

INFLUENCE OF CAREER DEVELOPMENT STRATEGIES ON RETENTION OF EMPLOYEES IN UNIVERSITIES IN KENYA

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Abstract: Employee's Career development and retention are among the main challenges facing many organizations due to the high rate of employee turnover which continues to make it one of the top five lists of challenges whether a firm is driven by the desire to improve Career development and retention of employees towards achieving better organizational performance. The specific objective of the study was to establish the influence of career development strategy on retention of employees in universities in Kenya. The study sought to aid university management boards and councils, employee unions, HR professionals, researchers and scholars and government in policy formulation for Career development strategies as a reliable means to improve retention of employees in universities in Kenya. The study adopted descriptive design. The target population of the study comprised all employees in 70 accredited universities in the Republic of Kenya with a total population of 50,670 employees. The sample size of the study was 384 respondents chosen by simple stratified sampling technique. Questionnaires were the primary data collection tool. Linear regression models were used to analyze data (descriptive and inferential statistics) using SPSS Version 23 software. The main finding from the study indicated that career development strategy was one of the main factors that influenced retention of employees in universities in Kenya. The study recommended to top University management that each university should invest in the personal development planning process to enhance performance management and enhance capacity building. This requires that they should have a clear strategy that facilitates career progression like counseling, training, furthering studies and delegation of managerial responsibilities to subordinate from time to time. Further, there should be the continuous training of employees on new job skills to make them perform their jobs more efficiently and effectively as well as revise their work details to match skills required.

Keywords: Career development strategies, employee retention.

1. INTRODUCTION

Today's complicated and dynamic global economic environment has changed drastically and continued to do so. Social developments such as globalization, technological innovation, and growing competition for scarce resources place pressure on organizations particularly in universities, and this emphasizes their need to maintain their competitive advantage, at least in part through maintaining the skills of their employees. These developments have pushed organizations to compete with each other in the business environment worldwide and also to have to manage their assets as efficiently as possible especially their human assets (Korir, 2014). Having good career development strategies and retention strategies to acquire skilled employees' plays a vital role in this process, because employees' skills and knowledge have turned out to be the most vital for organizations to be economically competitive (Kwon, 2009). According to Baer, Flexer, Luft, and Simmons (2008), an individual's career development is a lifetime process that encompasses the growth and change process of childhood, the formal career education at school, and the maturational processes that continue throughout a person's working, adulthood and into retirement.

A debate has raged among scholars on the determination of the party chargeable for career development. There is a unit those that see it as being the responsibility of the staff. Another unit sees it as being the responsibility of the organization (Kulvisaechna, 2006). Bakker and Demerouti (2008), whereas, supporting the individual effort in career development also demands corporate structure involvement within the career development of its staff and leader support for career development which will increase workers' trust, job satisfaction, lower turnover intentions and usually improve leader performance. Research shows that employees favor personal development over career progression. Career development is employee-owned, manager facilitated and organization supported.

Greenhaus, Callanan, and Godshalk (2009) explain that a career consists of different stages and the individual is confronted with different issues during each of these stages. As cited in Adeniji and Osibanjo (2012), the term "career" denotes different people. A career can be defined as a partner of career experiences comprising of entire lifespan of a person and which is seen in some phases or stages reflecting the transition from one stage to the next. According to Demirel (2009), the necessity to cope with rapid changes in science and technology in the 21st century and the necessity to adjust to the pre-requisites of the knowledge economy has brought about the need for lifelong learning. Noe, Hollenbeck, Gerhart, and Wright (2006), explains that the 21st-century changes require workers to develop skill and competencies that differ substantially from the knowledge and abilities required in the 20th century. Light, Calkins, and Cox (2009), explains that this will require a personal commitment to lifelong learning, coupled with a willingness to reinvent oneself as often as possible and necessary to keep up with the world of work. Rahman and Nas (2013) assert that the purpose of employee development programmes is to improve employee capabilities which lead to increased productivity for them and their team thus sustaining a competitive position for their organizations.

Organizations need to realize that positive career development for their workforce is a way of helping to attract and retain the best people. Career development creates opportunities for promotion within an organization and provides an opportunity for training and skill development that allows employees to improve their employability hiring on the external and internal labor market (Stahl, Björkman, Farndale, Morris, Paauwe, Stiles & Wright, 2012). Ongori and Agolla (2009), contend that lack of personal growth in organization results in career plateau which in turn leads to increased employee intention to quit. Strategies should be put in place by leaders for effective career development in organizations. There is a need for organizations to play a severe role in supporting employees' career development programs to confirm reciprocal smart performance.

Employees career advancement is a phenomenon which is formalized, organized and it is planned effort to accomplish the balance between the requirement of organization workforce and individual career needs. Armstrong (2009) concurs when he asserts that, lack of clear career path or development is a significant cause of poor employee retention. To maintain a stable workforce, employers should learn to plan to provide career opportunities by providing employees with more full expectations, encouraging promotion from within and developing equitable promotion procedures (Armstrong, 2009).

Sinha and Sinha (2012), say that the purpose of career planning as part of an employee development program is not only to help employees feel like their employer is investing in them, but also to help people manage the many aspects of their lives and deal with the fact that there is not a clear promotion track. Employers can no longer promise job security, but they can help people maintain the skills they need to remain viable in the job market. Career opportunities may include the internal and external career options that an employee may have. Internal career opportunities may be in the employee's current organization, for example, a promotion or movement to a different position within the same organization. External career opportunities would mean obtaining a position at another organization (Coetzee & Roythorne-Jacobs 2012). These career orientations of employees may reflect an employee's perceived compatibility or comfort with an organization (Mitchell et al., 2001).

Butler and Waldrop, (2001) also assert that it creates promotion opportunities within the organization and provides training opportunities and skill development to improve their employee's employability on the external and external labor market. Rahman and Nas (2013) assert that the purpose of employee development programmes is to improve employee capabilities which lead to increased productivity for them and their team thus sustaining a competitive position for their organizations. To gain and maintain competitive advantage organization required talented & productive employees and these employees need career development to enhance and cultivate their competencies (Prince, 2005).

According to CIPD (2014) people management award survey of 2,500 workers shows that employers are fallen short on the management of staff expectation and suggest employee defection thus validating this study. Employers can avoid this by integrating key features of career development support in the workplace which include: structured career mapping to

put the solid plan in place; leadership development to cultivate individual to take the change of project, succession planning or preparing current employees to fill a higher position and online learning to skill development. Reitman and Benatti, (2014), have demonstrated how career development programs support retention of employees. Accordingly, organizational leaders can use the following strategies to guide the development of career development programs: Open door conversation about career enduring, annual or regular programs evaluation talks with management and promote the idea of career lattice. Career lattice encourages sideways moves in addition to upward movements. Career development strategy will help universities identify staff career paths, capacity development programs, and to provide opportunities for their employees to grow and prevent stagnation in their careers.

1.1 Statement of the Problem:

The high rate of employee quitting organisations due to inadequate career development programs continues to make it on the top five challenges facing organizations even when a firm is driven by the desire to improve retention of employees and organizational performance (Deloitte, 2014); even though Human Resources are the most strategically valued asset to any organization (Armstrong & Taylor, 2014). According to Deloitte, (2014), 68% of organizations in Kenya experience high rate of employees' turnover due to inadequate career development programs which hinders their competitive advantage. Ng'ethe (2014), provides supporting turnover statistics between 2006-2011 for public universities as follows; JKUAT a total of 2100, had left, the University of Nairobi lost 98, Kenyatta University 121 had left, Masinde Muliro University of Science and Technology had lost 88, Maseno University 124 had left while Egerton had lost 102 and at Moi University, 100 had left. Indeed private universities in Kenya have faced similar challenges. According to records obtained from their Central and personnel registries, KCA University, 106 had left (2010-2016), Zetech University, 25 had left (2014-2017), Mount Kenya University, 70 had left (2010-2017), Pan African Christian University, 20 had left (2010-2016), Catholic University, 40 had left (2010-2016) and USIU University, 15 had left (2010-2016) amongst others.

The high rate of employee turnover due to inadequate career development programs leads to decreased performance of the organizations, hampered, continuity and succession, reduced innovativeness as well as standards (Kipkebut, 2010). This demonstrates that there is weak retention of employees among firms in Kenya particularly in both private and public universities as confirmed by (records of Central and personnel registries, 2016-2017; Guma, 2011) who emphasize that public universities in Kenya be also subject to weak or poor retention of employees. This has been made worse by poor corporate governance (Tettey, 2009), internal strategic poaching amongst universities, poor Career development strategies, precarious Human Resources practices (Mwiria, 2007) and poor or weak retention policies practiced by public universities (Guma, 2011).

The National Commission of Science, Technology, and Innovation report of (2014) also underscored the critical role universities play in national development considering the development challenges the country is facing. Retention of key employees is critical to success or failure of any organization. Empirical studies by Ng'ethe (2012) found that Human Resource practices such as proper compensations and fees waiver to educate staffs and families contributed to staff decision to stay. Another study by Pritchard (2007) found that training and development is one of the essential programs of retention. Dochyet *al.*, (2009), found that personal factors such as level of education, seniority, self-perceived leadership skills and learning attitude and organizational factors such as appreciation and stimulation, and pressure of work are of high relevance in retention of employees.

Although studies are already available on retention of employees (Ngui, Mukulu & Gachunga, 2014) in their study identified the need for further research on retention of employees particularly in other organizations, universities included. So far, insignificant and inconclusive studies have been done on the influence of Career development strategies on retention of employees in universities in Kenya. This study therefore seeks, to fill that knowledge gap. It strives to determine the influence of Career development strategies especially on career development on retention of employees in universities in Kenya.

1.2 Specific objective:

1. To establish the influence of career development strategy on retention of employees in universities in Kenya.

1.3 Research Hypothesis:

The following hypothesis guided the study:

H₀₁: Career Development strategy has a positive influence on retention of employees in universities in Kenya.

2. LITERATURE REVIEW

2.1 Introduction:

The underpinning theory particular of this study included; Holland's' Theory of Vocational Personalities and Work Environment. To illustrate the fundamental concepts of career development strategies and employees retention concept, a conceptual framework that integrates the independent and dependent variable was developed as shown in figure 1.

2.2 Holland's' Theory of Vocational Personalities and Work Environment:

The introduction of the theory in 1959 emphasized an examination of the different aspects of the person-environment fit. It also highlights on the acquisition and processing of environmental information that is persons with more information about occupational environment make adequate decisions than persons with less information. The environment has influenced individual's career choice, capacity development, employee promotion, talent management initiatives and development through external factors such as parents, teachers, and individuals as indicated in theory. The focus of this theory is the idea that individuals can be categorized meaningfully as one of the six personality types: Realistic, investigative, artistic, social, enterprising and vocational. Individual vocational interests typically differ according to one of the personality types.

Also, it is important to note that this theory emphasizes that personality types usually develop from activities to dispositions. Early in life, an individual's heredity and experience lead preferences to some activities and opposition to others. Later, those preferences become well-defined interests from which the individual personal satisfaction as well as rewards from others. The pursuit of interests leads to more specialized competencies. These events, a combination of preferences, activities, interests, and competencies create a personality type. Personality types are measured by assessment devices using interest items as the expression of personality.

Holland's theory also specifies a hexagonal structure of the degree of psychological similarity among the six personality types, wherein each of the six types appears on one point of the hexagon (Holland, Whitney, Cole, & Richards, 1969). Holland's RIASEC novel (1997) defines characteristics believed to correspond with each of the six personality types. Some of the characteristics may be summarized as follows: Realistic; conforming, dogmatic, genuine, hard headed, inflexible, materialistic, persistent, practical, realistic, reserved: Investigative; analytical, cautious, complex, critical, independent, intellectual, precise, rational, reserved, unassuming: Artistic; complicated, disorder, emotional, expressive, imaginative, impulsive, intuitive, non-conforming, open, sensitive: Social; agreeable, cooperative, friendly, helpful, idealistic, kind, patient, responsible, sociable understanding: Enterprising; adventurous, ambitious, domineering, assertive, energetic excitement-Seeking forceful, resourceful, self-confident, optimistic: Conventional; Careful, confirming, conscientious, dogmatic, efficient, methodical, obedient, persistent and thorough thrifty.

The interactions of certain personality types with specific environments predict and explain the behaviors and interactions which occur in the environments (satisfaction, stability, performance). Holland's model implies some change and adjustment in both people and in the environment in which they work and live (Holland, 1994). An individual's career development over the lifespan can be seen as a series of person-environment interacting.

The following statements made by Holland, Fritzsche, and Powell (1994), provide an overview of the model: people search environment that will allow them to exercise their skills and abilities, express their attitudes and values and take on agreeable problems and roles. In summary, people look for good working environments where they can excel.

Conceptual Framework:

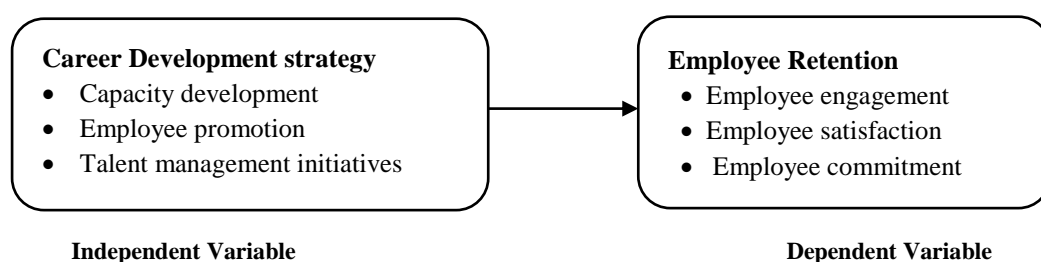


Figure 1: Conceptual Framework

2.3 Empirical Review:

Career development opportunities and training have a direct effect on employee retention. A study by Hassan et al, (2013) observes that the challenge of the HR professionals is to identify and develop the career development practices which would improve the commitment of employees as they would feel valued; helping the organizations to retain the employees as they would be motivated to work hard and enthusiastically. Secondly, Organizations have realized that the development of people has to take a center stage as a crucial business strategy. A study by Meyer (2003), conducted to examine the mechanism involved in observed relations between Human Resource Management practice and employee commitment has shown that internal career development of employees is often the best predictor of effective employee commitment which will likely enhance retention.

In another study by Prince (2004) it was found that talented employees are required for maintaining a competitive advantage and employees want career growth opportunities to develop and rise in their career ladder. Such plans include advancement plans, internal promotion and accurate career previews at the time of hiring. In yet another study by Eyster (2008), which explored "to identify the main factors of retention management strategies" in two organizations based in India, and in which data was collected from 100 employees holding middle level managerial positions, it was found that job flexibility along with lucrative career and life options are a critical incentive for all employees. In this study, the alpha coefficient was found to stand at 0.8342 by the researcher indicating the internal reliability was high. Finally, a study by Yamamoto (2006) has also shown that employees who have attained career plateau have a higher degree of intention to quit due to reduced opportunities in the present organization well.

2.4 Critique of the Existing Literature Review relevant to the Study:

As per the findings of a study carried out by Demirel (2009), there is need to adapt to fast changes in science and innovation in the 21st century and the need to acclimate to the pre-essentials of the information economy has realized the requirement for long lasting learning in regard to the career development strategy. The findings of CIPD (2014) are in agreement that people management award survey of 2500 workers illustrated that employers are fallen short on the management of staff expectation and suggest employee defection which interferes with the career development strategy. Additionally, Reitman and Benatti, (2014), in their study illustrated how career development programs bolster worker's maintenance as they express those authoritative pioneers can utilize the accompanying procedures to direct the advancement of profession improvement programs in opening entryway discussion about vocation persevering.

2.5 Research gap:

Despite the vast studies on retention, Hausknecht (2009) noted that literature on employee turnover which is aimed at identifying factors that caused employees to quit, much less is still not known about factors that compelled employees to stay. A study by Ng'ethe, (2011), investigated determinants of academic staff retention in five public universities in Kenya and another study by Kipkebut (2010), also explored factors that caused academic staff in public universities in Kenya to be committed. Their findings indicated that top universities' managements/ councils had to pay great attention to a number of Human Resource Management practices if their staffs are to be retained and be committed. The latest study on the effect of employee Career development strategies focused on performance of Commercial banks in Kenya (Ngui, Mukulu&Gachunga, 2014).

In this study, the main research gap in this study was how organizations can achieve retention of their employees from the time of recruitment through to selection and to exit using Career development strategies. But it is unclear and unknown whether or not universities have put in place clear and focused career development strategies. This study seeks to fill this knowledge gap.

3. RESEARCH METHODOLOGY**3.1 Introduction:**

This chapter presented the methods to be used in this study. The chapter describes the research design, study population, sampling frame, sample size and sampling techniques, data collection methods and techniques of data analysis. The statistical models that were used in the analysis and the tests for the research hypothesis were also provided.

3.2 Research Design:

The study used descriptive survey design which adopted mixed mode research approach that is qualitative and quantitative.

3.3 Target Population:

In this study, the target population comprised academic and non-academic employees in all 70 accredited universities authorized to operate in Kenya by the Commission for University Education. The total number of employees for this study in universities in Kenya was 50,670.

Table 3.1: Summary of accredited universities in Kenya and the target population

Serial No.	Accredited Universities	Number of Accredited Universities	Population
1	Public Chartered Universities	30	32,300
2	Public University Constituent Colleges	3	7,800
3	Private Chartered Universities	18	9,230
4	Private Universities constituent Colleges	5	3,000
5	Institutions with Letter of Interim Authority (LIA)	14	1,340
Total		70	50,670

(Source: Commission for University Education in Kenya, 2016)

3.4: Sampling Frame:

The sample frame for this study consisted of a list of all 70 accredited universities in Kenya, and the list was obtained from the Commission for University Education (October 2016). In this study, each university acted as strata from which samples were selected, that is, the study had 70 stratum because the study was considering the population of each university to be homogenous and therefore each university constituted a stratum.

3.5 Sample and Sampling Techniques:

In this study, the sample was drawn from the target population by use of simple stratified sampling technique. In this study, the expression below was used by the researcher used to obtain the sample size as suggested by Kothari and Garg (2014). The formula used is:

$$n = \frac{[z^2 pq]}{d^2}$$

Where n= is the sample size

z=standardized normal distribution set at 1.96 which correspond to 95% confidence interval

p= expected population proportion with desired characteristic being measured (0.5)

q= 1-p = 1-0.5 =0.5

d= level of statistical significance, set as 0.05.

$$n = \frac{(1.96)^2 (0.5)(0.5)}{(0.05)^2} \quad n = \frac{1.9604}{0.0025} = 384$$

3.6 Data Collection Instruments:

In this study, the main data collection instrument was questionnaires. Questionnaires were regarded as effective data collection instruments that allowed respondents to give much of their opinions pertaining to the research problem. The questionnaires were designed to address specific objectives, research question(s) or to test hypothesis.

3.7 Pilot Test:

In this study, the questionnaire was pre-tested using a representative sample identical to, but not those to be included in the actual study, before administering it to respondents in a field setting. The pilot test helps in detecting potential problems in research design and instrumentation as well as helping to check whether the questions asked are intelligible to the targeted population and ensure that the measurement instruments used in the study was reliable and valid. The suitability of the questionnaires for this study was pre-tested by first administering it to 38 respondents selected randomly.

3.8 Validity of the research Instruments:

In this study, the validity of the questionnaire was determined using construct validity method. Construct validity is a measure of the degree to which data obtained from an instrument meaningfully and accurately reflected or represented a theoretical concept. Construct validity refers to how well the researcher translates or forms a concept, idea or behavior into a functioning and operating the reality, the operationalization. To ascertain the validity of the research instrument for this study, factor analysis was conducted. In factor analysis, the study employed Principal Component Analysis (PCA), Exploratory Factor Analysis (EFA). Factor analysis also showed any biases which might exist between the factors through Common Bias Method (CBM).

3.8.1 Reliability of Research Instruments:

According to Saunders (2012), reliability is concerned with the robustness of the questionnaires and in particular, whether or not it will produce consistent findings. According to Sushil and Verma, (2010), reliability is an indicator of a measure of internal consistency. The most common method for testing the internal consistency of a scale for reliability is the Cronbach's alpha coefficient (Mugenda & Mugenda, 2003). The Cronbach's alpha coefficient ranges from 0 to 1 with a maximum of 0.6 while other studies suggest that anything above 0.7 to 0.9 will suggest a high level of internal reliability (Sushil & Verma, 2010). In this study the Cronbach's alpha coefficient was tested using the below formulae:

$$\alpha(\text{alpha}) = \frac{K\hat{r}}{(1 + (K - 1)\hat{r})}$$

Where K is as above and \hat{r} the mean of the $K \{ (K-1)/2$ non-redundant correlation coefficients (i.e. the mean of an upper triangular, or lower triangular, correlation matrix). Cronbach's α is related conceptually to the Spearman-Brown prediction formula.

3.9 Data Analysis and Presentation:

Data analysis was guided by the objective of the study. Raw data collected from the questionnaires was first cleaned, sorted, coded and subjected to the SPSS software. Data were analyzed using both descriptive and inferential statistics (Mugenda & Mugenda, 2003). In this study, the findings were presented using tables, graphs, histograms and bar charts. Data presentation made use of percentages, tabulations, means and other measures of central tendencies. Tables were used to summarize respondents for further analysis and facilitated comparison.

3.9.1 Statistical Models:

This study used linear multiple regression models to measure retention of employees in universities in Kenya. There is one independent variable in this study. Thus the linear multiple regressions used was as shown below:

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

Where Y was the dependent variable (retention of employees) and β_0 was the regression co-efficient while β_1 , were the slopes of the regression equation.

X_1 is the independent variable (career development strategy)

ϵ is an error term normally distributed about a mean of 0 and for purposes of computation, is assumed to be 0. Error term is the part of the statistical equation that indicates what remains unexplained by the independent variable.

4. RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction:

The purpose of this chapter is to analyze, present and interpret data in form of tables, graphs and figures combined with a brief narrative and interpret the findings.

4.2 Respondent Rate:

The study sought to establish the respondent rate. A total of 384 questionnaires were issued out to respondents in 70 universities in Kenya as shown in table 4.1. Completed questionnaires that were received were 303. Results indicated that the majority (78.91%) of the questionnaires were returned while (21.09%) were unreturned. The response rate was

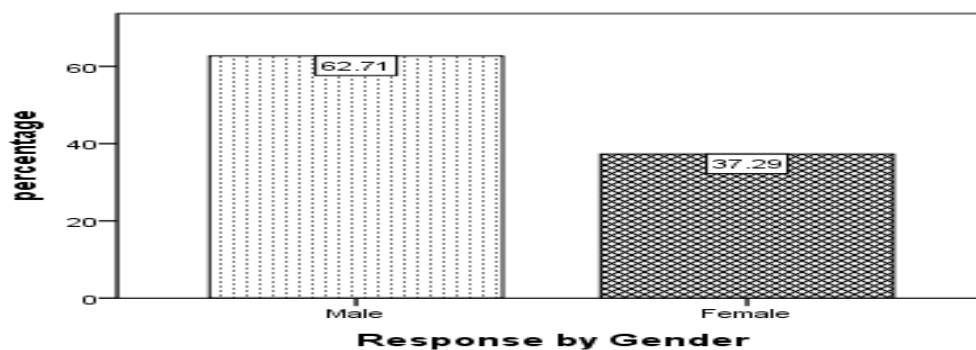
considered adequate given the recommendation by Fincham (2008), a response rate of 60% is considered appropriate in research. Saunders, Lewis and Thornhill (2007) suggest a response rate of 30-40% as sufficient for research. Sekaran (2003) document that 30% is equally considerate while Mugenda and Mugenda (2003) advices on response rates exceeding 50% and Hager,Wilson, Pollack and Rooney(2003) recommended 50% . Based on these assertions, this implied that the response rate for this study was adequate and sufficient to draw conclusions.

Table 4.1: Response Rate

Response Rate	Frequency	Percent
Returned	303	78.91%
Unreturned	81	21.09%
Total	384	100.00%

4.2.1 Response by gender:

The results of the study shows that out of the 303 respondents, 190 (62.7%) of the respondents were male while 113(37.3%) were female. The results show that many of the university employees (non-teaching staff and teaching staff) majority of them were male indicating lack of gender balance. Figure 4.1 shows the details of the findings.

**Figure 4.1: Responses by Gender**

4.3 Demographic Information:

4.3.1 Response by age:

From the responses, most of the employees who were interviewed within the universities were falling within the age bracket of 40- 49 years at 38.6%, 25.1% were falling within the age bracket 30-39 years. These age brackets mainly comprised the teaching and non-teaching staff within the universities. The least were falling within the age bracket 20-30 years at 13.5%. 50 years and above recorded 22.8%. These are employees who are at the top management level within the universities, (See Table 4.2).

Table 4.2: Age of respondents

	Frequency	Valid Percent
20-30 Years	41	13.5
30-39 Years	76	25.1
40-49 Years	117	38.6
50 Years and above	69	22.8
Total	303	100.0

4.3.2 Duration of employment:

The study sought to establish the duration of employment of the respondents. The findings were presented in figure 4.2: From the study findings, majority (39.93%) of the respondents have worked for 5-10 years while 31.35% of the respondents have worked for more than10 years, (28.71%) of the respondents have worked for less than 5 years. This implies that the respondents have worked in their respective universities for a long period of time and therefore they were more likely to be aware of the issues that the study was investigating.

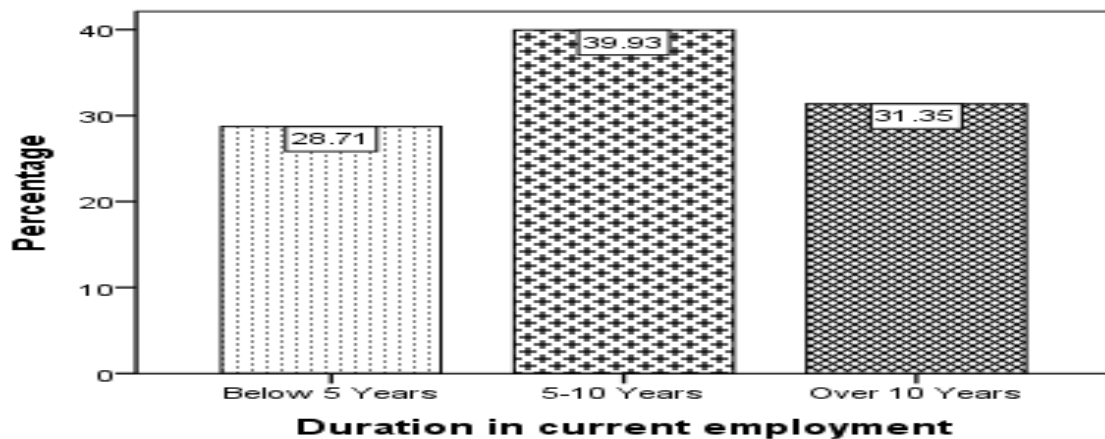


Figure 4.2: Duration of employment

4.3.3 Level of Education:

The respondents were asked to state their level of education and the responses were as follows:- majority at 46.5% were holders of master's degree followed by 30.4% who holds PhD degrees, 16.2% of the respondents have Bachelor's Degree, 5.9% holds Ordinary Diploma, 0.7% had certificate while 0.3% had other qualifications. From the finding we can conclude that many employees within universities had master degree and PhD degrees. Table 4.3 shows the results of the findings.

Table 4.3: Level of Education

	Frequency	Valid Percentage
Certificate	2	.7
Ordinary Diploma	18	5.9
Bachelor Degree	49	16.2
Masters Degree	141	46.5
PhD Degree	92	30.4
Others	1	.3
Total	303	100.0

Based on employment category, the results showed that most of the workers at the Kenyan universities mainly comprised of non-Teaching employees at 60.1% while teaching staff forms 39.9%. It can therefore be concluded that majority of university employees in Kenya are non-teaching staff. Table 4.4 shows the result.

Table 4.4: Teaching or Non-teaching

	Frequency	Percent	Cumulative Percent
Teaching	121	39.9	39.9
Non-Teaching	182	60.1	100.0
Total	303	100.0	

4.4. Pilot study results:

A pilot study was conducted to establish whether the research instrument was valid or reliable for data collection. The testing was done using a sample of 38 questionnaires which were obtained randomly and where reliability, validity and factor analysis was performed and findings were discussed.

4.4.1 Reliability and Validity of research instruments:

Reliability of a measure indicates the extent to which it is without bias (error free) thus ensuring consistent measurement across time and the various items in the instrument. Reliability of the instrument was carried out using Cronbach's alpha constant (co-efficient) which is a measure of internal consistency and average correlation. It ranges between 0 and 1 (Kipkebut, 2010). As a rule of thumb acceptable alpha should be at least 0.70, (Mugenda & Mugenda, 2003). Higher

alpha coefficient values mean there is consistency among items in measuring the concept of interest. Cronbach constant test was carried out for every variable. The Cronbach's alpha coefficient for career development strategy was conducted and out of eight items, none of the items was deleted. The overall alpha coefficient was 0.903 which also above 0.7.

Table 4.5: Reliability of instruments

Variable	Cronbach's Alpha before removing some items	Cronbach's Alpha after removing Some items	No of Items before removing some factors	No of Items after removing some factors
Career Development Strategy	0.903	0.903	8	8

4.4.2 Factor Analysis:

Factor analysis focuses on the internal-correlations among data to come up with internally consistent surrogates of the variable (Mugenda, 2003). Cooper and Schindler (2014) suggested that factor loadings of 0.7 and above are acceptable. In this study, factor analysis was used to reduce the number of indicators which do not explain the influence of various explanatory variable on retention of employees. Hair *et al.*, (2009) and Tabachnick and Fidell (2007) described the factor loadings as follows: 0.32 (poor), 0.45 (fair), 0.55 (good), 0.63 (very good) or 0.71 (excellent). Career development strategy had eight items and from the original list of eight items put forward to measure the influence of career development strategy on retention of employees in universities in Kenya, the principal component Analysis (PCA) method discarded no item. Factor loadings recorded was between 0.611 and 0.866 with average factor loading of 0.731 as shown in Table 4.6. This was also more than 0.40 which is the threshold. The result shows that all the items under consideration were valid.

Table 4.6: Factor loadings for career development strategy

Career development strategy statements	Factor Loadings
1. The university has career development strategy in place.	.742
2. In this university employees are trained and developed in various capacity development programs.	.616
3. Career development programs are aligned with employee personal goals and university vision and mission.	.733
4. Top management supports both individual and organization's career development programs.	.782
5. In this university employees are given promotional opportunities.	.661
6. Staff promotion opportunities in this university are done competitively.	.611
7. In this university there are clear talent management processes.	.836
8. In this university staff with unique talents and skills are indentified, recognized and rewarded.	.866
Total factor loading	.731

4.5 Career Development Strategy:

The objective of the study sought to determine the influence of career development strategy on retention of employees in universities in Kenya. The respondents were asked to rate the extent to which they agree or disagree with the following statements as concerns career development strategy in their universities: - The Universities has career development strategy in place, 2.3% strongly disagreed, 7.3% disagreed, 17.5% were neutral, 52.1% agreed and 20.8% strongly agreed. This finding was consistent with Light, Calkins, Cox and Demirel (2009) who explained/observed that the 21st century changes required workers to develop skills and competencies that differ substantially from the knowledge and `abilities required in the 20th century.

In regard to know whether or not the university employees are trained and developed in various capacity development programs, 2.6% strongly disagreed, 9.9% disagreed, 26.2%1 were neutral, 45.4% agreed and 15.9% strongly agreed. Average score rate was 3.6192 out of 5 and standard deviation of 0.95620 was recorded. This also indicated that majority of the respondents in universities in Kenya were agreement that university employees are trained and developed in various capacity development programs. This finding concurred with Armstrong (2009) when he asserted that lack of clear career path or development is a major cause of poor employee retention. To know whether or not career development programs are aligned with employee personal goals and university vision and mission, 8.9% strongly disagreed, 10.9% disagreed, 29.1% were neutral, 34.4% agreed and 16.6% strongly agreed. Average score rate was 3.3874 out of 5 and standard deviation of 1.15231 was recorded. This also indicated that majority of the respondents in universities in Kenya were

somehow in agreement that university career development programs are aligned with employee personal goals and universities' vision and mission.

To know whether top management supports both individual and organization's career development programs, 2.3% strongly disagreed, 12.2% disagreed, 28.1% were neutral, 34.7% agreed and 22.8%1 strongly agreed. Average score rate was 3.6325 out of 5 and standard deviation of 1.03783 was recorded. The finding indicated that majority of the respondents in universities in Kenya were in agreement that top management supports both individual and organization's career development programs. This finding was consistent with the study of Bakker and Demerouti, (2008) who supported the individual effort in career development also demanded the corporate structure involvement within the career development of its staff and leaders to support it which will increase workers' trust, job satisfaction and lower turnover intentions and usually improve leader performance.

Further analysis was aimed to determine the extent to which the university employees are given promotional opportunities, 1.0% strongly disagreed, 11.6% disagreed, 15.9% were neutral, 49.3% agreed and 22.2% strongly agreed. Average score rate was 3.8013 out of 5 and standard deviation of 0.94725 was recorded. The finding suggest that majority of the respondents in universities in Kenya were in agreement that university employees are given promotional opportunities. This was supported by findings of Stahl, Björkman, Farndale, Morris, Paauwe, Stiles and Wright, (2012) in their article on "principles of effective global talent management" which insisted that employees be given promotional opportunities to be retained. On the other hand, to determine whether or not staff promotion opportunities in universities are done competitively, 2.6% strongly disagreed, 12.9% disagreed, 23.1% were neutral, 46.9% agreed, and 14.5% strongly agreed. Average score rate was 3.5762 out of 5, and standard deviation of .97774 was recorded. The finding suggests that majority of the respondents in universities in Kenya were in agreement that staff promotion opportunities in universities are done competitively. This was also supported by this article on "principles of effective global talent management" by Stahl, *et. al.* (2012) which insisted that staff promotion opportunities in companies should be done competitively.

To find out if within the universities there are clear talent management processes: 6.6% strongly disagreed, 24.4% disagreed, 36.6% were neutral, 25.4% agreed, and 6.9% strongly agreed. Average score rate was 3.0199 out of 5, and standard deviation of 1.02117 was recorded. The respondents in universities in Kenya again did not agree that there are clear talent management processes. However, Armstrong and Taylor (2014) stated that Talent management processes is vital to any organization and should not be limited to the favored few as pointed out also by DeLong and Vijayaraghavan (2003) when they suggested that the unsung heroes of corporate performance are the capable, steady performers.

Lastly, the respondents were asked to state whether or not staff within universities with unique talents and skills are identified, recognized and rewarded, 13.2% strongly disagreed, 40.7% disagreed 19.9% were neutral, 20.5% agreed, and 5.6% strongly agreed. Average score rate of 2.6457 and standard deviation of 1.11631 was recorded suggesting that the universities do not identify, recognize and reward unique talents and skills. This finding was consistent with the study done by Prince (2004) who stated that organizations should identify talented employees to achieve a competitive advantage in the economic environment. The overall finding shows that career development strategy somehow influences retention of employees in universities in Kenya. This finding was consistent with the study done by Prince (2005) who explicitly stated that for an organization to gain and maintain competitive advantage, talented, skilled and productive employees are required and at the same time these employees need career development to enhance and cultivate their competencies. This was supported with an overall rating 3.4375 and standard deviation of 1.0166. The rest of the results are shown in table 4.7.1

Table 4.7.1: Career Development strategy descriptive analysis

Statement	S.A	D	N	A	S.A	Mean	Std. Dev
CDS1	2.3%	7.3%	17.5%	52.1%	20.8%	3.818	.92399
CDS2	2.6%	9.9%	26.2%	45.4%	15.9%	3.619	.95620
CDS3	8.9%	10.9%	29.1%	34.4%	16.6%	3.387	1.1523
CDS4	2.3%	12.2%	28.1%	34.7%	22.8%	3.633	1.0378
CDS5	1.0%	11.6%	15.9%	49.3%	22.2%	3.801	.9473
CDS6	2.6%	12.9%	23.1%	46.9%	14.5%	3.576	.9777
CDS7	6.6%	24.4%	36.6%	25.4%	6.9%	3.020	1.0212
CDS8	13.2%	40.7%	19.9%	20.5%	5.6%	2.646	1.1163
Total						3.4375	1.0166

4.5.1 Retention of Employees:

In this section, we are concerned with the descriptive analysis of the dependent variable (retention of employees). The respondents were asked to state their level of agreement on the following items regarding retention of employees in universities in Kenya. The findings were as follows: On whether the university has a robust retention strategy in place and implements it, 33.1% of the respondents agreed, and 16.2% strongly agreed, 18.9% were undecided, 29.1% disagreed and only 2.6% of the respondents strongly disagreed. An average score rate of 2.8963 was recorded with a standard deviation of 0.99290. This suggested that majority of the universities have a robust retention strategy in place and implements it. Concerning whether the respondents would recommend this university to family or friends as a great place to work, 7.3% strongly agreed, 30.6% agreed, 36.9% were neutral, 23.3% disagreed and 2.0% strongly disagreed. This also indicated that majority the university employees would recommend this university to family or friends as a great place to work. This finding was consistent with the study done by Guma (2011) who stated that an 'employer of choice' is one who is highly regarded by a targeted population of employees because they offer great opportunities in line with niche market with attractive rewards. The overall mean rate of 3.2508 and standard deviation of 0.96271 was recorded.

The respondents were asked to state whether or not they are encouraged to come up with new ways of doing things in their role; 44.9% of respondents agreed, 5.0% strongly agreed, 21.5% were undecided, but 25.7% disagreed and 3.0% strongly disagreed. An average score of 2.9967 out possible 5 and standard deviation of 0.97105 was recorded. This suggested that employees within universities are encouraged to come up with new ways of doing things in their role. This finding was closely consistent with the study done by E. Sofijana and V. Zambijakin-chatleska (2013) who found out that employee involvement and participation are empowerment programs that have a direct and significant correlation to the managerial perception of organizational performance as this enhances the employees' innovativeness. In addition to that, the respondents were asked whether the universities employees have a clear understanding of their job responsibilities and what was expected of them. 53.3% of the respondents agreed, 14.9% strongly agreed, 19.9% were undecided 8.6% disagreed and 3.3% strongly disagreed. An average score rate of 3.6355 was recorded with a standard deviation of 3.08670. This also indicated that majority the university employees have a clear understanding of their job responsibilities and what was expected of them. This finding was consistent with the study done by (Samuel & Chipunza, 2013) who stated that employees are likely to remain with an organization only if they believe that the organization shows more interest and concern for them, if they know what is expected of them, if they are given a role that fits their capabilities and if they receive a regular positive feedback and recognition. To find out if the employees within the universities do not want to leave their current jobs, the majority of the respondents at 34.7% were undecided 27.1% agreed, 9.2% strongly agreed, but 24.1% disagreed and 5.0% strongly disagreed. A mean score of 3.0836 out of 5 and standard deviation of 1.20807 was recorded. This implied that majority of university workers are somehow not satisfied with their work and as such are undecided whether to quit their current jobs or not. This finding was consistent with the study done by Boomer Authority (2009) who found out that retention factors incorporating the needs and desires of employees at any age enhance levels of individual job satisfaction, loyalty and commitment and thus they will be retained for a longer time within the organization.

To find out whether universities employees are in their current job assignment because they do not want to expose themselves to alternative employers, the majority of the respondents at 38.0% agreed, 21.8% were undecided, 29.0% strongly agreed, but 7.9% disagreed and 3.3% strongly disagreed. Mean score of 3.0836 out of 5, and standard deviation of 1.23434 was recorded. In conclusion, many employees within universities in Kenya do not want to expose themselves to alternative employers. This is probably because of fear of losing their jobs, but further research should be conducted to investigate this. Similarly, the respondents were asked to state whether they are actively searching for an alternative job assignment elsewhere; 45.9% agreed, 23.1% were undecided, 9.2% strongly agreed, but 19.1% disagreed and 2.6 % strongly disagreed. A mean score of 2.9666 out of 5 and standard deviation of 1.22292 was recorded. Again the respondents were in agreement that they are actively involved in searching for other alternative job assignments.

The respondents were asked to state if they do interesting and challenging work; 33.4% agreed, 32.1% were undecided, 11.9% strongly agreed, but 19.2% disagreed and 3.3 % strongly disagreed. A mean score of 3.6622 out of 5 and standard deviation of 1.165 was recorded. Lastly, the respondents were asked to state if they feel the level of responsibility given to them was acceptable. The responses were as follows: 33.1% agreed, 18.9 % were undecided, 16.2 % strongly agreed, but 29.1% disagreed, and 2.6 % strongly disagreed. A mean score of 3.6622 out of 5 and standard deviation of 1.165 was recorded.

In general the respondents were in agreement as far as the items listed under retention of employees are concerned i.e. the respondents were in agreement that they are actively involved in searching for other alternative job assignments. This was consistent with the findings of the studies done by Mwiria (2007), Waswa and Katana (2008), Schneider and Bowen (2009) and Waithaka (2012) whose studies had shown that universities' staffs in public had been quitting and searching for lucrative jobs in many countries like Namibia, South Africa, Canada, USA and Asia among others due to poor human resource management practices and poor governance Tetey (2009) by the universities. The details of the findings are shown in table 4.7.2.

Table 4.7.2: Retention of employees' descriptive statistics

Statement	S.D	D	N	A	S. A	Mean	Std. Dev
RE1	2.6%	29.1%	18.9%	33.1%	16.2%	2.896	.99290
RE2	2.0%	23.3%	36.9%	30.6%	7.3%	3.251	.96271
RE3	3.0%	25.7%	21.5%	44.9%	5.0%	2.997	.97105
RE4	3.3%	8.6%	19.9%	53.3%	14.9%	3.636	3.0867
RE5	5.0%	24.1%	34.7%	27.1%	9.2%	3.084	1.2080
RE6	3.3%	7.9%	21.8%	38.0%	29.0%	2.595	1.2343
RE7	2.6%	19.1%	23.1%	45.9%	9.2%	2.967	1.2229
RE8	3.3%	19.2%	32.1%	33.4%	11.9%	2.468	1.1707
RE9	2.6%	29.1%	18.9%	33.1%	16.2%	3.662	1.1656
Total						2.987	1.3562

4.6 Diagnostic Tests:

4.6.1 Identity Correlation Matrix Test:

Factor analysis was conducted to ascertain the suitability of all the factors observed within the variable. A first correlation matrix was obtained for all the factors and scrutinized for chances of Multicollinearity. Correlation matrix gives the correlation coefficients between a single factor and every other factor in the investigation. The correlation coefficient between a factor and itself is always 1; hence the principal diagonal of the correlation matrix contains ones.). According to Tables of correlation Matrices in the table 4.8 (1, 2, 3, 4, 5 and 6), there was no Multicollinearity amongst the observed factors for the variable under investigation, and the matrices were also identity matrices. Further analysis using the determinants of the correlation matrices shown at the foot of each table indicates that the matrices obtained were all identity matrices since the determinants were all greater than 0.00001, so there was no problem of Multicollinearity for the variable.

Table 4.8 Correlation Matrix for CDS

	CDS1	CDS2	CDS3	CDS4	CDS5	CDS6	CDS7	CDS8
CDS1	1.000	.613	.678	.675	.570	.510	.402	.317
CDS2	.613	1.000	.635	.705	.415	.488	.488	.474
CDS3	.678	.635	1.000	.783	.539	.524	.541	.479
CDS4	.675	.705	.783	1.000	.601	.540	.524	.498
CDS5	.570	.415	.539	.601	1.000	.687	.385	.244
CDS6	.510	.488	.524	.540	.687	1.000	.624	.486
CDS7	.402	.488	.541	.524	.385	.624	1.000	.726
CDS8	.317	.474	.479	.498	.244	.486	.726	1.000

a. Determinant = .005

4.6.2 Correlation analysis of independent variable:

In this study, Pearson product moment correlation coefficient (r 's) was used to establish the relationship between the independent variable. The correlation coefficients are summarized in Table 4.9. The findings also revealed that there was a significant relationship between the independent variable since all the p-values were less than 0.01, that is p-values $0.000 < 0.01$. Even though there was a significant relationship between the independent variable, there was no problem of multicollinearity among the variable since all the r values were less than 0.8 as suggested by Tabachnick and Fidel (2007).

Table 4.9: Correlation analysis of independent variable

		CDS	ERS
CDS	Pearson Correlation	1	.625**
	Sig. (2-tailed)		.000
	N	303	303
ERS	Pearson Correlation	.625**	1
	Sig. (2-tailed)	.000	
	N	303	303

4.6.3 Multicollinearity test for independent variable:

In the study, multicollinearity test was tested using Variance Inflation Factor (VIF). A VIF of more than 10 ($VIF \geq 10$) indicates a problem of multicollinearity. According to Montgomery (2001), the cut-off threshold of 10 and above indicates the existence of multicollinearity while tolerance statistic values below 0.1 indicate a serious problem while that below 0.2 indicates a potential problem. The results in table 4.10 the VIF value for career development strategy was established to be 2.449 while its tolerance statistic was reported to be .408.

Table 4.10: Multicollinearity of the independent Variable

Model 1	Strategy	Collinearity Statistics	
		Tolerance	VIF
	(Constant)		
	Career development strategy	.408	2.449

4.6.4 Career development strategy linearity test:

Similarly as was the case of other variable, to establish whether there is a linear relationship between career development strategy and employee retention, the study adopted the Pearson moment's correlation coefficients which the result is presented in table 4.11. The results indicated that the variable career development strategy and retention of employees had a strong positive relationship as indicated by a correlation coefficient of .764**. This implied that there was a linear positive relationship between career development strategy and retention of employees. Thus an increase in career development strategy would result in a linear increase in retention of employees.

Table 4.11: Career development strategy correlations coefficients

		Retention of Employees	Career Development Strategy
Retention of Employees	Pearson Correlation	1	.764**
	Sig. (2-tailed)		.000
	N	303	303
Career Development Strategy	Pearson Correlation	.764**	1
	Sig. (2-tailed)	.000	
	N	303	303

** . Correlation is significant at the 0.01 level (2-tailed).

Scatter plot between career development strategy and retention of employees as shown in figure 4.3 shows clearly that there was a linear relationship between career development strategy and retention of employees.

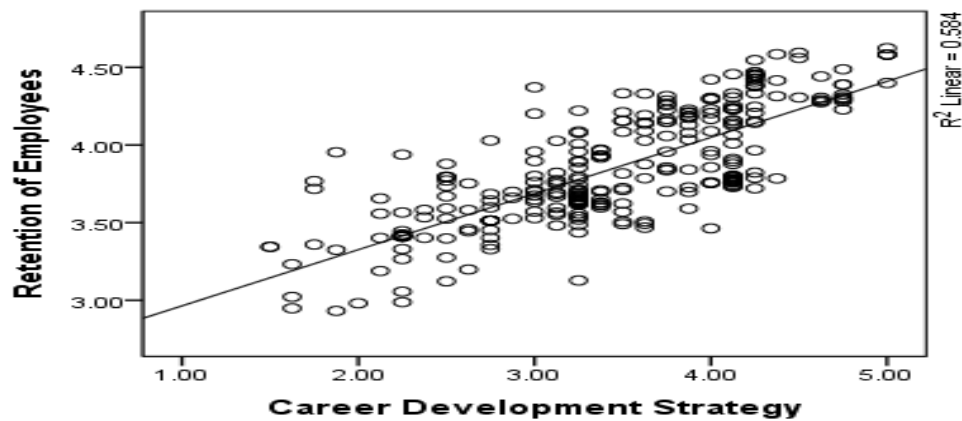


Figure 4.3: Scatter plot of career development strategy and retention of employees

4.6.5 Career development strategy regression analysis:

Regression analysis was conducted to establish the association between the career development strategy and retention of employees. From the findings, an R- square value of 0.584 was recorded indicating that career development strategy explained 58.4% of retention of employees. Model summary table 4.12 shows the findings.

Table 4.12: Model summary for career development strategy

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
2	.764 ^a	.584	.583	.23349	1.612
a. Model 1 Predictors: (Constant), X1 and X					

4.6.6 ANOVA. Career development strategy:

The F-statistics 423.059 presented in table 4.13 indicates that the overall model was significant, that is, the independent variable, career development strategy was a good joint explanatory for retention of employees. P- Value was 0.000<0.05 also indicated that the model was fit.

Table 4.13: ANOVA. Career development strategy

Model		Sum of Squares	Df	Mean Square	F	Sig.
2	Regression	23.064	1	23.064	423.059	.000 ^b
	Residual	16.409	301	.055		
	Total	39.473	302			
a. Dependent Variable: retention of employees (Y)						
b. Model 1 and 2 Predictors: (Constant), X ₁						

4.6.7 Coefficient: Career development strategy (X₁):

From the regression coefficient table, there was a positive and significant relationship between career development strategy and retention of employees. The model is given as $Y = 2.603 + .362X_1$. The regression coefficient of 0.362 indicates that an increase in career development strategy by 1 unit leads to an increase in retention of employees by 0.362 units.

Table 4.14: Regression coefficients- career development strategy

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.603	.062		41.837	2.60		
	Career Development Strategy	.362	.018	.764	20.568	.362	1.000	1.00
a. Dependent Variable: retention of employees (Y)								

From the analysis, the null hypothesis was rejected indicating that there was a significant relationship between career development strategy and of employee's retention in universities in Kenya.

5. SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction:

This chapter presented the summary of the findings, and it also provided conclusion and recommendations of the study based on the objectives of the study. The main objective of this study was to examine the influence of Career development strategies on retention of employees in universities in Kenya.

5.2 Summary of major findings:

Findings from the inferential statistics indicated that Career development strategies had a significant positive influence on retention of employees in universities in Kenya. Further, the study noted that retention of key employees was perhaps the biggest challenge facing universities both in Kenya and in the developing world leading to poor performance, reduced standards and quality of education in higher institutions of learning. The study also found that career development strategy as an independent variable individually influenced retention of employees in universities in Kenya.

5.2.1 Career Development strategy:

The study found that universities in Kenya have career development strategy in place. The study also found that university workers are trained and developed in various capacity development programs. Also, the study found that universities employees in Kenya are given promotion, and also promotional opportunities were done competitively. However, the study found that career development programs are neutrally aligned to employee personal goals and universities' vision and mission. Majority of the respondents were in agreement that the university's top management supports both individual and organization's career development programs. Respondents did not agree that universities had clear talent management processes. Further, they said that universities in Kenya do not identify, recognize and reward unique talents and skills. Finally, respondents somehow supported both individual and organization career development programs. Overall, the finding showed that career development strategy somehow had a significant positive relationship with retention of employees in universities in Kenya. This was supported by overall rating score of 3.4375 and standard deviation of 1.0166. The study found that career development strategy influenced 58.4% of retention of employees in universities in Kenya. However, respondents made a number of recommendations to help strengthen career development strategies to support retention of employees in universities in Kenya.

5.2.2 Retention of employees:

The study found that majority of universities in Kenya had robust and effective retention strategy in place and implemented them. An average score rate of 2.8963 was recorded with standard deviation of 0.99290. On the question on whether universities employees are fully engaged in work by their employer, the study found that an overall of score mean rate of 3.2508 was obtained.

In addition on the question on whether employees in universities in Kenya are happy and satisfied, the study found that majority had 44.9%. Also, according to the study majority of the universities employees are committed to their work roles. Further, majority of the universities employees are somehow not satisfied with their work and as such are undecided to quit their current jobs or not.

Majority of employees within universities in Kenya do not want to expose themselves to alternative employers, probably because of fear of losing their jobs. This requires further research to be conducted to investigate it. In similar cases, respondents also said they are actively searching for an alternative job assignment elsewhere. This clearly suggest that majority of employees in universities in Kenya are not satisfied. Therefore respondent made a number of recommendations to help strengthen retention of employees in universities in Kenya.

5.3 Conclusion of the study:

Based on the findings of the study, it can be concluded that there was a significant positive relationship between Career development strategies and retention of employees in universities in Kenya. The study concluded that employees would be loyal and willing to be retained longer if management puts in place career development opportunities like frequent capacity development and competence training to improve employee capabilities which lead to improved productivity. Hence, the inability by universities in Kenya to fail not to focus develops clear career development strategy will likely be a major cause of poor retention.

5.4 Recommendations of the Study:

5.4.1 Career Development Strategy:

An excellent career development strategy should be a lifelong process of managing learning, work, leisure, and transitions to move toward a personally determined and evolving preferred future. This study makes the following recommendations to top universities management boards/councils to enhance career development strategies on retention.

Each university should invest in the personal development planning process to enhance performance management and enhance capacity building. This requires that they should have a clear strategy that facilitates career progression like counseling, training, furthering studies and delegation of managerial responsibilities to subordinate from time to time. Further, there should be the continuous training of employees on new job skills to make them perform their jobs more efficiently and effectively as well as revise their work details to match skills required. The study recommends that Universities should not only come up with an all-inclusive a training policy that is not discriminative but preferably one which gives equal opportunities for all cadres of employees such as career development programs for their non-teaching staff which is currently not well structured leaving individual employee to configure own training and hence increasing chances of retaining them.

Universities should continuously observe meritocracy while promoting their employees as this serves as a source of incentive for employees to be retained. Universities should match employee competence with work performed, identifying aptitudes and spread abilities and nurture them appropriately as this makes employee develop a sense of being valued hence will develop strong feelings to stay. Employees having exceptional skills should be identified and be rewarded. This motivates employees to work even harder and develop a sense of belonging hence the feeling to stay.

Universities should come up with policies on talent management initiatives and career development activities to assist in acquiring training and higher education to develop a strong human capital base and provide leadership to enable employees who are highly skilled, and high performing, talented and committed be identified and rewarded. Also every employee should be aware of their career progression from the point of employment to enable them to choose relevant training and development programs in their areas of practice and specialization hence this will help employees develop feelings of being retained.

5.4.2 Retention of Employees In Universities In Kenya:

Retention of key employees is critical for success and survival of an organization. In universities, key employees include technical, academic and professionals. The study recommends to top management in universities in Kenya that they should implement a robust retention strategy to manage retention of key employees who are committed, skilled and talented to help achieve university goals. Secondly, Top management should also invest in career growth and talent management initiatives. By providing them with opportunities to learn new skills or knowledge as this signals an investment in their present and future career growth, and hence employees get job satisfaction which motivates them to consider staying longer.

The study noted that universities should create more enabling and conducive environment free from biases and victimization, i.e. human resource managers should understand retention environment not as a policy but as a combined effort with employees by receiving feedback and suggestions and deal with challenges facing them and develop a clear structure of retention policies and implement them. The key is open channel of feedback from employees to allow shape internal policies, soliciting inputs from employees, suggestions and insights (surveys) into what compels them to remain at the company is invaluable for identifying the policies that are indeed contributing to your employee retention strategy and for learning if there's any room for improvement as this enables employees enjoy their current job and are encouraged to stay.

Universities should put an effective communication across the organization as this improves their morale significantly since employees feel free to speak their minds, share their ideas, address conflicts, and other grievances, and participate in the company's evolution. This requires that top management be committed to open, transparent, and respectful communication, and encourages this behavior in every employee in the organization. An bonus of these practices is that they will enhance trust in top management, which is another crucial factor in maintaining satisfied employees who are willing to stay longer.

The study recommended to top universities management boards employees should be given a precise role specification and job description with regular assessments made to employees. This is possible by communicating with employees to ensure they have a crystal-clear understanding of their job duties, company policies, and so on, and provide employees with regular feedback, so they know how they are being evaluated, and rewards should be base on prevailing market rates. This enables them to set a career development program that they want to progress in hence will be motivated to stay.

Also, universities should have an attractive reward system where incentives are developed and implemented based on performance appraisal conducted frequently and which brings forth the component of rewards to avoid employees searching for alternative jobs. Soliciting employees' feedback is important in learning more about the benefits that would truly enhance their lives and wellbeing, and consider allowing for customizable benefits options to account for the fact that different demographics of employees (e.g., Boomers versus Millennia's) tend to be motivated by different factors. Employees contribute a huge percentage to the running of an organization hence its essential that they feel respected and valued. Employees should be treated fairly, and that top management consistently acknowledges employees for jobs well done as well as match skills to remunerations by providing greater rewards in the form of bonuses, part-time payment, raises, promotions paid time off, and gifts that provide actual value to employees' lives.

Universities need to the device and implement retention strategy which includes job security and where employee development is guaranteed as well as employee satisfaction methods by creating employee involvement initiatives as much as possible by encouraging more bonding and engagement between top management and employees. Universities also need to improve on employee diversity to enhance interaction, sharing of ideas, knowledge, and information. Finally, the study recommended universities should engage more employees in decision making and delegation of managerial duties to sharpen their skills and knowledge. This creates loyalty hence employees feel motivated to stay.

5.5 Areas for Further Research:

The purpose of this study was to examine the influence of career development strategies on retention of employees in universities in Kenya. A similar study could also be done to determine the influence of career development strategies on retention of employees in some other organizations in Kenya such as non-profit organizations, manufacturing and commercial sectors considering the importance of human resources to their survival and success in the competitive business environment and their contribution to the economic growth and development in the country.

Another area of study or research could also be done in universities or some other organizations to examine the influence of career development strategies on performance of their employees using entirely different set of independent variables such as age, gender, sample size, marital status or hierarchy.

Thirdly, in this study it was also noted that career development strategies are many and dynamic hence another study could be done using an entirely different set of resourcing strategies to investigate their influence on retention, performance, commitment, engagement and even job satisfaction of employees in existing organizations in Kenya. Finally, in this study respondents also said that they were exposing themselves to alternative job assignments or to some other employers somewhere else, this suggests that they were dissatisfied, hence it is evident that there is need to conduct a further research other than this study to investigate the cause of this dissatisfaction in universities in Kenya.

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