

Role of Career Management Practices on Employees' Performance in Milling Industries in Kenya: A Case of Unga Group Limited

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Abstract: Career management practices benefit both employees and the organization they work for. Employees benefit from improved, more marketable skills that allow for increased mobility within the organization while the organization benefits from increased employee talent, performance and commitment and reduce employee intention to leave for alternative employers. The employee performance of manufacturing sector workers in Kenya has been a major concern to the management board, investors and other stakeholders. The prevailing situation at the work place has been one of low work performance and low production level. In this study the main objective of this study was to find out the role of career management strategies on employees' performance in milling industries in Kenya. A case of Unga Group Limited. With the following Specific Objectives of the Study ; to determine the role of career planning programs on employees' performance ,to find out the role of career development program on employees' performance ,to examine the role of career counselling programs on employees' performance and finally to determine the role of career development goals and expectations for diverse workforce on employees' performance. The study population was 2100 employees of Unga Group Limited with a total of 210 employees as sample size. Descriptive survey design was used in this study. Primary and secondary data was used. While self-administered questionnaire and interview guide were used to collect primary data, the study reviewed the previous evaluation reports to seek the secondary data on performance. Based on the findings majority of the respondents indicated that career management strategies has a significant role on employees' performance. The findings also show that career planning programs, career development program, career counselling programs on employees' career development goals and expectations for diverse workforce has a significant role on employees' performance. Therefore the research recommends that the organization top management should adopt a culture that promotes career management. The organization should regularly conduct career planning programs, career development program, career counselling programs on employees' career development goals and expectations for diverse workforce so as to impact of the knowledge on how career management should be managed.

Keywords: career planning programs, career development program, career counselling programs on employees' career development goals and expectations for diverse workforce.

1. INTRODUCTION

1.1 Background of the Study

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, 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).

Performance is how productive an employee is and whether it can work effectively with an organization in the future so that employees, organizations, and society all benefit. Performance can also be interpreted as a result achieved by a person (employee) according to the size applicable to the work in question (Miner, 2003). One of the factors that can affect the performance of employees is the organization's attention to employee career management strategies.

Having a good career management strategies in an organisation plays a vital role in employee performance, 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 management 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.

Although the origin of career could be traced to the fifteenth century (Brown & Brook 2002) and earlier, organized career counselling had no clear beginning. According to Mondy (2008) modern theories of career management began appearing in literature during the 1950s. At that time, occupational choice focus of the first 40 years of career management was beginning to give way to a broader, more comprehensive view of individuals and their occupational development over their life span. In the 1960s, knowledge about occupational choice as a developmental process increased dramatically. At the same time, the terms career and career management became popular, so that many people today prefer them to vocation and vocational development. In the 1970s, the definitions of career and career management used by some writers became broader and more encompassing.

A debate has raged among scholars on the determination of the party chargeable for career management. 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 (Kulvisaechana, 2006). Bakker and Demerouti (2008), whereas, supporting the individual effort in career management 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 management is employee-owned, manager facilitated and organization supported.

Workers in contemporary society are expressing a strong desire to pursue more than just a job. They are looking for employment opportunities that promise an extension of their interests, personality and abilities. Then want a variety of things from their jobs besides a pay cheque and a few fringe benefits, and their loyalty to the organization depends upon the degree to which their employer satisfies these wants (Bartlett, 2012). With improved living standards, workers are no longer satisfied to have just a job and the usual fringe benefits. They want a career that expresses their interests, personality, abilities and that harmonizes with their total life situation. Unfortunately, most employers have failed to recognize this need and the tools and experiences they provide do not enable workers to develop in their career, (Nzuve, 2007).

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.

Kemboi (2014) looked at the perceived effect of career management practices on employee retention at the Kenya Post Office Savings Bank. The study found out that career management practices that are being practiced at Post Bank include career planning, guidance and counselling, coaching and mentoring and training. These are geared towards retention of employees in the bank.

Kelley (2012) examined career development practices among commercial Banks in Kenya. The main objective of the study was to determine the career development practices among commercial banks in Kenya. The study established that there are several career development practices that are evident among commercial banks in Kenya. With the realization that most staff do not have competency skills in manufacturing industries (Lewa, 2009), Flour Milling companies have encouraged their members of their staff to undertake further studies and training on their field of the studies as well as other career development initiatives. Milling companies do finance such initiatives (Kinyanjui, 2007) Hence career management is not simply a means of arming employees with skills they need to perform their jobs, it is often deemed to be representative of an employer's commitment to their work force (Alnaqbi, 2016).

1.1.1 The Flour Milling Industry in Kenya

The flour milling industry in Kenya comprises of two levels of private players i.e., the small-scale and large-scale players with no government owned milling firm. Majority of the large milling firms are confined to the major Kenyan towns and the current market allows for free entry and exit by various milling firms in to the market. Shortages of the raw material coupled with surging wheat prices at the world market are adversely affecting the operations of flour milling industry. The Flour Milling Industry is characterized by many key features which distinguish it from other sectors of the economy.

With turnover and earnings driven primarily by market share and capacity utilization, the major determinant of success among its players is organic growth and cost leadership (Owuor, 2009). The level of competition that exists within the industry is extremely keen. The success of each individual company is hinged on its ability to gain market share and this has made the industry players to go through various lengths to increase capacity and to manage their costs. This has encouraged the players in the industry to adopt strategic management in their management system in order to increase performance of their employees. However much that they have adopted strategic management, they have not fully utilized their potential of meeting the needs of the market and this could probably be due to the disconnect between strategic management practices like employee career management and employee performance.

1.2 Statement of the Problem

Successful organizations are increasingly realizing that career management is clearly the most critical element in ensuring high employee performance (Murray, 2008). According to Keiningham and Aksoy (2009), the long term success of any company depends heavily upon the quality of its workers. Employees are major assets of any organization; they play an active role towards company's success that cannot be underestimated and equipping these unique assets through effective training becomes imperative in order to maximize the job performance. Career management often is used to close the gap between current performances and expected future performance (Kaya & Ceylan, 2014).

A quality assessment and service delivery improvement strategy report by Khamasi (2014) revealed low employee performance and productivity which had led to decline in the customer satisfaction level in Unga Group Limited from 86% in 2013/2014 to 66.50% in 2011/2012. The findings also revealed that the employee satisfaction level in Unga Group Limited had declined from 80% in the year 2017/2018. Hence this study will look at role of the following career practices; career planning practices, career development programs, career counselling programs and career development goals and expectations on employees' performance in Flour Milling Industry

1.3 Objectives of the Study

1.3.1 General Objective of the Study

The general objective will be to find out the role of career management strategies on employees' performance in milling industries in Kenya. A case of Unga Group Limited.

1.3.2 Specific Objectives of the Study

1. To determine the role of career planning programs on employees' performance in milling industries in Kenya. A case of Unga Group Limited.
2. To find out the role of career development program on employees' performance in milling industries in Kenya. A case of Unga Group Limited.

3. To examine the role of career counselling programs on employees' performance in milling industries in Kenya. A case of Unga Group Limited.
4. To determine the role of career development goals and expectations for diverse workforce on employees' performance in milling industries in Kenya. A case of Unga Group Limited.

1.4 Research Questions

The research questions this study were:

1. What is the role of career planning programs on employees' performance in milling industries in Kenya. A case of Unga Group Limited?
2. What is the role of career development program on employees' performance in milling industries in Kenya? A case of Unga Group Limited.
3. What is the role of career counselling programs on employees' performance in milling industries in Kenya? A case of Unga Group Limited.
4. What is role of career development goals and expectations for diverse workforce on employees' performance in milling industries in Kenya. A case of Unga Group Limited

2. LITERATURE REVIEW

2.1 Introduction:

The underpinning theory particular of this study included; Holland's Theory of career Choice, Donald Super's Life-Span/ Life-Space Theory, Krumboltz's Theory and Hall theory To illustrate the fundamental concepts of career management strategies and employees performance concept, a conceptual framework that integrates the independent and dependent variable was developed as shown in figure 1.

2.2.1 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.

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, ocial 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. In over 450 research studies, Holland types appear to be stable over time and across gender and racial lines. This theory supports the first independent variable on the need of career planning

2.2.2 Donald Super's Life-Span/ Life-Space Theory

This theory was developed by Donald Super in the 1950s. Super (1990) believed that humans are anything but static, and that personal change is continuous. Super's Life-Span/Life Space is a very comprehensive developmental model that attempts to account for the various important influences on a person as they experience different life roles and various life stages. Some of Super's main tenets are that; every individual has potential; people have skills and talents that they develop through different life roles making them capable of a variety of tasks and numerous occupations; in making a vocational choice, an individual is expressing his or her understanding of self; his or her self-concept. People seek career satisfaction through work roles in which they can express themselves and implement and develop their self-concept; self-knowledge is key to career choice and job satisfaction.

This theory supports the importance of having in place career development programs (tools) that will assist employees obtain skills and knowledge to perform their roles. It also supports the diverse workforce expectations in the Growth, exploration, establishment, maintenance and disengagement stages of their career growth (Super, 1990).

No single theory of career development is comprehensive. As career practitioners, we need to recognize and be aware of a theory's strength, weaknesses and inherent biases. There is need to use a holistic approach by pulling from a combination of career development theories and approaches.

2.2.3 Hall's Model

This theory was developed by Edward T. Hall in 1966. Hall's Model (1986) of organizational career development is proposed to link individual and organizational needs. Hall provides a six-step model of organizational career development. The first step is referred to as the 'career context' stage. In this stage, the employee must exhibit some level of motivation for career exploration. Meanwhile, the organization must have an internal labour market, the need for movement, a fairly clear career path, and a policy of promoting employees from within the organization (Cole, 2015).

Hall's model appears to make heuristic sense. In fact, it effectively delegates the responsibility for career development equally between the individual and the organization. However, it greatly emphasizes the need for organizations to have a clearly defined career path structure. This is difficult to achieve, as organizations increasingly move from a hierarchical structure to one of ownership in the organization's vision and strategic plans (Scott, & Davis, 2015). This model helps employees to understand the various stages of career development in their work life and hence carry out personal career planning that help enhance positive employee career behaviour

2.2.4 Krumboltz's Theory

Krumboltz's (1979) theory of career management is grounded in social learning theory and in classical behaviourism. It also incorporates the more recent ideas from self-efficacy theory (Bandura, 1977) and cognitive-behavioural theory (Beck, 1976; Ellis, 1970). This theory incorporates many factors, each of which has a different impact on the person in his or her career decision making. First, genetic endowment may expand or limit options for each individual. Included in genetic endowment are set factors (sex, race, developmental disabilities), as well as those innate talents that a person can choose to develop.

Second, career decisions are influenced by environmental conditions and events beyond a person's control such as cultural norms and economy. The third factor is individual learning, which can occur both instrumentally (being rewarded for writing may lead to an interest in being a journalist) and associatively (watching a movie in which a policeman is seriously injured may reduce the desire to go into law enforcement). Learning experiences include acquiring (or failing to acquire) work habits and problem-solving skills. Finally, Krumboltz highlights the importance of what he calls self-observation generalizations. That is, people compare their own performance, skills, and abilities with some standard and draw conclusions about their competence and worth.

These conclusions are used in making responses to future situations. If the conclusions reached are not reasonable but rather unrealistic or inappropriate, their images of themselves as workers may be damaged. For example, a girl may not believe that she could be capable in math, and so she avoids math-related activities and career possibilities. In summary, Krumboltz sees career development as unique for the individual and believes that most of the influences on career development and career choice (interests, self-concept) are capable of being altered at any point in life.

2.3 Conceptual Framework

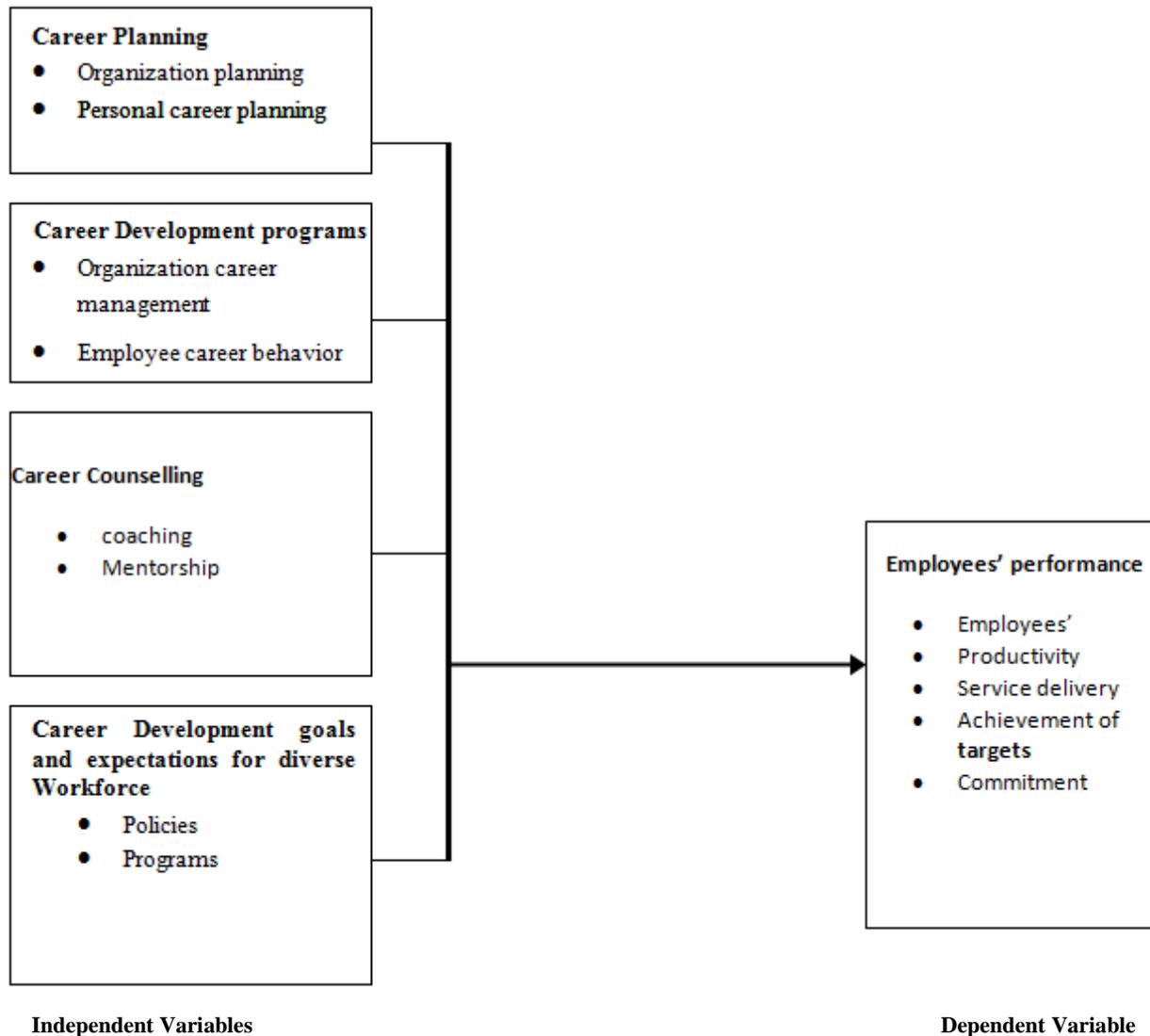


Figure 1: Conceptual Framework Model

2.4 Empirical Literature Review

A survey titled 'Critical success factors' by Natalie *et al* (2007) conducted on career management in best practice organizations, shows that best-practice organizations are willing to invest in the career management process to back up their vision of a career- resilient workforce that is committed to the organization's success. IBM, for example, invested \$1 million to get the Career Vitality Centre (now called Career Net) in operation in January 1997 to bring together virtually all the vital services and information employees needed for assistance in career management such as self- assessment tools; career counseling; workshops; library of books; audios; videos; job news and competency pro-files. In the same year, the firm invested \$22 million in employee development, \$12 million being on training alone (Natalie *et al* 2007).

In all best-practice companies examined, responsibility for career management rests with three parties namely, the individual, the manager and the organization. The primary onus is however on the individual. The individual needs to take responsibility for his or her own career and career development. The manager needs to be supportive and to provide coaching in terms of identifying the right gap and how it may be closed. The organization should be responsible for creating an environment where learning and continuous learning is valued. From a financial sense, this implies providing support as warranted, and from an organizational sense, making sure that there is sufficient flexibility in the system that employees have adequate time for it. Additionally, the organization provide the necessary tools and incentive (Natalie *et al*, 2007).

Shen, Netto and Sohal (2010) in a study on 'Human resource practices and workforce diversity: an empirical assessment'. The findings showed that recruitment provides the entry point for this diverse pool of talent. The absence of good diversity practices in recruitment process will result in failure to benefit from a multicultural workforce in future. The results of this study indicate that while there is strong top management support for recruitment, this support does not translate into effective policies and practices at lower levels. The findings of this study also indicate that urgent attention should be paid to development and use of proactive recruitment policies and practices to manage workforce diversity effectively. It is difficult to understand how organizations in Australia can be committed to enhancing organizational productivity while continuing to adopt recruitment policies and procedures which actually block the entry of non-traditional employees into the organization. A survey by CIPD (2014), of 2000 workers found less than half aged 65 or over had received a formal appraisal once a year compared to almost two thirds of all employees. Older workers are much less likely than younger workers to have received training, with 51% of those aged 65 or over saying they had received no training in the last three years, compared to 32% across all age groups, the study by the Chartered Institute of Personnel and Development.

Similar to Smola and Sutton (2002), other organizational researchers have found relatively few of the generational differences suggested by previous research. Of the nine work outcomes examined by (Young, Davis, McNeill, Malhotra, Russell, Unsworth, & Clegg, 2015) only three of the outcomes (job involvement, normative organization commitment, and continuance professional commitment) were statistically significant. While continuance professional commitment was significantly higher for Boomers than Generation X as predicted, contrary to expectations, job involvement and normative organization commitment were significantly higher for Generation X. There were no generational differences on factors including work involvement, work group attachment, affective organization commitment, continuance organization commitment, affective professional commitment, and normative professional commitment.

Likewise, Sullivan, Forret, Carraher, and Mainiero, (2009) reported no significant generational differences in Boomers' and Generation X' attitudes about learning and development. Despite suggestions that Generation X are more protean (Hall 1986, 1996, 2004) in their beliefs about learning and taking responsibility for their own career development, there were no significant differences between Generation X and Boomers in beliefs about the importance of on-the-job learning, as well as the belief that their firms develop them as employees. Although it would be expected that Generation X would be more likely to intend to engage in developmental learning, only three of the twenty nine comparisons about plans to engage in developmental initiatives (learning another language, development of leadership skills) showed significant generational differences. As to preferences for the use of different developmental techniques (for instance classroom instruction, web-based training, on-the-job training) for learning soft and hard skills, only six of the thirty comparisons made were significantly different. Overall, their findings suggest few generational differences in attitudes toward learning.

The findings suggest employers should make more effort to treat older workers equally when it comes to training and development, especially as the removal of the default retirement means people can work into their late sixties and beyond if they choose. Employers should therefore focus career development efforts not only towards younger staff, but also the aging. (CIPD, 2012). According to Bambacas (2010) in a study titled 'Organizational handling of careers influences managers' organizational commitment', the levels of affective and normative commitment improved when organizations provided continuous learning to managers. This was the case for career management both by the individual and by the organization. In particular, normative commitment was strongest for those who valued the continuous learning they received while managing their own careers. For the group of managers who experienced organizational career development, the opposite was the case. Continuous learning provided by the organization improved their levels of affective commitment. Organizations must therefore understand the needs of their staff so that they provide career management practices that are valued and can enhance their levels of affective and normative commitment.

Empirical evidence suggests that levels of commitment may improve (Struges *et al.*, 2005; Sturges *et al.* 2002) or decrease (Bambacas & Bordia, 2009) with the advent of career self-management. Mowday, Porter, and Steers (2013) suggest that differences in commitment levels may result from individual differences. In other words, commitment to the organization depends on individuals and the value they place on organizational offerings. For example, career opportunities offered by organizations, such as career development or opportunity for continuous improvement, if valued by individuals (as they enhance future career prospects) will enhance their levels of commitment (Bambacas, 2010). Literature to date has shown a persistent interest in the attitudes of employees as they are considered to be critical contributors to the organization's

competitive advantage (Gottschalg & Zollo, 2007). Employees committed to their organization demonstrate improved job performance (Jaramillo *et al.*, 2004; Luchak *et al.*, 2007; Vandenberghe *et al.*, 2004) and organizational financial performance (Steyrer *et al.*, 2008). Among the most frequently examined predictors of organizational commitment are human resource management (HRM) practices such as career development (Paul & Anantharaman, 2004), which enhance employee career opportunities within the organization and contribute to labour force commitment (Paul & Anantharaman, 2004; Chew & Chan, 2008). Employee career development managed by organizations is an important factor in management literature, as it has a strong relationship to positive organizational outcomes such as commitment (Chew & Chan, 2008).

According to a study by Ababneh (2013) on 'Antecedents and outcomes of career development in Jordanian Public sector' that aimed to examine empirically the antecedents (career planning and career management) and outcomes (organizational commitment, job creativity, and job turnover) of the career development with a sample of 531 employees. The analysis showed that career planning and career management have a positive significant influence on career development with approximate explanation values of variance 20% and 23% respectively. Regression analysis revealed a stronger impact of career management on career development compared with career planning. These results concur with Hall (1986) and Granrose and Portwood (1987) findings that career planning is crucial to the career development process. The findings also revealed significant positive influence of career development on organizational commitment and job creativity (Al- Ababneh, 2013).

These findings are consistent with earlier research such as Sturges *et al.* (2002); Colarelli and Bishop (1990); Perrow (1986); Noordin *et al.* (2002); Puah and Ananthram (2006); Sturges *et al.* (2008); Schnaks *et al.* (2007); and Steinbinder (1997). This means that organizations cannot only influence employees' commitment by providing them with inducement and incentives, but also by stimulating and supporting them to become more actively engaged in managing and planning their own careers. In line with previous research (Schnake *et al.* (2007); Huselid (1995) and Chen Chang and Yeh (2004), the analysis reported a negative influence of career development on job turnover, indicating that the more the practice of career development the lower the level of employee performance employees' job turnover, which helps retain valued employees. Clearly, the findings showed that about 40% of the sample did not participate in any career training program (Al- Ababneh, 2013).

2.5 Critique of Existing Literature Relevant to the Study

Very few theoretical career models exist, and most relate to the individual perspectives (Kuijpers, & Meijers, 2012; Dalton, Thompson, & Price, 1977; Greenhaus, 2000; Hall, 1986, 1996; Schein, 1978, Hernández-López, Colomo-Palacios., García-Crespo, & Cabezas-Isla, 2011). The theoretical base of organizational career management is quite thin (Grimland, Vigoda-Gadot, & Baruch, 2012 citing Arthur, Hall, & Lawrence, 1989) and shows little convergence (Peiperl & Arthur, 2000; Sullivan, 1999). Schein's cone model of career development is perhaps the only prominent example that reflects both individual developmental paths and organizational systems (yet even this is clearly outdated, based on its static, single-firm perspective). For the few models that do reflect the organizational aspect, empirical validations are rare. Several works explore the existence of career management practices, but these were not directed to test theory or build it further. There is a need, therefore, to consider the current state of career management practice in organizations, to look for patterns, and to associate these with a wider framework.

To investigate and model career management practices require a comprehensive view of what those practices are. Baruch and Peiperl (2000) citing Tsui and Gomez-Mejia (1988) suggested a list of activities, programs, and methods through which organizations can handle HRM processes. Existing empirical studies fail to recognize potential differences in the degree to which individuals value career opportunities that enhance future career prospects offered by organizations, and the resulting impact on individuals' level of commitment (Bambacas, 2010). Therefore, differences between what individuals' value and what organizations provide may generate adverse consequences on employee levels of commitment to the organization. As individuals who are committed improve organizational effectiveness (Skerlavaj *et al.*, 2007) and become a critical source of competitive advantage for organizations (Gottschalg & Zollo, 2007), it is important to investigate career management practices offered by organizations and how the value placed on these may affect employee levels of commitment. Unless organizations are able to understand the career management practices that staff value and find difficult to replace, employee resignations will escalate, adding to rising organizational costs (Bambacas, 2010). A study by Bambacas (2010) extends the current literature by investigating how the value that individuals place on the career management practices offered by organizations' impacts on their levels of organizational commitment.

2.6 Research Gaps

In a study investigating differences in career management by employee performance titled (Bambacas, 2010) it was illustrated that allowing employees to manage their careers will have positive outcomes for organizations. However, organizations need to appreciate how the value that individuals place on the career management on offer impacts on their commitment levels to the organization. According to Bambacas, career management by individuals is a little- researched area yet an essential part of the way organizations manage careers in organizations. In a study on the relationship between mentoring and career development of higher education faculty members (Tareef, 2013), the researcher recommends more research into mentoring in higher education due to the scarcity of literature on this subject.

Employee performance has been studied extensively among diverse professional groups. Mowday, Porter and Steers (2013) called for more work examining Employee performance across divergent samples and demographics. The importance of employee performance in the realization of organizational goals in manufacturing industries especially in sub-Saharan Africa, has remained untapped by researchers. This is despite the crucial role played by these manufacturing industries in the sustaining basic needs for national development. Studies have shown that most of the employee performance research studies have been carried out using Western samples (Allen & Meyer, 1990; Meyer & Smith, 2000; Lambert, Hogan, Barton-Bellessa & Jiang, 2012) and emerging economies in Asia such as China and South Korea (Çakmak-Otluoğlu, 2012). However, few studies have used samples from sub-Saharan Africa and Kenya in particular, thus challenging the generalization of these studies to a non-Western context

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 questions 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 (unit of analysis) comprised of all the employees in the all plants of Unga Group Plc, which have a population of approximately 2100 employees according to the Unga Group Plc Human resource records.

The table below shows the categorization of the all the employees in the all plants of Unga Group Plc

Table 3.1: Target Population

Plant	Target Population
Unga (E.A) Ltd –Commercial Street Plant	420
Unga Farmcare (E.A) Ltd –Dakar Street Plant	400
Unga Farmcare (E.A) Ltd –Nakuru Plant	410
Unga Mineral (E.A) Ltd –Nakuru Plant	400
Unga Millers (E.A) Ltd –Eldoret Plant	470
Total	2100

3.4 Sampling Frame

In the case of this study, the sample frame for this study consisted of a list of all the employees in the all plants of Unga Group Plc. In this study, each plant acted as strata from which samples will be selected, that is, the study will have five stratum.

3.5 Sample Size and Sampling Technique

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;

$$n_h = (N_h/N)n$$

where:

n_h -The sample size for stratum h

n -total sample size

N_h -The population size for stratum h

N - The total population

Table 3.2: The sample size table

Plant	Target Population	Sample size
Unga (E.A) Ltd –Commercial Street Plant	420	42
Unga Farmcare (E.A) Ltd –Dakar Street Plant	400	40
Unga Farmcare (E.A) Ltd –Nakuru Plant	410	41
Unga Mineral (E.A) Ltd –Nakuru Plant	400	40
Unga Millers (E.A) Ltd –Eldoret Plant	470	47
Total	2100	210

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)

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 21 respondents selected randomly.

3.7.1 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 behaviour 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).

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).

3.8 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.

3.8.1 Statistical Models

This study will use multiple regression models to measure the role of career management strategies on employees' performance in Flour milling industries in Kenya. There will be four (4) independent variables in this study thus: the multiple regressions to be used will be:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon_i$$

Where Y will be the dependent variable (retention of employees) and β_0 will be the regression co-efficient while β_1 , β_2 , β_3 , and β_4 , will be the slopes of the regression equation.

X_1 is the independent variable (career planning programs)

X_2 is the independent variable (career development program)

X_3 is the independent variable (career counselling programs)

X_4 is the independent variable (career development goals and expectations for diverse workforce)

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 the study variables will be measured by survey questions and a five point Likert scale which ranged from strongly agree (5) to strongly disagree (1).

4. RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction:

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

4.2 Response Rate

The researcher distributed 210 questionnaires to the respondents. Out of the 210 questionnaires, 148 of them were fully filled and returned by the respondents; giving a response rate of 70.5%. This was considered a good response rate to be used to make generalizations for the study.

4.3 Reliability Test

To determine the reliability of the questionnaire, Cronbach alpha correlation coefficient was computed. The findings from Table were Career Planning 0.899 career development program 0.856 career counselling programs 0.853 career development goals and expectations for diverse workforce 0.851 and employee Performance 0.896 As indicated in Table 4.1, Cronbach's alpha correlation coefficient was found to be 0.844, which meant that the study questionnaire had a stable internal consistency 84.4%. Field (2009) posits that a questionnaire having α of 0.8 and above is considered reliable. Therefore, this study finding implied that the study questionnaire was reliable.

Table 4.1: Reliability Test

Variables	Cronbach's alpha coefficient
career planning programs	0.899
career development program	0.856
career counselling programs	0.853
career development goals and expectations for diverse workforce	0.851
Employee performance	0.896

4.4 Descriptive statistics

The main aim of descriptive statistics is to allow the researcher to obtain clear meaningfully describe a distribution of measurements or scores using statistics or index. The kind of indices or statistics used depends on the types of variables in the study and the scale of measurements. The study analyzed descriptive statistics for the following observed variables: Career Planning, career development program, career counselling programs, career development goals and expectations for diverse workforce and employee Performance.

Table 4.2: Career planning practices and employee performance

Career planning (Organization)	SA	A	N	D	SD	SA
Does the Unga Limited understand its responsibility for providing the necessary resources for successful employee career planning?	18.75%	12.5%	12.5%	25%	31.25%	18.75%
A large percentage of the Unga Limited's plans and policies positively influence my career advancement?	16.67%	18.75%	16.67%	27.08%	20.83%	16.67%
My job description appropriately matches my skills?	2.08%	4.17%	12.5%	31.25%	50%	2.08%
Does the Unga Limited have a deliberate development programme for succession?	10.42%	20.83%	22.92%	20.83%	25%	10.42%
The Unga Limited provides information on job openings and trainings opportunities available for me.	8.33%	10.42%	16.67%	18.75%	45.83%	8.33%
I understand the key skills that the Unga Limited needs in the next five years.	6.25%	12.5%	14.58%	20.83%	45.83%	6.25%
The Unga Limited allow for flexible career paths for me.	12.50%	16.67%	27.08%	31.25%	12.50%	12.50%
Has the Unga Limited addressed your career development needs for each of the career development stages?	14.58%	12.50%	18.75%	43.75%	10.42%	14.58%

Table 4.3: Career Development programs and employee performance

Career Development	SA	A	N	D	SD
You find it easy to apply the training you have received in your job.	8.33%	2.08%	12.5%	14.58%	62.50%
There are opportunities available for you to work with a mentor	16.67%	18.75%	16.67%	27.08%	20.83%
There is opportunity availability for you to cross-train and learn new skills.	16.67%	45.83%	10.42%	8.33%	18.75%
How many in-house trainings in the Unga Limited have you had opportunity to attend?	25%	20.83%	22.92%	20.83%	10.42%
How many times have you participated in (either informal or formal) mentoring during your career in the Unga Limited?	10.42%	31.25%	18.75%	22.92%	16.67%
How many times have you taken a job at the same grade (level) within the Unga Limited in an entirely different function or department (job rotation)?	4.17%	14.58%	18.75%	16.67%	45.83%

Table 4.4: Career counselling programs and employee performance

Career counselling programs	SA	A	N	D	SD
The Unga Limited has policies that cater for the changing demographic profiles of employees	4.17%	4.17%	12.50%	68.75%	10.41%
The Unga Limited has formal mentoring programs for the workforce aged 46 years and above.	16.67%	18.75%	12.50%	27.08%	25.00%
The Unga Limited has formal mentoring programs for the younger workforce.	10.42%	41.67%	12.50%	25.00%	10.42%
The Unga Limited encourages potential skill-building advancement opportunities for persons living with disabilities.	27.08%	18.75%	20.83%	14.58%	18.75%
The Unga Limited's diverse workforce have clear career paths that would allow them to get to the top of the ladder	10.42%	31.25%	16.67%	22.92%	18.75%
The Unga Limited has flexible benefits that address broad range of employees work and family needs.	14.58%	12.50%	18.75%	43.75%	10.42%
My career development expectations are met in this Unga Limited.	4.17%	14.58%	18.75%	16.67%	45.83%

Table 4.5: Career development goals and expectations for diverse workforce and employee performance

Career development goals and expectations for diverse workforce	SA	A	N	D	SD
The Unga Limited has policies that cater for the changing demographic profiles of employees	12.50%	16.67%	20.83%	27.08%	22.92%
The Unga Limited has formal mentoring programs for the workforce aged 46 years and above.	2.08%	6.25%	10.42%	22.92%	58.33%
The Unga Limited has formal mentoring programs for the younger workforce.	27.08%	25%	16.67%	18.75%	12.5%
The Unga Limited encourages potential skill-building advancement opportunities for persons living with disabilities.	10.42%	12.50%	14.58%	12.50%	50%
The Unga Limited's diverse workforce have clear career paths that would allow them to get to the top of the ladder	4.17%	14.58%	18.75%	22.92%	39.58%
The Unga Limited has flexible benefits that address broad range of employees work and family needs.	14.58%	14.58%	12.50%	31.25%	27.08%
My career development expectations are met in this Unga Limited.	10.42%	22.92%	12.5%	41.66%	12.5%

4.5 Inferential Statistics

4.5.1 Correlation analysis

In this subsection a summary of the correlation analyses is presented. Correlation between variables is a measure of how well the variables are related. It seeks to first determine the degree of interdependence of the variables under study. These results are summarized in Table 4.6

Table 4.6 Correlation analysis

Correlations						
		Career Planning Programs	Career Development Program	Career Counselling Programs	career development goals and expectations for diverse workforce	Employee performance
Career Planning Programs	Pearson Correlation	1	.220	.082	-.033	-.014
	Sig. (2-tailed)		.157	.602	.834	.927
	N	148	148	148	148	148

Career Development Program	Pearson Correlation	.220	1	.322*	-.053	.028
	Sig. (2-tailed)	.157		.035	.737	.861
	N	148	148	148	148	148
Career Counselling Programs	Pearson Correlation	.082	.322*	1	.380*	.256
	Sig. (2-tailed)	.602	.035		.012	.098
	N	148	148	148	148	148
Career development goals and expectations for diverse workforce	Pearson Correlation	-.033	-.053	.380*	1	.412
	Sig. (2-tailed)	.834	.737	.012		.006
	N	148	148	148	148	148
Employee performance	Pearson Correlation	-.014	.028	.256	.412**	1
	Sig. (2-tailed)	.927	.861	.098	.006	
	N	148	148	148	148	148

Correlation is significant at the 0.05 level (2- tailed).

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

The correlation analysis revealed that there was a no relationship between career planning programs and Employee performance where ($r = -0.014$, p -value $< .01$). Likewise, the analysis demonstrated a positive relationship between Career Development Program and Employee performance where ($r = 0.028$, p -value $< .01$). Similarly, a firm relationship was identified between career counselling programs and Employee performance where ($r = 0.256$, p -value $< .01$). Finally, a strong relationship was revealed between career development goals and expectations for diverse workforce and Employee performance where ($r = 0.412$, p -value $< .01$).

4.5.2 Regression Analysis

Multiple Linear Regression was computed at 95 percent confidence interval to establish the relationship between independent variables and dependent variables. Based on the model summary, the coefficient of determination (R squared) shows the overall measure of strength of association between independent and dependent variables. In line with this, 0.819 was found to be the coefficient of determination indicating a strong positive association between independent and dependent variable. R is the square root of R squared and it shows the relationship between observed and predicted values of dependent variable; hence career management practices have a strong significant role on employee performance at Unga group.

Table 4.7

	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.819 ^a	0.67	0.663	1.38839
a. Predictors: (Constant), Career Planning, career development program, career counselling programs, career development goals and expectations for diverse workforce and employee Performance.				

Table 4.8 shows the analysis of variance (ANOVA) of the regression model. The p value was found to be 0.000, which is less than 0.05 at 4 degrees of freedoms. This indicates that, the overall regression model statistically significantly predicts the outcome variable and all the model coefficients are significantly different from 0.0. Therefore, the study concluded that career management practices role on employee performance.

Table 4.8: ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	563.450	4	140.8625	73.078	.99
Residual	277.577	144	1.92756		
Total	841.027	148			

a. Predictors: (Constant), Career Planning, career development program, career counselling programs, career development goals and expectations for diverse workforce and employee Performance.

Table 4.9: Multi regression analysis coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1 (Constant)	.872	.906		.963	.342
Career Planning	-.021	.217	-.014	-.096	.924
career development program	.017	.198	.014	.087	.931
career counselling programs	.149	.227	.112	.656	.516
career development goals and expectations for diverse workforce	.541	.237	.370	2.283	.028

Dependent variable: employee Performance.

From the results on table 4.9 the following regression equation was obtained using the unstandardized beta coefficients. Unstandardized beta coefficients are used in determining how a unit change in independent variable will affect change in the dependent variables.

$$Y=0.872+-0.021x_1+0.017x_2+0.149x_3+0.541x_4$$

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the findings

The findings of the study are presented herein on the basis of the research objectives. All the tested hypothesis based on the objectives of the study were rejected since all the independent variables had significant role on the dependent variable, employee performance.

5.1.1 Role of career planning on employees' performance in Unga Group Limited

The first research objective was to determine the role of career planning on employees' performance in Unga Limited. To arrive at the findings, descriptive and multiple regressions were carried out. The descriptive statistics indicated that the respondents agreed that leadership and management support career development for staff however 59% of respondents indicated that not all cadres of staff are given opportunities for career management. 68% of respondents also indicated that Unga Limited do not allocate adequate funds for staff career management practices. 64.2% of the respondent also indicated that the Unga limited did not address their career management practices needs. These responses infer that not all employees are supported in their career management practices endeavors and this in return may affect employee performance. From the findings it is evident that there is positive correlation between career planning and employee performance and that effective career planning will increase employee performance. The findings showed that for every unit measure of career planning it leads to -0.14 increase in employee performance.

5.1.2 Role of career development program on employees' performance in Unga Group Limited

The two research objective was to examine the role of career development programs on employee performance in Unga Limited in Kenya. When career development programs are utilized for staff career development there is a positive influence on employee performance in Unga Limited in Kenya. This is because implementing career development programs allow employees to prepare for future positions as well as increase of skills for efficient job performance. The descriptive findings showed that most employees have benefited from mainly one form of career development programme. From the findings very few employees had undertaken the other types career development programs (Table 4.10). From the findings it is evident that there is positive correlation between career development programs and employee performance. The regressions results showed that every unit measure of career development programs leads to 0.028 increase in employee performance.

5.1.3 Role of career counseling program on employees' performance in Unga Group Limited

The three research objective was to examine the role of career counseling programs on employee performance in Unga Limited in Kenya. The findings showed that 90.4% of the respondents agreed that the Unga limited staffs through awarding of study leaves, 76% of them agreed that the Unga limited had a well-established training plan for its staffs. 60% of them agreed that the universities conducted Training Needs Analysis to identify skill gaps in academic staff while only 49% of the respondents agreed that their Unga limited had a performance appraisal system that determined attainment of set goals. On hypothesis testing, the p-value for career counseling program was found to be 0.000 which is less than the significant level of 0.05 ($p < 0.05$). Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. Therefore, the study identified career counseling program that has a significant role on employee performance. The result indicated that Pearson's Product Moment Correlation Coefficient of 0.256, which represented a strong, positive relationship between career counseling program and employee performance.

5.1.4 Role of career development goals and expectations for diverse workforce on employees' performance in Unga Group Limited

The fourth research objective was to determine the role of career development goals and expectations for diverse workforce on employees' performance in Unga Limited. Career development goals and expectations for diverse workforce have a positive influence on employees' performance in Unga Limited. The descriptive findings showed that 67.4% of employees did not agree that employees' performance in Unga Limited have mentoring programs for those aged 46 years and above as well as the younger workforce. Also 51.9% of the respondents did not agree that their career expectations are met in Unga Limited. From the findings it is evident that there is positive correlation between career development goals and expectations for diverse workforce and employee performance. The regressions results showed that every unit measure of career development goals and expectations for diverse workforce leads to 0.412 increase in employee commitment

5.2 Conclusion

Based on this study several conclusions were made. The study revealed that all the independent variable of career management practices has strong significant role on employee performance in Unga limited. Employees in Unga limited understand the manufacturing's resourcing needs, both currently and in future, they also understand their responsibility in their career success. Employees are aware of their career progression or movement plan within the university in accordance to their preferences, talent and potential. This therefore shows that Unga limited staff has positive career management behaviours. Unga limited are keen on career development and have in place organization career management (OCM) that is relevant to the career advancement of its employees. Unga limited have in place programs, processes and support that enhance their employees' career success. However, they do not have in place mentorship programs that ensure employees are mentored by senior peers. They also pointed out that they were not satisfied with the management's effort to support their career goals. They were also dissatisfied with the feedback acquired from peers and supervisors that would guide on career planning. Unga limited concentrate mostly in providing flour milling industry and fail to utilize all other career development programs such like, on the job training, job rotation, mentoring, coaching, orientation, seminars, conferences and role playing. Unga limited have flexible benefits that address broad range of employees work and family needs and Unga limited have equal career development opportunities for both male and female employees. Employees' in Unga limited have the self-drive to develop their career with or without employers' support as well as high levels of job satisfaction and this influences employee performance.

5.3 Recommendations:

For career management to have positive role on employees, Manufacturing companies will be required to align their employee preferences, talent and potential with the organizational current and future resourcing needs. Manufacturing companies should ensure that at the point of recruitment they identify candidates with diverse abilities who can be trained and be developed for the benefit of the Manufacturing companies. For employees in Manufacturing companies to experience long term career satisfaction in all their career development stages, it is recommended that Manufacturing companies allow for flexibility of career paths so that those employees that desire to change their career paths can do so as long as they meet the requirements for the path they wish to shift to. This will in turn benefit the Manufacturing companies by producing employees who are more motivated and committed who will not exit the organization in search

of meeting their desired careers goals elsewhere. Nearly half (48.8%) of the employees interviewed indicated that they wished to change their career paths.

In the study, respondents indicated that they were not receiving feedback on career development from their bosses. This is a serious omission since feedback helps individuals to assess their own career strengths and weaknesses and formulate career objectives and strategies. It is therefore recommended that Manufacturing companies come up with ways to provide career development feedback to their employees regarding their career progress and opportunities. The supervisors' needs to be supportive and to provide coaching by identifying the right gaps and how it may be closed. Employees will also require to be coached on how to carry out career self-assessment and reality checks. Manufacturing companies should create an environment where continuous learning is valued.

5.4 Areas of future research

Recommendation to further studies arises from the gaps that this study did not address. A study on the role of the manager or supervisor in career management practices for employees in manufacturing industries is recommended. This study would assist in assessing further how involved a supervisor is in the career development of the staff under them and also help establish a good career management system. A study on the role of mentorship in influencing career development for employees in manufacturing industries is also recommended. This study would show how important mentorship is to career development and initiate mentorship programs that would assist employees in manufacturing industries. A study on an evaluation of career satisfaction levels among employees in manufacturing industries is also appropriate since this will advise on employees' commitment to leave or not to leave.

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