

EFFECTS OF CAREER AND ORGANIZATIONAL DEVELOPMENT ON EMPLOYEE PERFORMANCE IN THE PUBLIC SERVICE OF KENYA

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ABSTRACT

The study sought to determine the effects of Career and Organizational Development on Employee Performance in the Public Service of Kenya. The study analyzed the background of Career and Organizational Development practices followed by Employee Performance, an overview of the Kenya Public Service and a statement of the problem. The study was guided by a general objective and two specific objectives. The study adopted a cross sectional descriptive survey design. The population of the study was the twenty (20) ministries of the Republic of Kenya based in Nairobi. Stratified simple random sampling technique was used. The primary data was collected through administration of questionnaires. A pilot study was conducted on 40 respondents which comprised 10% of the sampled population. The internal consistency of the scales was determined using the Cronbach alpha coefficient where Career Development had a coefficient of 0.933; Organizational development had a coefficient of 0.895 while the dependent variable of employee performance had a coefficient of 0.969. All the items were therefore found suitable to measure what they were intended to measure. The inferential findings show Career Development had a positive and statistically significant influence on Employee Performance with a Pearson correlation coefficient (R) of 0.596 and coefficient of determination R squared (R^2) value of 0.355 and p value of 0.000 at a confidence level of 95%. Organizational Development had a statistically significant influence on Employee Performance with a Pearson correlation coefficient (R) of 0.556 and the R squared (R^2) value was 0.309 and p value of 0.000 at a confidence level of 95%. The two null hypotheses were rejected. The overall model had a 582 and R Square (R^2) of .339.

Key words: Career Development, Employee Performance, Human Capital Development, Organization Development, Public Service

INTRODUCTION

1.0 Background of the study

The study seeks to determine the effects of Human Capital Development (HCD) practices i.e. Career and Organizational Development on Employee Performance in the Public Service of Kenya. The chapter presents the background of the study of Human Capital Development (HCD) followed by an overview of Employee Performance and the public service. The chapter also presents the statement of the problem, the research objectives and Hypotheses followed by justification, scope and limitations of the study. Human resources are the most important among all the resources an organization owns (Danish, 2010). According to Riddell (2008), the rise of the knowledge economy and rapid technological change, has led to growing demand for highly skilled and adaptable workers. In today's global economy, the knowledge, skills and abilities necessary to maintain a competitive advantage are growing and changing (Arguinis & Kraiger, 2009).

As the nature of work changes, employees are increasingly required to develop a wide, mutable set of skills that are essential to the success of their organizations. Yet few workers possess the cultural competence, interpersonal skills and technological proficiency required for these changing work demands (Salas & Stagl, 2009). Organizations rely on learning strategies, training technology and development efforts to prepare their workforce (Salas et al., 2006 as cited by Salas & Grossman, 2011). Businesses in the present world are operating in a highly competitive and borderless environment. Survival has become a key focus for many of these businesses, and they are constantly seeking for ingredients that can help to establish their competitive advantage (Jayasingam & Yong 2013). The role of Human Capital in economic development, productivity growth and innovation has frequently been cited as a justification for government subsidies for education and job skills training (Simkovic, 2013). According to Florida, Mellander and Stolarick, (2008), a general consensus has emerged on the importance of human capital to economic development.

1.1 Human Capital Development Practices

Human Capital Development (HCD) as a concept emerged over four decades ago (Hamlin & Stewart, 2011). Researchers, commentators and policy makers have stressed the importance of investment in HCD to enhance the quality of human capital and create sustainable competitive advantage (Scheel, Rigotti, & Mohr, 2014). According to the PSC (2010), Human Capital Utilization and Development deals with the proper deployment of employees as well as their growth through training, learnerships, bursaries, mentorships and the Performance Management Development System (PMDS). Zahid, Sareeta and Ma'nisha (2015) observed that Human Capital Development is related to procedure that includes: training, education and other professional initiatives so that the level of knowledge, skills, abilities and social values of employees are increased. Other HCD practices include the use of external management training courses and qualification-based programs (Bryan, 2006); the types of training methods used (Raymond et al., 2012; Smith & Barrett, 2014) and the use of apprenticeships leading to external qualifications (Forde & MacKenzie, 2004).

1.2 Employee Performance

Albert and Rimsky (2012), on management said that improving employee performance makes mention that, most managers have been in the situation where an employee's performance is

not meeting their expectation. Furthermore, many times the poor performance has to do with a miscommunication or an employee not understanding the expectations of the job. According to LRA (2012), poor performance is usually, but not always documented in written performance standards and typically defined in terms of quality, quantity, or timeliness. The LRA advice on managing poor performance (2012) states that, poor performance has a negative impact on productivity and workplace effectiveness and in severe cases could lead to an increase of workplace accidents. The CIPD (2003) survey of performance management revealed the use of following employee performance measures by the respondents in order of importance: achievement of objectives, competence, quality, contribution to team, customer care, working relationships, productivity, flexibility, skills/learning targets, aligning personal objectives with organizational goals and business awareness and financial awareness (Armstrong & Baron, 2004).

The other proxy measures of human capital that have been proposed in different empirical literature are test scores (Hanushek & Woessmann, 2009) and years of schooling (Cohen & Soto 2007; Barro & Lee, 2010). Kaplan and Norton (1993) introduced the concept of the Balance Scorecard (BSC) to the private sector as a measure of performance. According to the two, attention should be given not only to traditional financial measures, but also to people, processes and customers. According to Marimuthu, Arokiasamy and Ismail, (2009) firm performance can be viewed in two different perspectives: financial performance and non-financial performance. According to RoK (2007) lack of clear focus as to what is expected from employees and poor or no methods of measuring performance has been the greatest challenge in measuring employee performance in Kenya. Performance appraisals are used as a basis for making selection and promotion decisions, determining salary increases, and a vehicle for feedback between supervisors and employees (McCourt & Foon, 2007). Performance Contracting is another reform measure introduced by the Kenyan Government (RoK, 2005) in an effort to improve efficiency and enhance cost effective service delivery to its citizens.

1.3 Kenya Public Service

The term “Public Service” refers to either a branch of governmental service in which individuals are employed (hired) on the basis of professional merit as proven by competitive examinations or the body of employees in any government agency apart from the military, state offices, high commissioners, parliamentary, judicial service, teachers service and county government (RoK, 2010). This was previously called the Civil Service before adoption of the new constitution in the year 2010.

Apart from its traditional role of maintenance of law and order, the Public Service, formally the Civil Service had other responsibilities of coordinating national development and promotion of economic growth and development especially among the Africans. The Public Service is regarded as the engine for socio-economic growth of the nation and must therefore, take a leading role in stimulating such growth (RoK, 2006). The Public Service has expanded much since independence. Studies have been done on attempts at reforming the Public Service and making it performance oriented. The Ndegwa Commission (1971) noted that the structure of the Kenya Public Service constituted a serious barrier to efficient and effective

performance. In 1993 the government launched the Civil Service Reform Program (CSRP) to enhance public service efficiency and productivity by focusing on cost containment (OPM, 2010). Transparency, accountability, participation and the rule of law were to constitute an integral part of the reform agenda. Other Public Service reforms include performance contracting (RoK, 2007) which aimed at building capacity in governance and inculcate public service values and ethics for national transformation. According to OPM (2010) demand for improved government performance has grown recently and although initiatives like the e-Government, Performance Contracting and Rapid Results Initiatives have led to significant improvements, more remains to be done.

1.4 Statement of the Problem

A professional, efficient and effective public service is the aspiration of many modern states (PSC, 2015). Many democracies have been faced with the problem of chronic indebtedness and financial cutbacks leading to erosion of service quality in the public sector, and so revealing a worsening situation in public employees' performance (WB, 2005). Like in other African countries, the Kenya state bureaucracy has been underperforming and Public Service delivery has not been serving the public interest within its most optimal capability (Hope, 2012). The Kenyan Public Service operated effectively since inception, and was seen as one of the best in sub-Saharan Africa, until it began declining around the end of the 1970s. The problems that developed in tandem with expansion included excessive employment with attendant overstaffing, and declining productivity, service levels, pay, morale, discipline and ethics (WB, 2001). The results based on Evaluation of the Performance of Public Agencies in Kenya for the financial year 2010/2011 (2012) showed that 5% of the one hundred and seventy five (175) local authorities scored poor; 3% of the sixty nine (69) tertiary education institutions scored poor while 13% of the forty five (45) ministries were named most retrogressed due to declining performance (RoK, 2012). The Kenya Economic Survey of 2015 also showed how the different sectors of the economy underperformed in terms of deteriorating foreign trade, the widening visible trade deficit and the declining number of international visitor arrivals (RoK, 2015). To correct the anomaly, coordinated and integrated service delivery will require particular sets of skills among public servants including the ability to think and see outside functional silos (PSC, 2010).

1.5 Justification of the Study

The recommendations given shall help the Human Resource Managers in increasing their investment in identifying the performance gaps and developing Human Capital in order to address the performance gaps. The adoption of the research recommendations will lead to improved service delivery to the general public. The top management in the Public Service sector will also be enlightened in regard to human capital development. Human Resource Practitioners will gain a deeper understanding of how critical the development of Human Capital is to organizations and therefore recommend strategies to fast track the development of Human Capital as a source of competitive advantage for organizations. Most of the research on the relationship between training activities and their benefits for society has been conducted by economists; the focal dependent variable being national economic performance. This body of literature leads to the conclusion that training efforts produce improvements in

the quality of the labor force, which in turn is one of the most important contributors to national economic growth. Economists coined the terms “human capital” and “capital formation in people” in referring mainly to schooling and on-the-job training (Wang, Dou & Li .2002). Researchers and students of Human Resource Management will find this study a useful guide in carrying out more research in the area of Human Capital Development and engage in more discussions on the importance of developing Human Capital in organizations. The study will also narrow the gap existing between the deployment of HCD practices and performance of Public Service in Kenya. Public Service delivery may therefore improve through implementation of the study recommendations.

1.6 Scope of the Study

The study was limited to the effects of career Development and Organizational Development practices on the Employee Performance in the Public Service of Kenya. The scope of the study was the twenty (20) ministries of the Republic of Kenya based in Nairobi. The study was carried out in year 2016 with a proposed budget of Kenya shillings two hundred and fifty thousand (250,000) which was intended to cover cost of stationeries, travelling and subsistence.

1.7 Limitations of the Study

The study encountered several limitations. The sample size of 379 respondents was very big and presented a challenge in administration, filling and collection of the questionnaire. The whole process took quite some time to accomplish. The study attained 76% response rate owing to the stated problem and the unwillingness of some respondents to fill the questionnaire. Some ministries considered the information sought as confidential and had to be reassured that confidentiality would be maintained. According to Khan (2014), researchers must take appropriate action to keep all sensitive ethical issues confidentially. Confidential information includes any business and personal information that arise during the study process including the name of the company and participants (Brewis, 2014).

Other target respondents felt the questions were better answered by the HR department. Respondents left out questions that they considered touched on individual performance. The study specifically focused on the Public sector and therefore most unlikely that results obtained may be generalized to the Private sector. Another limitation may have arisen due to bias from responses filled in the questionnaires. The researcher may not be able to ascertain the authenticity of responses on issues such educational level and age. However the limitations did not affect the quality of the study which is a true reflection of the situation as it was.

2.0 THEORETICAL REVIEW

The study is grounded on the following theories which are relevant to the study of Human Capital Development:

2.1.1 Trait and Factor Theory

Parsons' (1909) process of studying individuals, considering occupations and matching them provided the foundation for trait and factor theory. The technology provided by the psychology of individual differences such as inventories and psychological tests paved the way for the development of what is the oldest, most widely used, and most durable of the

career development theories (Zunker, 2011), the trait and factor approach. Zunker explains that the key assumption of trait and factor theory is that individuals have unique traits that can be objectively measured and matched against the requirements of occupations. Trait and factor theory relies on measurement and objective data that is interpreted by an expert who, on that basis, also makes predictions about an individual's suitability for future jobs in terms of succession planning.

This theory is relevant to the study in terms of career counseling. The traits of greatest interest to career counselors such as interests and aptitudes are viewed as relatively stable. Despite a broader range of career theories and approaches to career counseling, the trait and factor approach has remained a dominant force in the field with Zunker (2011) concluding that it has an "important role in future career development theory and career counseling". In the opinion of Parsons, ideal career choice should be based on matching personal traits such as abilities. The major contributions of trait and factor theory to career counseling have been the resources, personality with job factors like wages, environment and so on to create vocational success. The outcome of a congruent match with people's abilities and interests connecting to the appropriate environment will lead to job success and satisfaction (Savickas, 2005). Other contributions of trait and factor theory to career counseling have been the development of many assessment instruments and techniques and also occupational information that includes occupational descriptions, classifications of occupations and the trait and factor requirements of each occupation (Sharf, 2013).

2.1.2 Chaos Theory

The roots of Chaos Theory can be linked to the 19th century, when Henri Poincare found that the "gravitational and orbital behavior of bodies in the solar system could not be explained with simple, Newtonian, linear physics" (Cutright, 1997). In the 1960's, Chaos Theory was expanded upon by meteorologist Edward Lorenz. Lorenz examined computer models of weather patterns; his goal being to improve the predictability of these advanced systems (Cutright, 1997). While attempting to verify the graphing of these models, the meteorologist decided to round the mathematical measurements of weather conditions to three decimal places instead of six, due to the primitive computer system he was using. Lorenz expected only small deviations from his initial graphs. However, after a few iterations, he realized that the rounded and non-rounded models were incredibly different, to the point that there was no correlation between the two models (Cutright, 1997; Mendenhall, Macomber & Cutright, 2000). Lorenz was struck by the dramatic effects of the dropping just three decimal points from his mathematical measurement of predicted weather patterns. Both the starting points and any slight deviations in a process can affect the interactions among variables. Chaos Theory has been helpful in describing the ambiguity, confusion, and periods of rapid change that we often experience on a daily basis, both in our personal lives and in the workplace (Hannay, Ross, & Erb, 2000).

Chaos Theory applies to the study as a looking glass for viewing how an organization's overall adoption of the change process affects the way in which plans are made and carried

out. Instead of forcing a pre-determined set of changes, organizations adopting this theory can begin to develop and consider potential, previously unrecognized ramifications of implementing change. Chaos Theory has also been applied in the career development field. In a study by McKay, Bright, and Pryor (2005), Chaos Theory was drawn upon as a method for evaluating individual career choice. The authors argue that career choice is not always logical or predictable. Therefore, traditional theories do not apply to the field of career counseling. McKay et al., (2005) study stepped away from traditional methods which include standardized tests and trait matching and opted for a method they termed "chaos counseling". In chaos counseling "the client is viewed as an adaptive, chaotic, and open system that is sensitive to change" (McKay et al., 2005). They found that while traditional approaches to career counselling have value, chaos counselling has a longer lasting effect on the client. According to Bloch (2005), individuals usually see their career as illogical and unpredictable, being unable to provide logical connections with past career choices and events. HRD practitioners can assist in creating connections by providing assistance with career planning through offering career development tools including more holistic career self assessments, planning discussions, and career planning workshops.

2.1.3 Self-efficacy Theory

Self-Efficacy was developed by Albert Bandura's (1995) as part of a larger Social Learning Theory (Ashford & LeCroy, 2010), which has progressed into the Social Cognitive Theory (Levin, Culkin, & Perrotto, 2001). One's belief in the likelihood of goal completion can be motivating in itself (Van der Bijl & Shortridge-Baggett, 2002). "Self-efficacy" refers to people's judgments about their capability to perform particular tasks. Task-related self-efficacy increases the effort and persistence towards challenging tasks; therefore, increasing the likelihood that they will be completed (Barling & Beattie, 1983, as cited in Axtell & Parker, 2003). Self-efficacy beliefs are an important aspect of human motivation and behavior as well as influence the actions that can affect one's life. Regarding self-efficacy, Bandura (1995) explains that it "refers to beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations".

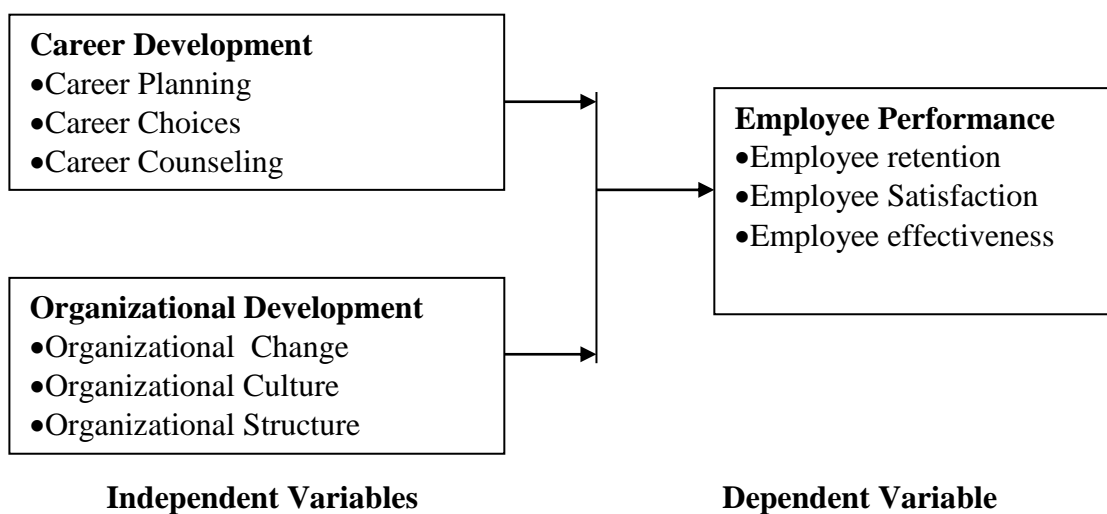
More simply, self-efficacy is what an individual believes he or she can accomplish using his or her skills under certain circumstances (Snyder & Lopez, 2007). Self-efficacy has been thought to be a task-specific version of self-esteem (Lunenburg, 2011). The basic principle behind Self-Efficacy Theory is that individuals are more likely to engage in activities for which they have high self-efficacy and less likely to engage in those they do not (Van der Bijl & Shortridge-Baggett, 2002). According to Gecas (2004), people behave in the way that executes their initial beliefs; thus, self-efficacy functions as a self-fulfilling prophecy. Self-efficacy applications on the study through influence over people's ability to learn, their motivation and their performance, as people will often attempt to learn and perform only those task for which they believe they will be successful (Lunenburg, 2011). Bandura (1977) outlined four sources of information that individuals employ to judge their efficacy: performance outcomes (performance accomplishments), vicarious experiences, verbal persuasion, and physiological

feedback (emotional arousal). These components help individuals determine if they believe they have the capability to accomplish specific tasks.

The basic idea behind the Self-Efficacy Theory is that performance and motivation are in part determined by how effective people believe they can be (Bandura, 1982; as cited in Redmond, 2010). Williams and Williams (2010) note that “individuals with high levels of self-efficacy approach difficult tasks as challenges to master rather than as threats to be avoided”. According to Bandura, performance outcomes, or past experiences, are the most important source of self-efficacy. Positive and negative experiences can influence the ability of an individual to perform a given task. If one has performed well at a task previously, he or she is more likely to feel competent and perform well at a similarly associated task (Bandura, 1977).

2.2 Conceptual Framework

A conceptual framework is a graphical representation of the theorized interrelationship of the variables of the study (Odhiambo & Waiganjo, 2014). The conceptualized independent variables are Career Development and Organizational Development. The dependent variable is employee performance in the Public Service of Kenya. The study will be based on the HRD model by Swanson (2008). According to the model, there are two major realms of practice that take place within HRD. One is Organization Development (OD), the other is Training and Development (T&D). As their names imply, OD focuses at the organization level and connects with individuals, while T&D focuses on individuals and connects with the organization.



2.3 LITERATURE REVIEW

3.3.1 Career Development

Effective Career Development support is important not only for individuals but also for the organizations that employ them. 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. Lent and Brown (2013) propose that Career Development connotes a continuous stream of career-relevant events that are not necessarily linear or positive in impact and that may or may not be subject to personal agency. Savickas (2013) referred to career construction in identifying the Career Development competencies required by individuals to manage their learning and work across the lifespan. Corporately-managed career processes' are often referred to as 'talent management' in the HR profession.

'Career guidance' and 'Career Advice' are usually seen as both independent and primarily benefiting the individual. In contrast, Career Development at work and talent management in particular, is usually seen as benefiting both the individual and their employer (Cedefop, 2008). Recent findings indicated that career competencies are related to job resources and work engagement, but not to job demands and emotional exhaustion (Akkermans, Schaufeli, Brenninkmeijer & Blonk, 2013). The main building blocks of the Career skills intervention are career competencies. Akkermans, Brenninkmeijer & Huibers, (2013) characterized career competencies as knowledge, skills, and abilities central to Career Development that can be developed by the individual. Therefore, gaining resources and competencies to successfully manage one's career is essential. Vuori, Toppinen, Tanner & Mutanen, (2011) argued that more empirical studies are needed that examine the effectiveness of interventions supporting career development. In line with that, Hall and Las Heras (2010) emphasized that these interventions may also include so called "smart jobs" jobs that are designed in such a way that they may facilitate both employee well-being and Career Development.

Companies invest in Career Development programs for several motives, for example, developing employee performance, increasing manager improvement, revealing corporate culture for salespeople, strengthening principal values, helping salespeople in career improvement, and offering an extra to employees (Ko, 2012). Career Development programs enable all the workers to make progress in the organization from the beginning. It also helps to determine career paths and remove all the obstacles against the progress of the workers. Labor has become more knowledge based and service oriented and employee well-being and career development are becoming increasingly important (Nieuwenhuis, Coenen, Fouarge, Harms & Oosterling, 2012). Moreover, employees are increasingly expected to take their own responsibility for managing their career (Segers & Inceoglu, 2012; Vuori, Toppinen-Tanner & Mutanen, 2011). Faced with these challenges, employees need to seek career opportunities proactively within as well as outside of their current organization. A number of authors have proposed alternatives to the notion of Career Development e.g. Savickas (2013) referred to Career Construction.

3.3.2 Organizational Development

Organizational development concerns deliberate as well as emergent processes of change that are connected to the performance of organizations and to individual organizational members achieving their full potential (OD & D, 2015). Ability formulated through education, equipment, promotional opportunities, training, experience, capacities (both mental and physical) and ease of task result in employees enhanced career advancement, places the organization in a better competitive position and result in their steady growth (Gagne, 2009). Organizational development (OD) focuses on the performance of the organization as a whole (Singh, 2012). According to Singh (2012), OD concerns an ongoing, collaborative management of organization culture to enhance the effectiveness of an organization and the well being of the employees. The main components of Organization Development include organizational structure, process, culture and Change.

The importance of organizational culture, and therefore the importance of managing it in order to balance global and local effects appropriately, rests in the fact that organizational culture has been linked with leadership and employee effectiveness (Kwantes & Boglarsky, 2007), productivity (Dolan & Garcia, 2002), and satisfaction (Fey & Denison, 2003). The attraction of organization norms, values and beliefs have strong affect upon performance and sustainability (Stewart, 2010). Yirdaw (2014) noted that organizational culture is the glue that combines the hardware (nonhuman resources) to the software (human resources) in the organization to establish teamwork and excellent performance. Google and Apple also identified their positive organizational culture as the ultimate source of sustainable competitive advantage (Simoneaux & Stroud, 2014). Kwantes and Boglarsky (2007) found that organizational cultures that promote individual employee satisfaction and fulfillment were viewed as most strongly linked to effectiveness in all national contexts, but that perceptions of the relationship between effectiveness and other aspects of organizational culture were affected by the context within which employees worked.

There is a substantial relationship between the organizational culture itself and its outcomes such as gaining competitive advantage, a company's effectiveness and financial performance (Tidor, Gelmereanu, Baru & Morar, 2012). Organizations with strong cultures are more effective (Tharp, 2009, retrieved in February 2013). The principles from the best run American companies of Fortune 500's top performing companies, such as 'productivity through people', 'autonomy and entrepreneurship' and 'hands on value driven', are responsible for the success of those companies and have been guidelines for managers ever since (Chapman, 2009, cited by businessballs.com, retrieved in May 2013). Studies by Cole and Cole (2010) have found a highly positive correlation between organizational culture and employee satisfaction. The study results have also shown that each unit increase in job satisfaction decreases the turnover intention and that a workplace culture is required in order to keep employees satisfied (Medina, 2012).

Hang and Lee (2007) state that the higher the extent of identification with the existing organizational culture is, the higher the extent of job satisfaction is (Mehr, Emadi, Cheraghian, Roshani & Behzadi, 2012). According to Kanter (2011) continuous improvement is a survival strategy for every company, as it is the only way of preparing organizations to be able to cope

with rapid adjustments to rising standards and changing conditions (Kanter, 2011). Organizational change is often viewed as a necessary means to ensure that organizational strategies continue to be viable (Maya, 2009). On-going organizational changes are increasingly common in the workplace and embrace opportunities for growth and development as well as the potential for substantial costs and losses (Kiefer, 2005 as cited in Ye & Singh, 2007).

An Organization has to always change the way of doing business in order to sustain growth, remain competitive and survive from the external and internal environments pressure (Herold & Fedor, 2008; Martins, 2008 as cited in Liu, 2010). However, failure to manage change effectively may decrease organizational effectiveness and employee well-being, and damage manager's careers (BK, 2005; Herold & Fedor, 2008 as cited in (Liu, 2010). The layoff survivors (Virick et al., 2007) as cited in (Malik, Ahmad & Hussain, 2010) suffer exhaustion that ultimately leads to dissatisfaction. Tavakolia (2010) states that employees' performance will decrease due to the reason of downsizing, innovations, restructuring and mergers in the organization.

3.3.3 Employee Performance

Studies have found positive relationships between both formal and informal HCD activity and performance outcomes (Greenidge, Alleyne, Parris & Grant, 2012; Panagiotakopoulos, 2011). Albert and Rinsky (2012) said that improving employee performance makes mention that most managers have been in the situation where an employee's performance is not meeting their expectation. When poor work performance is not addressed it may cause resentment and impact negatively on those employees that are performing to a satisfactory standard. Benefits such as increased cost-effectiveness, quality, innovation and ability to adapt to change are cited (Beaver and Hutchings, 2005; Macpherson & Jayawarna, 2007), as are the ability to meet regulatory requirements (Coetzer, Redmond, & Sharafizad, 2012) and greater flexibility (Collins & Smith, 2004). Investment in HCD practices also has a positive impact on staff satisfaction, organizational commitment, quality of working life and employee self-confidence (Roffe, 2007). The important role played by socialization with colleagues in skill development is also highlighted (Higgins, Mirza & Drozynska, 2013; Saru, 2007). Conversely, lack of access to workplace HRD can have a negative impact on sustainable working amongst older employees (Zientara, 2009). Some studies report a positive association between the use of formal, systematic and structured HRD approach and improved worker motivation and staff satisfaction (Pajo, Coetzer & Guenole, 2010).

3.0 RESEARCH METHODOLOGY

The study adopted a descriptive cross-sectional survey design. This kind of research design gives the researchers the chance to collect data from participants at a point in time. According to Shields and Rangarajan (2013), descriptive research, is used to describe characteristics of a population or phenomenon being studied and answer the "what" question. The advantage of this design is that it captures the situation in its' full form by describing a particular scenario as it is and are also generally quick, easy, and cheap to perform. Cross-sectional studies are carried out once and represent a snapshot at one point in time (Cooper and Schindler, 2008). The population of the study is the twenty (20) government ministries with a workforce of 175,323. The Unit of analysis, which is also called the unit of statistical analysis, is described as the individual units about which or whom descriptive or statements are to be made (Mugenda and Mugenda, 2003). The sampling frame describes the list of all population units from which the sample is selected (Cooper and Schindler, 2003).

The sampling frame for the study was the 20 government ministries from which a representative sample was drawn. Stratified simple Random sampling technique was used to select the sample of respondents from the different cadres of the staff. Orodho (2003) states that stratified sampling is applicable if a population from which a sample is to be drawn does not constitute a homogeneous group. Four levels of staff were classified as upper management, middle management, HR and lower cadre employees. Sample size depends on different factors such as the number of variables in the study, the type of research design, the method of data analysis and the size of the accessible population (Mugenda & Mugenda 2003). The Sample Size for the study will be 397. Both primary and secondary data was collected and utilized in this study. The primary data was be collected using questionnaires while secondary data was collected from different relevant journals, research reports, the internet, published text books and government publications. According to Kothari (2004) one does not encounter the difficulties arising from the interviewer-interviewee interaction when using questionnaire. Kombo and Tromp (2006) assert that questionnaires facilitate the collection of information from a large sample and diverse regions and saves on time. The questions were developed using the Likert- scale in which respondents provided responses using a 5-point scale where; 1 = strongly disagree, 2= disagree, 3= moderately agree; 4= agree and 5= strongly agree. Many researchers prefer to use a Likert-type scale because it's very easy to analyze statistically (Jackson, 2009).

The questionnaires were hand delivered to the expected respondents through the Human Resource heads of departments in the different ministries. All questionnaires had an attached introductory letter which identified the researcher and explained the purpose of the study. Once completed, the questionnaires were collected from the HR department. According to Orodho (2004) the practice at pre-testing the questionnaire because unclear questions, insufficient space to write the response, clustered questions and wrong phrasing of questions can be detected. According to Mugenda and Mugenda (2003) a pilot study helps to show the adequacy of whether research protocol is workable and realistic. Forty sample questionnaires were administered for the pilot study. Saunders and Lewis (2011)) emphasize that pilot study

should be undertaken to pre-test the questionnaire and enable researcher to obtain assessment of validity of questionnaire as well. An internal consistency test using Cronbach's alpha was used to test reliability by means of the SPSS program. This method is the most convenient as it requires one administration and can be used to examine the correlation among all items measuring each variable (Fraenkel & Wallen, 2003). The closer the alpha to 1, the higher the internal consistency reliability. All the questions had an alpha above .07 and therefore were reliable.

The questionnaire was thoroughly discussed with the supervisors to ensure its comprehensive enough. According to Weiers (1988), judgment of experts regarding representativeness of the instrument is a source of constructive input to improve direction of characteristics it is attempting to measure. Content validity was examined to ensure an adequate and representative set of items that would tap the concept (Sekaran, 2003). Most of the data gathered was qualitative. The collected data was coded, captured, cleaned and finally analyzed using statistical package for social sciences (SPSS) and MS Excel platforms. The qualitative data was analyzed using content analysis. The data was further analyzed using Pearson correlation coefficient to test the correlation between the independent variables and the dependent variables. Analysis of Variance (ANOVA) was used to test the significance of the overall model at 95% level of significance. Regression analysis was done using the multiple regression analysis to test the relationship between Employee Performance and the four independent variables of Training, Management Development, Career Development and Organizational Development and the moderating influence of HRM policies. Hypothesis testing will be done at 5% significance level ($\alpha = .05$). The SPSS version 20 was used to compute t tests to give results of critical values (P value). The decision rule applied is accept null hypothesis (H_0) if the estimated value is less than the t-table value, otherwise, reject null hypothesis and uphold the alternative hypothesis (H_1). The Analyzed data was presented using different methods. This includes use of percentages, tables, charts and graphs to give a clear visual picture of the research findings. This facilitates description and explanation of the study findings.

4.0 DATA ANALYSIS AND INTERPRETATIONS

4.1.1 Response Rate

Out of the 397 questionnaires administered, 302 were filled and returned, which represents 76% response rate and therefore very good.

Table 4.1: Response Rate

	Targeted	Returned
Numbers	397	302
Percentage %	100	76

4.1.2 Respondents Age in Years

The study also revealed that 0.3% of the respondents were below 20 years, 8.3 % were between 21-30 years, 38.5 % were between 31-40 years, and 37.8% were between 41-50 years while 14.9 % were between 51-60 years. The results are presented in table 4.2 below. This shows that majority of the respondents are between the age of 31 and 50 years. It was thus concluded that the majority of the respondents at 76.3% were between the ages 31-50 years.

Table 4.2: Respondents Age in Years

Variable	Frequency	Valid Percent
Below 20	1	0.5
21-30	25	8.3
31-40	116	38.5
41-50	114	37.9
51-60	45	15.0
Total	301	100

4.1.3 Gender of Respondents

The descriptive statistics of the study indicated that 151 (51 %) of the respondents were men while the remaining 147 (49%) were women. The results show that there is a good balance between both male and females in the public service

Table 4.3: Gender Distribution of the Respondents

Variable	Frequency	Valid Percent
Male	151	50.5
Female	148	49.5
Total	299	100.0

4.1.4 Length of Service

The results of the study showed that 9.3% of the respondents had served the ministry less than 5 years, 51% between 6-10years, 26.8% between 11-15 years, 7.3% between 16-20 years, while 5.6 % have served for over 20 years.

Table 4.4: Length of Time Served in the Organization

Variable	Frequency	Valid Percent
Below 5	28	9.3
6 - 10	154	51.0
11 - 15	81	26.8
16 - 20	22	7.3
Over 21	17	5.6
Total	302	100

4.1.5 Current Positions of the Respondents

26% of the respondents were from the HR department, 31.2% from Middle level management, and 22.6% from the senior management while 19.2% occupied clerical positions.

Table 4.5: Current Positions of the Respondents

Variable	Frequency	Valid Percent
HR	76	26.0
Middle level Management	94	32.2
Others(specify)	66	22.6
Total	56	19.2
	292	100.2

4.1.6 Respondents Highest Academic Qualifications

In terms of academics, 2% of the respondents are certificate holders, 14.6% are Diploma holders, 50.7 Degree holders, 32.1% Masters Holders while 3% are PhD holders.

Table 4.6: Respondents Highest Academic Qualifications

Variable	Frequency	Valid Percent
Certificate Diploma	6	2.0
Degree	44	14.6
Masters	153	50.8
PhD	97	32.2
Total	301	100

4.1.6 Reliability of an Instrument

The reliability of an instrument refers to its ability to produce consistent and stable measurements. The Cronbach's alpha which estimates internal consistency determining how all items on a test relate to all other items and to the total test - internal coherence of data was used. The reliability is expressed as a coefficient between 0 and 1.00. The higher the coefficient, the more reliable is the test. To ensure the reliability of the instrument, Cronbach's Alpha was used in this study. The findings indicated that Career Development had a coefficient of 0.933, Organizational Development had a coefficient of 0.895, while the dependent variable of Employee Performance had a coefficient of 0.969. All constructs depicted that the values of Cronbach Alpha were above the suggested value of 0.7 and thus reliable (Nunnally & Bernstein). The results are presented in Table 4.7 below.

Table 4.7: Reliability Test of Constructs

Variable	Reliability Cronbach's Alpha	Total Items	Comments
Career Development	0.933	10	Accepted
Organizational Development	0.895	12	Accepted
Employee Performance	0.969	11	Accepted

4.2 DESCRIPTIVE STATISTICS

4.2.1 Descriptive analysis of Career Development on Employee Performance

The third objective of the study is to examine the effects of Career Development on Employee Performance in the Public Service of Kenya. Table 4.8 shows a summary of effects of Career Development on Employee Performance. 95 % of the respondents agreed that there is a relationship between career development and employee performance while 95.9% agreed that the organization provides managers with skills on how to help employees with career development and 95.7% agreed that responsibility for career development is shared between the individual, the manager and the organization. 96.4% agreed that the organization gives employees the processes, information, tools and resources needed to develop their careers; 95.4% agreed that management plays a pivotal role in career development like coaching employees; 93.6% agreed the organization has a culture which values, supports and reward career progression. 92.3% agreed that evaluation of the effectiveness of career development systems and programs is done using training while 95.4% agreed that communication of key development information and initiatives is considered a critical success factor; 93.5% of the respondents agreed that formal education is provided as part of career development while 89.5% strongly agreed the organization takes creative steps to provide and improve cross-functional skills in their employees. The sub variables of Career Development had means ranging between 4.03 and 4.61.

The findings of the study agree with a study by Abubakarr (2014) titled perceived relationship between career development and employee retention at Deloitte Kenya and

found that career development has become attractive to organizations that seek to improve performance and productivity. A study by Bett (2015) find out that indeed Training and Career Development has an effect on Employee Performance.

Table 4.8: Effects of Career Development on Employee Performance

Statements	SD %	D %	MA %	A %	SA %	T %	M
There is a relationship between career development and employee performance	3.4	1.7	3	14.4	77.5	100	4.61
The organization provides managers with career development skills	.7	3.4	7.4	51.7	46.9	100	4.21
Responsibility for career development is shared between the individual, the manager and the organization	.3	4	9.7	47.2	38.8	100	4.20
The organization gives employees the processes, information, tools and resources needed to develop their careers	.3	3.3	10	45.5	40.8	100	4.23
Management plays a pivotal role in career development	.7	3.7	7.7	49.2	38.8	100	4.30
The organization has a culture which values, supports and reward career progression	2	4.4	12.4	44.6	36.6	100	4.22
Training is used to evaluate effectiveness of career development systems and programs	2.3	5.4	12.4	46.3	33.6	100	4.09
Communication of key development information and initiatives is considered a critical success factor	.3	3.3	7.4	43.5	45.5	100	4.03
Formal education is provided as part of career development	1.4	5.1	7.1	46.1	40.3	100	4.19
The organization takes creative steps to improve employees cross-functional skills	2.4	8.1	8.4	51.7	29.7	100	3.98

4.2.2 Career Development Strategies Provided by the Organization

Table 4.9 presents the results of Career Development strategies provided. 50.2% of the respondents agreed on the use of Job Rotations, 39.7% said On the Job Learning, 4.4%

Assignments, 4% said Projects, 0.3% Task Forces while 1.3% said others. The findings are in line with Beehr, et al. (2009) assertion that participation in decision-making is related to autonomy or empowerment, which is intrinsically motivating. Moreover, Ko (2012) underlined that Career Development includes growing professional knowledge and independence to improve creativity, job performance, and innovation. According to Farndale, Vidovic and Rockey (2015) study on Human Resource Management Policies and Practices in the United States, the most popular practices for career management in 2014/15 are on-the-job training, projects, team work, informal coaching and computer-based packages.

Table 4.9: Career Development Strategies Provided

Variable	Frequency	Valid Percent
On the job learning	118	39.7
Job rotations	149	50.2
Assignments	13	4.4
Projects	12	4.0
Task forces	1	.3
Any others	4	1.3
Total	289	100

4.2.3 Career Development Processes Integrated with HR Processes

Table 4.10 presents results of Career Development processes integrated / supported by other HR processes. 47.5% of the respondents said Performance Management, 43.1% said Management Succession, 27% said Talent Management, and 1.3% said Career Planning while 5.4% said all the Career Development processes are integrated/ supported by other HR processes. This agrees with Gülova and Demirsoy (2012) “moral commitment” that states the positive and deep bond with the organization through internalization of the goals, values and norms of the organization and integration with organizational power (Gülova & Demirsoy, 2012). According to Deloitte, (2014) retention tends to rise when an employee’s talent are developed within the company, and when they are offered challenging jobs that connects to their colleagues and the company’s larger goals.

Table 4.10: Career Development Processes Integrated with HR Processes

Variable	Frequency	Valid Percent
Performance Management	141	47.5
Management Succession	128	43.1
Talent Management	8	2.7
Career Planning	4	1.3
All	16	5.4
Total	297	100

4.2.4 Identification of High Potential Employees for Development

Table 4.11 presents results of methods used in identifying high potential employees for development. 65.45% of the respondents said high potential employees are identified at an early age and stage of their career development, 33.6% said by reaching deeper into the organization for high potential employees while just 1.2% said both methods. The findings are confirmed by Farndale, Vidovic and Rockey (2015) in their study on HRM policies and practices in America that 2014/15 saw a large increase in the number of organizations recruiting the head of HR from within their HR department, rising from around one-quarter to one-third of organizations.

Table 4.11: Methods of Identifying High Potential Employees for Development

Variable	Frequency	Valid Percent
Identified at an early age and stage of their career	184	65.7
By reaching deeper for potential employees	93	33.2
Both methods	3	1.1
Total	280	100

4.3.1 Descriptive Analysis of OD and Employee Performance

Results presented in Table 4.12 show the effects of Organizational Development on Employee Performance. 94 % of the respondents agreed the organization has a value driven approach that seeks to instill values and build cultures that bring out the best in people; 98.3% agreed the structure of my work is clearly designed; 93.6% agreed the organization culture promotes employees performance and 93.3% agreed the organization structure ensures smooth transition in cases of retirement or change of guard. 94.3% agreed the priorities of the organization are understood by its employees; 98% of the respondents agreed the relationship with members of the work group are friendly as well as professional; 97% agreed the outcome of organizational changes reflect the overall employees work performance; 98.7% agreed that flexibility to change reflect the overall employees performance while 96.6% agreed that OD is committed to transfer of knowledge and skills. 93.9% agreed that organization leadership efforts result in the organizations fulfillment of its purposes while 93.3% agreed that OD emphasizes the importance of reliable feedback in monitoring and managing the change process. All the sub variables of Organizational Developments had means ranging between 4.01 and 4.42.

The results confirms findings by Robbins and Sanghi (2007) that attraction of organization norms, values and beliefs have strong affect upon performance and sustainability. Alharbi and Alyahya (2013) in their research findings concluded that the positive association between culture and performance helps in improving results of organization.

Table 4.12: Effects of OD on Employee Performance

	SD	D	MA	A	SA	T	M
	%	%	%	%	%	%	
The organization has a value driven approach that instills values and build cultures that bring out the best in people	2.7	3.4	7.4	16.1	68.5	100	4.42
The structure of my work is clearly designed	0	1.7	5.7	68.2	24.4	100	4.15
The organization culture promotes employees performance	1.7	4.7	8.8	49.3	45.8	100	4.14
The organization structure ensures smooth transition in retirement or change of guard	2.3	5.4	8.1	43.3	40.9	100	4.15
The priorities of the organization are understood by its employees	2.7	3	8.7	38.6	47.0	100	4.24
My relationship with members of my work group are friendly as well as professional	.7	1.3	6.1	48.5	43.4	100	4.33
The outcome of organizational changes reflect overall employees work performance	.7	2.3	7	53.2	36.8	100	4.23
My flexibility to change reflect the overall employees performance	.3	1.0	5.4	54.9	38.3	100	4.30
OD is committed to transfer of knowledge and skills	.3	3.3	9.5	45.9	41.2	100	4.25
The organization leadership efforts result in the organizations fulfillment of its purposes	1.4	4.7	92	47.1	37.6	100	4.15
OD emphasizes the importance of feedback in monitoring and management of change	1.0	5.7	11.4	55.0	26.8	100	4.01

4.3.2 Knowledge of the Organization Structure

Table 4.13 presents the results of knowledge of the organization structure. 55.85% of the respondents are well aware of the organization structure while 44.2% are not well aware.

Table 4.13: Knowledge of the Organization Structure by Employees

Variable	Frequency	Valid Percent
Yes	168	55.8
No	133	44.2
Total	301	100

4.3.3 Preparedness to Handle Change when it happens

Table 4.14 presents the results of the employee's preparedness to handle change. 56.6% of the respondents said they are well prepared, 36.7% are prepared while 6.7% said they are not well prepared to handle change when it happens. The findings are supported by Soltani et al. (2007) whose studies revealed that, during change initiatives that were not achieving their desired results, middle managers felt that senior management was uncertain about the strategic importance of the change.

Table 4.14: Employees Preparedness to Handle Change

Variable	Frequency	Valid Percent
Well prepared	170	56.7
Prepared	110	36.7
Not prepared	20	6.7
Total	300	100

4.3.4 Type of Organizational Culture

Table 4.15 presents the results of the different types of organizational culture. 53% of the respondents said the organization is power oriented, 50% said role oriented while 7% said fulfillment oriented. The results agree with Monzavia, Mirabib, & Jamshidic (2013), that business managers use an effective organizational culture model to execute an organizational strategy and to improve performance in the organization. Alharbi (2013) also found the job performance of organization has a strong impact of strong organization culture as it leads to enhanced productivity. According to Fiordelisi and Ricci (2014) loyal and engaged employees promote effective organizational culture that improves performance and productivity in the organization.

Table 4.15: Type of Organizational Culture

Variable	Frequency	Valid Percent
Power oriented	160	53.2
Role oriented	122	40.5
Fulfillment oriented	19	6.3
Total	301	100

4.4.1 Descriptive Analysis for Dependent Variable of Employee Performance

Table 4.16 presents a summary of Employee Performance sub variables. 97.7% of the respondents agreed that HCD practices contribute in aligning personal objectives with organizational goals; 98.7% agreed that HCD practices assist employees in achievement of set objectives; 97.6 either agreed or strongly agreed that HCD practices make employees have a competitive advantage over other employees. 99.0% agreed that High productivity is achieved through HCD practices while 88.7% agreed that HCD practices contribute to both products and process innovativeness. 98.6% agreed that HCD practices contribute to increased employee motivation; 98.6% agreed that employees efficiency is enhanced through HCD practices; 98.0% agreed that HCD practices encourages employees to stay longer in the organization/reduced turnover; 98. % agreed that HCD practices contribute to quality customer services and products; 97.3% agreed that HCD practices contribute to reduced absenteeism; 98.3% agreed that HCD practices contribute to increased employee commitment while 95.0 agreed that HRM practices contribute to increased employee satisfaction. The sub variables had means ranging between 4.20 and 4.56.

The findings agree with Kinicki & Kreitner (2007) that Employee Performance is higher in happy and satisfied workers and the management find it easy to motivate high performers to attain firm targets. Sankay, Ismail and Shaari (2010) investigated the impact of human capital development on economic growth in Nigeria during the period 1970 to 2008 and the result indicated that human capital development has a significant impact on Nigeria's economic growth. Batool and Batool (2012) analyzed the effect of employee training and development on competitive advantage to an organisation. The results revealed positive effects of training and development on organisational competitive advantage.

Table 4.16: Dependent Variable of Employee Performance

Statements	SD	D	MA	A	SA	T	M
	%	%	%	%	%	%	
HCD practices contribute in aligning personal objectives with organizational goals	.3	2	9.1	52.7	35.9	100	4.22
HCD practices assist employees in achievement of set objectives	.7	.7	10.4	53.7	34.6	100	4.21
The HCD practices make employees have a competitive advantage over other employees	.7	1.7	9.1	47.3	42.2	100	4.27
High productivity is achieved through HCD practices		1	7.4	55	36.6	100	4.27
HCD practices contribute to both products and process innovativeness	.3	1	9.4	42.3	47	100	4.35
HCD practices contribute to increased	.7	.7	6.4	54	38.3	100	4.29

employee motivation							
Employees efficiency is enhanced through HCD practices	.3	1	6.8	50.7	41.2	100	4.34
HCD practices encourages employees to stay longer in the organization/reduced turnover	.7	1.3	6.4	48.5	43.1	100	4.31
HCD practices contribute to quality customer services and products	.3	1.7	5.7	49.5	43.1	100	4.31
HCD practices contribute to reduced absenteeism	.7	2	7	53.7	36.6	100	4.23
HCD practices contribute to increased employee commitment		1.7	3.4	68.1	26.8	100	4.20
HRM practices contribute to increased employee satisfaction	2.3	2.7	3	20.8	71.1	100	4.56

4.4.2 Performance Effectiveness Assessments

Table 4.17 presents the results of performance effectiveness assessments. 9.10% of the respondents said Performance effectiveness assessments were done always, 40.50% said mostly, 40.20% said sometimes, 7.80% said rarely while 2.40% said Performance effectiveness assessments were never done. The results are in agreement with Bohlander and Snell (2009) recommendation of a maximum period of 1 year between evaluations, with 6 months as the ideal period. Bohlander and Snell (2009) further defended performance evaluation as the principal method for elaborating an employee development plan and for decision-making regarding promotion and salary increases.

Table 4.17: Performance Effectiveness Assessments

Variable	Frequency	Valid Percent
Always	27	9.10
Mostly	120	40.50
Sometimes	119	40.20
Rarely	23	7.80
Never	7	2.40
Total	296	100

4.4.3 Major Performance Areas in the Organization

Table 4.18 presents the major performance areas in the organization. 7% of the respondents said profitability, 30% said new products, 48% said quality customer service, and 13% said timeliness in service delivery while 2% said any other areas. The results agree with findings by Cameron, (2010) that by fostering a culture of involvement, firms can engage employees at all levels in the business of achieving quality service, increased productivity, and realized purpose. Kimani, Kagira and Kendi, (2011) also found that over the years, service quality has been linked with increased profitability and is seen as providing an important competitive advantage.

Table 4.18: Major Performance Areas in the Organization

Variable	Frequency	Valid Percent
Profitability	18	6.2
New products	87	29.9
Quality customer service	140	48.1
Timeliness in service delivery	39	13.4
Any other areas	7	2.4
Total	291	100

4.4.4 Who Benefits from Good Organizational Performance?

Table 4.19 presents the results of beneficiaries of good organizational performance. 69% said the biggest beneficiaries are the customers/public, 14.3% said employees, 10.90% said management, 5.8% said everybody/all. The public service core function is to provide quality services to the public, not profitability. The results agree with Ahmed and Hanson (2011) who observed that in developing the capacity of public officers, it is crucial to lay emphasis on vital issues of leadership development, that include building the capacity for leaders to instill confidence and motivate workers into a mutual vision to realize organisational objectives. Okechukwu & Tonye (2014) in their study found HRD practice of Training and Development provides their employees with greater intrinsic rewards than other traditional HRD tools.

Table 4.19 Beneficiaries of Good Organizational Performance

Variable	Frequency	Valid Percent
Management	32	10.9
Employees	42	14.3
Customer/Public	203	69.0
All	17	5.8
Total	294	100

4.5 Inferential Statistics

The first objective of the study was to examine the effects of Career Development on Employee Performance in the Public Service of Kenya. The objective H_0 1: Career Development has no significant influence on Employee Performance in the Public Service of Kenya. The P value was 0.000 which is < than 0.05 level of significance and therefore the null hypothesis that Career Development has no significant influence on employee performance was rejected.

Table 4.20 show the coefficient of determination, R squared (R^2) had a value of 0.355 meaning that 35.5% percent of Employee Performance is explained by Career Development practices considered under this study. The remaining 64.5% is explained by other factors not

put into consideration in this study. This implies that an increase in Career Development skills leads to an increase in Employee Performance.

Table 4.20: Regression Analysis on Career Development and Employee Performance

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.596 ^a	.355	.353	4.25545	
a. Predictors: (Constant), Career development					
b. Dependent Variable: Employee performance					

Table 4.21: ANOVA Results on Career Development and Employee Performance

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2838.641	1	2838.641	156.754	.000 ^a
	Residual	5161.022	285	18.109		
	Total	7999.663	286			
a. Predictors: Career development						
c. Dependent Variable: Employee performance						

Table 4.22 show the beta coefficients of the resulting model indicating that Career Development had a positive and significant effect on Employee Performance in the Public Service with a slope of $\beta_2 = 0.531$. This implies that holding all other variables constant, the Employee Performance in the public service increase by 0.531 units when Career Development goes up by one unit. The regression equation for the effect can be stated as: $Y = 29.271 + 0.531X_3 + e$. The results are in agreement with findings of a study by Gagne (2009) that ability formulated through education, equipment, promotional opportunities, training, experience, capacities (both mental and physical) and ease of task result in

employees enhanced career advancement, places the organization in a better competitive position resulting in their steady growth.

Table 4.22: Coefficients Results on Career Development and Employee Performance

Model	Unstandardized Coefficients			
	B	Std. Error	t	Sig.
1 (Constant)	29.271	1.810	16.170	.000
Career development	.531	.042	12.520	.000

4.3.2 Organizational Development on Employee Performance in the Public Service of Kenya

The second objective was to establish the effects of Organizational Development on Employee Performance in the Public Service of Kenya. This informed the Ho 2: Organizational Development has no significant influence on Employee Performance in the Public Service of Kenya. The p value was < 0.05 level of significance and so the null hypothesis was rejected.

The result findings show there was a strong and significant influence of Organizational Development on Employee Performance with a Pearson correlation coefficient (R) of 0.556. The R squared (R²) value was 0.309 meaning that Organizational Development contributes 30.9% of Employee Performance with p value of 0.000 at a confidence level of 95%.

Table 4.23: Regression of Organizational Development on Employee Performance

Model	Model Summary ^b			
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.556 ^a	.309	.306	4.40433

a. Predictors: (Constant), Organizational development
b. Dependent Variable: Employee performance

The results of ANOVA test reveal that Organizational Development has a positive and significant effect on Employee Performance with F value of 125.183 and P value of actual 0.000 which is < 0.05 level of significance.

Table 4.24: ANOVA Results on OD on Employee Performance

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2428.327	1	2428.327	125.183	.000 ^a
	Residual	5431.482	280	19.398		
	Total	7859.809	281			

a. Predictors: Organizational Development
b. Dependent Variable: Employee Performance

Beta coefficients were used to determine the causal effect of the independent variable on the dependent variable. The beta coefficients of the resulting model indicate that Organizational Development had a positive and significant effect on Employee Performance in the Public Service of $\beta_4 = 0.492$, p value of $00 < 0.05$. This implies that holding all other variables constant, the Employee Performance in the public service increase by 0.492 units when Organizational Development goes up by one unit. The regression equation for the effect can be stated as: $Y = 28.722 + 0.492X + \epsilon$. This is in agreement with Patterson et al., (1997) who identified a positive relationship between employee attitudes, organisational culture, HRD and company performance.

Table 4.25: Coefficients of OD on Employee Performance

Unstandardized Coefficients					
Model		B	Std. Error	t	Sig.
1	(Constant)	28.722	2.072	13.863	.000
	Organizational Development	.492	.044	11.189	.000

4.4 Overall Inferential Statistics

The overall objective was to establish the effects of Career and Organizational Development on Employee Performance in the Public Service of Kenya. This informed the Ho 3: Career and

Organizational Development has no influence on Employee Performance in the Public Service of Kenya. The p values were < 0.05 level of significance and so the null hypothesis was rejected. The result findings show the overall model had a strong and significant influence with a Pearson correlation coefficient (R) of 0.582. The R squared (R^2) value was 0.339 meaning that Career and Organizational Development contributes 33.9% of Employee Performance.

Table 4.26: Overall Regression Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.582 ^a	.339	.334	3.88196

a. Predictors: (Constant), Organizational development, Career development

The overall results of ANOVA test reveal that Career and Organizational Development has a positive and significant effect on Employee Performance with F value of 70.356 and P value of actual 0.000 which is < 0.05 level of significance.

Table 4.27: Overall ANOVA Summary

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2120.483	2	1060.242	70.356	.000 ^a
	Residual	4129.077	274	15.070		
	Total	6249.560	276			

a. Predictors: (Constant), Organizational development, Career development
b. Dependent Variable: Employee performance

4.4.3 Overall Beta Coefficients

Beta coefficients were used to determine the causal effect of the independent variables on the dependent variable. The beta coefficients of the resulting overall model indicate that Career and Organizational Development had a positive and significant effect on Employee Performance in the Public Service of $\beta_1 = 0.329$ and $\beta_2 = 0.178$. The p values were < 0.05 . This implies that holding all other variables constant, the Employee Performance in the public service increase by .178 when career Development goes up by one unit and 0.329 units when Organizational Development goes up by one unit. The regression equation for the effect can be stated as: $Y = 29.721 + .329 X_1 + 0.178X_2 + \epsilon$. This is in agreement with

Patterson et al., (1997) who identified a positive relationship between employee attitudes, organisational culture, HRD and company performance.

Table 4.28: Overall Beta Coefficients

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	29.721	1.935		15.357	.000
Career development	.329	.074	.389	4.444	.000
Organizational development	.178	.072	.217	2.481	.014

a. Dependent Variable: Employee performance

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Study Findings

The 1st objective was to examine the effects of Career Development on Employee Performance in the Public Service of Kenya. The computed Chronbach Alpha of the items of Career Development was highly reliable. The result findings show there was a positive and statistically significant influence of Career Development on Employee Performance. That means that Career Development contributes to Employee Performance in the Public Service of Kenya. The null hypothesis that Career Development has no significant influence on Employee Performance in the Public Service of Kenya was therefore rejected.

The 2nd objective was to establish the effects of Organizational Development on Employee Performance in the Public Service of Kenya. The computed Chronbach Alpha of the items of Organizational Development was highly reliable. The result findings show there was a positive and statistically significant influence of Organizational Development on Employee Performance. That means that Organizational Development contributes to Employee Performance in the Public Service of Kenya. The null hypothesis that Organizational Development has no significant influence on Employee Performance in the Public Service of Kenya was rejected.

5.2 Conclusions

The overall study findings show that when the selected HRD practices of Career Development and Organizational Development are bundled together the impact of each on Employee Performance is enhanced than when the variables are considered individually. It is therefore

advisable that Government ministries should consider implementing these bundles of HRD practices, in order to realize an increase in performance. It is also advised that the public sector organizations invest more time and resources in HRD practices that enhance the skills and competencies among its employees. The two considered HRD practices of Career Development and Organizational Development had a positive effect on Employee Performance. Career Development however, made a higher contribution than Organizational Development. The overall results also show that Career Development and Organizational Development positively affect Employee Performance in the stated order. The results confirm what other scholars have said that HRD practices contribute positively towards performance.

5.3 Recommendations of the Study

Based on the findings and conclusion, it was recommended that the public service in Kenya should adopt and implement the HRD practices proved to increase performance. The HRD practices should also be implemented together because the impact is more enhanced than when considered individually. Career Development and Organizational Development should be enhanced through sufficient budgetary allocations. The HR should create departments to deal with career and Organizational Development issues like Career progression paths, Change Management, On the job learning, Management Succession, Talent Management and Career Planning.

5.4 Suggestions for Future Research

This study considered employee performance from the public service sector only. Most findings associate poor performance with Public service. Future studies may consider carrying out similar studies from the private sector and the Public Corporations. Such future studies may introduce other HCD variables other than Career Development and Organizational Development.

The public service mostly deals with provision of public services and not profitability. Thus future studies may consider financial sector in order to gain further insights on the sector. According to Currissine, Lonti and Joumard (2007), empirical evidence suggests that devolution of political power and spreading responsibility to sub national governments and other institutional factors improve public sector performance. The study recommends future research on whether the Kenyan public service has improved since adoption of county system of government in 2013.

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