs that are essential modules in the talent management process emphasizing on development and growth as the key business strategy component helping the organization to enable their employees in attaining the needed competencies and skills and competencies (Armstrong, 2014). Apart from involving opportunity establishment for promoting talent employees in the organization, an organization should equally provide training and skill development opportunities to help talented employees in improving employability (Wanjiru, 2007).

Moreover, talented employees search for the opportunities to develop their talents and grow their professions (Wagner, 2000), hence organizations should not trivialize career development on their talented employees in order to retain them, and avoid costs of hiring other workers who may be unfamiliar with the organization (Kibue, 2015). In addition, the organization can have a competitive advantage of having many talented employees, as a result of career development opportunities. (Frederick, 2014), who are attached to the organization (Wanjiru, 2007) since they can acquire professional growth and new skills (Wagner, 2000). In contrast, lack of career development will result to a workforce that does not engage, lost productivity due to employee dissatisfaction, absenteeism, high turnover and poor work performance in the organization.

### **1.1.2 Employee Engagement**

Employee engagement can be defined as “the emotional commitment employees feel towards their organization and the actions they take to ensure the organization’s success” (Allen, 2014), employees’ positive attitude towards the organization (Robinson, Perryman & Hayday, 2004), employee emotional connection, mental focus and alignment with the purpose of the organization (Parsons, 2009), emotional attachment that employees have for their organization (Gibbons, 2006), willing take an extra mile in order to help the organization succeed (Cheese, 2010, Kibui, 2015).

It is therefore important for organizations to have strategies on how to engage their employees. Melcrum (2005) noted that the needed strategies should take into consideration the organization leadership, culture and other organization facets with a possibility of success rather than copying from other companies. Some of the strategies that can be employed to enhance engagement are; clarity of job expectation (Konrad, 2006), giving employees regular feedback on their performance and dialogue with superiors to give employees a sense of where they are going (Crim and Gerard, 2006) creating good relationship between employees and their managers (Ryan, and Edward, 2000), continuously motivating the employee Lindholm (2013), and meeting employee expectations and their needs (Lunenbug, 2011) Such strategies can make the organization to succeed as a result of engaged workers (Cook, 2008).

According to Cook (2008), employee engagement can be grouped into four categories; advocacy, physical engagement, emotional engagement and cognitive engagement. Cognitive engagement was defined as the degree to which the engaged employee concentrates very hard on work, emotional engagement is the extent to which an employee feels captivated in the work, physical engagement as the degree to which employees are willing to go extra mile, and put their effort to complete the task, and advocacy is the degree to which an organization in terms of job opportunities would be recommended by employees to their friends and family.

While clarifying on the constructs that can be used for measuring employee’s engagement, Morrison (2016) proposed that an engaged employee is the one who joins and stays in the organization and has low absenteeism, one who has a dependable behavior and meets or exceeds job performance standards. Lastly the one

with innovative behavior which goes beyond roles of individuals on how people collaborate with colleagues, but makes suggestions for organization's improvement, and work to improve the organization's standing in the external environment. Training, internal hiring, skills development and workers' tailored development programs are some of the indicators of career development in an organization.

### **1.1.3 Kenyatta University**

Kenyatta University (KU) is a public university in Nairobi County. It is located along the Nairobi-Thika Highway, and it lies on 1,100 acres of land. It started in 1965 when Templer Barracks of the British Army was handed over to the Kenya Government by the British Government. Kenyatta College became a campus of University of Nairobi in 1975, following a parliamentary act where the name was changed from Kenyatta College to become Kenyatta University College. The first of its own students were admitted in 1972 to undertake a Bachelor of Education Degree. As a result of these swift developments in Kenyatta University College, certificate courses were phased out to pave way for undergraduate and postgraduate diplomas.

In 1985, Kenyatta University acquired the university status, as the 3rd fully-fledged university in Kenya, after Moi (1984) and University of Nairobi (1970). By August 2019, it was one of the country's 31 public universities (KENET, 2018). Kenyatta University then commenced the establishment of other new colleges and Campuses. To date Kenyatta University has its Main Campus in Kahawa, Nairobi, and nine other Campuses. In the list of allied campuses of the Kenyatta University are; Kitui, Parklands, Ruiru, Nakuru, Nyeri, Kericho, Embu, City and Mombasa Campus. The university also has several regional centers operational under Open and Distance e-Learning. These centers offer an academic and administrative support (Kenyaplex.com 2013).

There are mainly two categories of staff at Kenyatta university; non- academic and academic staff. The main duties of Academic staff are teaching and research, whereas the non-academic staff supports the teaching and research activities in the university. The importance of non-academic staff cannot be trivialized in a university setup. They are vital in making the wheel of administration running and ensuring that the teaching



and research environments in the university are conducive to enable both the academic staff and students to conduct their academic and research activities successfully. The success of activities in a university can always be traced back to the support offered by non-academic staff, who have a hand in every section of a university from the lowest to the highest.

The main areas of support covered by the non-academic staff of Kenyatta University are:-

Financial Management, Health services, Human Resource management, Estates and structural projects, Accommodation and Catering, Information Technology, Procurement, security, etc.

## **1.2 Research Problem**

Crucial competitive advantage which include lower turnover of employees and higher productivity is given to organizations by workers who are committed to the institutions and engaged in their duties. It isn't astonishing that institutions invest greatly in practices and policies fostering commitment and engagement in their workforces (Vance, 2006)). Even with engagement being defined differently by different organizations, there is an emergence of some common themes. The themes include believing in what is done for work, the degree of work enjoyment by the people, their pride in the employer, work satisfaction and the take on how the employer values their output. An employee will go an extra mile and excellently deliver in their duty performance if their engagement is greater. Vance (2006) observed that engagement and commitment can potentially translate into valuable business results for an organization. This suggests that organizations performance and quantity is a result of an organization having workers that are engaged to the organization. The influence of career development in engaging employees to an organization is not yet clear in the past research (Liu, He, & Yu, 2017). This has led to a situation where there is clear cut information on whether career development results to engaged employee in an organization or not (Heathfield, 2018).

Kenyatta University, like other organizations encounters issues of employee Commitment and engagement. The University has in the past lost its good employees,

who leave the university to join other organizations yet the University had spent enormous resources in developing their career in form of training, skills development and promotions. The University is looking for ways and means to retain the talented staff, and would like to get value for its investment in career development on their non-academic staffs who are engaged to the institution. The latest job evaluation survey showed that majority of non-teaching staff members would like Kenyatta University to invest more on their career development, hence the need to do a research to establish whether such an investment results to non-academic staff engagement to the University. Exit interview conducted on non-academic staff leaving the University lists career development highly as a desirable for the respondents.

Ying (2016) studied the relationship between talent management of staff, psychological ownership, organizational culture, career development and engagement of employee in service industry, in Malaysia. He found out that talented employees are able to enhance the performance of the organization. The study delved on talents that workers possess and not on relationship between employee engagement and career development which this study has focused on.

Kumar, Jauhari, Rastogi, Sivakumar, Magala & Singh, (2018) researched the relationship between job satisfaction and work engagement and the organizational support role and turnover intention and support by the management for development in a health care industry. They found out that workers engagement partially mediated the relation between human resources development practices and turnover intent. Though the variables of this study and the current studies are similar the context are different, and therefore the need to establish whether the similar findings can be realized when the study is done from a University and not health care context.

Wachira (2013) did a study on the relationship between commitment and engagement of employee in Kenya's Barclays bank. He observed that crucial competitive advantage which includes lower employee turnover and higher productivity was given to an organization by employees committed and engaged in their work. However, he did not study the relationship between employee engagement and career development which will be done in this study, and on the other hand, his study context was a

commercial bank and not an academic institution which is the context of current study.

Onyango (2016) studied the perceived obstacles to progression in career by University of Nairobi's female administrative staff. The study identified training, stereotyping, family, networking, mentoring as barriers to progression in career. The author only studied obstacles to career development and did not study its effect on the engagement of staff in a University, hence the need for the current study.

Kenyatta University has committed enormous resources in developing career of the non-academic staff. Some of these personnel resign and take up jobs elsewhere. There is a likelihood that those who remain in the institution could be buying time as they seek to get greener pastures at the opportune time. What is not clear is the engagement of non-academic staff to Kenyatta University after the institution has committed its resources to develop this cadre of staff. In addition, little research has been done on carrier development effects on the non-academic staff engagement specifically at Kenyatta University. This knowledge gap thus necessitated this study to be done. This research will therefore attempt to answer the question: How does development in career affect the engagement of non-academic staff at KU?

### **1.3 Research Objectives**

The general objective of this study was to assess the impact of career development on Non-Academic staff engagement at Kenyatta University. Specifically the study sought to address the following objectives:

- i) To establish the effect of training on non-academic staff engagement
- ii) To assess the impact of internal promotions on staff engagement
- iii) To find out the influence of performance feedbacks on staff engagement
- iv) To establish the effect of skills enhancement on staff engagement
- v) To assess the effect of mentorship on staff engagement

### **1.4 Value of the Study**

The study was to establish how career development affects the engagement of non-academic staff at Kenyatta University in a bid to determine engagement of employee and career development relationship in one of the largest Universities in Kenya. The

study results will enable Kenyatta University management in responding to employee need for career development from an informed perspective. The results of the study will go a long way in informing Kenyatta University management as to whether the efforts in staff career development result in staff becoming engaged to the University or not. This will inform the management on the need for investment on career development of non-academic staff or otherwise.

Kenyatta University management will use this study's results to set policies on career development of non-academic staff and re-evaluate their efforts of ensuring that non-academic staff are engaged to the University. The results of this study will also be to enhance or revise the existing policies on career development of non-academic staff and the management and the University council on adjustment of budgetary policies relating to staff career development.

The study is also crucial as a catalyst to further exploration in the area specifically because of its suitability for further research. The study results will provide baseline knowledge which will be essential for facilitating other studies. Academicians and students wishing to do further studies in the area may do literature review and determine gaps for further researches.

## **CHAPTER TWO: REVIEW OF LITERATURE**

### **2.1 Introduction**

The section highlights reviewed literature providing the study with theoretical ground. The research issues addressed are also identified and underlying variables and concept discussion given in details.

### **2.2 Theoretical Foundation**

This study was anchored on career development theory and integrated theory of employee engagement. These theories are further discussed in the succeeding section.

#### **2.2.1 Career Development Theory**

Super (1980) developed the career development theory, the theory recognized the changes gone through by people when maturing, and an emphasis is given on a life-span approach to adaptation and career choice. Super partitioned working life into stages, and tried to specify the typical vocational behaviors at each stage.

Super (1980) further proposed that career maturity should be measured globally, by comparing chronological age with developmental task being encountered. He argued that career maturity can be a measure of the need of an individual's awareness to planning ahead, reality orientation, skills in decision-making, informational competence (life career roles, occupations and comprising work knowledge) and readiness for exploration.

Kibui (2015) argued that the career development theory is important in explaining how an organization can identify the workers with the needed talents with a view of developing the talents that are useful in an organization. However, the result of developing such talents in an organization still remains not clear and it would be beneficial to an organization to know the outcome of developing these talents. Duggan (2018) argued that the career development theory helps in explaining the reason for succeeding and choosing specific tasks, and by social norms, gender roles understanding and cultural and environmental factors, hence the theory can help an individual to better guide his or her own career and advise others as well.

In contrary, Johnson (2017) opined that career development theory is not comprehensive and has limitations and biases where socio-economic diversity and women are not well represented, since majority of research focus on middle class white males, the theory might not apply across all cultures as it focuses on specific culture experience. Considering that majority of employees are interested in developing their career, the career development theory can be applicable in any organization that is interested in developing the talents and capabilities that can be identified in their employees.

Iles (2007) further noted that career development theory can be used as the primary focus of talent management in an organization, and can be viewed as an organizational competence strengthening tool through succession planning and enhancing performance. This point to the fact that career development theory be useful in developing critical skills targeted by organization and planning to refine their strategy on talent management overall.

### **2.2.2 Employee Engagement Integrated Theory**

It was developed by Saks, Alan, Jamie & Gruman (2014). They argue that employee engagement can be placed into four categories; work/job engagement, organization engagement, task engagement and team/group engagement. Work/job engagement, which is the term that is most often used to define engagement, as all tasks that a worker can have. Task engagement refers to the different assignments and different levels of engagement in different tasks at work that an employees can have. Organization engagement refers where worker can be engaged in the institution despite work engagement, while team engagement is when despite being engaged highly in their duties, workers may be fully engage in teamwork.

These authors further argue that different psychological conditions affect engagement levels differently. They posited that some of the psychological conditions are; psychological resources availability, safety, meaningfulness in work and meaningfulness at work. Saks, Alan, Jamie & Gruman (2014) further argued that performance feedback to the employee by the superiors, interpersonal relationship

between the employee and the supervisors, coworkers support and provision of career opportunity from the organization are some of the impetus to employee's engagement.

Human capital Analytic group (2016) argued that integrated theory of employee engagement can be useful in explaining how a worker's psychological conditions are influenced by demands and job resources. They further noted that this theory can be used to explain different levels of engagement and the components that can make a worker engaged in each level. The first level is organizational engagement which results from a worker being offered career development opportunities, the second level is interpersonal engagement which results from a worker getting support on his duties from supervisors and coworkers. The third level is work engagement which happens when a worker is allowed to participate in decisions making and roles assignment, while the last level is task engagement which results when a worker is regularly given his or her performance feedback by the organization.

Simon, Arnold, Jamie, William, Saks (2015) used the employee engagement integrated to theory develop a model that explained the interrelationships between competitive advantage, organizational outcomes, employee outcomes, motivational and psychological factors, individual employee, job factors and organizational context factors. The model integrated frameworks which have been independently run in the past in the employee engagement integrated theory literatures and Human resource. The scholars concluded that HRM practitioners need to include engagement in HRM practices and policies for instance socialization, development, training, performance management and personnel selection. Organization therefore need to develop an all-encompassing strategy that takes stock of employee engagement from a cross-cutting approach taking cognizance of the element of the job tasks (job description) the support team and the dynamics of the organization, hence the integrated approach of employee engagement.

### **2.3 Career Development Approaches**

Career development approach research involves getting a better understanding of what individuals in an organization need in order to better their career. This can include the efforts that employees initiate on their own to develop their careers, by determining what they want from work and in their career and then pursue it.

In addition, the employer can put strategies in place to develop the careers of their employees such as well-structured career development programs.

Ternynck (2015) observed that there are three main career development approaches. Promotion of an employee tops the list, and Ternynck noted that if it is executed with the right plan, by promoting an employee into a new position, it can result to such an employee being motivated to offer greater performance in the organization, in addition to him or her having an opportunity to develop skills needed for the new position. Heathfield (2019) concurs with this argument by stating that when employees are assured of promotions within an organization, they have impetus to enhance their work performance. Mason (2019) further noted that organizations ought to use market data to their advantage in ensuring they provide a promotional offer that is competitive, the same way they can to a candidate from outside. An internal promotion is therefore an important aspect of workers career development.

Secondly, Ternynck argued that when an organization has a formal mentoring and coaching programs for their employees, it can make them improve the quality of work and equip them with problem solving and communication skills that would equally motivate them. Safty (2012) argued that employees should seek for mentors either inside or outside of their organizations, since mentors are great sources of information and career guidance to the employees, and they can influence their promotions as well. In addition, Safty noted that a perfect mentor is someone who is able to work well with the employee and has the experience and success that the employee requires.

Lastly, Ternynck noted that a lateral movement of an employee within an organization, where an employee is moved to a different position without any monetary benefit and retains the same level of responsibilities, is a career development approach that can be employed to retain employees, and provide them an opportunity to handle new challenges and develop new skills. To emphasize the importance of lateral movement, Mason (2019) observed that some employees' movement in career is not about growth in pay and advancing but a chance in doing things differently which would make them to undertake new challenges and learn new skills.



## **2.4 Indicators of Employee Engagement**

Lacy (2016) noted that employees who are engaged have the ability to handle different tasks at the same time within a work context, which qualifies such an engagement to be considered as a task engagement. Lax (2007) further said that an engaged employee feels bonded, committed and in the organization, hence is emotionally attached to an organization. Lax defined this as emotional engagement, and he noted that it is more vital than mere performance of an employee. Emotion engagement is therefore paramount since it attaches an employee to an organization. This suggests that in the absence of task engagement, an employee will have difficulties in handling different tasks at the same time in an organization.

Employees who are engaged put in a lot of efforts to complete their tasks and provide quality results (Finkelshteyn, 2019). In addition, Finkelshteyn opined that such employees are rarely absent from work and they do not show signs of looking for another employment elsewhere since they are committed to the organization, which adds another aspect as an indicator of employee engagement in an organization. This therefore suggests that there is likelihood of a direct relationship between career development and employee engagement (Ryan & Edward, 2000).

## **2.5 Career Development and Employees Engagement an Empirical Review**

When an employee knows that there is no opportunity for him/her to grow in an organization, and will be in the same position for long, it will be difficult for him/her to be engaged to such an organization. Influence of career development on employees' engagement is therefore important in an organization. Career development includes opportunities of workers growth such as developing their skills continuously through training, coaching and internal growth programs (Roberts & Davenport, 2002).

Several studies have been done in the past to find out the relationship between employees engagement and career development to an organization. Liu, He & Yu (2017) did a study on the relationship between career growth and employees engagement in China. The study found out that many corporate organs origin in China lacked engaged workers since they were not satisfied due to lack of career growth.

The study further found out that correlation between the organization's commitment and workers engagement in initiating activities that would ensure career growth of their employees was positive. However, Taylor (2017) later argued that career development activities often fail to improve employees' engagement, due to failure to train workers on new technology as a driving force in career growth.

Fredrick (2014) found out that talent management was a useful tool that can be used by Human Resource Management Practitioners to establish how organizations can retain talented workers in their establishments. He further found out that the organizations were losing talented workers mainly due to lack of promotions and poor compensation by the organization.

This in essence suggests that career development was not the main motivator for retaining and engaging workers but the monetary compensations, which therefore contradicts the later findings of Liu, He & Yu (2017). This contradiction in the past research made it necessary for further research to be done to establish whether career development has any influence on workers engagement today.

Kibui (2015) escalated this contradiction further by arguing that talent management is the key factor of career development and it highly influences employee engagement and helps the organization to retain the most crucial talent workers within the organization in meeting the objectives of the business and gaining competitive advantages. This supported earlier finding by Wanjiru (2007) who opined that for an organization to excel in the market, it has to bear in mind that career development is key to talent management, without which an organization cannot realize a pronounced competitive advantage. Contrary to this argument, Wambugu (2014) noted that organizational culture influences talented employees retention hence organizations should concentrate on creating a culture of employees owning and feeling part of the organization without necessarily being influenced by other talent retention motivators.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter covers the research design, target population and sampling design. It further discuss the data collection instruments and the study's empirical model.

### **3.2 Research Design**

Descriptive survey was applied. The design is used in obtaining information on phenomena's current status in describing what is there based on the variables in a situation, through inquiring from persons about their values, behaviors, attitudes and perceptions (Mugenda and Mugenda, 2008). The design enabled the study to accurately and systematically describe the relationship between career development and non-teaching employees' engagement at Kenyatta University using a descriptive approach.

### **3.3 Target Population**

The target population comprised all the 1967 non-teaching employees of Kenyatta University (Annual staff audit-2018/2019).

### **3.4 Sampling Design**

The study employed stratified sampling technique in selecting the sample of respondents. This technique was suitable since the population of staff under study were categorized into various strata on the basis of cadre of employment. Specifically the population was grouped in five categories which included; Middle and Senior Management, Supervisory cadre, Clerical cadre, support staff. A sample of 106 respondents from the organization was selected randomly.

#### **3.4.1: Sample Size**

A disproportionate sample size of between 5%-51% for different cadres of employees was taken. From the central limit theorem a sample of size n, greater than 30 elements is large and statistically assumes normality of data distribution. The decision to use disproportionate percentage in the sample size was based on the fact that the Senior Cadre of staff had very low strata population.

### 3.5 Data Collection

A semi-structured questionnaire was used to collect primary data (appendix I). The questionnaire is in three parts. The first section obtained demographic respondent's information, section two collected data on career development and section three on employee engagement.

The questionnaire was given to the sampled employees by dropping and picking them later.

### 3.6 Data Analysis

Both descriptive and inferential statistics were used for data analysis. Data were presented in charts, graphs and percentages tables. Data collected from the respondents, were summarized, coded and tabulated. Multiple regression analysis was carried out to establish the specific impact of the explanatory independent variables on the dependent variable which was staff engagement at Kenyatta University.

#### 3.6.1 Analytical Model

The study applied the following multiple regression model:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon$$

Where:

Y = variable for Employee engagement

$\beta_0$  = y-intercept (The value of y for ceteris paribus of all independent variables held at zero)

$\beta_1, \beta_2, \beta_3, \beta_4, \beta_5$  = Regression coefficient

$X_1$  – variable for Training

$X_2$  – variable for Promotion

$X_3$  – variable for Performance feed back

$X_4$  – variable for Opportunity to learn new skills

$X_5$  – variable for Mentorship

$\varepsilon$  - random error term representing all other unobservable variables explaining staff engagement

## **CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

### **4.1. Introduction**

The section presents analysis of data and interpretation of results. The data presented were collected by use of a questionnaire. The analysis of data aimed to establish the impact of career development on the engagement of non-academic staff at Kenyatta University.

### **4.2 Response Rate**

The Respondents were drawn from the broad categories of University's non-academic staff namely: - Senior Management, Middle Management, Supervisors, clerical cadre, and general support staff. The sample size comprised 106 participants. Out of all the administered questionnaires 81 were returned and used in the study. This translated to a 75% response rate, as shown in Table 4.1, which was considered adequate for this study. According to Mugenda & Mugenda (2003), a response rate of 50% and above is considered adequate.

**Table 4. 1: Response rate**

#### **Response rate**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Returned questionnaire	81	76%
Unreturned questionnaire	25	25%
<b>Total</b>	<b>106</b>	<b>100%</b>

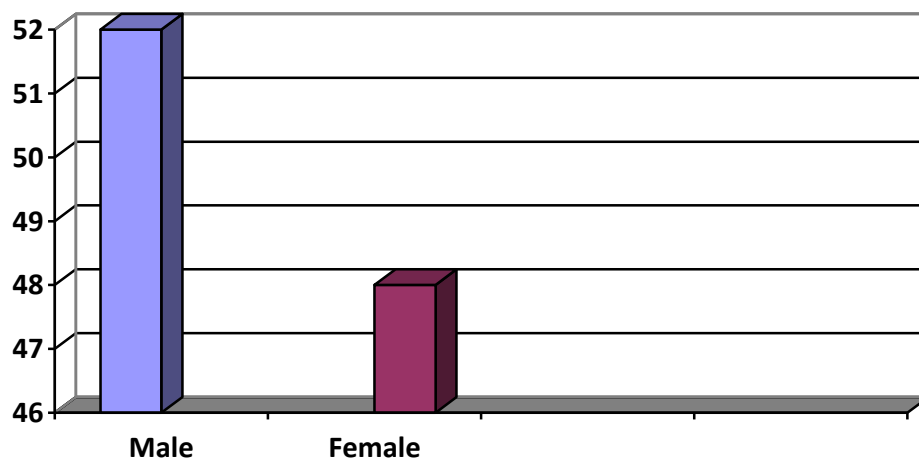
### 4.3 Demographic Information

The study started by establishing various background information about the respondents namely; their gender, position at Kenyatta University, duration that one had worked at Kenyatta University, workstation and highest education level.

#### 4.3.1 Respondents' Gender

Participants were required to indicate their gender. The results were as shown in Figure 4.1. As illustrated, the majority of respondents were male, at (52%) against female (48%). The small difference on gender proportion is not big enough to impact on the study.

**Figure 4. 1: Respondents' Gender**



#### 4.3.2 Respondents Position at Kenyatta University

The respondents consisted of senior and middle management (5%), supervisory cadre (12%), clerical cadre (32%), and support staff (51%), as shown in Table 4.2.

**Table 4. 2: Respondents position at Kenyatta University**

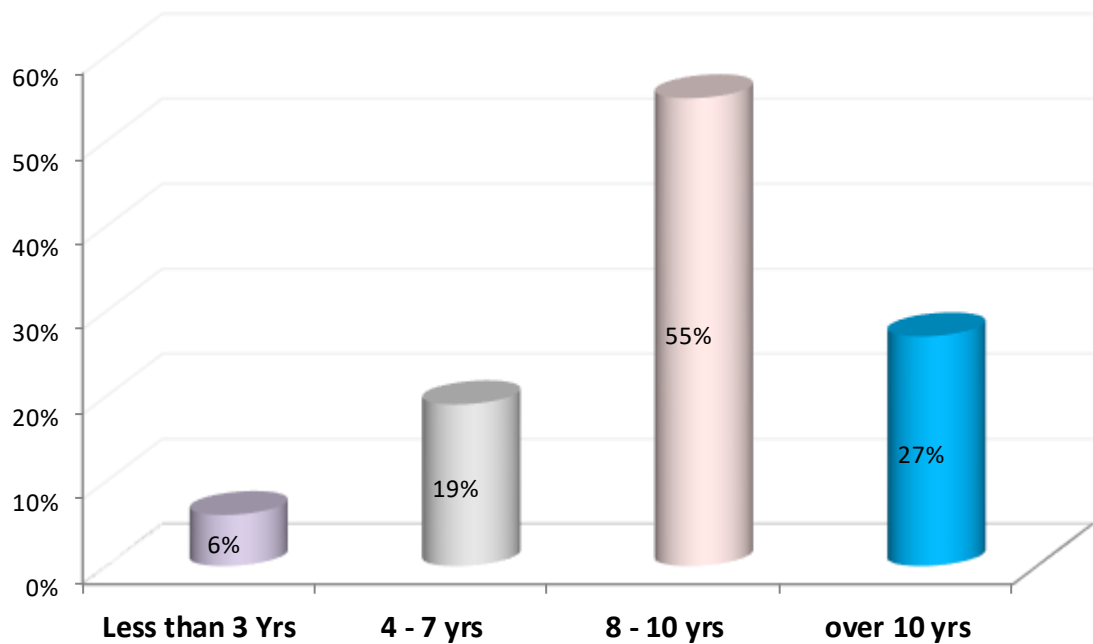
<b>Position</b>	<b>Frequency</b>	<b>Percentage</b>
Clerical cadre	26	32%
Support staff	41	51%
Supervisory cadre	10	12%
Senior and middle management	4	5%
<b>Total</b>	<b>81</b>	<b>100%</b>

Majority of the respondents were support staff (51%), then clerical cadre (32%). This showed that Kenyatta University non-academic staff majority are support staff and clerical officers, which can be explained by the fact that there are more support oriented roles within University as far as the duties of non-academic staff are concerned. The support roles mainly include housekeeping, catering, sanitation, messengerial, security and clerk. Senior and middle management are the smallest cadre of staff in the University.

#### **4.4 The Duration Respondents had Worked at Kenyatta University**

The majority of participants had worked at Kenyatta University for a moderately long period as indicated in Figure 4.2.

**Figure 4. 2: Durations Respondents had Worked at Kenyatta University**



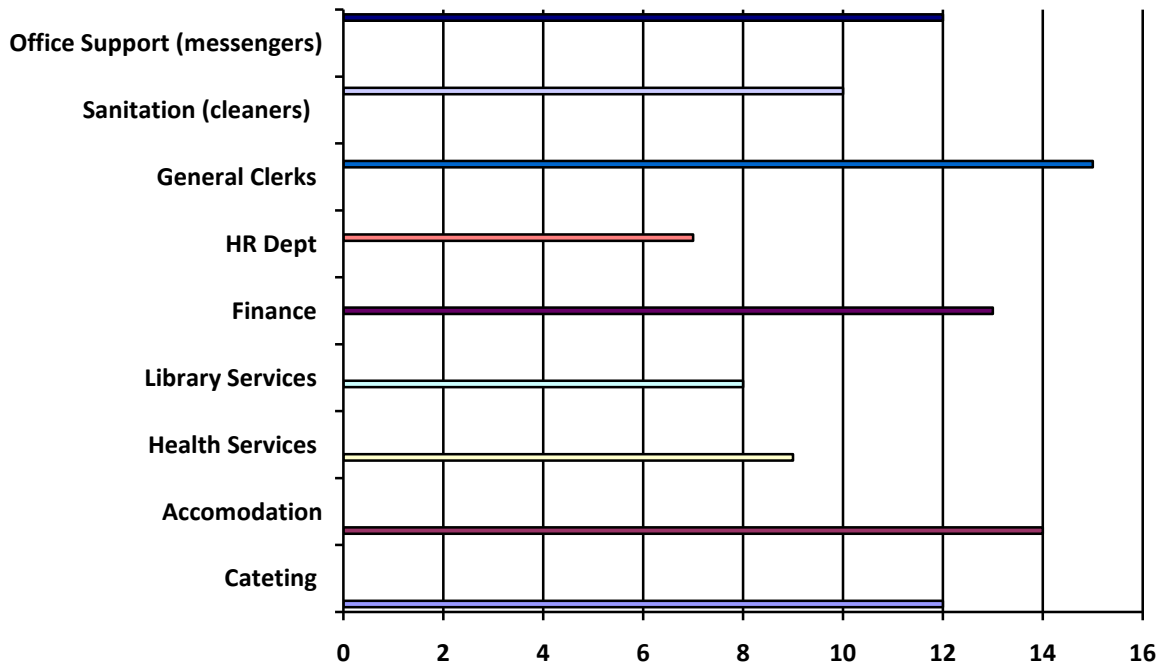
From Figure 4.2, 55% of the respondents had worked at Kenyatta University between 8-10 years, 27% over 10 years, 19% between 4-7 years, and 6% less than 3 years. This is an indication that Kenyatta University non-academic employees majority have worked for more than 8 years, which made this study to consider them to have credible information that can support the study.

#### **4.5 Respondents Department/Section**

The responses on the department/section that they were working in is illustrated in Figure 4.3.



**Figure 4. 3: Respondents' Job Areas**

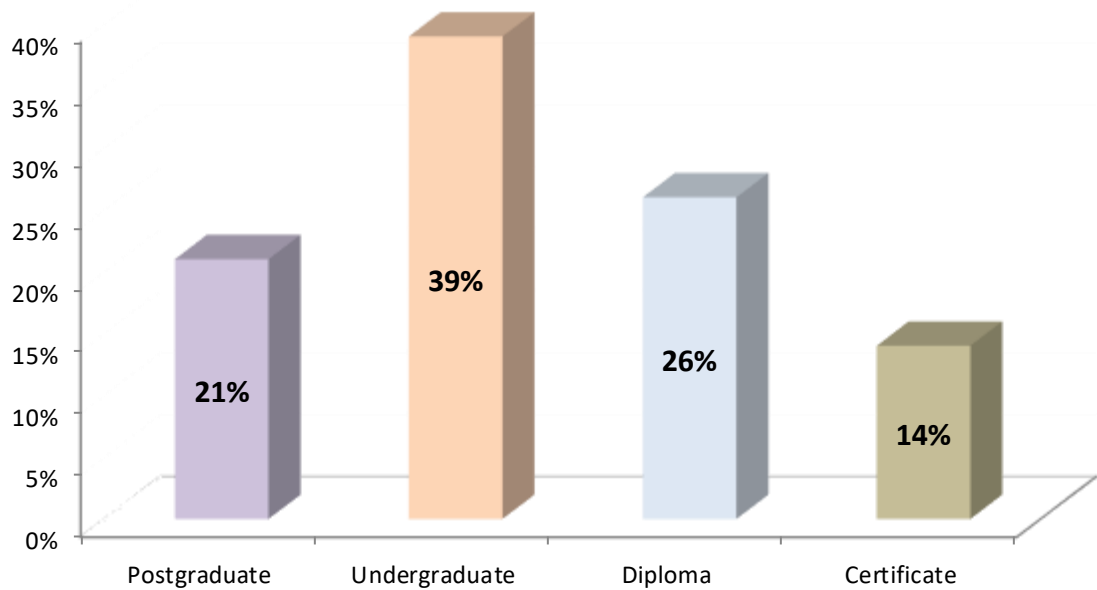


The respondents indicated that they were working as office support staff (12%), Sanitation staff (10%), General clerk (15%), HR staff (7%), Finance (13%) Library (8%), Health services (9%), and accommodation (14%). All these staff work in departments that give service to academic staff and students in the University to support academic activities.

#### **4.6 Respondents Highest Education Level**

The participants were asked to indicate their highest education level. The outcomes are as in Figure 4.4.

**Figure 4. 4: Respondents Highest Level of Education**



From figure 4.4, most respondents indicated that they have a first degree (undergraduate) (39%). 26% have a diploma, 21% held a Post graduate level of education, while 14% had certificate level of education. This outcome showed that most participants had diploma education level and above, which made them relatively knowledgeable about the organization.

#### **4.7 Measurements of Career Development Strategies**

The participants were required to indicate the extent to which they agreed that career development impacts on their engagement as employees of Kenyatta University. The career development variables that were studied were: training, internal promotions, mentorship, skills enhancement and performance feedbacks. Their response outcome were placed on a five likert scale. Standard deviation (Std. dev.) was calculated to establish how far the outcome varied or spread from the mean or expected normal value. A low standard deviation indicates that the information given is nearer to the

mean and close to the average, while a high standard deviation indicated that the responses were far from the mean. The responses are discussed in this section.

#### 4.7.1 Training

The participants were required to indicate their extent of agreement that training had an impact in their engagement to Kenyatta University. The outcome is illustrated below

**Table 4. 3: Response on Training as Career Development Strategy**

	Mean	Std. dev.
Kenyatta University has provided me on-job training	4.3492	.63184
Kenyatta University has been offering me academic training opportunities	3.8387	.72901
Kenyatta University has been giving me opportunities to attend workshops and conferences outside the country	2.4526	.79607

The findings in Table 4.3 show that to a high extent participants agreed that Kenyatta University has been providing them with opportunities for on-job training (Mean = 4.3492), and moderately agreed that they were offered academic training opportunities (Mean = 3.8387). However, there was low agreement that the University has been providing them with opportunities to attend workshops and conferences outside the country (mean = 2.4526). This shows that Kenyatta University has been emphasizing on on-job training and offering academic training opportunities, as career development strategies on their non-academic employees, but has not been keen to offering them opportunities to attend workshops and conferences outside the country.

#### 4.7.2 Internal Promotions

The respondents were required to state extent of agreement that internal promotions impacted to them being engaged to Kenyatta University. The feedback is illustrated in Table 4.4.

**Table 4. 4: Response on internal promotions as career development strategy**

	Mean	Std. dev.
Kenyatta University has been advertising employment opportunities internally.	4.4473	.8519
Kenyatta University has been giving me a chance to take up a higher position before offering it to an individual outside the University	4.0571	.4714
Kenyatta University has been giving employees the first priority to stand in or act for substantive officer who are away	3.5743	.3036

From Table 4.4 the respondents highly agreed that Kenyatta University has been advertising employment opportunities internally (mean = 4.4473). A number of respondents equally agreed that Kenyatta University has been giving them a chance to take up a higher position before offering it to other individuals outside the University (mean = 4.0571), while others moderately agreed that the University has been giving them the first priority to take up acting position when substantive officers are away. From these findings, it is observed that Kenyatta University has been using internal promotions as a career development strategy for non-academic staff.

#### 4.7.3 Response on Mentorship as Career Development Strategy

Respondents were stating the extent of agreement that mentorship impacted to them being engaged to Kenyatta University. The feedback are as in Table 4.5.

**Table 4. 5: Response on mentorship as career development strategy**

	Mean	Std. dev.
Having career and work related mentors within and outside Kenyatta University	2.3785	.77173
Having been taken through mentoring and coaching programs	2.01435	.94105
Having been provided with formal guidance on career growth	2.0012	.99314

As illustrated in Table 4.5, the respondents disagreed that Kenyatta University has been offering mentorship as career development strategy such as having career and work related mentors within and outside the University (Mean = 2.3785), having been taken through mentoring and coaching programs (Mean = 2.1435) and having been provided with formal guidance on career growth (Mean = 2.0012). The result suggests that Mentorship is scarcely used, as career development strategy, on non-academic staff in Kenyatta University.

#### 4.7.4 Response on Skills Enhancement as Career Development Strategy

Participants were required to state the extent of agreement that skills enhancement programs impacted to them being engaged to Kenyatta University. Their responses are illustrated in Table 4.6.

**Table 4. 6: Response on Skills Enhancement as Career Development Strategy**

	<b>Mean</b>	<b>Std. dev.</b>
Having been moved internally from one job position to another to enable them learn more skills.	3.1875	.2039
Having been provided with opportunities to attend skill enhancement workshops and conferences locally	3.2873	.2805
Having been provided with opportunities to engage with more skilled experts	2.3475	.8118

From Table 4.6, they agreed moderately that Kenyatta University has been offering skills enhancement programs as career development strategy such as having been moved internally from one job position to another to enable them learn more skills (Mean = 3.18745), having been provided with opportunities to attend skill enhancement workshops and conferences (Mean = 3.2873), and slightly disagreed that they have been provided with opportunities to engage with more skilled experts (Mean = 2.3475). This outcome shows that skills enhancement programs have not been used adequately as career development strategy, for non-academic staff, in Kenyatta University.

#### **4.7.5 Response on Performance Feedbacks as Career Development Strategy**

Participants were required to state the extent of agreement that performance feedbacks impacted to them being engaged to Kenyatta University. Their responses are illustrated in Table 4.7.

**Table 4. 7: Response on Performance Feedbacks as Career Development Strategy**

	<b>Mean</b>	<b>Std. dev.</b>
Having been getting performance feedbacks from their supervisors at Kenyatta University	3.6485	.9032
Having been getting feedbacks of their performance from members of their team at Kenyatta University	3.5460	.8627
Having been receiving commendation and advices on how to enhance their performances at Kenyatta University	3.7415	.9247

As stipulated in Table 4.7, the respondents agreed to a high extent that they have been receiving performance feedbacks as career development strategy at Kenyatta University, with the outcome showing that having been getting performance feedbacks from their supervisors at Kenyatta University had a mean of 3.6485, getting feedbacks of their performance from members of their team at Kenyatta University had a mean of 3.546 and receiving commendation and advices on how to enhance their performances at Kenyatta University had a mean of 3.7415. This shows that performance feedback is given considerable emphasis as a career development strategy for non-academic staff in Kenyatta University.

#### **4.8 Measurements of Non-academic Employees' Engagement to Kenyatta University**

##### **4.8.1 Response on Their Task Engagement**

Participants were requested to state their extent of agreement that they were engaged to their tasks at Kenyatta University. The responses are indicated in Table 4.8.

**Table 4. 8: Response on the Extent to which they Agreed that they are Engaged to their Tasks at Kenyatta University.**

	<b>Mean</b>	<b>Std. dev.</b>
I feel obliged to work extra hours, beyond my normal official time, to complete my official tasks	3.9837	0.89762
I always handle different work related activities and tasks at the same time	3.8903	.8776
I always try my level best to complete every task assigned to me	4.2580	.9570

From Table 4.8, they significantly agreed that they have been to an extent engaged to their tasks at Kenyatta University. The outcome shows that feeling obliged to work extra hours, beyond their normal official time, to complete their official tasks (had a mean of 3.9837), and always trying their level best to complete every task assigned to them (had a mean of 4.2580), always handling different work related activities and tasks at the same time (mean of 3.8903). This suggests that there is a pronounced high level of task engagement by non-academic employees at Kenyatta University.

#### **4.8.2 Response on the Extent to Which They Agreed that they are Emotionally Engaged to Kenyatta University.**

Participants were required to state the extent of agreement that they were emotionally engaged to Kenyatta University. Their responses are shown in Table 4.9.



**Table 4. 9: Response on the extent to Which they agreed that they are emotionally engaged to Kenyatta University**

	<b>Mean</b>	<b>Std. dev.</b>
Spending the rest of my career with Kenyatta University will make me very happy	3.1923	0.3491
I believe in the policies and work related ethical issues in Kenyatta University	3.4862	0.5147
I am so attached to Kenyatta University to an extent that Kenyatta University problems are my own problems	3.5251	0.6585

From the outcome in Table 4.9, majority of participants agreed that they were attached to Kenyatta University to an extent that Kenyatta University problems are their own problems (mean= 3.5251). In addition, the respondents moderately agreed that they believed in the policies and work related ethical issues in Kenyatta University (mean= 3.4862), while they also slightly agreed to some extent that spending the rest of their career with Kenyatta University will make them very happy (mean = 3.1923). These results points to fact that the non-academic employees of Kenyatta University are on average emotionally engaged to the university.

#### **4.8.3 Response on the Extent to Which they Agreed that they are Engaged to Kenyatta University as an Organization.**

The study sought to gather respondents' opinion on their engagement to Kenyatta University as an organization. The outcome is as in Table 4.10.

**Table 4. 10: Response on the Extent to Which they agreed that they are Engaged to Kenyatta University as an Organization**

	Mean	Std. dev.
Presently I am not keen in leaving Kenyatta University	3.1701	0.59314
I do put all my efforts to ensure that the image of Kenyatta University is better	3.5435	0.74105
I strongly feel a sense of “belonging” to Kenyatta University	3.0835	0. 61417

Examining the results in Table 4.10, on average the participants were in agreement that they are engaged to Kenyatta University as an organization, where sense of belonging to Kenyatta University had a mean of 3.0835, putting all their efforts to ensure that the image of Kenyatta University is better had a 3.5435 mean, and having a belonging sense to Kenyatta University had a 3.0171 mean. These results points to the fact that non-academic employees of Kenyatta University are above average in engagement to the university as an organization.

#### **4.9 Inferential Statistics**

The research carried out inferential statistics to determine the influence independent variables (strategies used for career development by Kenyatta University) have on the dependent variable (employee’s engagement).

The summary is tabulated below.

**Table 4. 11: Model Summary**

Model	R	R Square	Adjusted R square	Standard error
1	.428 <sup>a</sup>	.782	.751	.2157

- a. Predictors: (Constant), Training, Mentorship, Internal promotions, Skill enhancement, Performance feedbacks

The five independent variables that were used in this study explain up to 75% variation in engagement of non-academic employees at Kenyatta University as obtained from the coefficient of determination,  $R^2$  of 0.751. The ANOVA regression was also done, whose outcome is as in Table 4.12.

**Table 4. 12: ANOVA Regression**

Model		Squares sum	df	Mean Square	F	Sig.
1	Regression	2.42	6	.482	14.5602	.000 <sup>b</sup>
	Residual	17.691	32	.491		
	Total	20.111	43			

- a. Dependent variable: Engagement of non-academic employees at Kenyatta University
- b. Predictors : (Constant), Training, Mentorship, Internal promotions, Skill enhancement, Performance feedbacks

Of great importance in Table 4.12 is the significance (Sig.) at .000, which is below the 0.005 level of significance, which means that the model well fits the population from which the respondents were sampled from, and critical in predicting how training, mentorship, internal promotions, skill enhancement and performance feedbacks impact on engagement of non-academic employees at Kenyatta

University. The F(calculated) at 5% level of significance was 14.5602. The p-value of less than 0.001 implies that there is no sufficient evidence to reject the null hypothesis that there are no differences in mean values of the various groups of respondents and that the model fits the data well.

**Table 4. 13: Coefficient of Determination**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1					.475 .542	
	Constant	1.641	.264	.068	.483	.032
	Training	.683	.153	.226	.831	.046
	Internal promotions	.715	.132	.197	.527	.027
	Performance feedbacks	.318	.285	.285	.586	.528
	Skill enhancement	.501	.265	.226	.641	.037
	Mentorship	.428	.182	.219	.409	.147

a. Dependent variable: Engagement of non-academic employees at Kenyatta University.

The coefficient of determination above is not significant.

Multiple regression examination was carried out to establish the extent which each independent variable impacted on the engagement of non-academic employees at Kenyatta University.

In reference to the SPSS table generated in Table 4.9, the regression model is:

$$Y=1.641 +0.683X_1+ 0.715X_2+0.318X_3+ 0.501X_4+ 0.428X_5 + \varepsilon$$

From this model, when other factors (training, internal promotions and skill enhancement) are absent or no career development strategies are implemented, the engagement of non-academic employees at Kenyatta university will be at 1.641. Holding other factors constant (*ceteris paribus*), a unit increment in training will increase the engagement of non-academic employees at Kenyatta University by 0.683 ( $p = 0.046$ ). Likewise, other factors held constant, a unit increase in Internal promotions will increase the engagement of non-academic employees at Kenyatta University by 0.715 ( $p = 0.027$ ).

In addition, other factors held constant, a unit increment in performance feedbacks increases the engagement of non-academic employees at Kenyatta University by 0.318 ( $p = 0.528$ ). Also, holding other attributes constant, a unit increase in skill enhancement will increase the engagement of non-academic employees at Kenyatta University by 0.5 ( $p = 0.037$ ), and lastly, a unit increase in mentorship will increase the engagement of non-academic employees at Kenyatta University by 0.428 ( $p = 0.147$ ).

#### **4.10 Discussion of Findings**

The section discuss the study results and compare them with related past research with similar variables. The research tried to establish career development impacts on the engagement of Kenyatta University non-academic staff. From the outcome of the

study, it was found out that there is a relationship between career development and engagement of non-academic staff at Kenyatta University. Specifically it was established that career development makes the non-academic employees of Kenyatta University engaged to the institution. This is in line with the findings of Kibui (2015) who observed that career development if well implemented has a potential of making employees to be engaged in an organization.

Training the employees (whether on job or academic training) as a career development strategy was found to have a high impact on making the employees engaged. This concurred with the findings of Johnson (2017) who opined that when employees are given an opportunity to enhance their level of education and experience through training, it makes them committed to the organization and dedicated to their work. In addition, Johnson noted that such trained workers have a capability of producing quality work after going through training sessions.

The study also found out that the majority of non-academic employees of Kenyatta University who got internal promotions were engaged. This showed that when promotion is used as a career development strategy, it results to engaged workers. This was in line with the findings of Ternynck (2015) who observed that promotion of an employee tops the list as a career development strategy, and that if it is executed with the right plan, by promoting an employee into a new position, it can result to such an employee being motivated to offer greater performance in the organization making him or her an engaged employee. This is due to the fact that the employees feel privileged in addition to getting monetary benefits from their work.

Performance feedback was found to have insignificant impact on employees' engagement, when used as a career development strategy on non-academic staff at

Kenyatta University. This is due to the reason that when such feedbacks are given, the employees feel honored and involved in strategies to improve their performance. This was in line with the observations of Saks, Alan, Jamie & Gruman (2014) who found out that performance feedback to the employees by the superiors, such as supervisors and coworkers is an impetus to employees' engagement. However, the impact of performance feedback on employees' engagement was found in this study to be of lower magnitude compared to training and promotion.

Mentorship was found to have insignificant impact on the engagement of Kenyatta University non-academic staff. This was as a result of the University not giving emphasis to mentorship as a career development strategy. These findings supported the findings of Ternynck (2015) who argued that when an organization has a formal mentoring and coaching programs for their employees, it can make them improve the quality of work and equip them with problem solving and communication skills that would equally motivate them.

As far as engagement of non-academic staff at Kenyatta University is concerned, the study found out that majority of the respondents were highly engaged to their tasks after being involved in various career development strategies. These findings are in agreement with Lindholm (2013)'s findings who found out that employees are more likely to be engaged to their different work tasks as a result of them going through a career development process.

The study also found out that non-academic staff at Kenyatta University are moderately emotionally engaged to Kenyatta University. This concurs with earlier research findings of Cheese (2010) who noted that when an employee is provided

with career development opportunities, such an employee becomes willing to go an extra mile in order to help the organization succeed and gets emotionally attached to the organization.

In addition, some respondents were found not to be engaged to Kenyatta University as an organization. This pointed to a fact that such employees would leave the University for employment in another organization if such opportunities were available. This was in line to the findings of [Finkelshteyn](#) (2019) who argued that when employees are taken through a career development programme, it creates a bond between such an employee and the organization which makes the employee to be committed to the organization.



## **CHAPTER FIVE : SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Introduction**

This section gives the conclusion, summary and proposals on the relationship between career development and engagement of non-academic employees at Kenyatta University.

### **5.2 Summary**

The study postulates that training, mentorship, internal promotions, skill enhancement and performance feedbacks impact on engagement of non-academic employees at Kenyatta University.

The study found out that internal promotion, trainings and opportunities for skills enhancement are the three major career development strategies that highly impact on employee engagement. Mentorship and performance feedbacks as career development strategies equally impact on engagement of non-academic employees at Kenyatta University at a lesser magnitude.

### **5.3 Conclusions**

The study found out that career development using training, mentorship, internal promotions, skill enhancement and performance feedbacks are well able to impact on engagement of employees in an organization, specifically to an institution of higher learning such as a University. Promotions are a major impetus to engage employees in an organization since employees consider themselves to be monetary secure and confident that the employer has recognized their value in the organization. The organizations should endeavor to offer internal promotions in order to retain their talented employees.

Offering the employees training opportunities makes them to gain professional knowledge and skills which make them attached to the organization due to the

investment that has been put on them. It is therefore prudent for organizations to offer training opportunities to their employees as much as possible with an aim of having engaged employees. Mentorship, skill enhancement and providing feed backs can also be employed as strategy to engage workers, but as seen in this study not much is being achieve in mentorship unless the strategy is re-engineered. The study found out that the majority non-academic employees at Kenyatta University are to a high extent engaged to their task and emotionally committed to their institution. The engagement to their organization can be improved by purposeful teamwork initiative and sensitization on organization values.

#### **5.4 Limitations of the Study**

The focus of the study was non-teaching staff of a public university. The human resource

dynamics for a public institution are certainly different from those of a private institution.

Generalization of the current study findings may therefore not be made for private Institutions.

Further the researcher encountered various difficulties while getting the respondents to fill the questionnaires, some of who were unwilling to participate in study. The researcher held a meeting with some of those respondents and assured them of the information confidentiality given in this study, and assured them that none of them would be victimized on account of the information given in this study.

#### **5.5 Recommendations**

The study recommends that Kenyatta University continue developing the career of the non- academic staff who have worked in the University for a long period of time. This is necessary since such staff have a wealth of experience and skills needed in the university, hence all efforts to make them engaged to the university would be

profitable to both the organization and the employees. Some of the career development strategies, such as performance feedback and mentorship should be evaluated to establish why they do not result to engaged workers. If these strategies are found to be non-productive, they should be done away with and channel the resources to the strategies that have been found in this study to impact on employees engagement or re-engineer them to add value. Team work programmes and sensitization of employees on positive organization values need to be encouraged to improve further the commitment levels of the non-academic staff of Kenyatta University

### **5.6 Areas of Further Research**

During this research, it was found out that some of the employees in the University have little interest identifying role models within the organization who could be the first line of mentorship before formal arrangements are made for mentors appointed by the University.

It was also clear that managers and supervisors did not find much need for mentorship of workers under their watch. The study suggests that further research be done to give institutionalized mentorship as a strategy in career development to enhance employee engagement at Kenyatta University. Past studies in other organization have used mentorship with a lot of success as a strategy in career development and hence enhanced employee engagement as advanced by TERNYACK (2015).

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## APPENDIX

### Appendix I: Questionnaire

#### SECTION ONE: RESPONDENT'S PROFILE

1. Gender:                      Female                            Male                     

2. Position at Kenyatta University \_\_\_\_\_

3. What duration have you worked at KU?

Below 3years                            4-7years                     

8-10years                            > 10 years                     

4. Which Department/section are you working in?

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5. Highest education level

Undergraduate                     

Postgraduate                     

Diploma                     

Certificate                     

Other \_\_\_\_\_

#### SECTION TWO: CAREER DEVELOPMENT

6. To what extent has Kenyatta University undertaken the following activities relating to your career development? (5: very great extent, 4: great, 3: moderate, 2: little extent, 1: no extent)

<b>TRAINING</b>	1	2	3	4	5
Kenyatta University has provided me on-job training					



<b>TRAINING</b>	1	2	3	4	5
Kenyatta University has been offering me academic training opportunities					
Kenyatta University has been giving me opportunities to attend workshops and conferences outside the country					
<b>INTERNAL PROMOTIONS</b>					
Kenyatta University has been advertising employment opportunities internally.					
Kenyatta University has been giving me a chance to take up a higher position before offering it to an individual outside Kenyatta University					
Kenyatta University has been giving employees the first priority to apply for the available scholarships before offering them to individuals outside Kenyatta University					
<b>MENTORS</b>					
I have career and work related mentors within and outside Kenyatta University					
Kenyatta University has been taking me through mentoring and coaching programs					
Kenyatta University has provided me with possibilities of promotions from my current position.					
<b>SKILLS ENHANCEMENT</b>					
Kenyatta University has been moving me internally from one job position to another to enable me learn more skills					
Kenyatta University has been providing me with opportunities to attend skill enhancement workshops and conferences locally					
Kenyatta University has been providing me with opportunities to engage with more skilled experts					
<b>PERFORMANCE FEEDBACKS</b>					
I have been getting performance feedbacks from my supervisors at Kenyatta University					
I have been getting feedbacks of my performance from					

<b>TRAINING</b>	1	2	3	4	5
members of my team					
I have been receiving commendation and advices on how to enhance my performance					

7. In your opinion, what other activities/opportunities has Kenyatta University initiated for your career development?

.....

.....

.....

.....

**SECTION THREE: EMPLOYEE ENGAGEMENT**

8. To what degree are you disagreeing or agreeing with these statements in relation to commitment of employee? (5: A very great extent, 4: A great extent, 3: A moderate extent, 2. A little extent, 1: No extent)

	1	2	3	4	5
<b>TASK ENGAGEMENT</b>					
I feel obliged to work extra hours, beyond my normal official time, to complete my official tasks					
I always handle different work related activities and tasks at the same time					
I always try my level best to complete every task assigned to me					
<b>EMOTIONAL ENGAGEMENT</b>					
Spending the rest of my career with Kenyatta University will make me very happy					
I believe in the policies and work related ethical issues in Kenyatta University					
I am so attached to Kenyatta University to an extent that Kenyatta University problems are my own problems					
<b>ORGANIZATIONAL ENGAGEMENT</b>					
Presently I am not keen in leaving Kenyatta University					

	1	2	3	4	5
I do put all my efforts to ensure that the image of Kenyatta University is better					
I strongly feel a sense of “belonging” to Kenyatta University					
I have a feeling of need to ensure that I offer quality service to our clients					
I encourage my friends and relatives to seek employment at Kenyatta University					
This organization deserves my loyalty					
To me personal meaning at Kenyatta University has a great deal					
I am indebted to Kenyatta University great deal					
I have refused better employment offers					
I observe punctuality as much as possible and I am rarely absent from work unless with a genuine reason					
I can handle several tasks at the same time at ease					
I have been working in different positions at KU without demand a for salary upgrade					

9. In your opinion, what proofs that you are engaged and committed to Kenyatta University?

.....  
 .....

10. Any more information in relation to career development and employee engagement relationship?

.....  
 .....

**THANK YOU FOR TAKING TIME TO FILL THIS QUESTIONNAIRE.**