

**CAREER DEVELOPMENT, REWARDS SYSTEM AND EMPLOYEE
COMMITMENT IN SELECTED MANUFACTURING FIRMS IN UASIN
GISHU COUNTY, KENYA**

BY

MOLLY AWINO

**A THESIS SUBMITTED TO THE SCHOOL OF BUSINESS, DEPARTMENT
OF MANAGEMENT SCIENCE AND ENTREPRENEURSHIP IN PARTIAL
FULFILMENT FOR THE AWARD OF DOCTOR OF PHILOSOPHY
DEGREE IN HUMAN RESOURCE MANAGEMENT OF
MOI UNIVERSITY,
ELDORET, KENYA**

MARCH, 2021

DECLARATION

Declaration by the Candidate

This thesis is my original work and has not been presented for examination in any university for the award of a degree or certificate. No part of this work may be reproduced without prior permission of the author and/or Moi University.

Molly Awino

SHRD/PH.DH/03/16

Date

Declaration by the Supervisors

This thesis has been submitted for examination with our approval as University Supervisors.

Prof. Michael K. Korir

Department of Entrepreneurship and Management Science,
School of Business and Economics,
Moi University,

Eldoret

Kenya

Date

Dr. Stanley K. Kipsang

Department of Entrepreneurship and Management Science,
School of Business and Economics,
Moi University,

Eldoret

Kenya

Date

DEDICATION

This thesis is dedicated to my late parents; Dalmas Otieno Anyango and Florence Akinyi Otieno, Beryl Van de Castele, Rhoda Chebor and my daughter Deirdre Adhiambo Nyambeki. To the latter who through numerous odds allowed me ample time to pursue my long-desired doctorate studies.

ACKNOWLEDGEMENT

I wish to acknowledge the contributions of my supervisors – Professor Michael Korir and Dr. Stanley Kipsang for the valuable time they offered to me in guidance during the writing of this thesis. Your contributions are highly appreciated. I wish to also thank Dr. Patrick Kerre for his lectures on advanced research methodology which made me to write this thesis in an acceptable manner and standard. I extend my sincere thanks to Professor Bernard Nassiuma for his constructive criticisms and suggestions after going through this work. Special thanks to my course lecturers, Professor Mulongo, Dr. Kung’u Mwangi, Dr. Lydia Maket and Dr. Razia who made it easier for me to choose a research topic. I would like to acknowledge the contributions of Mercy Kananu and Beatrice Kitigin for their assistance of vital information required for this work and Paul Nyabola for type-setting services. If Moi University did not give me the opportunity to undertake a course in doctor of philosophy in Human Resource Management, this work would not have been carried out. I therefore thank the University for giving me the opportunity to pursue this course. My warm and heartfelt thanks go to my daughter for moral support and sticking by me in the days and nights that took to finish this study. I wish to express my gratitude to those who may have contributed to this thesis directly or indirectly even though they remain anonymous. Lastly, may I thank the Almighty for his grace, guidance, protection and care during the time I took this course and the writing of this thesis.

ABSTRACT

Employee commitment has been established as a determinant of career development both in public and private firms. Notably, studies on employee commitment and career development practices have not been exhaustively investigated. There is, therefore, inadequate knowledge on rewards system as a potential moderator between career development and employee commitment, thus the need to interrogate these relationships. Therefore, the focus of this study was to examine the moderating effect of rewards system on career development and employees' commitment in selected manufacturing firms. The objectives of the study were to determine the effect of: career planning on employee commitment, career training on employee commitment, career mentoring on employee commitment and career succession planning on employee commitment; and the moderating effect of rewards system on these relationships. The study was underpinned on Herzberg's Two Factor theory as the main theory, supported by Controlled Commitment Continuum and Greenhaus Model of Career Development. The study was guided by post-positivist paradigm and adopted the explanatory research design. The study targeted 25 manufacturing firms in Uasin Gishu County which had 7893 employees. Out of these, 4 firms were selected thus a study population of 3617. A sample size of 435 respondents was selected based on Slovin's formula of sample size determination. To pick the sample from the population, stratified and simple random sampling techniques were employed using the table of random digits. The data for the study were collected using a structured questionnaire. In data analysis, descriptive statistics such as standard deviations, means and frequencies were used while inferential statistics were obtained by carrying out hierarchical regression analyses. The findings of the study revealed that career planning has a positive and significant effect on employee commitment ($\beta_1=.419$, $p<0.05$). Career training, career mentoring and career succession planning were found to have positive and significant effects on employee commitment ($\beta_2=.285$, $p<0.05$, $\beta_3=.189$, $p<0.05$ and $\beta_4=.252$, $p<0.05$). The findings further revealed that there was positive and significant effect of rewards system on employee commitment ($\beta_5=.451$, $p<0.05$). Additionally, the findings revealed that there was positive and significant moderating effect of rewards system on career planning, career training, career mentoring and career succession planning on employee commitment ($\beta_6=.78$, $p<0.05$), ($\beta_7=.93$, $p<0.05$), ($\beta_8=.67$, $p<0.05$) and ($\beta_9=.51$, $p<0.05$) respectively. The study concludes that career planning, career training, career mentoring and career succession planning affect employee commitment. It is also concluded that rewards system is an enhancing moderator on the relationship between career planning, career training, career mentoring and career succession planning and employee commitment. The study recommends that manufacturing firms should allow their employees to embrace career planning prospects in fast tracking their career goal progress, self-management and professional abilities. Management should also ensure that there is continuous skills improvement and acquisition of knowledge through training. Career mentoring should be encouraged to allow retention of talent and continuity while mechanisms should be devised in the identification of successors to high posts for future leader jobs by assisting employees to grow in their careers. Future studies should be carried out on the same topic using longitudinal research design which would mitigate these constraints by exploring more methods to obtain more data.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	xii
LIST OF FIGURES	xiv
OPERATIONAL DEFINITION OF TERMS	xv
ABBREVIATIONS AND ACRONYMS	xvii
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Overview	1
1.2 Background to the Study.....	1
1.3 Statement of the Problem.....	8
1.4 Objectives of the Study	9
1.4.1 Specific Objectives.....	9
1.5 Hypotheses of the Study	10
1.6 Significance of the Study	11
1.7 Scope of the Study	11
CHAPTER TWO	13
LITERATURE REVIEW	13
2.1 Overview.....	13
2.2 Concept of Employee Commitment.....	13
2.2.1 Affective Commitment.....	18
2.2.2 Continuance Commitment.....	20
2.2.3 Normative Commitment.....	20
2.3 Concept of Career Development.....	22
2.4 Concept of Rewards System	30
2.5 Theoretical Foundation	33
2.5.1 Fredrick Herzberg Two-Factor Theory 1959	34
2.5.2 (Greenhaus <i>et al.</i> , 2010) Five Stage Model of Career Development	35
2.5.3 Controlled Commitment Continuum, Walton (1985)	38

2.6 Empirical Debate	41
2.6.1 Career Planning and Employee Commitment	41
2.6.2 Career Training and Employee Commitment	46
2.6.3 Career Mentoring and Employee Commitment	50
2.6.4 Career Succession Planning and Employee Commitment	54
2.6.5 Rewards System and Employee Commitment	56
2.7 Career Development, Rewards System and Employee Commitment	59
2.8 Demographics and Employee Commitment	60
2.9 Existing Gaps	62
2.10 Summaries and Research Gaps	63
2.11 Conceptual Framework	66
CHAPTER THREE	67
RESEARCH DESIGN AND METHODOLOGY	67
3.1 Overview	67
3.2 Research Philosophy	67
3.3 Research Design.....	68
3.4 Study Area	69
3.5 Study Population	70
3.6 Sampling Design and Procedure	71
3.6.1 Unit of Analysis	72
3.7 Data Collection and Research Instruments and Procedure	73
3.7.1 Data Sources.....	73
3.7.2 Questionnaire	73
3.7.3 Data Collection Procedure.....	73
3.8 Measurement of Variables	74
3.8.1 Employee commitment	75
3.8.2 Career Planning	75
3.8.3 Career Training.....	76
3.8.4 Career Mentoring	76
3.8.5 Career Succession planning.....	76
3.8.6 Reward systems	77
3.8.7 Control Variables	77
3.9 Non-Response Rate.....	78
3.9.1 Reducing Non-Response	79

3.10 Reliability and Validity of Data	79
3.10.1 Reliability	79
3.10.1.1 Pretesting	80
3.10.1.2 Reliability Test	80
3.10.2 Validity	81
3.10.2.1 Factor Analysis	82
3.11 Data Analysis	83
3.11.1 Data Preparation and Cleaning	83
3.11.2 Descriptive Statistics	84
3.11.3 Correlation Analysis	85
3.11.4 Data Transformation	85
3.11.5 Inferential Statistics	85
3.11.5.1 Testing for Direct Effects	86
3.11.5.2 Test of Moderation	86
3.11.6 Model Specification	88
3.11.7 Regression Model Assumptions	90
3.11.7.1 Normality Tests	90
3.11.7.2 Multicollinearity	90
3.11.7.3 Homoscedasticity test	91
3.11.7.4 Independence of Errors in Statistical Estimation	91
3.11.7.5 Summary of Data Analysis Techniques	91
3.11.8 Hypothesis Testing	93
3.12 Limitations of the Study	95
3.13 Ethical Considerations	96
CHAPTER FOUR	97
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND	
DISCUSSION	97
4.1 Overview	97
4.2 Response Rate	97
4.3 Data Preparation and Screening	98
4.4 Missing Data	98
4.5 Multivariate Outliers	99
4.6 Analysis of Demographic Characteristics	99
4.7 Cross-Tabulation of Demographic Information against Study Variables	101

4.7.1 Gender and Study Variables.....	102
4.8 Age and Variables.....	105
4.9 Experience and Variables	107
4.10 One Way ANOVA for Experience	110
4.11 Factor Analysis	110
4.11.1 Factor Analysis for the Independent variable.....	112
4.11.2 Results for Factor Analysis for all Variables	114
4.12 Reliability.....	115
4.12.1 Employee Commitment.....	115
4.12.2 Reliability Results of Career Planning	117
4.12.3 Reliability Results for Career Training	117
4.12.4 Reliability Results for Career Mentoring	118
4.12.5 Reliability Results Career Succession Planning.....	119
4.12.6 Reliability Results for Rewards System.....	120
4.12.7 Summary of Reliability Results	121
4.13 Descriptive Statistics Results for the Study Variables.....	122
4.13.1 Descriptive Statistics for Affective Commitment	122
4.13.2 Descriptive Statistics for Continuance Commitment	125
4.13.3 Descriptive Statistics for Normative Commitment	128
4.13.4 Descriptive Statistics for Career Planning.....	131
4.13.5 Descriptive Statistics for Career Training.....	133
4.13.6 Descriptive Statistics for Career Mentoring.....	135
4.13.7 Descriptive Statistics for Career Succession Planning.....	137
4.13.8 Descriptive Statistics for Rewards System.....	140
4.14 Data Transformation	144
4.15 Correlation Statistics for the Variables	144
4.16 Tests for Regression Assumptions	145
4.16.1 Linearity Test for the Variables.....	146
4.16.2 Normality Test for the Variables.....	146
4.16.3 Multicollinearity Test for the Variables	147
4.16.4 Homoscedasticity Test for the Variables.....	148
4.16.5 Data Independence	149
4.17 Moderation Summary	150
4.18 Hypotheses Testing.....	150

4.18.1 Results of the Control Variables of the Study	150
4.18.2 Testing the Hypothesis for Direct Effect.....	151
4.18.3 Effect of Career planning on Employee Commitment (H ₀₁).....	151
4.18.4 Effect of Career Training on Employee Commitment (H ₀₂).....	152
4.18.5 Effect of Career Mentoring on Employee Commitment (H ₀₃).....	153
4.18.6 Effect of Career Succession Planning on Employee Commitment (H ₀₄)....	154
4.18.7 Effect of Reward System on Employee Commitment (H ₀₅)	155
4.19 Testing for Moderation	157
4.19.1 Testing the Moderating Effect of Rewards System on the Relationship between Career Planning and Employees' Commitment (H _{06a}).....	158
4.19.2 Testing the Moderating Effect of Rewards System on the Relationship between Career Training and Employees' Commitment (H _{06b})	159
4.19.3 Testing the Moderating Effect of Rewards System on the Relationship between Career Mentoring and Employees' Commitment (H _{06c})	161
4.19.4 Testing the Moderating Effect of Rewards System on the Relationship between Career Succession Planning and Employees' Commitment (H _{06d})	163
CHAPTER FIVE	167
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	167
5.1 Overview	167
5.2 Summary of Findings.....	167
5.3 Conclusions of the Study	169
5.4 Implications of the Study	170
5.4.1 Theoretical Contribution/New Knowledge	170
5.4.2 Policy/Managerial Implications	172
5.5 Suggestions for Further Research	173
REFERENCES	174
APPENDICES	190
Appendix I: Introduction Letter	190
Appendix II: Questionnaire	191
Appendix III: Rotated Component Matrix	197
Appendix IV: Moderation Model Summary	198
Appendix V: Manufacturing Firms in Uasin Gishu (Adopted from KAM, 2016)	199

Appendix VI: Table of Random Digits	200
Appendix VII: Introductory Letter from School of Business	203
Appendix VIII: Research Authorization Letter from NACOSTI.....	204
Appendix IX: Research Authorization Letter from MoE – Uasin Gishu County ..	205
Appendix X: Research Permit.....	206
Appendix XI: Map of the Study Area	207

LIST OF TABLES

Table 2.10 Summaries and Research Gaps.....	63
Table 3.1: Distribution of the Study population	70
Table 3.2: Proportion of Sample Size per Manufacturing Firm	72
Table 3.3: Summary of Measurement of Variables	78
Table 3.4 Summary of Data Analysis Techniques.....	92
Table 3.5: Summary of Hypotheses Testing.....	94
Table 4.1: Response Rate.....	98
Table 4.2: Mahalanobis Distance.....	99
Table 4.3: Demographic Characteristics.....	101
Table 4.4: Gender and Variables	104
Table 4.5: Age and Variables.....	107
Table 4.6: One-Way ANOVA for Tenure	110
Table 4.7: Kaiser-Meyer-Olkin (KMO) and Bartlett’s Test	112
Table 4.8: Results for Factor Analysis for all Variables.....	113
Table 4.9: Factor Analysis for Independent Variables	114
Table 4.10: Reliability Results for Employee Commitment.....	116
Table 4.11: Reliability Results for Career Planning	117
Table 4.12: Reliability Results for Career Training.....	118
Table 4.13: Reliability Results for Career Mentoring	119
Table 4.14: Reliability Results for Career Succession Planning	120
Table 4.15: Reliability Results for Rewards System	121
Table 4.16: Summary of Reliability Results.....	122
Table 4.17: Descriptive Statistics for Affective Commitment.....	125
Table 4.18: Descriptive Statistics for Continuance Commitment	127
Table 4.19: Descriptive Statistics for Normative Commitment.....	130
Table 4.20: Descriptive Statistics for Career Planning.....	133
Table 4.21: Descriptive Statistics for Career Training	135
Table 4.22: Descriptive Statistics for Career Mentoring	137
Table 4.23: Descriptives Statistics for Career Succession Planning.....	140
Table 4.24: Descriptive Statistics for Rewards System	143
Table 4.25: Transformed Descriptives Statistics	144
Table 4.26: Correlation Statistics for Variables.....	145

Table 4.27: Linearity Test of Variables	146
Table 4.28: Normality Test for the Variables	147
Table 4.29: Multicollinearity of the Variables.....	148
Table 4.30: Levene’s Test for Homoscedasticity	149
Table 4.31: Durbin Watson Test.....	149
Table 4.32: Moderation Summary	150
Table 4.33: Control Effects of the Study	151
Table 4.34: Testing for Direct Effects of Career Development and Employee Commitment	155
Table 4.35: Testing for Direct Effects of Reward System on Employee Commitment	157
Table 4.36: Results of the Interaction of Rewards System on Career Development and Employee Commitment	165
Table 4.37: Summary of Hypotheses Testing.....	166

LIST OF FIGURES

Figure 2.1: Conceptual Framework for the Study	66
Figure 3.1: Conceptual diagram for Moderation Analysis	88
Figure 3.2: Statistical diagram	88
Figure 3.3: Statistical diagram for Moderation Analysis	89
Figure 4.1: MoD graph for Moderating Effect of Rewards System on the Relationship between Career Planning and Employee Commitment	159
Figure 4.2: MoD graph for Moderating Effect of Rewards System on the Relationship between Career Training and Employee Commitment.....	161
Figure 4.3: MoD graph for Moderating Effect of Rewards System on the Relationship between Career Mentoring and Employee Commitment.....	162
Figure 4.4: Moderation of Rewards System on the Relationship between Career Succession Planning and Employee Commitment	164

OPERATIONAL DEFINITION OF TERMS

Career development: Activities directed at helping people to attain career objectives.

These may include skill training, performance feedback and coaching, job rotation, mentoring roles, and challenging and visible job assignments (Greenhaus, Callanan, & Godshalk, 2010).

Career mentoring: Activities aimed at helping people to get in relationships in which a more experienced and knowledgeable person helps to guide a less experienced or less knowledgeable person choose occupations, organisations, and jobs. It involves setting individual career goals (CIPD, 2012).

Career planning: On-going process where an employee explores his/her interests and abilities by strategically planning career goals; while creating future work success by designing learning and action plans to help achieve his/her goals (Baruch & Hall, 2004).

Career Succession Planning: Refers to effort by an organisation to ensure leadership continuity in key positions, retain and develop intellectual and knowledge capital for the future, and encourage individual advancement (Rothwell, 2010).

Career Training: Defined as an educational intervention typically focused, on supervisors and individual contributors that is intended to increase the skills and knowledge of the workforce (Boydell, 2011).

Commitment: A psychological state that characterizes the employees' relationship with the organisation and has implication for the decision to continue membership in the organization. (Meyer & Allen, 1997).

Employee commitment: The psychological attachment and the resulting loyalty of an employee to an organisation (Ahmad & Scott, 2015).

Low Cadre Employees: An operational unit, as of staff officers or other key personnel, around which an expanded organization can be built.

Manufacturing Firms: Refers to the branch of manufacture that modifies, processes, or prepares from raw materials and commodities. The term firm is used interchangeably with industries and organisations.

Organizational commitment: predicts work variables such as turnover, organizational citizenship behaviour, and job performance (Khan, Rajasekar, & Al-Asfour, 2015).

Rewards system: Systems that are made up of compensation, recognition, incentives and benefits provided for the employee as a reward for their contribution to the organisation (Armstrong & Taylor, 2014).

ABBREVIATIONS AND ACRONYMS

CEO	Chief Executive Officer
CIMA	Chartered Institute of Management Accountants
CIPD	Chartered Institute of Personnel and Development
GoK	Government of Kenya
HR/HRM	Human Resource Management
KAM	Kenya Association of Manufacturers
KIA	Kenya Institute of Administration
KNBS	Kenya National Bureau of Statistics
NGOs	Non-Governmental Organisations
PwC	Pricewaterhouse Coopers
SPSS	Statistical Package for Social Science

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter commenced with the background information about the topic of study, covering a comprehensive articulation of the predictor, moderator and outcome variables, the objectives which directed the research, the hypotheses formulated and tested, the significance attributed to the research and the academic and geographical scope within which the study was conducted.

1.2 Background to the Study

Commitment, which is manifested in diverse forms such as affective attachment, involvement with and, obligation to the target, and associated costs of discontinued involvement and responsibility to the target, has been identified as a critical and binding force (Igella, 2014). Commitment as a binding force is therefore delineated into three groups identified as affective, normative and continuance commitments (Boxall & Macky, 2014; Ozanne *et al.*, 2016). Rodrigo, Aqueveque, and Duran (2019) contend that commitment in form of affection elicits the emotions that go through the employee for being involved and allowed to identify with the operations of the organization. Fard and Karimi (2015) on the contrary, perceive normative commitment as an obligatory feeling of job continuation; and continuance commitment as awareness among employees of costs that accrue from job turn over.

Committed employees play a major role in the survival of organisations in the ever-competitive world. Despite the role of committed employees in the success of organisations, recruitment and retention of committed employees is a challenge to many businesses (Maloni, Campbell, Gligor, Scherrer, & Boyd, 2017). Maintaining workers who are skilled and dedicated to duty is also a challenge in the manufacturing sector

Hill, 2017; Yanney, 2014). Adamu and Mansur (2018) allude that career development is a multi-dimensional construct with components such as career planning, career training, career mentoring and career succession planning. Manufacturing firms have traditionally been at the fore front of economic growth of many nations globally Kerzner (2017). Through manufacturing for instance, a variety of equipment, human resources, processes, and operations are exploited towards innovation of diverse products using available raw materials, and in essence earning the respective nations economic growth (Fisher *et al.*, 2018). It plays a critical role in prosperity of countries since it has the capacity to not only create jobs, but also generate revenues through exports and investments which allow national treasuries to function. Moreover, manufacturing has been credited with significant contributions towards infrastructure development and, occasionally spills over to other disciplines such as logistics, construction and science. Naudé and Szirmai (2012) associate the transformation from traditional to modern economies being witnessed among developed countries such as Germany and Britain to the manufacturing sector. Kotwal, Ramaswami, and Wadhwa (2011) examined the economic growth of India for the period 1973 to 2004 and noted that manufacturing was the main driver of its growth, together with the construction and service sectors.

Employee commitment has also been explored from a career development perspective. Dialoke and Nkechi (2017) point out that employee commitment is a function of career development, reflected in terms of job enrichment and mentorship. Sharma, Kong, and Kingshott (2016) observed that career planning motivates employees and enhances commitment since it helps them to plan and match their career aspirations with the opportunities available in manufacturing firms. The employees should therefore devise systems of growth opportunities, promotion and progression hence enhancing their

commitment levels. Kiima (2015) noted that employees who undergo career training are more committed and perform better since they have better chances of getting promoted into higher positions of responsibility and attract better salary increments. Dezsö and Ross (2012) report that succession planning, and commitment relate positively and significantly with performance of employees in the context of manufacturing firms.

Kioko (2013) argues that the present age of manufacturing companies is in a state of transition with current issues such as consumer loyalty, competitive edge, revenue and expenditure, organisational culture, technological innovation, world markets, varied customer demands and the need for successful workforce with a global mentality that penetrates every aspect of the company. He further states that manufacturing companies around the world have been capturing competitive advantage for over two decades, investing money and trusting innovative service providers from outside to deliver cost-effectiveness and reliability of internal resource procedures (Kioko, 2013). This is especially important for organisations, which are known as key manufacturing players. In any country's manufacturing sector because of the economic advantages that they offer to their economic climate.

A survey conducted by the Kenya Association of Manufacturers (KAM, 2018) shows that Kenya's manufacturing sector is crucial to alleviating poverty through creation of jobs and economic growth and development sustainability. In addition, it is argued that direct foreign investment is boosted by appealing for foreign direct investment, and this helps Kenya's economic development agenda (Economic Survey, 2018). Despite the vital role that the manufacturing sector plays in terms of economic growth, it is unfortunate that the manufacturing sector's contribution to Kenya's economy appears to have continued to remain stagnant at 10% of gross domestic product (GDP), reaching

around 8.4% in 2017 (Economic Survey, 2018). This is despite the fact that Kenya wants this contribution to increase and has set a target of 15 per cent as the contribution from the manufacturing sector by 2022. Despite this, the distribution of manufacturing companies in Kenya is skewed with Nairobi hosting eighty per cent. Twenty per cent of Kenya's manufacturing companies are especially located in major cities such as Eldoret, Mombasa, Nakuru, Nyeri, Athi-River and Thika (KAM, 2018).

The Sustainable Development Goals (SDGs) are a collection of 17 global goals designed to be a blue print to achieve a better future for all. The objective was to produce a set of universal goals that meet the urgent environmental, political and economic challenges facing our world. Among the key goals was to build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation (Faremo, 2015). The MDGs on the other hand, drove progress in several important areas: reducing income poverty, providing much needed access to water and sanitation, driving down child mortality and drastically improving maternal health (Organization, 2015). They also kick-started a global movement for free primary education, inspiring countries to invest in their future generations. The MDGs was also geared towards creating jobs for citizens to raise living standards (Waage *et al.*, 2010).

The New administration of President Uhuru Muigai Kenyatta has rather picked some key economic deliverables in the vision in what in 2018 he has characterized as "The Big Four" being within the framework of Vision 2030 (County, 2013). The Big 4 Agenda prioritizes key basic needs that are critical to uplifting the standard of living of Kenyans and putting the country on the path to becoming an upper middle-income country by 2030. These four basic needs are the need for; affordable healthcare, manufacturing/Employment, adequate nutritious food and affordable housing. The manufacturing sector has played a decisive role in most countries that have transitioned

from poor to middle-income and rich countries. We expect the manufacturing industry in Kenya to be a crucial contributor to achieving high and sustainable economic growth rates, and in facilitating job creation and poverty alleviation (Panel, Consumption, & Branch, 2011). The government of Kenya aims to increase the contribution of manufacturing to the Kenyan economy from 9.2 percent in 2017 to at least 20 percent in 2022 (Macharia, 2019). Amongst the sectors that are expected to drive this growth are the textile and leather sectors, fish and agro-processing, oil, mining and gas, iron & steel, the construction industry, and the information and communications technology (ICT) sector. For Kenyan manufacturers to thrive in an open and global economy, they must be able to produce world-class products at a competitive cost. To facilitate this, the government of Kenya continues to invest in high quality infrastructure with the aim of enhancing efficiency and reducing the cost of doing business (Kiveu & Ofafa, 2013). This is particularly critical as Kenya neighbors five landlocked countries whose principal routes of exports and imports are through the port of Mombasa at the coast with the Indian Ocean. Uganda, Rwanda, Burundi, South Sudan, Ethiopia, and the eastern part of the Democratic Republic of Congo route their imports and exports through Kenya. The quality of Kenya's infrastructure, widely regarded as one of the best in sub-Saharan Africa, therefore has a significant knock-on effect on the regional economy (Lindley, Pauleit, Yeshitela, Cilliers, & Shackleton, 2018).

Career planning, a component of career development, is recognized as critical in the identification of professional ability, career growth and progress, remuneration growth development, and promotion speed (Muscalu & Muntean, 2013). Career training in this study addressed components such as; training needs assessment, creativity and innovativeness, knowledge and skills gap. Career mentoring addressed constructs such as promotion speed, coaching from senior employees, directing employee progress,

targeting early training and guidance and communication. Career succession planning addressed components such as internal leadership grooming and retention programmes, talent development and sufficient audit of talent and skills gaps.

Employee commitment is also emerging as a function of the reward system. According to Eshun (2011), the reward system that encompasses rewards, recognition, compensation, and incentives is being commonly applied across the board. This is in spite of work environment being dynamic and complex and, consisting of a workforce loaded with heterogeneous characteristics. Eshun (2011) further posit that the diversity in employees' characteristics is manifested through varying needs and aspirations, divergent perceptions of appropriate rewards, and in their recognition for affective commitment. Hall-Ellis (2015) therefore argues that an in-depth understanding of diversity and heterogeneity among employees with regards to extrinsic and intrinsic motivators is a sure way of raising their commitment levels. Hall-Ellis (2015) justify his/her argument by pointing out that such an approach has previously been employed as a human resource practitioners' mechanism to initiate employees' commitment, and to exploit employee behaviour suitable for job performance and realization of organizational goals.

To this note, rewards system is very critical for manufacturing firms survival (Maund, 2001). Although rewards system has been noted to possess the potential to attract, keep and motivate the right employees on a constant basis, to deliver desirable performance, it is argued that when the rewards system has a poor structure it becomes counterproductive leading to high turnover levels, low productivity, and a do not care attitude that does not inspire commitment among employees (Otieno, 2006). The researcher thought it necessary to examine the variables likely to affect commitment

and how they relate to each other. Therefore, the study anticipated that the management of the firms under study would develop and create a rewards system that would be consistent with employee needs, and which would inspire desired commitment among employees in order to face global competition. Hence, career development and rewards system come in handy to ensure that employees are committed.

Effective rewards system has been noted to be the needed impetus for driving manufacturing firm's towards attracting, motivating and retaining employees, as well as, for improving job satisfaction, and commitment and work performance (Katuma & Kwasira, 2015; Ramlall, 2004). They go further to show that the relationship between aspects of career development such as career planning and employee commitment can be moderated by intrinsic factors like rewards within the firms. Khan and Rasheed (2015) tested the moderating role of remuneration and established that it positively affected the link between employee commitment and career management. Moreover, career development has consistently advocated the need for organizations to provide opportunities through which workers can set their growth and advancement trajectories, and achieve satisfaction.

Nguyen, Mai, and Nguyen (2014) observed that employee compensation; satisfaction among employees with assigned tasks, and organizational human resources practices significantly explained employee commitment. Igella (2014) notes that organizational climate and individual factors such as: marital status, age, and job security, are critical to employee commitment. Githu (2018) established that commitment was affected by support for employees at the workplace, their involvement in management of the organization and rewards. The study was carried out in four manufacturing firms in Uasin Gishu County namely: Rivatex, Ken-Knit, RaiPly Woods and Pyramid Plastics.

The current study, therefore, examined how the rewards system moderated the link between career development to employee commitment in the manufacturing firms drawn from the County of Uasin Gishu.

1.3 Statement of the Problem

A major concern among firms in the service sector has been identified as the inability to get competent employees who are committed enough to work with minimal supervision (Timming, 2015). It has been argued that committed employees contribute significantly towards the success of organizations, given that, they need little or no supervision to perform assigned tasks (Arusteu, 2013). Moreover, Arusteu (2013) observes that besides bringing immense advantages to the organization, committed employees also lead to increased productivity, improved performance and increased profitability. Dynamic changes occasioned by new information, technologies, communication and also demographic changes because of globalization, have brought in new challenges to the employees (Zapantis, Skordoulis, Chalikias, Drosos, & Papagrigoriou, 2017) requiring them to have more commitment in their jobs in order to remain relevant in today's competitive job market. Karim (2017) posits that the high rate of labour turnover; together with low productivity in conjunction with a care free attitude are being experienced alarmingly at the workplace. This has watered down commitment levels among employees to the detriment of organizational performance. However, Mahmood, Akhtar, Talat, Shuai, and Hyatt (2019) indicate that high work-related opportunities in organizations drive employee commitment to the organization. Despite manufacturing firms playing a key role in the economic growth in Kenya KNBS (2010), most of the them struggle with low commitment levels of their employees. According to Robinson (2003) as cited in Igella (2014) employment practices such as layoffs, downsizing and mergers are stimulated by the need to be

competitive but instead leads to low levels of commitment among employees. The relationship between career development and employee commitment is known: Nath and Agrawal (2015) compared job satisfaction and organisational commitment. Younis, Akram, and Naseeb (2013) compared career development and organisational commitment and established that career management positively and significantly related with organizational commitment. Turinawe (2011) explored the relationship between job satisfaction, rewards system, organizational commitment and employee performance. Nevertheless, no known studies have explored how rewards system can impact on the linkage involving career development and employee commitment in manufacturing firms. Therefore, without a comprehensive research it remains speculative how the presence or absence of rewards system affects career development and employee commitment. This study, therefore, addressed the moderating effect of rewards system on the relationship between career development and employee commitment in selected manufacturing firms in Uasin Gishu County.

1.4 Objectives of the Study

The main objective of the study was to examine the moderating effect of rewards system on career development and employees' commitment in selected manufacturing firms in Uasin Gishu County, Kenya.

1.4.1 Specific Objectives

The specific objectives of the study were:

1. To determine the effect of career planning on employees' commitment.
2. To establish the effect of career training on employees' commitment.
3. To determine the effect of career mentoring on employees' commitment.
4. To analyse the effect of career succession planning on employees' commitment.

5. To determine the effect of rewards system on employees' commitment.
- 6a. To determine the moderating effect of rewards system on the relationship between career planning and employees' commitment.
- 6b. To determine the moderating effect of rewards system on the relationship between career training and employees' commitment.
- 6c. To determine the moderating effect of rewards system on the relationship between career mentoring and employees' commitment.
- 6d. To determine the moderating effect of rewards system on the relationship between career succession planning and employees' commitment.

1.5 Hypotheses of the Study

The following hypotheses were tested during the study:

- H₀₁:** Career planning has no significant effect on employees' commitment.
- H₀₂:** Career training has no significant effect on employees' commitment.
- H₀₃:** Career mentoring has no significant effect on employees' commitment.
- H₀₄:** Career succession planning has no significant effect on employees' commitment.
- H₀₅:** Rewards system has no significant effect on employee commitment.
- H_{06a}:** Rewards system has no significant effect on the relationship between career planning and employees' commitment.
- H_{06b}:** Rewards system has no significant effect on the relationship between career training and employees' commitment.
- H_{06c}:** Rewards system has no significant effect on the relationship between career mentoring and employees' commitment.
- H_{06d}:** Rewards system has no significant effect on the relationship between career succession planning and employees' commitment.

1.6 Significance of the Study

The current study was deemed significant because its findings are expected to contribute significantly towards enhancement of employee commitment; given that they are critical to the survival of organizations in a competitive intensive environment. Moreover, findings of the current study hold the potential for providing an avenue through which the management of the manufacturing firms can formulate policies that assist in career planning, career training, career mentoring and career succession planning. The findings of the study further provide the professional bodies such as IHRM/HRM the impetus through which firms ensure facilitation of professionalism standards of behaviour and integrity. Further, the findings of this study is to ensure that employees receive adaptive results for both themselves and the firms through policies for good career planning, training, succession planning, and mentoring and also assist them to enhance their commitment to the firms and revisit their career development plans and align them to the objectives of the employing organisations. Lastly, the study findings have immense potential to contribute to the theory and practice surrounding the management of human resources, and by extension, bridge the gap that exists in the extant literature which shows no evidence of the link that exists between career development, rewards system and commitment among employees.

1.7 Scope of the Study

This study was conducted in Uasin Gishu County, Kenya and involved four manufacturing firms namely; Rivatex, Pyramid Plastics, Raiply Woods and Ken-Knit. Uasin Gishu County is largely cosmopolitan, but the Kalenjin community is notably the domineering community. Other communities that make up a sizeable proportion includes; Luhya, Kisii, Kikuyu, and Kamba (Gishu, 2013). Dairy and large-scale wheat and maize farming are the main economic activities in the county. It also has numerous

industries and factories with a large labour and well laid human resource management policies and structures (KAM, 2018). Quite a number of these manufacturing firms have not been performing well (KNBS, 2010).

The study examined the moderating effect of rewards system on career development and employee commitment. The survey was done between June and July, 2019. The study adopted post-positivism paradigm and explanatory research design. Cross-sectional approach was used to collect data as it collected data at one moment in time using questionnaire that described employee commitment, the four dimensions of career development that is; career planning, career training, career mentoring and career succession planning and rewards system. The researcher was assisted by two trained research assistants. The study involved 435 respondents from four selected manufacturing firms in Uasin Gishu County.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

A general review of existing literature was undertaken and literature sought on the critical concepts that informed the study variables. Consequently, the study examined literature on the concepts of career development, rewards system, and employees' commitment using the funnel approach; reviewing literature from developed countries' context and cascading down to the Kenyan context. More importantly, this chapter focused on specific components of career development namely: career planning, career training, career mentoring and career succession planning. The chapter also appraised literature on how each of these components impact on employees' commitment in the manufacturing firms. The chapter ends with research gaps and summary of the literature reviewed.

2.2 Concept of Employee Commitment

The concept of employee commitment has received extensive attention among scholars, and particularly among scholars leaning towards organizational psychology (Meyer, 2014; Mowday, Porter, & Steers, 2013; Turner Parish, Cadwallader, & Busch, 2008). The diverse implications that employee commitment has on organizations, employees and the society, have driven more interest into the concept, and particularly with regards to its capability to act as an antecedent of employee performance and other work-oriented attitude and behaviour (Karim, 2017).

Employee commitment towards the organization has variously been defined in the existing literature. Organizational commitment has for example, been defined as a bond, link or association which exists between individual employees' and the organization (Khan *et al.*, 2015). Khan and colleagues point out that it is a psychometric

state which defines the individual employees' innate decision to be attached and remain in the organization. Porter, Steers, Mowday, and Boulian (1974) as cited in Diriye (2015) defines commitment as a show of loyalty and attachment to an organization. Diriye (2015) posits that involvement and identification with an organization are relative aspects and are manifested in commitment. Diriye delineates three factors that reflect an employees' commitment to an organization namely: the desire to remain part of an organization; willingness to work towards realization of the goals and values of the organization; and being ready to serve the organization in whatever capacity.

Salancik (2007) defines commitment as a state that can be harnessed and then raised to cater for the interests and ends of the organization, and which requires that employees be given the encouragement to participate actively in decision making involving whatever tasks they are to perform. Chaudhary, Rangnekar, and Barua (2013) approach organizational commitment from a psychological perspective. They posit that it relates to the attachment that an individual has with the organization. In their view, commitment is much more than loyalty and, requires rapport to be established between employees and the organization to facilitate mutual interaction and dedication to the organization's well-being. These arguments show that commitment is a behavioural concept whose centre of focus is the employee thus, employee commitment.

Consensus has been achieved among scholars towards situating employee commitment in the psychology nexus. The argument posited by scholars is that commitment is defined by the psychological state which informs relationships between individuals and their organizations. As a consequence, choice of whatever course of action to take when faced with options to remain in, or quit the organization remains an individual decision depending on the psychological state (Ahmad & Scott, 2015; Northouse, 2018). In

essence therefore, it has been postulated that the strength of commitment is an antecedent of employee tenure where, strong commitment is directly proportional to a greater urge to stay, while weak commitment leads to high employee turnover (Northouse, 2018). Yet sometimes such telling conclusions do require empirical evidence in their support.

Commitment as a concept is noted to be complex and takes on diverse forms (Meyer, Allen, & Smith, 1993). Meyer *et al.*, (1993) aver that, organizational commitment which relates to commitment to the employer remains one of the most commonly investigated commitment forms. Baruch and Vardi (2016) contend that besides the commitment shown to the organization by employees' featuring strongly as a facet of organizational commitment, the organization is also expected to show a reciprocal relationship by being committed to customers, suppliers, shareholders and the community within which it is situated.

Commitment among employees' is the second type of commitment identified by Meyer *et al.*, (1993). It is argued that employee commitment is manifested behaviourally or attitudinally (Meyer & Allen, 1991). The behavioural perspective of commitment zeroes in on conditions that facilitate behaviour repetition, and how such behaviour impacts on attitudinal variation (Meyer & Allen, 1991). Moreover, behavioural commitment is often viewed as a process through which individuals get hooked to an organization and their endeavors' to wriggle out. On the contrary, the attitudinal perspective of commitment outlines critical elements in the development of commitment (Meyer & Allen, 1991). Jaussi (2007) avers that under attitudinal commitment, the focus is the process through which individuals appraise their relationship with the organization in which they work. Alhadhrami (2013) adds that

attitudinal commitment can be viewed as the mindset that allows individuals to interrogate the congruence between their own aspirations against the aspirations of the organization.

The researcher focused on the attitudinal perspective of commitment in this study. The motivation for zeroing in on attitudinal commitment was informed by a desire to identify antecedents of employee commitment in manufacturing firms in Kenya basing on prior evidence by (Meyer & Allen, 1991). The central theme under this approach was to examine the degree to which employees in these firms were willing to identify and involve with their parent organizations. Previously, Dias and Silva (2016) have documented the organizational and individual benefits that arise from increased employee commitment. Sears, Shi, Coberley, and Pope (2013) point out that, benefits like decrease in risks of absenteeism and voluntary turnover, as well as, increased chances of work outcomes are critical elements of the commitment shown by employees to the organization.

It is further noted from the extant literature that besides bringing immense advantages to the organization, employee commitment also helps reinvigorate stagnating organizations which are finding it difficult to adapt to changing environments (Arusteu, 2013). Moreover, it is argued that high levels of commitment among employees attract intrinsic and extrinsic rewards such as satisfaction with the job and increased remuneration (Lin & Lo, 2015). Although employee commitment has been associated with positive gains both to the individual employee and the organization (Arusteu, 2013; Lin & Lo, 2015; Meyer & Allen, 1991), negative impacts of being committed have also been reported. Meyer and Allen for example, argue that commitment among employees jeopardizes family and personal hobbies. Moreover, they point out that over

commitment to the organization puts personal development in terms of knowledge and skills development at risk. Eventually, employees in this cadre lose interest in external labour market and may not be of value to other employers (Meyer & Allen, 1991).

Despite the negative impacts that do occur as a result of organizational commitment, it is reported that the positive outcomes out way the negatives (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). Lin and Lo (2015), for instance, lauds the impact of commitment on work quality and national productivity, and argues that a focus on how to boost employee commitment ought to be an imperative for all organizations desiring to remain competitive. Focus on a study on employee commitment as was the case in this study was therefore deemed as an avenue of highlighting factors which organizations may address in order to maximize employee commitment.

Recognition that commitment assumes diverse forms (Bryson, 2018; Loi, Hang-Yue, & Foley, 2006) and that it can have several foci (Freeman, 2010) are perhaps critical developments that have evolved out of the discourse on commitment theory in the last two decades. Establishment of a general model defining the work place commitment has been at the receiving end of the differences in forms. It is argued that these differences have occasioned multidimensional frameworks to the concept of commitment, making it hard for consensus on a general model (Bryson, 2018). This has not however stopped efforts of drawing differences among the different forms. Meyer and Allen (1997) have for instance adopted the notion of ‘mind-set’ in attempting to distinguish commitment. Their argument being that commitment as an individuals’ mind set is bound to depend on obligation to stay, desire and, perceived cost (Meyer & Herscovitch, 2001).

2.2.1 Affective Commitment

Contributions of Meyer and Herscovitch (2001) with regards to the three tenets of mind set are no doubt a follow up to the three divergent themes earlier identified in relation with employee commitment (Meyer & Allen, 1991). The three themes, obligation to stay in the organization, perceived costs of leaving, and affection with the organization are in tandem with the three elements of commitment unearthed in the ‘mind-set’ approach by (Meyer & Herscovitch, 2001). The commonality between the two approaches is that both view commitment as a psychological state, a bond between the individual employee and the organization, and that both reflect on the decision regarding job tenure.

Several scholars have extensively focused on research on organizational commitment and its development albeit, unsystematically (Gellatly, Meyer, & Luchak, 2006; Jaros, 2007; Meyer & Allen, 1997). Most of them nevertheless based their arguments on exploiting existing theories and the avalanche of accumulated evidence. Development of commitment in either form, is also credited to various bases with personal involvement being recognized as the primary basis upon which affective commitment is development (Meyer & Herscovitch, 2001). On the contrary, Cohen (2007) and Avolio, Zhu, Koh, and Bhatia (2004) identify organizational socialization and reciprocal benefits as the main bases upon which normative commitment is developed. Development of continuous commitment is reportedly depended on accumulated investments that would otherwise become redundant or would be lost in the event of an individual ceasing to continue with a specific course of action (Meyer *et al.*, 2012; Restubog, Bordia, & Tang, 2006).

Career development features prominently in discourse on the development of organizational commitment. Meyer and Allen (1997), as cited in Diriye (2015) associate career development with affective commitment. They posit that, career growth is a function of need satisfaction measured at different levels. Consequently, they advance that affective commitment is a positive output of career growth. Moreover, they point to need satisfaction as a pre-requisite to affective commitment, which implies that manipulation of employee experience with a bias towards needs satisfaction is bound to elevate affective commitment among employees. Diriye (2015) argues that organizations ought to seek to satisfy employees' higher order needs such as professional development and career goals; as well as appreciate employee commitment by way of remuneration and promotion.

Citing Hom *et al.* (2009), Diriye (2015) posit that career growth experience allows employees' to relate mutually with the organization, making such organizations to reap dividends for investing in such a mutual relationship. Lau, McLean, Hsu, and Lien (2017) add that the mutual relationship which exists between the organization and the individual employee enhances compatibility between them, and increases the employee's affective commitment. Diriye (2015) advocates for mutual relationship by noting that employees raise their levels of affective commitment, if the tasks assigned offer the opportunity to experience career growth, and also allow for professional development and their outputs are rewarded appropriately. Diriye (2015) postulates that the converse could be true where lack of proper trajectory to enhance career growth and professional growth, is a source of decreased affective commitment.

2.2.2 Continuance Commitment

Continuance commitment develops as a result of accumulated investments, or side bets, that would be lost if the individual discontinued a course of action, and as a result of lack of alternatives to the present course (Meyer *et al.*, 2012). Employees display continuance commitment by choosing to stay with the organization from the fear of perceived losses or risks associated with leaving (Balassiano & Salles, 2012). An employee opts to remain with the organization because he/she lacks alternative opportunities outside the organization or fears the loss of related benefits accrued overtime (Dixit & Bhati, 2012). Employees are always aware of the social and economic costs of leaving employment so they choose to stay and remain committed to the organization because they need to. Continuance commitment exemplifies an employee's stay with the organization based on either costs or benefits the employee attaches on continued membership in the organization. In sum, theory and research over the past two decades supports distinctions among foci, forms, and bases of commitment.

2.2.3 Normative Commitment

Normative commitment, also seen as the obligation to stay, enhances the urge among employees to carry on serving the organization. In this way, the individual worker is obligated to feel that staying is the best option given the length the organization has gone to in training the individual worker (Diriye, 2015). Such a sense is further heightened if the organization has made prior sacrifices to the worker. Moreover, grooming and upbringing are critical factors that could result in feelings of obligation towards the organization.

Normative, affective and continuance commitments are noted to be linked in the sense that they all lead to varying odds of employee turnover (Meyer & Allen, 1991). The

two scholars argue that the three categories of commitments are best referred to as components as opposed to types given that they can present concurrently within an individual albeit to varying degrees. Ohana, Meyer, and Swaton (2013) contends that affective commitment is the category of commitment that has been explored most. The argument advanced is that, through affective commitment, the attachment of the employee to the organization is expressed albeit, emotionally. Moreover, such a commitment also expresses the level of involvement he/she is willing to undertake in the organization. On the contrary, continuance commitment, viewed as the costs that would be incurred on quitting an organization is reportedly the least explored (Meyer & Allen, 1991).

Normative commitment, which is the third category, is regarded as taking on a moral orientation which binds an individual to the organization. The individual in this case is guided by the moral notion that staying with the organization is the just option to take (Lapointe & Vandenberghe, 2018) put simply, staying in an organization for want of staying elicits strong affective commitment; however, remaining in the organization because that's the only option elicits continuance commitment, and continued service to the organization because it just reflects strong normative commitment (He, Lai, & Lu, 2011).

The highlighted components of employee commitment are particularly useful in situations where employees work as cooperative groups. Meyer and Allen (1991) point out that development of positive affective commitment helps to bind team members, makes them feel more positive and motivated, and raises their commitment to the organization. Moreover, increased affective commitment enhances chances of greater job satisfaction (Krajcsák, 2019). Nurturing affective commitment among team

members draws them away from boredom and lack of motivation which are reminiscent of relying only on the other two types of commitment (Sinclair, Tucker, Cullen, & Wright, 2005).

Development of affective commitment is also linked to exposure to positive emotions while at the work place (Meyer & Allen, 1991). This no doubt occurs when the team's roles in an organization are aligned with their interests, skills and appropriate job-related techniques like job crafting. In so doing, it is pointed out that members of the team are able to find purpose in their work, and are able to elicit positive change in which individual employees' goals are linked to those of the team and transcended to those of the organization (Krajcsák, 2019). Moreover, it is pointed out that heightened affective commitment among team members is likely to encourage work enjoyment and growth among team members more so, if the work environment is positive and team members get the necessary appreciation (Meyer & Allen, 1991). Such leaders take cognizance of the fact that more often than not, continuance commitment has to be experienced considering that employees will always hang on in an organization, on the motivation that they will receive pay and benefits. Moreover, some will always elicit normative commitment basing on their moral values (Meyer & Allen, 1991).

2.3 Concept of Career Development

Career development has attracted diverse definitions in the existing literature. According to Blossfeld and Von Maurice (2011), career development is a panacea for future development which is achieved through a lifelong process that manages work, learning and transition for purposes of forward trajectory in individual development. Meanwhile, McDonald and Hite (2015) define career development as a continuous process of work life. Patton and McMahon (2014) perceive career development as a

continuous refinement, or acquisition of knowledge, skills, career planning and professionalism. De Vos, De Hauw, and Van der Heijden (2011) offer a more inclusive definition of career development which views it as a process through which individuals are able to appraise themselves and their environment, and which also enables them to set career goals, formulate strategies on career progress. Similarly, Mendes and Stander (2011) define career development as a process through which goals, plans and strategies for achieving work place needs and career objectives are designed and implemented.

Various alternative components have been advanced as underpinning career development. According to Kaya and Ceylan (2014) career development encompasses development of abilities, maintenance of existing skills, and sharpening skills for the future. The commonality among the various definitions of career development is that, they all focus on empowering an individual through development of hidden talent and skills. Whereas earlier definitions of career development have tended to place emphasis on activities performed by the individual, later definitions have taken cognizance of the importance of professions in human resource matters in the entire process (Baruch, Szűcs, & Gunz, 2015). Many studies of career development have failed to look fundamentally at how individuals manage their careers vi-a-vis the organizations goals, and how organizations structure members career progress.

Emerging developments in HRM practices have impacted upon progression of career development discourse (Baruch *et al.*, 2015). The previously preferred traditional approach to career management that was employee oriented has been discarded in favour of a more contemporary alternative. This contemporary alternative is two faceted in approach, and views career development from the employees' perspective and that of the organization (Chudzikowski, 2012). From the employee perspective,

career development is perceived as the available diverse opportunities that employees can choose from. Clarke (2013) argues that distinguishing between individual employee and organizational approaches to career development is fundamental to career development studies, yet this has largely been ignored in several of the previous investigations.

The present study attempted to bridge this gap by acknowledging that employees' career development can be evaluated by both the employee and organisation itself. Whereas the individual should make decisions regarding their career development pathways, organizations hold the critical responsibility of nurturing such opportunities and providing the requisite trajectories. Schreuder and Coetzee (2011) posit that both the employees and organization have a mutual responsibility in career development. Employees ought to be in control of their careers, but require employers to provide support. Since organisations differ in their complexity and relation with the employees, an understanding of the career development within the organization has not been clearly articulated and has remained inconsistent over years making large research gap in trying to understanding the facet of career development even more worthwhile. There is documented evidence linking career development with desirable work outcomes in areas such as organizational effectiveness and productivity (Hatch, 2018; Kozlowski & Bell, 2003; Moorhead, Johnson, Maas, & Swanson, 2018). These studies further advocate for organizations which invest in career development and individual value.

The present study investigated career development as a facet of developing human resource occasioned by changes in employment relationship experienced in the recent past. Diriye (2015) links career development to employee development in pointing out that career development is a function of various individual aspects which ought to be

in place in order to achieve a functional system of career development. Available arrays of evidence suggest that many organisations rarely consider opportunities to improve individual employee skills, knowledge, interests and values, learning styles, and achievement, thus fail to acknowledge the importance of career development (Ahmad & Scott, 2015; Javed, Syed, & Javed, 2018; Kerzner, 2017; Northouse, 2018).

Taking cognizance of the emphasis given to the development of an individual employee, this study posits that activities directed towards career development can be approached in the realm of HR practices that targets to nurture high commitment. The researcher therefore postulated that a focus on employees' careers is an avenue to move the notion of HR practices to another level. Consequently, there was need to examine how employee careers affect specific behavioural outcomes related to employee performance and outputs. Employee career management has been recognized as an important facet in the organization, which benefits employees and their parent organizations in a mutual way (Moorhead *et al.*, 2018). Moorhead and colleagues argue that employees are by far the most valuable asset to the organization, and hence the development of their careers requires a proper structure in place. The argument provided is that a proper structure is able to facilitate development of careers among employees, and by extension, achievement of organizational goals. In this way, employees get satisfied with their jobs and raise their commitment levels.

Blustein (2013) contributes to the discourse on career development by suggesting that proper development of employee career has long lasting benefits in the form of offering meaning, structure, direction, and purpose to daily activities. This essentially culminates in benefits such as increased financial returns to the organization. Berk (2017) however, observes that, many organizations lack the know-how to develop

individual careers of their employees simply because, they do not have an understanding of the current status of their employees' career development prospects with respect to organizational and environmental development.

The content and meaning of career development has become very dynamic owing to emerging organizational and environmental developments in the work place today. Khan, Chongcharoen, and Ulhaq (2019) contends that there is need to re-look at the career development concept and introduce mechanisms through which new knowledge with respect to employee career development can be developed. Moreover, Baruch avers that employees ought to be at the fore front on matters related to their own career development in the present competitive business environment. Sharf (2016) identifies emerging changes in technology, unpredictable political and economical markets, and intensity in workplaces as changes occurring on the macro level, and which open up new frontiers for careers. Opportunities for career development arising from such changes include competency-based outsourcing.

The existing literature point out that it has become inevitable to adjust existing employment relationship, given the widening development in the work environment. Khan *et al.* (2015) argue that the idea portrayed in the notion of protean career is that the individual employees should be fully in charge of driving their career rather than leave it to the organization. Sullivan and Baruch (2009) advocate for the nature of work to drive post corporate career, while Baruch and Hall (2004) suggest a breakdown of advancement principles that were hitherto traditional and hierarchical to allow for career mobility in different organizational contexts.

The changing paradigm in career development requires that the individual employee takes control of the process as opposed to leaving responsibility to the organization

(Rothwell, Jackson, Ressler, Jones, & Brower, 2015). It is argued that with the shift of focus to individual driven process of career development, questions are being asked with regards to the degree with which organizations remain responsible to the process. Crowley-Henry, Benson, and Al Ariss (2019) content that despite the growing urge for individuals to take control of own career development, HRM still recognizes the critical role that organizations continue to play in career development among employees. Grimland, Vigoda-Gadot, and Baruch (2012) point out that adoption of the participative approach is the only way through which individuals are able to respond to the various career demands competently and effectively. Such response has notably been lacking for many employees (Grimland *et al.*, 2012).

Williams, Dodd, Steele, and Randall (2016) posit that an emphasis on the integral roles of both individuals and organizations constitutes a dualistic approach. Such an approach provides tools that can enable employees and organizations to handle challenges encountered in the process of career development. Moreover, Williams *et al.* (2016) contend that the dualistic approach does require that responsibility areas are well delineated in terms of those to be assumed by individual employees and those to be assumed by the organization; and how they have to be shared for career development maximization. According to Pérez-López, González-López, and Rodríguez-Ariza (2016) and Gu and Su (2016), dividing career development into the two groups namely; organizational and individual career development dimensions is one effective way in which different responsibilities can be clarified. Viewed from this dualistic perspective, career development relates to the resultant of career development endeavours conducted at both the individual and organization levels. Indeed, existing literature on career development confirms that individual and organizational activities

when merged results in effective career development (De Vos *et al.*, 2011). The current study therefore sought to exploit the individual dimension of career development.

Moen *et al.* (2016) define individual career development which, they also refer to as career self-management, as the amount of push individual employees make in an effort to be in the driving seat of their own careers. Consequently, Moen *et al.* (2016) posit that practices which enhance gathering of career oriented information, information relevant for decision making, and improvement of the present job, are critical components of the individual dimension of career development. Moen *et al.* (2016) further point out that effective career development is dependent upon three specific characteristics inherent in individuals such as realistic view of an individual's current position; awareness of parameters of career success and pertinent planning and implementation of activities defining desired actions to progress career wise.

Chan, Mai, Kuok, and Kong (2016) aver that besides the three specific characteristics identified by Moen *et al.* (2016), individual career development is also a function of potential and interest, skills, career objectives and, experiences acquired from training and development that direct individuals towards relevant future positions. Moreover, Kim, Kang, Lee, and McLean (2016) argue that individual career development requires an appraisal of existing opportunities which have however remained a challenge in the past considering subjectivity in decisions among individual employees.

Attempts have been made to obtain information with regards to individual career information and available career opportunities through a host of avenues. Gurbuz, Habiboglu, and Bingol (2016) for instance states that, conversations have been made with immediate employee supervisors as well as with external counselors and also through bonding and other organizational arranged activities, to try and obtain such

relevant information that could facilitate planning. Gurbuz *et al.* (2016) further reckon that organizations have also been encouraging employees to take the lead and manage their own career related activities. Questions have however been raised regarding the effectiveness and operation of individual career development programs initiated by organizations. It is argued that mandatory efforts by organizations to foster career development have borne positive change particularly when they are complemented by employees' voluntary involvement (Gurbuz *et al.*, 2016).

Implementation of career development programs during unstable and unpredictable times is identified as another major challenge which individuals face in the desire to develop careers. Chan *et al.* (2016) contend that introducing programmes during such times adds more anxiety and insecurity to the role overload, anxiety and pressure that employees could already be experiencing. This makes the desired impacts of such programs to be less effective. Chan *et al.* (2016) add that it would be prudent to first identify the people whom such programs are bound to benefit, and the benefits that may accrue. The essence of these arguments is that organizations need to be careful when designing career development encouragement programs for employees' lest, such programmes or interventions introduce negative impacts.

Wang, Weng, McElroy, Ashkanasy, and Lievens (2014) for instance, advance that intervention programs for encouraging employees could end up encouraging the individual employees to promote careers outside the organization contrary to expectations. The individual career management (ICM) has been recognized as a perspective loaded with potential benefits owing to its emphasis on nurturing personal attributes relevant for career progression such as ability, motivation and skills (Weng *et al.*, 2010). The current study therefore focused on career planning, career training,

career mentoring, and career succession planning which are components of career development. It was also necessary to complement individual oriented career development with an understanding of the effect of organizational characteristics on the nature of career pursued.

2.4 Concept of Rewards System

The concept of rewards system is often associated with the policies, strategies and processes through which people's contributions towards the performance of an organization are recognized either financially or non-financially (Armstrong & Taylor, 2014). Rewards management therefore aims at streamlining the rewards system through appropriate design, implementation and maintenance focusing on the organization and its stakeholders. Karami, Dolatabadi, and Rajaeepour (2013) maintain that for an organization to realize its desired goals, a reward system should aim at being efficient and effective in maximizing returns to employees and the organization. Moreover, the reward system ought to endeavour for equitability, consistency and fairness to all employees and other interested parties.

The rewards system continues to gain more prominence given the present competitive business environment. (Dalvi & Ebrahimi, 2013) observe that the rewards system is behind the capability of organizations to maintain quality staff and increase productivity. Datta (2012) argues that through the rewards system, organizations are able to appreciate their main resource; the human resource. According to Weng *et al.* (2010), organizations should look towards strategies such as the rewards system through which they can maintain, motivate and increase productivity among employees who constitute the most important resource. Weng *et al.* (2010) advance that employee capabilities and skills, as well as organizational goals should be used to inform the

design of the rewards system across organizations. Rewards can then be both tangible and financial such as pay and other financial benefits, or intangible and non-financial rewards that target employee motivation and enhancement of commitment and job engagement.

Employees derive their motivation to work by the rewards they receive from their employers. As such, employees look to repay the rewards received for work done, by getting committed to assigned tasks. Indeed, compensation is a factor that improves individual's level of commitment towards their organization, and as a consequence increases quality of performance, productivity and employees' attitude towards work (Bayon, 2013). According to Bayon, this is bound to agree with the objectives of the organization. Intrinsic motivation has been associated with employee commitment (Yousaf, Yang, & Sanders, 2015). Yousaf *et al.*, argue that job tasks that are loaded with intrinsic rewards are likely to elicit commitment among employees. Extrinsic motivation is also recognized as having the capability to attract employee commitment. Ajila (1997) points out that, employees are motivated by external rewards other than relying on pay *per se*. Ajila further posits that remuneration ought to include rewards that have elements of intrinsic and extrinsic motivation.

Craig, Allen, Reid, Riemenschneider, and Armstrong (2013) perceive a reward as a driver to the frequency with which an employee acts. According to Moen *et al.* (2016) improved performance is a function of a motivated employee, who in turn looks upon recognition and rewards. Rewards can be formal as well as informal; such as gifts which serve as conditional results of doing something good for the organisation. According to other scholars,

“.....recognition is constructive and genuine feedback that is based on acknowledging people as sincere, worthy of respect, having needs, and equipped with their own personal expertise”.... (Rasool *et al.*, 2018) pg. 174.....

The differences between rewards and recognition are; tangible, intangible, economical, and emotional, last but not least one is outcome driven and the other is simply focused on the behaviour. Rewards directly motivate the employees; similarly, recognition is the second strongest motivational factor of employees (Rasool *et al.*, 2018).

Compensation has also received interest among scholars. According to Coetzee, Mitonga-Monga, and Swart (2014), compensation relates to the act through which a company comes up with a policy and procedures for recognizing employees' value in monetary terms. Coetzee *et al.*, aver that although compensation costs management substantially, it remains significant in employees' official and personal career life. Compensation is a human resource tool through which organizations manage and motivate employees (Coetzee *et al.*, 2014). However, in order to maximize on the impacts of compensation, an organization should put in place a compensation system that is effective. An effective compensation system is expected to be linked to the strategies and goals of an organization in addition to being aligned with the organization's HR strategy. Compensation is also a tool through which organizations find quality employees to perform quality work albeit, with some motivation to maintain them at work. Overtime pay, bonuses, salary and commission constitute the common compensation forms.

Compensation is notably not haphazard for it is an organized practice which is used to balance the work-employee relation through giving non-monetary and monetary benefits to employees (Syed, 2015). They argue that compensation usually in the form of overtime pay, sales commission, profit sharing, bonuses, company paid housing,

company car, and stock options are useful in motivating employees and in so doing, enhancing organizational effectiveness. As a motivational tool, rewards system in any organization are indispensable. According to Armstrong and Taylor (2014), rewards spur innovativeness among employees leading to improved business operations. Consequently, rewards management is an important mechanism through which operation of motivational rewards system can be achieved thereby, maximizing organizational commitment. Moreover, Armstrong and Taylor (2014) argue that the non-financial rewards in the form of recognition, learning and development, and job responsibility work in tandem with pay and other benefits to harness employee commitment. Karami *et al.* (2013) agree that an effective reward system should seek to capture employees' main needs and ensure that rewards are fairly and justly distributed internally and externally. Moen *et al.* (2016) posit that fair distribution of rewards goes a long way in ascertaining achievement of organizational goals. The design of a rewards system in an organization should take cognizance of the need to attract and retain skilled workforce, by matching rewards with efforts made.

2.5 Theoretical Foundation

The study was anchored on Herzberg Two Factor Theory as the main theory complemented by Greenhaus Five Stage Model and Controlled Commitment Continuum. In this study, Herzberg's Two Factor theory addressed the three variables namely; career development, rewards system and employee commitment, Greenhaus Five Stage Model and Controlled Commitment Continuum supported career development and employee commitment.

2.5.1 Fredrick Herzberg Two-Factor Theory 1959

The current study was underpinned in the motivation hygiene theory. The theory, commonly known as the two-factor theory, is a motivation theory that was popularized by Fredrick Herzberg in 1959. This theory postulates that challenging but enjoyable work which allows an individual to be responsible, grow, achieve and advance on job, brings a lot of motivation to the individual in question. Dartey-Baah and Amoako (2011) agree that job satisfaction and motivation are functions of employee recognition as advocated for in the motivation hygiene theory.

Hertzberg as cited in (Dartey-Baah & Amoako, 2011) delineates hygiene and motivation, as the two factors that account for the different modes of working among employees. According to Herzberg (1959), motivational factors increase motivation and employee commitment, but their absence may however, not lead to job dissatisfaction. On the other hand, Herzberg posits that hygiene factors reduce dissatisfaction among individuals especially when presented in acceptable levels. Dartey-Baah and Amoako (2011) cites responsibility, recognition, growth, achievement, and nature of work as some of the motivational factors identified by Herzberg. Herzberg (1959) argues that these factors have the capability to heighten levels of motivation and by extension improve performance. Their absence does not however prove dissatisfying in any way.

According to Dartey-Baah and Amoako (2011), Herzberg identifies interpersonal relationship, supervision, job security, administration, working conditions, pay and company policy as hygiene factors necessary for maintaining employee satisfaction, and also capable of causing dissatisfaction. Although they are recognized as direct

motivators, hygiene factors are found suitable in serving as precursors to motivation, and tools for preventing dissatisfaction (Dartey-Baah & Amoako, 2011).

The two-factor theory is largely associated with increased motivation and satisfaction. It is argued that the theory gives the avenue for greater planning responsibility, and work control (Dartey-Baah & Amoako, 2011). This no doubt complements career development which has previously been linked with greater planning (Mendes & Stander, 2011). Mendes and Stander (2011) for instance, define career development in the realm of planning responsibility by noting that it allows employees realize career objectives through design and implementation of plans and strategies focusing on satisfaction of work needs. The concept of ‘achievement’ among other aspects is the foundation of employee career development as it provides intrinsic motivation. These are the lenses with which one can look at two –factor theory as helping us to examine employees who have achieved their career aspirations vis-a-vis motivation and how these influences their commitment (Herzberg, 1959). Thus, the use of this theory will help the researcher in interpreting the links between career development (achievement) and how it is instrumental in influencing motivation and by extension employee commitment. The respondents’ responses on career development, rewards system and employee commitment issues were interrogated and interpreted based on Two Factor Theory (Herzberg, 1959).

2.5.2 (Greenhaus *et al.*, 2010) Five Stage Model of Career Development

The five stage model focusing on career development was proposed by Greenhaus *et al.* (2010). According to the model, the individual is fully in control of career progression involving decision making, searching for a desirable and suitable career, setting appropriate and realizable goals, coming up with tactics and strategies for

realizing desired goals, and more importantly, making progress (Greenhaus *et al.*, 2010). The model points out that in matters career development, the organization is peripheral and that the individual goes through five stages in career development. Greenhaus *et al.* (2010) identify occupation choice as the first stage which covers the age interval 0-18 years, and is the stage in which the individual prepares for work. The second stage is the organizational entry stage that covers ages 18-25 years. The third stage, named early career, spans the age interval 25-40 years and represents a stage in which individuals establish themselves and seek to achieve at higher levels. The fourth stage identified by Greenhaus *et al.* (2010) is the mid-career stages which covers the age interval 40-55 years, and is a stage in which individuals aim to solidify their achievements. The fifth and final stage is identified as the late career stage starting from age 55 years, and represents retirement preparation.

Greenhaus *et al.* (2010) opine that each career stage comes with specific characteristics. In the occupation choice stage for instance, individuals acquire a self-image that is consistent with occupation, have the capability to examine and assess existing alternative occupations, make their occupation choice, and, settle on the relevant education. They point out that the organizational entry stage provides individuals with job offers from their choice organizations. In early career stage, individuals undergo orientation in terms of the job; norms and rules of the organization, ability to fit in, expected competences, and growth potentials. The mid-career stage is on the other hand identified as a stage in which individuals examine and appraise career choices, re-affirm or recast their dreams, fashion choices appropriate for middle adult years, and maintain their productivity (Greenhaus *et al.*, 2010). The late career stage that follows the mid-career stage provides individuals with opportunities to maintain productivity, preserve self-esteem and get ready for effective retirement.

Greenhaus *et al.* (2010) through the multiple career concept argue that career development is so dynamic that there is no way in which it develops singly but rather through diverse career patterns. They posit that such patterns are independent of organizations, or conditions that organizations set. They go on to distinguish four patterns that career development can take. The first pattern is the traditional oriented linear pattern which focuses on upward mobility. Expert career is the second pattern delineated and, which advocates for specialization in a specific area, implying little advancement. A spiral pattern that allows for major periodical career shifts is delineated as the third pattern, while the transitory pattern whose characteristics include frequent career changes that sometimes occur every 3-5 years is identified as the fourth pattern (Greenhaus *et al.*, 2010).

Basing on this diversity in career patterns, emphasis has shifted towards individuals being in control and responsible of own career preferences and decisions consistent with their needs and expectations (Greenhaus *et al.*, 2010). Greenhaus and colleagues posit that proponents of individual driven career development point out that besides abilities and professional knowledge, individuals also require the zeal to take on responsibility and control of the process.

Greenhaus *et al.* (2010) further contend that individuals ought to exhibit their zeal in five critical abilities that are bound to impact career success. The five include ability to collect relevant data regarding the world of work; ability to conceptualize own values, life style, talents, divergent organizations, occupations and jobs and interests; ability to craft career goals that are realistic; ability to strategize appropriately on goal achievement; and ability to receive feedback regarding effectiveness of the formulated strategy and goal relevance.

Career competence development is notably embedded in career development from which it is inseparable. Greenhaus *et al.* (2010) posit that development of viable and appropriate strategies and goals is dependent upon an understanding of developmental tasks required at each developmental stage. Moreover, organizations need to design and develop programs that reflect effective HRM policies that are sensitive to employees' developmental stages. The five-stage model was therefore a framework for understanding individual management of career development in the context of the current research. Thus, respondent's responses on career development issues were interrogated and interpreted based on Greenhaus five stage model.

2.5.3 Controlled Commitment Continuum, Walton (1985)

The study also adopted the controlled commitment continuum advanced by (Walton, 1985). Through this approach, it was assumed that jobs have taken on a broader perspective that encompasses elements of planning, implementation and operational upgrade. Consequently, the expectation is that employees need to show commitment in order for organizations to enhance performance. Walton (1985), as cited in Hauff, Alewell, and Hansen (2014) argues that, individual responsibilities have become more dynamic and are bound to vary with ambitions. In this case, organizations tend to lean more towards teams for performance as opposed to individuals. Walton argues further that expertise and shared goals rather than formal positions are responsible for lateral coordination and control in an era where management hierarchies have become relatively flat.

Employee commitment is recognized as a major stimulus in an organization that desires competition of target achievement, which is a product of long tenure among employees (Okinyi, 2015). Such commitment encourages creativity, sincerity and task

commitment among employees. Madigan, Norton, and Testa (1999) argue that employees are willing to work diligently and in a conscientious way that brings value to the organization by promoting its products and services as well as by seeking to see continuous improvement in the organization. In return, they look forth for among others; balance in work and personal life; an environment that promotes personal growth and empowerment; required resources for task accomplishment; and opportunities for education, and training. Arguably then, the concept of continuous improvement, education and training at an HRM level can be equated to an individual's career development.

On the control aspect, it is argued that the traditional approach otherwise known as control-oriented is a work force management approach that was dominant in the early part of the century. The approach was ostensibly a response to the division of tasks into smaller and fixed components suitable for individuals (Hauff *et al.*, 2014). According to Hauff *et al.* (2014), the assumption surrounding the skills that workers possess together with their motivation was the least common denominator upon which an acceptable standard definition of jobs was pegged.

Monitoring and control of individual effort requires an organized hierarchy in the management that defines specialized roles that are complemented by allocation of authority on a top-down basis and requisite positional status. According to Hauff *et al.* (2014), HRM control systems have their roots in the scientific management advanced by Taylor, and are designed to achieve efficiency through establishment of order and exercising control while organizing the workforce. The basic aim of this approach is leveraging on efficiency for purposes of decreasing labour costs and raising performance standards, while at the same time identifying and defining tasks to be

undertaken (Arthur, 1994) as cited in (Hauff *et al.*, 2014). (Walton, 1985) as cited in (Hauff *et al.*, 2014) argues that division of existing work into narrow tasks that are well defined in terms of the specialization required is tantamount to a decision making process that takes cognizance of centralization and the top down structure. Moreover, (Arthur, 1994) argues that in an environment where demands for skills are low, employees lack training and are not guaranteed job security. This then requires that supervisors closely monitor employee adherence to procedures and formal rules to ensure compliance with set goals and accomplishment of expected performance standards.

Advocating for control systems, Hauff *et al.* (2014) posit that the essence of such systems is to reduce the impact of labour on the entire labour process. In such a scenario, employees are treated as commodities that can easily be replaced. Arthur (1994) cited in (Hauff *et al.*, 2014) point out that HRM systems that are commitment oriented enable a convergence of employee expectations with goals of the organization. In this way, a reciprocal relationship is established between the two parties whereby the organization gets more from employees by also giving more to them in return.

In essence, Hauff *et al.* (2014) delineated two hybrid systems which integrate elements of commitment and control systems. The long term aligned control system is identified as the first system which focuses on the achievement of employment relationships that last for a long time and, which are loaded with career perspectives and continuous training. The basic tenet of this system is for firms to upgrade knowledge among employees to tally with changing dynamics (Hauff *et al.*, 2014). The regulated commitment system was delineated as the second hybrid system. According to (Hauff *et al.*, 2014), this system brings together control elements such as well-defined jobs,

employee discretion and influence of procedures and rules with those of commitment HRM systems like trust, intense communication, and teamwork. Arguments are therefore made in favour of self-development training which is seen to be a precursor to higher job satisfaction. Control-commitment continuum is seen to be critical in determining points at which an employee is said to be committed and interpretation of control strategies put forward by an organization.

2.6 Empirical Debate

2.6.1 Career Planning and Employee Commitment

Career planning is viewed as a career development concept which builds on the way individual employees look at chances for advancement and development that are availed in the organization, and whether their efforts are recognized. Career planning is as a result considered as an important facet in a study focusing on career development and employee commitment. Some empirical studies have highlighted the critical role that career planning plays in career development. Baruch and Hall (2004) have for instance shown that career planning techniques and related activities have increasingly been employed by management of various organizations to nurture employee commitment.

Weng *et al.* (2010) examined whether organizational commitment was associated with career growth. They measured career growth using indicators such as growth in remuneration growth, ability to develop professionally, progress towards career goal, and the speed at which one was likely to be promoted. Normative, continuance and affective dimensions were subsequently used to measure commitment in line with previous studies (Meyer & Allen, 1997). Among the major findings reported by Weng *et al.*, (2010) were: career growth was a function of affective commitment; three career

growth factors had positive associations with both normative and continuance commitment; career growth factors had significant two-way interactions, and were predictors of organizational commitment, an indication that career growth factors were additive determinants of commitment as opposed to being multiplicative.

Karavardar (2014) on the other hand, conducted a quantitative study to examine how the economic crisis impacted on self-regulation, job satisfaction, and more importantly commitment levels among employees in organizations in the Greece context. Using a heterogeneous sample size of 1024 collected in the time of the crisis, Karavarda compared these factors with a matched sample size of 882 drawn prior to the crisis. The study confirmed that employees' career growth was a function of commitment of employees, and their satisfaction with job requirements. Besides, the study indicated that job satisfaction together with commitment elicited by employees, determined the promotion speed, and other factors like professional ability, career goal progress, and growth in remuneration. In essence, the findings by Karavarda tended to corroborate those of Weng *et al.* (2010).

Dialoke and Nkechi (2017) sought to establish how career development affects performance and motivation among employees. Their findings supported those found by Karavardar (2014) by confirming that career planning on one side, and motivation on the other, correlated positively and significantly with performance. Several gaps were however discerned in this study by (Dialoke & Nkechi, 2017). Firstly, their study concentrated on career development and employees' performance without due consideration of the contributions of employees' commitment and rewards. Moreover, the study was conducted in a developed country context meaning that replication of the

study in a developing nation was required in order to enhance external validity of the findings.

Ikechukwu *et al.* (2016) examined the effects of career management among employees on performance of organizations. Using a Quasi-experimental design that took cognizance of individuals capability to plan and make decisions with regards to career choices, education, training and competency skills, Ikechukwu *et al.* (2016) determined that career counseling was a positive and significant determinant of effectiveness; that career development positively and significantly influenced efficiency; and that career development positively and significantly impacted upon effectiveness. However, this study revealed a number of gaps and shortcomings. This study utilised quasi-experimental research design which has a shortfall that it presents a threat of internal validity. There was therefore need to ascertain how career planning impacts on commitment among employees.

Salahat and Majid (2016) analyzed the impact that career planning and recruitment had on customer satisfaction. Their study established that career planning, selection and recruitment were not significant predictors of customer satisfaction. However, the study by Salahat and Majid (2016) revealed that the relationship between customer satisfaction and career planning was mediated by extra role performance. Some of the gaps emerging from this study were that; the context of the study was a developed country, and focused on how career planning, selection and recruitment impacted on customer satisfaction without putting into consideration the importance of employee commitment. Besides, the study utilized mediation as a link between career planning and customer satisfaction. Although many studies have examined the concept of career

development in relation to customer satisfaction, little evidence exists of the direct effect linking career planning with employee commitment.

Younis *et al.* (2013) settled on Abbott laboratories in the United Kingdom in examining the role of career planning and development in the performance of pharmaceutical oriented organizations. Focusing on four critical components of the human resource strategy namely; commitment, remuneration and rewards, training and development, and planning, Younis and colleagues sampled 220 respondents out of whom 102 participated in the study. Using questionnaires to collect data, they established that career management positively and significantly related with organizational commitment. It is notable however, that the study was conducted in the UK which is a developed country context. Moreover, the study focused on the pharmaceutical industry context meaning that the findings could only work well in pharmaceutical industries. There was therefore need to replicate the study in a developing country context like Kenya and in manufacturing industries.

Oliveira and Honório (2020) analyzed the relationship between human resources practices and organizational commitment in a large public urban sanitation company. The survey was conducted with 349 employees whose formulated hypotheses were verified by multiple regression. The findings revealed a predominance of affective commitment of employees, greater agreement with the practice of human resources associated with benefits and disagreement with the career planning regarding the policies related to the internal selection process, self-development, compensation policy and the promotion process. The multiple regression analysis allowed to confirm the hypotheses postulated, revealing a more significant positive relationship between human resources practices with the types of affective and normative commitment when

compared to the continuance commitment. Organizational commitment of the affective type proved to be positively influenced by the human resources practices associated with career planning and benefits, while the commitment of the normative type was positively more induced by the human resources practice related to training and development.

Rizanuddin (2020) examined the influence of career planning, organizational culture and the leadership simultaneously and partially to the effectiveness of employee work. The study utilized the descriptive and verification methods. Primary data was collection using the census techniques. Data sources were primary and secondary data, with data analysis techniques using path analysis. The results revealed that career planning conducted by Regional Civil Service Agency of Majalengka Regency was well-perceived; the leadership of the Regional Civil Service Agency of Majalengka Regency is well-perceived. That is, the leader of Regional Civil Service Agency of Majalengka Regency has been carrying out his tasks and functions fairly well, especially in order to improve the basic task of Regional Civil Service Agency in providing public services; the organizational culture that makes up the organizational values and norms is well-perceived; Employees at Regional Civil Service Agency of Majalengka Regency are assessed as effective in carrying out their daily work; Career planning is verification a positive and significant influence on the effectiveness of employee work; Leadership proved to have a positive and significant influence on employee work effectiveness; The organizational culture is empirically positive and significant influence on the effectiveness of work; Simultaneously between career planning, leadership and organizational culture affects positively and significantly to the effectiveness of the work.

2.6.2 Career Training and Employee Commitment

Career training is a concept of career development through which employees are provided with relevant and requisite skills aimed at improving the organizations overall efficiency (Boydell, 2011). According to Noe (2006), it relates to attitude and behaviour that has been sequenced on role activities and work-related experiences, and focuses on work related activities that are lifelong.

It is pointed out that in contemporary society, training takes on more meaning as opposed to the traditional thinking (Noe, 2006). Traditionally training was thought of as a process aimed at increasing job-related skills. However, Noe (2006) argues that training is more than increasing job related skills. It aims at behaviour, attitude and knowledge elicited in handling assigned tasks. Noe (2006) avers that it is better to undergo an effective training even though costly than to waste money on training that is cheap but of no use. Davis and Frolova (2016) posit that through training, staff acquire knowledge and expertise needed in their operations, and in turn increase their overall output and commitment towards the organization.

Weng and McElroy (2012) point out that, organizations which invest in employee training and development create a reputation for themselves and place themselves in a position to compete and attract highly skilled employees. Moreover, in so doing such organizations send signals of their commitment to normative and affective commitment among employees. On the other hand, Bulut and Culha (2010) build on social exchange resource based view and psychological contract theories to argue that organizational commitment is a function of organizational training.

In a similar vein, Sung and Choi (2014) analyzed the effect that training and development has on organizational innovation. Focusing on Korean companies drawn

from diverse industries, Sung and Choi (2014) used time-lagged, multi-source approach to collect data from 260 companies. Their findings corroborated findings by (Bulut & Culha, 2010) that innovative performance was a function of organizational training. They however added new knowledge showing that the effects of individual and organizational learning practices on organizational commitment were moderated by innovative climate. However, in conducting their study in five-star hotels, Sung and Choi (2014) could not account for manufacturing firms. The current study sought to fill the gap by focusing on manufacturing firms in the Kenyan context. Besides, taking care of the entire cluster of manufacturing firms, the current study also catered for the developing country context.

Similar findings were echoed by Kiima (2015) who used a convenience sample to examine how training impacts on among others; employee retention, commitment and performance in the local municipality context. Focusing on Mpumalanga Province of South Africa, Nkosi sampled 130 employees from the local municipal. Key among the findings was the confirmation that training positively and significantly influenced perceived organizational commitment. Moreover, training was also found to impact employee retention and perceived employee performance positively and significantly. In support of the findings by Kiima (2015), Diriye (2015) affirms that career training is a positive and significant predictor of county government employee commitment. Using a descriptive design on a sample of 493 employees, Diriye (2015) focuses on determining the effect of training on employee commitment in the context of Nairobi City County. In finding that most of the employees were in agreement with practices used in career development and showed more engagement and commitment, Diriye echoes (Kiima, 2015) findings.

Similarly, Adenuga (2015) echoes findings by (Diriye, 2015). He used triangulation to sample 30 employees whom he used to examine the impact of employee training and development on performance of organizations. The findings confirmed that employees were keen on practices put in place for training and development which, they believed were suitable for the commitment required for improved productivity. However, these studies revealed a number of setbacks and shortcomings. Focusing on the training and development of employees and their impact on organizational alone was a deviation from the current requirements. Their study utilized the pragmatism viewpoint which is a deviation from the present study. The sample size was too small to decipher any meaningful generalizability to the entire population.

Muma, Iravo, and Omondi (2014), focused on determining how training needs assessment impacts on employee commitment. Using a descriptive survey case study design that incorporated triangulation approaches, Muma underpinned the study on models suggested by (Mowday, Meyer and Allen, Steers and Boulian's and Porters 2013). A sample of 173 respondents constituted, using the stratified random sampling technique revealed that, training needs assessment positively and significantly affected employee commitment. These findings were in agreement with findings by (Bulut & Culha, 2010).

Still on the Kenyan perspective, Sitienei (2015) analyzed the effect that training and development has on the commitment among employees in the Kenyan context. Using correlation as the preferred design, in conjunction with regression analysis, Sitienei and colleagues established that training and development had positive effects on employee commitment, thereby lending support to the findings by (Bulut & Culha, 2010). Further efforts towards the critical role of training and development were explored by Zahra,

Iram, and Naeem (2014). Zahra and colleagues particularly zeroed in on the effect of investing on employee training on their motivation and job commitment. Situating the study in the interpretivism paradigm and, using secondary sources to collect various responses from training models, they established that employee training was critical to the development of personality among employees. Zahra *et al.* (2014) noted that increased personality stemmed from being productive and operating more as a team. Such training in essence increases the quality of work among employees together with their work life, and culminates into an organization with a good image and greater value. Moreover, through training, it is argued that the morale of the workforce is boosted and organizational productivity is increased (Zahra *et al.*, 2014).

Manuere (2017) examined the effect programs targeting development of human capital have on employees' job satisfaction. He concluded that training and development had a positive and significant impact on job satisfaction among employees. Similarly, Sasidaran (2018) also examined the impact of employee training on their performance. The findings revealed that skills, perception, training opportunity and training facilities are having a strong joint association with employees' performance. Conversely, P value of training opportunity was 0.441 and the result was individually insignificant. This indicated that performance was not influenced by training opportunities. This study focused on development of human capital and employees' job satisfaction which is a deviation from the current study.

Ocen, Francis, and Angundaru (2017) examined the impact of training on employee commitment and analyzed the mediating effect of job satisfaction on the association of these two variables. The study utilized a cross sectional and the data was collected from HR, production, procurement, marketing and finance departments of the different companies of Hayatabad Industrial estates. Data was collected through questionnaire

from 200 respondents while the selection of respondents was made randomly. Sequel to the results, it was revealed that training had a positive association with organizational commitment and job satisfaction while, job satisfaction partly mediated the association of training organizational commitment.

Rozaan and Sagala (2020) analyzed the influence of employee training on employee engagement and organizational commitment. They used quantitative approach with one independent variable consisting of training (X) as independent employee engagement (Y) as moderating variable and organizational commitment (Z) dependent variable. Measurement scale that was utilized in this research is ordinal scale. The population consisted of 684 respondents from the employee of PT Telekomunikasi Indonesia Witel Jabar. A sample size of 253 employees was obtained. The collected data was analysed using the Classic Assumption Test, Validity Test, Reliability Test, Hypothesis Test, with the help of the SPSS Version 21 For Windows program. The results of this study was seen that training have a significant influence on employee engagement and organizational commitment indicated that the value of each R count 41.3% and 28.7%. The variable used in this study is that training significantly affected organizational commitment by using employee engagement as intervening variable.

2.6.3 Career Mentoring and Employee Commitment

Mentoring is often defined in the existing literature as a component of career development which relates to a process that is mutually interdependent, empowering and empathic (CIPD, 2012). According to CIPD (2012), this is a process that enriches the organization by creating personal growth and development among mentors and protégés, and goes a long way to capture their retention and commitment. Despite evidence showing that the practice of mentoring has been employed in various cultures for hundreds of years (Garvey, Garvey, Stokes, & Megginson, 2017), it is argued that

it is only in the recent past that it has emerged as a practice for career development in business organizations under the label leadership development (Fowler & O'Gorman, 2005).

Career mentoring has attracted an array of studies. Jung and Yoon (2016) for instance, examined the effect of mentoring on organizational commitment, work motivation and mentees job performance using a two-year mentoring program which is conducted in a medium sized manufacturing company. The study confirmed that interaction opportunities related significantly with both commitment and motivation among mentees, the study further established that closeness also related significantly with the two attributes. Conversely, it was also revealed that the relations between motivation of mentees and organizational commitment and performance were both non-significant.

In another related study, Chrysoula, Georgios, Miltiadis, Stamatios, and Grigorios (2018) analyzed the impact of mentoring on employee's career and development. Evidence from the study indicated that hierarchical plateauing was related to job content, which was also the case with negative work-related attitudes. On the contrary, the study did not find any support for the conceptualized relationship between work related attitudes and job tenure. Similarly, interaction between plateauing and mentor experience received little support as an indication, that negative effects associated with career plateauing may be independent to mentoring. Consequently, interaction between job content plateauing and mentor experience in relation to employee commitment was not significant. However, these studies revealed a number of gaps and shortcomings. The study focused on mentoring experiences and positive work-related attitudes which is a difference from the current study. This study examined the effects of career

mentoring on employee commitment in selected manufacturing firms in Uasin Gishu County.

On the other hand, Woo (2017) analyzed joint impacts associated with mentoring and managerial coaching on the level of commitment in an organization. It emerged from the study that the relationship between organizational commitment among employees and managerial coaching behaviour was moderated by mentoring. Managerial coaching behaviour elicited positivity in organizational commitment especially when the mentoring practice was high. These findings were in agreement with those reported by (Jung & Yoon, 2016).

Seema and Sujatha (2015) in a study conducted in India exploring mentoring and career success, established that formal mentoring positively and significantly affected career satisfaction. Moreover, the study also affirmed that informal mentoring was a positive and significant predictor of career prospects and career satisfaction. In a similar study, Mundia and Iravo (2014) examined the role mentoring plays in the performance of organizations. Their findings were in agreement with those of Seema and Sujatha (2015) in that, they affirmed the contribution of career development to employee performance, and by extension to knowledge transfer and skills enhancement.

A closer examination of the existing literature on mentoring and performance of employees within organizations identifies glaring gaps. First and foremost, the study used triangulation research design which is a deviation from the present study. The study focused on the role of mentoring programmes on the employee performance in organisations which is also a deviation from the present study.

Aman (2015) conducted a study in the Ethiopian Military academics seeking to explore the effect of mentoring on retention of military personnel. Key among the findings were; there was a positive correlation between personnel retention and mentoring, and that this correlation was significant; that the effect of psychological mentoring domain was higher in military personnel retention than those of role modeling and career mentoring domains. Additionally, the study by Aman (2015) revealed that higher levels of personnel retention, career development and psychological readiness were elicited among military personnel when mentoring was provided.

Arora (2020) analyzed the mediating effect of mentoring on the relationship between the Five Factor Model (FFM) Personality traits and occupational commitment (OC). The study utilized the cross-sectional survey-based research design. Data were collected from 362 managers of public and private sector organizations located in North India. Sequel to the results, it was revealed that psychosocial mentoring acts as a partial mediator for facilitating the linkage between all the FFM traits and OC. Contrary to this, career mentoring was found to partially mediate the link between only conscientiousness-OC, agreeableness-OC and emotional stability-OC. No mediating effect of career mentoring was found for personality factors of openness and extraversion.

Perera and Kariyapperuma (2020) analyzed the mentoring program at XYZ Company contribute to the organizational commitment of millennial employees. The study was grounded on Social Exchange theory and Meyer and Allen's Organizational Commitment model. This qualitative case study has used the in-depth interview method to collect primary data from a sample of 20 mentors and mentees. The respondents were selected purposively. The collected data were analyzed using thematic analysis method

and pattern matching technique was used to identify the categories and themes that emerged through analyzing data. The results revealed that mentoring program at XYZ Company is effective and has an impact on organizational commitment of millennial employees. Mentees perceived the impact of mentoring on organizational commitment in terms of mentor's influence, role of mentoring on emotional attachment and role of mentoring on obligation to stay. Mentors increase the commitment of mentees by appreciating and valuing their commitment, tracking and reviewing their performance and guiding them towards extra effort. Further, it revealed that mentors play very important role in motivating mentees to exert great effort in terms of being productive and punctual, achieving targets and ensuring quality. Their desire to maintain organizational membership was indicated by their feelings on being valued, proud and the bond with people and the culture. Finally, mentors created an obligation to stay by delegating more authority and responsibilities, providing growth opportunities and training and developing them properly. It was identified that mentees were committed in terms of affective commitment and normative commitment. However, it was evidenced that they were committed to the job but not to the organization. This professional commitment is mainly influenced by their intention of achieving rapid career growth.

2.6.4 Career Succession Planning and Employee Commitment

Succession planning is recognized as a concept of career development which seeks to develop and retain intellectuals, encourage advancement among individuals, develop future knowledge capital, and ascertain continuity in leadership in critical positions (Rothwell, 2010). The literature review points out that although the term succession planning is widely used at the moment there is still no universally agreed definitions of the concept. Various definitions and terms have however been advanced in the extant

literature to explain the concept. Perrenoud and Sullivan (2017) for instance defines it as the right quality possessed by managers and employees with enough skills to cover retirement, promotion, serious illness, death, or other future conditions associated with organizational plans.

Younis *et al.* (2013), were interested in succession planning, and conducted a study exploring organizational commitment from a career development perspective. Their study was particularly keen on human resource strategies such as training and development, planning, organizational commitment and pay and reward. Among the findings of their study was that organizational commitment was a function of succession planning, pay and reward, and training and development.

In a similar study, Olatunji, Kehinde, and Nwachukwu (2017) examined the role of employee satisfaction as a moderator to the relationship between job commitment and succession planning in the context of manufacturing firms in Lagos. The study affirmed that succession planning was a significant determinant of job commitment among employees. Mentoring was found to have accounted for 52% of the variance in affective commitment. However, the coefficient of determination rose up to 0.568 when employee satisfaction was brought in as a moderator. The implication was that under moderation by employee satisfaction, succession planning accounted for 56.8% of the variance in job commitment among employees. However, a number of gaps and shortcomings are unearthed from the study by (Olatunji *et al.*, 2017). The study utilised 102 questionnaires which translated to 42.7% response rate which is too small to decipher any generalizations. Moreover, the trained attention on how career succession planning strategies affects the performance of audit firms and the theories used are a deviation from those used in the current study.

Odhiambo, Njanja, and Zakayo (2014) did a study on the succession planning and organisational performance practices among Kenyan family businesses. Odhiambo and colleagues established that succession planning characteristics positively and significantly related with stakeholders outcomes. Gulzar and Durrani (2014) examined the impact of succession planning on engagement among employees of the telecommunication sector in Pakistan. They established that effective succession planning related significantly with employee engagement. Tetteh (2015) analyzed the succession planning practice, and its impact on organizational effectiveness under the moderation of career development programme in selected organizations in Ghana. The study revealed that the relationship between organizational effectiveness and succession planning was moderated by career development program. These studies deviated from the current study by examining succession planning and organisation performance practices and succession planning on engagement among employees respectively.

2.6.5 Rewards System and Employee Commitment

The rewards system is recognized as being a fundamental function of the HRM which focuses on among other critical aspects; job value assessment, payments design and management; management of pensions and employee benefits and performance management. Moreover, it is argued that the rewards system takes cognizance of organizational strategies, values and goals (Armstrong & Murlis, 2007). On this basis, Bratton and Gold (2017) advocate for each company to put in place an employee rewards system that can address appreciation, benefits, compensation and recognition. Reward systems are all of the monetary, non-monetary, and psychological payments that an organisation provides for its employees. Bratton and Gold (2017) view a rewards

system as comprising of psychological payments, monetary and non-monetary payments given to employees in return to exemplary task achievement. They state that:

They state that:

"employees may see rewards system as a return in exchange between their employer and themselves, as an entitlement for being an employee of the company, or as a reward for a job well done."

Akafo and Boateng (2015) examined the impact that rewards and recognition have on employee motivation and job satisfaction in the university context. They established that whereas rewards impacted positively on work motivation, their impact on job satisfaction was not significant. Akafo and Boateng (2015) concluded that both the university administrators and academic staff viewed the rewards system as a fair process. However, lack of funds, competition for rewards, pressure from Unions and other interested parties, and desire for direct monetary rewards were identified as critical challenges facing the rewards system in Universities.

Ngwa, Adeleke, Agbaeze, Ghasi, and Imhanrenialena (2019) used selected manufacturing firms located in Littoral region, Cameroon to analyze effects that the rewards system has on employee performance. They found out that profit sharing as a rewards system positively and significantly influenced employee commitment in manufacturing firms. However, flat rate rewards system was found to impact employee work values negatively and in a significant way. Collective bargaining rewards system on the flip side significantly and positively impacted on cohesiveness among employees of manufacturing firms.

Rathnayake (2015) explored the impact of performance-based rewards in enhancing employee commitment. It was revealed that performance-based base pay's correlation is not in significant level which means that, performance-based base pay did not relate

positively with employee commitment. Even though, other seven variables have positive relationships which are insignificant. The study was significant because it contributed results of employee commitment and the impact of performance-based rewards on the establishment of employee commitment towards job responsibility and accountability among operational level employees.

Milgo, Namusonge, Kanali, and Makokha (2014) analyzed whether reward and compensation were significant determinants of employee commitment. It was revealed that all aspects of rewards significantly correlated; organizational commitment for instance, correlated with performance-based rewards, effort realized in working conditions, compensation system, compensation policy, penalties and reward, and communicating rewards. Koskey and Sakataka (2015) used the rift valley bottlers company to analyze the impact of rewards system on employee commitment and engagement. They determined that the rewards system positively affected employee engagement. A majority of participating employees (67.9%) were of the view that their engagement was influenced by rewards given. They argued that rewards were the impetus and motivation they required in order to be excited, ready and interested to identify with and pursue organizational strategies, objectives and goals.

Jilani and Juma (2015) examined the effectiveness of contingent rewards as a strategy on employee engagement in the context of manufacturing companies. The findings revealed that performance-based base pay's correlation is not in significant level which means that, employee commitment was independent of performance based base pay. Even though, other seven variables have positive relationships which are in significant. Furthermore, according to that Base Pay and Incentives, there was a significant value is exceeded 0.1 level which means its relationship is retaining very lower level.

2.7 Career Development, Rewards System and Employee Commitment

Previous studies have explored moderation in the relationships involving employee commitment. Zhao and Du (2012) proved that leadership skills employed in the organisation were moderators of the relationship pitting succession planning and employee performance. Similarly, Wolfeld (2010) having examined the effects of office layout on productivity, job satisfaction and organizational commitment as transmitted through face to face interactions confirmed that organizational commitment and productivity related significantly with job satisfaction.

Nath and Agrawal (2015) focused on the link between organizational commitment and job satisfaction. They established that organizational commitment factors such as gender correlated significantly amongst themselves. However, job satisfaction did not correlate significantly with organizational commitment. But job satisfaction correlated significantly with normative and continuance commitment dimensions. Korir and Kipkebut (2016) conducted a study to analyze how financial and non-financial rewards impacted on organizational commitment. Their study determined the following: financial rewards related significantly and positively though moderately with affective commitment; financial rewards related weakly but positively with normative commitment. Turinawe (2011) examined the relationship between job satisfaction, rewards system, organizational commitment and employee performance. The study revealed that rewards system correlated positively and significantly with job satisfaction and organizational commitment. Moreover, the study further established that rewards system positively and significantly correlated with employee performance. Okinyi (2015) analyzed the effect that reward practices had on employee commitment from a faith-based health organization context. Okinyi established that extrinsic rewards such as salary correlated strongly and significantly with employee commitment

($r=0.763$, $p<0.01$). The study also affirmed that employee commitment was a function of promotion, bonuses and benefits. In yet another study focusing on political skills among employees organizational citizenship, it emerged that proactive personality significantly affected affective commitment (Lelei & Korir, 2017). The study further indicated that networking ability was a significant determinant of affective commitment, while OCB moderated the relationship between affective commitment and networking ability.

2.8 Demographics and Employee Commitment

This study utilized gender, age and experience as control variables. Lelei and Korir (2017) affirmed that the difference between employee age bracket and employee job tenure was statistically significant. This infers that altruism is likely to be different between employees who have worked longer in firms and those who have worked less in a firm. Also, altruism was likely to be higher in older employees as opposed to the younger employees. Additionally, courtesy was different among employees age bracket.

In a study exploring how training needs assessment affects employee commitment in the context of public universities in Kenya, Muma *et al.* (2014) first explored the demographic profile of employees in JKUAT and determined that a majority (51%) were females distributed in various levels of University management. Males in the sample were 49%. Age wise, Muma *et al.*, (2014) gathered that most workers (41%) were in the age bracket 40-49 years; 32% were in the bracket 30-39, 9% in the bracket 20-29; and 19% were above 50 years old. This indicated that workers in JKUAT were mainly in middle age. Experience wise, 44% of the workers had been in the institution for over 10 years; 30% had served for less than 5 years; while 26% had been in the

institution for 5-10 years. The essence of such findings was that having been in the institution for long staff drawn from the institution had the necessary information.

A study by Sitienei (2015) captured age, gender and tenure control variables. It was deduced that the demographic of the respondents showed that the majority were female, 112 (60.21%) and many employees were in the age bracket 31 to 50 years. The assumption is that employees in this age bracket are more settled in their careers and desire to be more committed to their jobs. It was further revealed that most of the respondents (44%) had worked for between 6 to 10 years, or below 5 years (33%). This is an indicator that there is high employee retention and commitment in the department.

Similarly, Mundia and Iravo (2014) observed age and experience of respondents in relation to employee commitment. They established that, challenges experienced in terms of employee commitment were contributed by the large number of youths in the staff. They found out that 75% of the respondents were aged between 20-35 years, with only 25% being above 36 years. Mundia and Iravo (2014) concluded that Universities had a high proportion of youthful workers who could do with some mentorship as opposed to aged workers, in position to offer mentorship. Moreover, Mundia and Iravo (2014) determined that the experience of the University staff (53% having an experience of 2-5 years; and 18% having an experience of 6-10 years) was enough to provide the needed balance in conceiving the role of mentoring programmes on employee performance.

Equally, Turinawe (2011) analyzed the gender and age of the respondents. It was revealed that out of the total male count of 92, 40 were from Makerere university business school representing 43.5% of the total and 52 were from Kyambogo University representing 56.5% of the total. Out of the total female count of 83, 37 were from

Makerere university business school representing 44.6% of the total and 46 were from Kyambogo University representing 55.4% of the total. The comparison of the numbers showed that male respondents were more than their female counterparts. The research also noted that both institutions had more men employees in both categories of the respondents than women. Subsequently, it was revealed that a large proportion of the respondents were in the age group of 30-39 years. However, in the case of age group 20-29 years, Makerere university business school had more respondents than Kyambogo University. For respondents aged 60 years and above, the two institutions had the same number.

2.9 Existing Gaps

Existing literature reveals that career development has a significant influence on employee commitment. Arising from literature review, evidence linking rewards system to employee commitment is limited. A few studies that have been done focus on the direct relationship between career development and employee commitment have been directed to the service sector. The conclusion that can be drawn from this empirical literature and theory is that the existing framework for analysing the employee commitment is inadequate and fails to explain how rewards system and career development enhance the employee commitment in the manufacturing firms.

Based on the literature reviewed, the main focus of the studies is identified and knowledge gaps highlighted which informed the current study. The study attempted to address these gaps with a view to making a contribution to the rewards system and employee commitment. A summary of previous studies and knowledge gaps is presented in Table 2.10.

2.10 Summaries and Research Gaps

Table 2.10 Summaries and Research Gaps

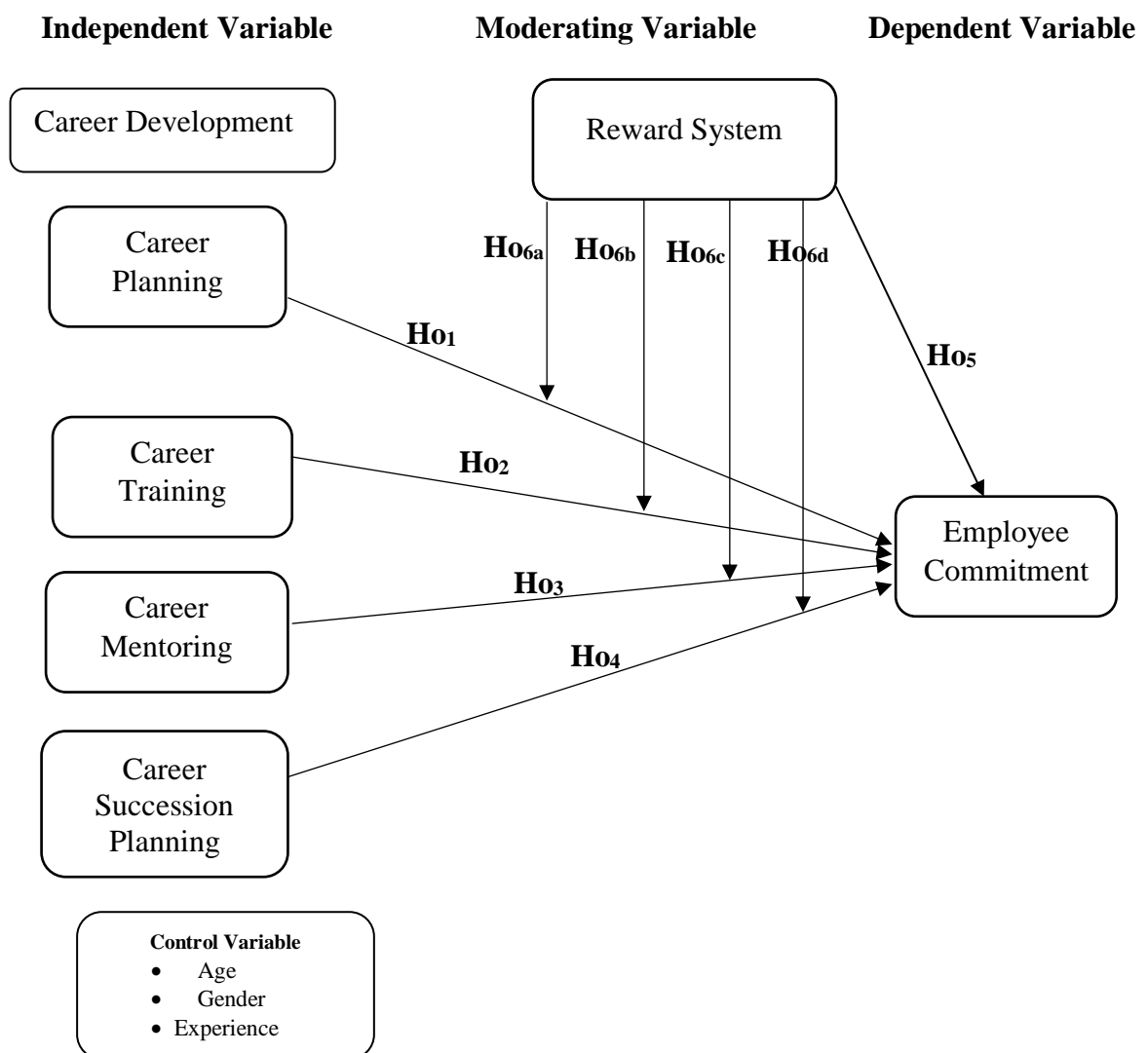
Researchers	Focus of the study	Findings	Knowledge Gap	Filling of Gaps
Karavardar (2015)	Career growth and turnover intention in organizations in the Turkish context	Career growth and turnover intention were independent of organization commitment measured via normative, affective and continuance commitment	No evidence from developing nations. Study fails to account for the impact of rewards in turnover decisions	Conducting a study in Kenya which is a developing nation. Considering the moderating potential of rewards system Replicate study in a Kenyan context.
Weng <i>et al.</i> (2010)	Career growth and organization commitment in the Chinese context	Career growth positively and significantly predicts affective organizational commitment.	Findings generalizable in Chinese context only. Career growth rather narrow	Widen the scope to career development Considering employee commitment as a specific performance element. Replicating the study in manufacturing firms
Dialoke and Nkechi (2017)	Employee performance following their career development, Nigerian Context	Performance was a function of career development among non-academic staff. Motivation among non-academic staff correlated positively with career advancement.	No disclosure on performance elements Findings relate to higher institutions	Replicate the study in Kenya.
Wang <i>et al.</i> (2014)	Career growth in organizations, and resulting voice behaviour in the Chinese context.	Subsequent behaviour relates positively with career growth spearheaded by organizations. Affective commitment and gender partially moderate the relationship pitting career growth with subsequent behaviour	Findings are tenable from the Chinese context. Affective commitment is not independent of other commitment dimensions	Consider a buffered organizational commitment that includes the three dimensions Use an explanatory design that allows for random sampling of participants.
Ikechuku <i>et al.</i> (2016)	Organizational performance in the context of career management in the Nigerian Context	Organizational effectiveness is a function of both counselling and career development. Career development is a significant predictor of organizational.	Quasi-experimental does not cater for randomization. Findings are only generalizable in the banking context.	Widen external validity by focusing on manufacturing firms
Nuzhat <i>et al.</i> (2013)	Organizational performance in the context of pharmaceutical industries, United Kingdom Context	Organizational commitment is a function of training and development, pay and reward	No evidence from a developing country. Pharmaceutical industry scope was limiting on usability in other contexts.	Conduct a similar study in a developing country like Kenya. Widen the scope to manufacturing firms.

Researchers	Focus of the study	Findings	Knowledge Gap	Filling of Gaps
Kiima (2015)	Employee training commitment, retention and performance, Kenyan Context	Employee training was a significant predictor of commitment, retention and performance in a local municipality context	Employee training was limiting as an explanatory variable.	Use of career development which is rather wider as an explanatory variable.
Bulut and Culha (2010)	organisational training and employee commitment from a Taiwanese context	The findings revealed that all dimensions of training positively affected employee commitment. Organizational training positively and significantly predicts employee commitment Corporate expenditure is a significant predictor of interpersonal and organisational learning practices.	Focuses on Taiwanese context only.	Replicate in the Kenyan context
Sung and Choi (2013)	Training and development, and organisational innovation in the Korean context	Organizational learning practices have a direct effect on innovative performance. Innovative climates moderate the relationship between innovative performance and learning practices.	No evidence from a developing country context. No evidence of the role of rewards in employees' innovation potential	Replicating the study in Kenya. Conceptualizing rewards system as moderators
Sitienei (2015)	Training and development and, employee commitment in the Kenyan context.	Training and development relate positively on employee commitment.	correlational research used could not guarantee causality	Using an explanatory research design that is cause-effect oriented.
Manuere (2017)	Mentoring functions, job satisfaction and organisational commitment in the nursing context, Zimbabwe.	Role modelling as a career development function positively and significantly predicts job satisfaction and organisational commitment among nurses. Psychosocial support has no significant impact on the two work outcomes.	Focus only on facets of career development	Conduct a comprehensive study that buffers the dimensions of career development
Sasidaran (2018)	Training and performance in the Pakistan context	Training correlates positively with employee's performance.	Training as an IV is not so focused Findings are applicable to Pakistan	Focusing on the Kenyan context Using career development as the IV
Chryosoula <i>et al.</i> , (2018)	Career plateauing and mentorship in the Greek context	Minimal relationship between plateauing and mentorship. Mentoring may alleviate the negative effects of career plateauing.	A focus on plateauing and mentorship may not guarantee commitment.	Need to examine other factors that impact on commitment
Muundia & Iravo (2014)	Mentoring and employee performance, Kenyan Context.	Mentorship that involves career development guidance was a significant predictor of employee performance	Employee performance remains amorphous in this case.	Use of a specific employee performance element such as commitment.

Researchers	Focus of the study	Findings	Knowledge Gap	Filling of Gaps
Woo (2017)	Mentorship, managerial coaching and organizational commitment in the South Korean's context.	Mentoring practice and managerial coaching were significant predictors of organizational commitment.	Focus on joint impacts of mentoring and managerial coaching does not account for individual contributions	Examining mentoring and employee commitment
Muuo (2013)	Employee development and organisational commitment from a Kenyan perspective	Mentoring correlates positively with organisational commitment	The sample size of only 128 may not guarantee generalization of findings Use banks as the study context limits the scope	Increasing sample size to 402. Replicating the study in manufacturing firms.
Younis <i>et al.</i> (2013)	human resource strategies, rewards and organizational commitment from a United Kingdom perspective	Human resource strategies relate positively and significantly with organizational commitment.	No evidence in a developing nation's perspective	Conducting a study touching on organizational commitment in a Kenyan context.
Aman (2018)	Mentoring and military personnel retention, Ethiopian context.	Mentoring related positively and significantly with personnel retention in military academies. Mentoring was a positive and significant predictor of personnel retention.	No evidence from the manufacturing firm's context	Conducting a study touching on mentorship in manufacturing firms in Kenya.
Olatunji <i>et al.</i> (2017)	Employees' satisfaction, succession planning, and job commitment, Nigeria	Succession planning positively and significantly impacted on employees' job commitment.	Use of succession planning as a moderator does not factor in the power of rewards	Conducting a study that highlights the moderating influence of rewards system.
Odhiambo <i>et al.</i> , (2014)	Succession planning and performance of family-owned businesses in Kenya	Succession planning significantly impacts on internal business organization. Succession planning significantly contributes to institutional growth of NGOs.	No evidence of how succession planning impacts on commitment to family businesses	Replicating the study to capture succession planning and commitment in manufacturing firms
Akafo and Boateng (2015)	reward and recognition, job satisfaction and motivation in Ghanaian context	Rewards were positive and significant predictors of work motivation. No significant relationship between reward and job satisfaction.	No evidence of the moderating role of rewards system	Using rewards system as a moderator in the relations involving employee commitment.
Tetteh, (2015)	Succession planning, employee retention and effectiveness of organizations in the Ghanaian context.	Succession planning was a significant predictor of organizational effectiveness.	Focused on succession planning as the IV	Replicating the study by using career development as the IV

2.11 Conceptual Framework

The conceptual framework for this study was researcher-based framework depicted in Figure 2.2. For this study, the conceptual framework was modelled along the objectives of the study and the theories on which it was grounded. It postulates that rewards system moderates the relationship between career development and employee commitment. The control variables were employee age, gender and experience. A total of nine hypotheses were formulated for the study.



Adopted from Hayes, 2013

Figure 2.1: Conceptual Framework for the Study

Source: Researcher, 2018

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Overview

This chapter covers the research methodology, research philosophy, research design, study area, study population, sample size determination, sampling process, data sources, data collection procedures, reliability and validity and data analysis techniques, test for moderation and ethical considerations.

3.2 Research Philosophy

The study employed the post positivism paradigm. Creswell (2009) argues that the post positivist world view assesses causes that influence the outcome of manipulating study variable. Considering that the current study was situated in the cause-effect realm, use of this paradigm was justified. Consequently, this paradigm turned the thinking towards construction of knowledge following manipulation of variables in an explicit environment; as opposed to the dogmatic positivist view of knowledge being absolute and certain (Crotty, 1998). The argument inherent in the choice of the post positivism paradigm is that, being scientific oriented, knowledge so constructed could be verifiable through testing postulations. Moreover, the study developed knowledge through measurement of objective data using questionnaires as the main research instrument (Muijs, 2010). The study was quantitative in nature given that the observed data exist in a numerical form (Ghuri & Grønhaug, 2010). Quantitative research also known as empirical research allows for the testing theories in search of objective reality.

This study measured variables in the instrument, and numbered data was analysed statistically. The scientific method involved formulating a problem, developing hypotheses, testing and drawing conclusions. The approach was in essence deductive

in nature. In this approach, the researcher utilized existing theories and knowledge in connection with the variables under study, to formulate hypotheses that would then be subjected to empirical scrutiny (Kock, 2007; Muijs, 2010). The quantitative research design was ideal in affirming causality among the hypothesized variables. This study was based on the proposition that relationships existed among career development, rewards system and employee commitment.

3.3 Research Design

The explanatory research design was adopted for the current study. This design was chosen because it allowed for the identification of the causal links between variables conceptualized to address the research problem without their manipulation (Saldana, 2011). The explanatory design is usually quantitative, and facilitates the testing of postulations made with regards to relationships among variables (Zohrabi, 2013). Choice of the explanatory research design was informed by the quantitative nature of the study whose focus was the rewards system and its capability to moderate the link between career development and employees' commitment levels. Moreover, the design was deemed ideal because the study was non-experimental and it would not manipulate any variables and, and would use data collected only once at one point in time.

The design was therefore well poised to offer an explanation as to why and how career development related with employee commitment. Moreover, the design catered for the use of statistical analysis approaches that would show nature of variation in employee commitment occasioned by variation in rewards system. The moderation by rewards system represented the indirect causal link that existed between employees' career development and their commitment levels. The cross-sectional survey design that allowed for collection of data only once and at one place was preferred for its convenience.

The central research problem of this study was to determine the moderating effect of rewards system on the relationship between career development and employee commitment in manufacturing firms in Uasin Gishu County. Career development was considered as the independent variable, rewards system was a moderating variable while employee commitment was the dependent variable.

3.4 Study Area

The study took place in manufacturing firms drawn from Uasin Gishu County, Kenya (Appendix V). Uasin Gishu County is located in the mid-west of the expansive Rift Valley region, and covers a distance of roughly 330km in the North West direction measured from Nairobi. The county is bordered by a total of six counties as follows: Nandi to the South-West, Kericho to the South, Trans-Nzoia to the North, Bungoma to the West, Baringo in the South-East, and Elgeyo Marakwet East (KIG, 2016). The County of Uasin Gishu has a total population of 894,179 inhabitants, 50% of them being males while the other 50% are females (KNBS, 2010). The county is cosmopolitan and hosts many communities drawn from the Luhya, Kikuyu, Luo, Kisii, and Kamba sub tribes even though the Kalenjin community remains dominant.

The main economic activities of the county are livestock farming and large-scale wheat and maize farming. A variety of horticultural and food crops are also produced in the county. There are a number of manufacturing firms which provide employment opportunities to Kenyans and other nationalities. These firms are: Rupa Textiles, Kenya Cooperative Creameries, Raiply factory, the Kenya Pipeline oil Company, Eldoret Grain Millers, Unga Limited, Wheat and Pyrethrum just to mention a few. The county was chosen because no similar studies on the moderating effect of rewards system on

the relationship between career development and employee commitment has been carried out in the area.

3.5 Study Population

The study focused on employees drawn from selected manufacturing firms in the County. According to the records of the Ministry of Trade and Industry (GoK, 2017), there are a total of 25 manufacturing firms with a labour force of 7893 employees in Uasin Gishu County (Appendix V). From the 25 firms, the study selected four firms namely: Rivatex (apparel), Pyramid Plastics (plastics), RaiPly Woods (wood products) and Ken-Knit (apparel). The lottery method was used to select the 4 manufacturing firms; where, all the firms names in Uasin Gishu were written down and assigned numbers. The firms were then subjected to a computer programme that selected the 4 firms. The criteria for selection of the four firms were the physical size of the firm and a big capacity of labour force hence provided a clear picture of variables under study. Employees were targeted for the study because their employment arrangements comprised of career planning, training, mentoring and succession planning amongst others hence fit as unit of analysis. Consequently, the study population comprised of 3617 employees as shown in table 3.1).

Table 3.1: Distribution of the Study population

Category	Employees
Ken-Knit	466
Pyramid Plastics	125
RaiPly Woods	1920
Rivatex	1106
Total	3617

Source: *Selected Manufacturing Firms HR Records, 2019*

3.6 Sampling Design and Procedure

Out of the study population of 3617 in the four firms, a sample size of 435 employees was chosen as shown on the next page. This was considered satisfactory for an explanatory research design since according to a number of scholars (Comrey & Lee, 1992; Zikmund, Babin, Carr, & Griffin, 2013) a sample of between 400 and 500 is deemed very good for explanatory designs. The study employed two sampling techniques at different stages of the sample(s) selection from the study population. To begin with, stratified sampling technique was used to categorise respondents as per the firms selected. Thereafter, the specific respondents were identified using the random digit table (Appendix VI). The actual respondents who participated in the study in each category was identified through simple random sampling. This technique was deemed fit as it allowed for the selection of a sample from each stratum without bias (Zikmund *et al.*, 2013). The study utilised Slovin's formula (Slovin, 1960) to arrive at the sample size of 435.

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{3617}{1 + 3617 (0.045)^2}$$

$$n = \frac{3617}{8.324425}$$

$$n = 435$$

Where: n = sample size

N = population

e = margin of error or error tolerance

Table 3.2: Proportion of Sample Size per Manufacturing Firm

Category	Study Population		Sample Size
Ken-Knit			
Supervisors	50	$56/466*50$	6
Middle Level	200	$56/466*200$	24
Low Cadre employees	216	$56/466*216$	26
Sub Total	466		56
Pyramid Plastics			
Supervisors	14	$15/125*14$	2
Middle Level	37	$15/125*37$	4
Low Cadre employees	74	$15/125*74$	9
Sub Total	125		15
RaiPly Woods			
Supervisors	300	$231/1920*300$	36
Middle Level	700	$231/1920*700$	84
Low Cadre employees	920	$231/1920*920$	111
Sub Total	1920		231
Rivatex			
Supervisors	150	$133/1106*150$	18
Middle Level	372	$133/1106*372$	45
Low Cadre employees	584	$133/1106*584$	70
Sub Total	1106		133
Total	3617		435

Source: *Selected Manufacturing Firms HR Records, 2019*

3.6.1 Unit of Analysis

The unit of analysis is the component from which information is obtained (Kathuria, Partovi, & Greenhaus, 2010). Since the main aim of this research was to clarify different factors affecting employee commitment among employees drawn from manufacturing firms, the unit of analysis was the individual employees. This is in cognition of assertions (Hallgren & Olhager, 2009a) that it is not possible for a firm to produce answers to a questionnaire; this has to be done by human respondents. Therefore, it is important to use informants/respondents (single or multiple) in eliciting data about organizational attributes and/or practices (Hallgren & Olhager, 2009b; Kathuria *et al.*, 2010; Miller & Roth, 1994).

3.7 Data Collection and Research Instruments and Procedure

3.7.1 Data Sources

Primary sources were employed in sourcing for data. Secondary sources used included; books, journals, magazines, newspapers, company records whereas primary sources for the study were obtained by a survey method, which is by the administration of questionnaires. The pieces of information sought from each category of the employees are contained in the questionnaire (Appendix II).

3.7.2 Questionnaire

A questionnaire was the principal tool for data collection in this study. A questionnaire is ideal for conducting a survey when the respondents are dispersed over a wide geographical area. Moreover, a questionnaire is reputed with the ability of covering a wide scope of participants over a relatively shorter time compared to other instruments (Gibson, 2014). The questionnaire was composed of seven sections A to G. Section A consisted of the respondents' bio-data while section B, sought data on the three components of employee commitment. Subsequently sections C, D, E, F and G sourced information from the employees concerning their career planning, available mechanisms for career training, endeavors for career mentoring, career succession planning, and rewards system that may be in place. The instrument was also constructed using closed ended items only because answers are easy to code and statistically analyse. Responses to closed ended items were elicited using a Likert like scale with five options.

3.7.3 Data Collection Procedure

Before data collection, relevant documentation and permissions was sought. A research permit was obtained from the National Commission for Science, Technology and Innovation (NACOSTI) after approval of the research by the University. Once the

permit was granted, the potential subjects were formally contacted through relevant national and county government officials and their respective managers. Potential respondents were sensitized on the research purpose, and were asked for their informed consent to participate in the study sought. The researcher set dates and venues for administering the questionnaires in consultation with the potential subjects. The researcher administered the questionnaires with the aid of research assistants as scheduled after explaining to the respondents how to fill.

The “drop-and-pick-later” method of questionnaire administration was used. Mathooko and Ogutu (2015) assert that the method reduces bias errors and enhances accessibility to geographically dispersed respondents. Respondents were accorded enough time to exhaustively respond to questionnaire items. The filled questionnaires were collected upon expiration of the allocated duration and kept in safe custody awaiting analysis. The data collection exercise took two weeks.

3.8 Measurement of Variables

This study had one dependent variable, four components of the independent variable, one moderator variable and three control variables. The components of the independent variables were; career planning, career training, career mentoring and career succession planning while the dependent variable was employee commitment. The scale was tested under different settings and contexts for generalizability, reliability, internal and external validity and found to be a robust measure. These variables were measured using the questionnaire. Respondents were asked to exert to which extent they agree/disagree with a series of statements. The assigned scores were as follows; strongly agree (SA), Agree (A), Not Sure (NS), Disagree (D), and Strongly Disagree (SD). The scores were averaged and transformed into the indices of the variables. The

5-point likert was used in this study because it allowed the respondents to express how much they agreed or disagreed with the statements in the questionnaire.

3.8.1 Employee commitment

Commitment is usually expressed in terms of its 3 dimensions namely; affective, continuance and normative. The three components of the variable were measured using a set of 24 closed ended items in section B of the questionnaire. Affective commitment was measured by items such as; "I would be very happy to spend the rest of my career with this firm" and "I really feel as if this firm's problems are my own". Indicators such as; "I am not afraid of what might happen if I quit my job without having another one lined up" and "it would be very hard for me to leave my organization right now even if I wanted to" were used to measure continuance commitment. Normative commitment was assessed using indicators such as; "I think that people these days move from company to company too often" and "I do not believe that a person must always be loyal to his or her organization" (Meyer *et al.*, 1993).

3.8.2 Career Planning

Career planning was measured using 8 close-ended items in section C of the questionnaire. Career planning aimed to identify career goal progress, needs assessment, career self-management and promotion speed for individuals' careers and implementation of human resources programmes to support those careers (Antoniou, 2010). It involved the individual and thus was measured by indicators such as; "this firm has a career planning policy", "I enjoy a clear and efficient promotion process which motivates me in my work" and "I enjoy clear and "my knowledge, skills and abilities enhance my promotion speed" (Weng *et al.*, 2010).

3.8.3 Career Training

The study intended to measure career training using 8 closed-ended items in section D of the questionnaire. Career training refers to planned and progressive learning experiences provided to employees, often delivered in group settings, to assist them acquire capabilities and competences required to effectively perform present and future duties and responsibilities. It contained needs assessment, alignment to training needs, relevancy and creativity. Items such as, “I always go for training according to the established needs assessment” and “my training is usually aligned to my career needs” (Kiima, 2015).

3.8.4 Career Mentoring

Data on career mentoring was generated using a set of 8 closed-ended items in section E of the questionnaire. Mentoring is a process in which an experienced individual helps another person develop his or her goals and skills through a series of time-limited, confidential, one-on-one conversations and other learning activities (Centre for Health Leadership and Practice Public Health Institute, 2003). The constructs included: targeted training, promotion and coaching and retention. These were measured using its antecedents such as; “I have acquired relevant training from this organization; the career training that I receive makes me to be creative and innovative; and skills and attitudes acquired through training enhances the employees’ chances of taking up higher responsibilities; I enjoy coaching from my seniors as it makes me more efficient in my work (Woo, 2017).”

3.8.5 Career Succession planning

Succession planning was measured using 8 closed-ended items in section F of the questionnaire (Appendix II). According to Sahu and Pathardikar (2014), career succession planning is concerned with ensuring leadership continuity within an

organization by recruiting and/or encouraging individual employee's growth and development. Its constructs include the following: talent development, promotion, employee engagement and retention. It was measured using indicators such; "I have benefitted from talent development because it has prepared me for future jobs", I enjoy working for this firm because it conducts sufficient audit of talent available and skills gaps for its employees" and "I like working for this firm because it encourages employee retention Gulzar & Durrani (2014).

3.8.6 Reward systems

Rewards system refers to the strategies, policies and processes that are required to ensure that the contribution of people in an organization is recognized by both non-financial and financial means (Armstrong, 2012). It was measured using a set of 8 close-ended items in section G of the questionnaire. Its constructs were as follows: compensation, benefits and recognition. The measurements were conducted using indicators such as; "I like working for this firm because I get monetary rewards such as bonuses", "This firm gives rewards to employees without discrimination".

3.8.7 Control Variables

The study-controlled gender, age and experience of the employees to eliminate their adverse influence on career development, rewards system and employee commitment. Age was measured as below 20, between 21–30, 31–40, 41–50 and above 51. Experience was measured in years as: less than 10 years; between 11-20 years; between 21-30 years or above 31 years. Gender was measured as female or male categorized as 0 and 1 respectively. The sources of the measurement of variables are as summarized in table 3.3.

Table 3.3: Summary of Measurement of Variables

No.	Section in Questionnaire	No. of Items	Level of Measurement	Source(s)
1.	Part A: Employee Commitment	24	Likert Scale Transformed arithmetically	Meyer et al., (1993)
2.	Part B: Career Planning	9	Likert Scale Transformed arithmetically	Antoniou (2010)
3.	Part C: Career Training	9	Likert Scale Transformed arithmetically	Kiima (2015)
4.	Part D: Career Mentoring	9	Likert Scale Transformed arithmetically	Woo (2017)
5.	Part E: Career Succession Planning	9	Likert Scale Transformed arithmetically	Gulzar & Durrani (2014)
6.	Part F: Rewards System	9	Likert Scale Transformed arithmetically	Armstrong (2012)

Source: Researcher, 2019

3.9 Non-Response Rate

When a sample differentiates systematically with the original population from which it is drawn, it is regarded as being biased (Fowler, 2013). Under such a situation non-response bias is experienced when some potential respondents fail to respond to the questionnaire items. Non-response is viewed as selective when distinctive characteristics exhibited by non-responding participants are not captured, thus leaving only those of respondents who respond to the items (Dillman, 2000).

It is noted that bias arising from non-response is commonly experienced in surveys conducted through mail or phone. The current research employed self-administered questionnaires which were delivered directly to selected firms. In this way, non-response bias was significantly minimized.

3.9.1 Reducing Non-Response

Fowler (2013) identifies four measures through which bias due to non-response can be eliminated or reduced. The layout of the questionnaire is identified as the first measure. Fowler Jr. argues that the layout should be explicit enough to facilitate ease of checking the progress. Item spacing was identified as the second measure, and was catered for in the current study to facilitate ease of item reading. Response options were the third measure identified by Fowler Jr (2013). The current study ensured that response options were designed for ease of choosing. The final measure identified and employed in the current study was to be clear on whether to check or to circle a specific option.

3.10 Reliability and Validity of Data

3.10.1 Reliability

Reliability was done to ascertain whether the research instrument was consistent with what it intended to measure. Therefore, a pilot study was carried out at Chebut Tea Factory in Nandi County ostensibly, to forestall exposure of the instrument to potential respondents to ascertain whether it was consistent with what it intended to measure (Zikmund *et al.*, 2013). The rationale behind the choice of Chebut Tea Factory in Nandi thus it had desired socio-economic characteristics and traits and the factors affecting it are similar to the this study. Bryman (2012); (Creswell & Creswell, 2017) postulate that a pilot study should have a small sample to help in checking whether or not the organisation under study meets the research requirements, putting the interviews' structure and logistics to a practical test and acting as an opportunity for the researcher to develop the research instrument.

Justification of the sample of 40 employees for the pilot study, was founded in previous studies which have postulated a small sample for piloting instruments (Bryman, 2012; Creswell & Creswell, 2017). The scholars argue that a small sample conveniently aids

researchers to ascertain whether the stipulated tools meet the needs of the study, and also enables researchers to implement changes to the tools to make them more reliable and valid.

Bryman (2012) posits that a pilot study is necessary before conducting the main study since through the pilot, data collection tools are tested and aligned to the needs of the study. Bryman points out that a pilot study confirms clarity of items, and also ascertains the reliability and validity of the instruments. Moreover, through piloting the instrument, the researcher is able to estimate the average time respondents will require to, respond completely to the items and also identify items that may need re- wording.

Besides, Ticehurst and Veal (2000) contend that a pilot study confirms the suitability of instruments in design and structure. Piloting the questionnaire in the current study therefore allowed the researcher to assay its suitability in design and structure relative to the problem under investigation, in addition to other survey aspects.

3.10.1.1 Pretesting

Pretesting of the instrument was carried out between March, 2019. Reliability was ascertained using Cronbach's alpha which measures internal consistency of items. Choice of Cronbach alpha was based on its wide use in previous studies (Bryman, 2012, Creswell & Creswell, 2012). Under this approach, a Cronbach alpha value of 0.7 and above was deemed acceptable; that beyond 0.8 was deemed high; while a Cronbach alpha value of 0.6 and below indicated poor reliability or lack of internal consistency in the items.

3.10.1.2 Reliability Test

Data gathered using the pilot study was analysed for validity and reliability. Cronbach's alpha reliability coefficients for each of the four scales under study namely; career

development scale, rewards systems scale and employee commitment scale, were computed using the scale reliability analysis command on SPSS version 23.1. The internal consistency method entailed the application of the Alpha method of reliability determination because of its stability. The composite Cronbach's Alpha coefficient for all the variables was as shown in table 4.14.

3.10.2 Validity

Face validity was measured through inspection of the variables under study for their appropriateness to plausibly appear to replicate what it was intended to be measured. For content validity, the concepts under study were identified from past literature on career development and employee commitment. Opinions from professionals in the School of Business and Economics, Moi University were sought. Additionally, varied conceptualizations from extant literature were also conducted (Zikmund *et al.*, 2013). Consequently, criterion validity was carried out to help in the generalization of the study findings to the population of manufacturing firms from which the sample was drawn.

Construct validity established the extent to which the constructs hypothetically related to one another to measure a concept based on the theories underlying the research as posited by (Zikmund *et al.*, 2013). Therefore, construct validity was measured by a thorough review of the theories that underlie the major variables under study. In achieving construct validity, convergent and discriminant validity were established. This was done by detecting the correlation matrix and the inter-construct correlation. This validity was indicated by predictable low correlations between the measures of interest and other measures not measuring the same variable. Convergent validity exists when concepts that should be related to one another are actually related, while

discriminant validity is when a measure or scale is unique as encapsulated by (Hair, Anderson, Babin, & Black, 2010) and not just a reflection of other variables.

Nomological validity established the similarity in the pattern of relationships between measures chosen to represent underlying constructs and other measures based on their signs and magnitudes. The empirical aspects were used in making judgements based on the correlation coefficient. External validity which means the extent to which findings of the study are generalizable to individual contexts and situations was done by generalizing the findings from the study population across wide variety of setting among employees of manufacturing firms in Kenya.

3.10.2.1 Factor Analysis

Factor analysis in this study investigated the relationship between sets of manifest and latent variables. Factor analysis as an analysis approach allows for the reduction of a large number of items or variables into super variables (Field, 2017). In essence, factor analysis was employed to reduce the scales measuring the study variables, by segregating the various dimensions and associated factor loadings. This was consistent with the multivariate nature of the variables (Field, 2017; Kline, 2015).

The researcher examined the covariance among the observed variables, for purposes gathering information with regards to underlying latent variables often called factors. There are two approaches to factor analysis; Exploratory Factor Analysis (EFA), measures hidden (or latent) variables which cannot be measured directly. The researcher undertook EFA to ascertain the extent to which the items in the instrument relate to the latent constructs (Field, 2017). In this way, the researcher was able to understand the structure of the independent, dependent and moderating variables for purposes of constructing a questionnaire with a reduced and more manageable data set.

3.11 Data Analysis

Upon the return of questionnaires, the questionnaires were coded and data was entered into the SPSS code book. The SPSS version 22 software was used for preliminary data screening and cleaning and for descriptive and inferential analysis.

3.11.1 Data Preparation and Cleaning

Data was screened and cleaned for missing values and outliers. According to Baraldi and Enders (2010), missing data are a result of factors such as respondents' refusal to respond to sensitive issues relating to their age, marital status, social and natural attrition. Data was analysed for missing data patterns. Data collected for the study had all the required information for every case. (Hair *et al.*, 2010) alludes that it is necessary when dealing with missing data to find out if the data was missing completely at Random-MCAR or missing at Random-MAR or if there is some pattern to why the data points are missing (missing not at Random-MNAR). According to Hair *et al.* (2010) if only about 5 percent or less of the data are MCAR or MAR from a large data set almost anything done yield the same results. The researcher assumed that the missing data that were below 5% were missing at random (MAR) in which case missing data was ignored and replaced by series means, except if the missing data that exceed 5% (Alison, as cited in (Hair *et al.*, 2010).

List-wise deletion was used to delete from further statistical analysis, all cases having missing values above 5%. Meyers (2005), avers that list wise deletion can be used in a variety of multivariate techniques such as multiple regression without requiring additional commands or computation.

Masconi *et al.*, (2015), defines outliers as scores that markedly differ from others, and identifies outliers as either univariate in which case extreme scores are found on single

variables, or multivariate in which case scores deviate from the centroid of all cases involving predictor variables. Both univariate and multivariate outliers were examined in the proposed study. Univariate outliers were assessed through standardized scores, for which scores outside the interval (-3.0, 3.0) were deemed as outliers (Stevens, 2002) Masconi *et al*, (2015), defines outliers as scores that markedly differ from others, and identifies outliers as either univariate in which case extreme scores are found on single variables, or multivariate in which case scores deviate from the centroid of all cases involving predictor variables. Both univariate and multivariate outliers were examined in the proposed study. Univariate outliers were assessed through standardized scores, for which scores outside the interval (-3.0, 3.0) were deemed as outliers (Stevens, 2002).

3.11.2 Descriptive Statistics

A concise description of study variables, commonly known as descriptive statistics is one of the approaches through which data analysis, classification and summaries of numerical data are generated (Somekh & Lewin, 2005). This further suggested that the drive of conducting descriptive statistics was mainly to reduce, summarize and analyse the constructs of the items. This provided insights into the characteristics of the samples and provided a basis for inferential statistics utilising correlation and regression analysis. The descriptive statistics employed in the current study included frequencies, arithmetic means, and standard deviations both for the dependent and independent variables as suggested by other scholars (Saunders, Lewis, & Thornhill, 2007; Sekaran & Bougie, 2010). The study results were summarized in means and associated standard deviations, frequencies and percentages.

3.11.3 Correlation Analysis

Correlation analysis was used to assess the relationship between variables (Uma Sekaran & Bougie, 2016). Pearson's correlation coefficient was used to express the strength of the relationships between the study variables (Hair *et al.*, 2010). The values of the correlation coefficient were given by "r". The value of r lied between -1 and +1 inclusive that is $-1 \leq r \leq 1$. If y increases when x increases, there was a positive relationship which denoted there was a positive correlation between the variables. However, if y decreases when x increases there was a negative or inverse correlation (Hair *et al.*, 2010).

3.11.4 Data Transformation

Data was transformed before carrying out further analysis to help better examine the distribution. (Uma Sekaran & Bougie, 2016) avers that data transformation is the transformation of the observations x_1, x_2, \dots, x_n is a function T that replaces each x_i by a new value $T(x_i)$ so that the transformed values of the batch are $T(x_1), T(x_2), \dots, T(x_n)$. Data transformation was applied in this study to improve the compatibility of the data with assumptions underlying a modelling process, to linearize the relation between two variables to modify the range of values of a variable. Transformation was done arithmetically to dependent variable (employee commitment), independent variables (career planning, career training, career mentoring and career succession planning) and moderator (rewards system).

3.11.5 Inferential Statistics

Inferential statistics was used in testing the hypothesizes H_{01} to H_{06d} as guided by methodological literature developed by scholars like, (Baron & Kenny, 1986; Hayes, 2012, 2017; Preacher & Hayes, 2004; Preacher, Rucker, & Hayes, 2007). Specifically,

linear and multiple regression equations were developed and used in testing the hypothesized effects. These assertions are as expounded below:

3.11.5.1 Testing for Direct Effects

The moderating effect of rewards system on the relationship between career development and employee commitment were modelled using the regression equations. Career development, the independent variable was expressed with respect to its four dimensions, namely; career planning, career mentoring career training, and succession planning. Employee commitment was conceptualized as the dependent variable while rewards system is the moderator. The study generated four linear models, one for each hypothesis. The model conceptualized employee commitment as a function of four dimensions of career development. The model was based on simple linear regression formula:

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

Y	=	employee commitment
β_0	=	the intercept
$X_1 - X_4$	=	the four dimensions of career development (planning, training mentoring, succession planning)
$\beta_1 - \beta_4$	=	factor coefficients
ε	=	the error term

3.11.5.2 Test of Moderation

Moderation effects were tested using the hierarchical multiple regression approach (Baron & Kenny, 1986). Rose, Holmbeck, Coakley, and Franks (2004) postulate that a moderating variable is a variable which has the capability to adjust the direct effects of a predictor variable on the criterion variable in a causal relationship. Moreover, a moderator is capable of influencing the direction of the relationship between the predictor and outcome variables. In order to minimize effects of multicollinearity, the

predictor variables were first centred about the various item means. Under the hierarchical approach, control variables in the model were first regressed against employee commitment. Next, a combination of control variables and career development domains namely; career planning, career training, career mentoring and, career succession planning were regressed against employee commitment. Thirdly, moderating variable was introduced and regressed together with all other variables. Therefore, interaction term between predictor and moderating variable was obtained by multiplying the two variables that produced an interaction effect done at different stages for each individual interaction as specified in the hierarchical regression models below:

The model specification was as follows:

$$Y = \beta_0 + C + \varepsilon \dots \dots \dots \text{Model 1}$$

$$Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon \dots \dots \dots \text{Model 2}$$

$$Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 M + \varepsilon \dots \dots \dots \text{Model 3}$$

$$Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 M + \beta_6 X_1 * M + \varepsilon \dots \dots \dots \text{Model 4}$$

$$Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 M + \beta_6 X_1 * M + \beta_7 X_2 * M + \varepsilon \dots \dots \dots \text{Model 5}$$

$$Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 M + \beta_6 X_1 * M + \beta_7 X_2 * M + \beta_8 X_3 * M + \varepsilon \dots \dots \dots \text{Model 6}$$

$$Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 M + \beta_6 X_1 * M + \beta_7 X_2 * M + \beta_8 X_3 * M + \beta_9 X_4 * M + \varepsilon \dots \dots \dots \text{Model 7}$$

Where:

- Y = Employee Commitment
 β_0 = Constant
 C = Control variables (Age, Gender and Experience)
 X_1 = Career planning

X_2	=	Career training
X_3	=	Career mentoring
X_4	=	Career succession planning
M	=	Rewards system
$\beta_1 - \beta_9$	=	Coefficients of regression
ε	=	Error term

3.11.6 Model Specification

The study's conceptual and statistical diagrams are depicted in figure 3.1, 3.2 and 3.3 below.

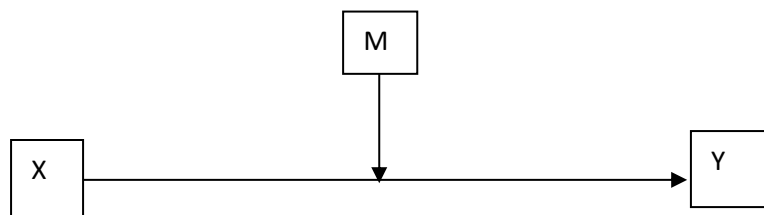


Figure 3.1: Conceptual diagram for Moderation Analysis
Source: Hayes model II

Where;

X; Independent variable (career development)

M; Moderating variable (rewards system)

Y; Dependent variable (employee commitment)

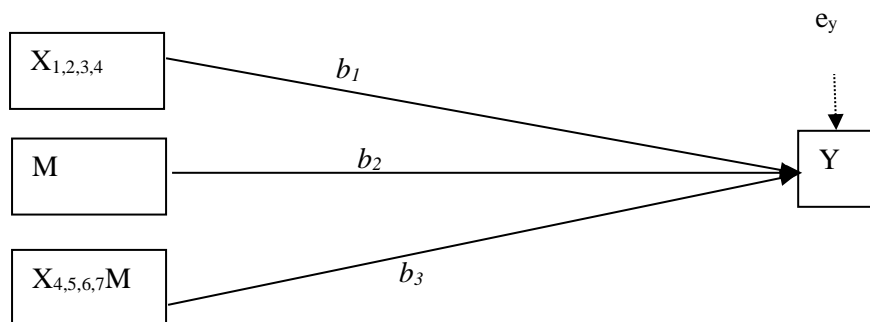


Figure 3.2: Statistical diagram
Source: Hayes model 2

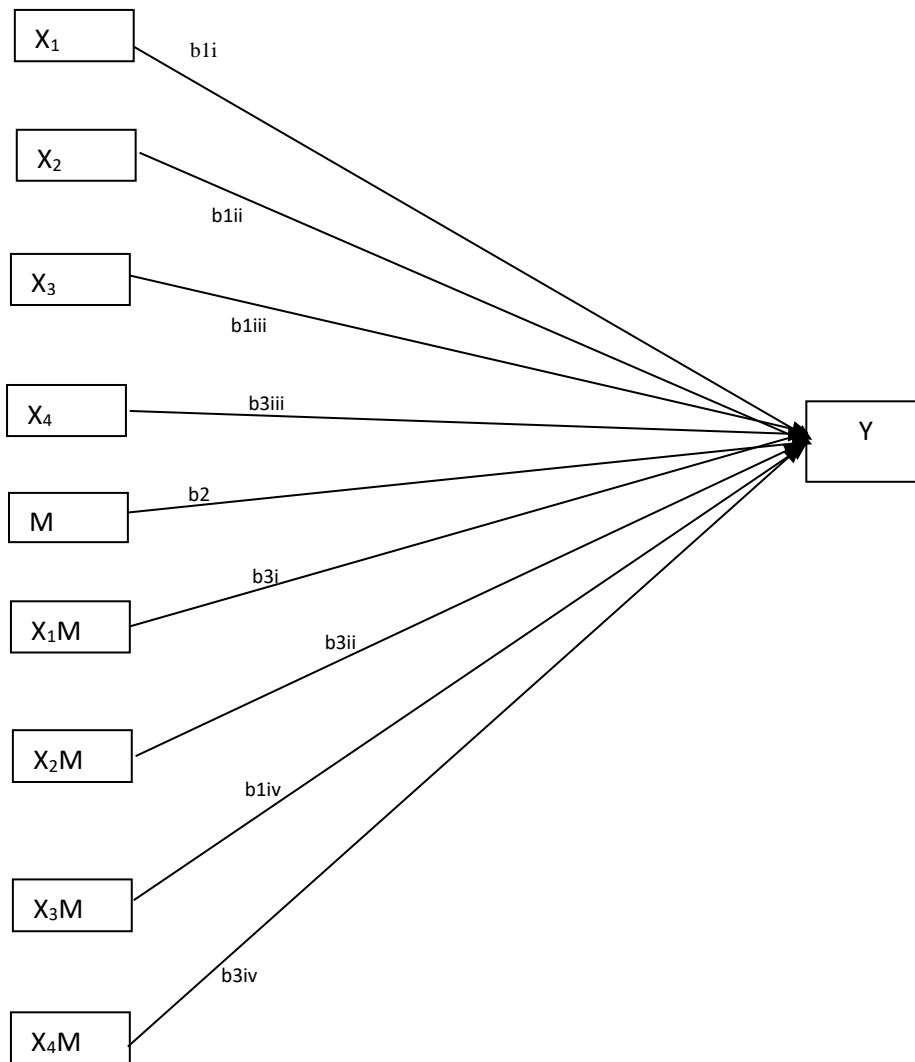


Figure 3.3: Statistical diagram for Moderation Analysis
Source: Hayes (2013)

Where;

X_1 ; Independent variable 1 (career planning)

X_2 ; Independent variable 2 (career training)

X_3 ; Independent variable 3 (career mentoring)

X_4 ; Independent variable 4 (career succession planning)

M ; Moderating variable (rewards system)

Y ; Dependent variable (employee commitment)

3.11.7 Regression Model Assumptions

Regression like other parametric tests is based on the assumption that data has certain characteristics, violation of which affects analysed results (Field, 2017). The assumptions include; observations are of independent samples, data is drawn from normally distributed populations, populations have the same variances linear association between variables among others. The study used a variety of tests to check that the assumptions were not violated. The tests included: normality, linearity, multicollinearity, homoscedasticity and data independence tests to establish suitability of the data for making inferences and drawing conclusions.

3.11.7.1 Normality Tests

Normality has been postulated as a critical assumption that must be satisfied in order to conduct multivariate analysis (Hair, Black, Babin, Anderson, & Tatham, 2006). Normality assumes that prediction residuals in the prediction value of the dependent variable follow a normal distribution. The normality of the data in the current study was tested using a combination of skewness and kurtosis, Shapiro-wilk, and the Kolmogorov-Smirnoff statistics as recommended by (Ghasemi & Zahediasl, 2012). Under the Shapiro-wilk and Kolmogorov-Smirnoff framework, non-significant statistics were an indication of existence of normality.

3.11.7.2 Multicollinearity

High coefficients of correlation in two or more predictor variable is known to constitute Multicollinearity, which when it exists impacts negatively on regression parameter estimation (Hair *et al.*, 2006). Presence of multicollinearity masks the assessment, and hypothesis testing about regression coefficients unknown, which will frustrate interpretations of the model coefficients (Gujarati & Porter, 2003). (Hair *et al.*, 2006)

posit that if the correlation coefficient between explanatory variables is more than 0.5, then it indicates the presence of multicollinearity. Moreover, it is posited that if the Variance Inflated Factor (VIF) is greater than 10, there is evidence of multicollinearity (Ghozali, 2005; Hair *et al.*, 2006). Therefore, the current study employed both the correlation matrix and VIF to test for existence of multicollinearity.

3.11.7.3 Homoscedasticity test

Homoscedasticity is an assumption of linear regression which states that error variance does not substantially change with the values of the predictors (Hair *et al.*, 2006). The Levene's statistic for equality of variances was used to test for the assumption of homoscedasticity.

3.11.7.4 Independence of Errors in Statistical Estimation

Serial correlation is recognized as a factor that can interfere with regression results. It reportedly occurs when error terms between two or more observations are correlated (Solon, Haider, & Wooldridge, 2015). Serial correlation is also a result of lack of independence between residuals. The study used the Durbin-Watson test to detect for independence of error terms. According to Hair *et al.* (2006), the threshold for Durbin-Watson tests lie in the range 1.5 to 2.5. Non-correlation among residuals is implied when the Durbin-Watson statistic approximates 2.

3.11.7.5 Summary of Data Analysis Techniques

The table below depicts the data analysis techniques summary.

Table 3.4 Summary of Data Analysis Techniques

Analysis	Reason	Techniques	Reference	Values
Missing data	Identify missing data	Mean and deleting	Tabachnick & Fidell, 2013 Baralch & Enders, 2010	<5% >5%
Outliers	Identify cases of extreme values on a variable	Mahalanobis D ²	Hair <i>et al</i> 2010	≤ 3.0 D ² /df < 3 or P > 0.05
Normality & Linearity	Ensure data is linear and normally distributed	Skewness & Kurtosis Pearson Correlation		P > 0.05
Homoscedasticity	Determine whether DV displays and equal variance across number of Ivs	Scatter Plots	Hair <i>et al</i> 2010 Pallant, 2007	P > 0.05
Multicollinearity	IV should be weakly related (<0.90)	VIF and Tolerance	Tabachnic & Fidell, 2007 Myer, 1997	<0.8 VIF < 10 Tolerance > 0.1
Demographics	Background information	Mean, SD, Frequency, cross tabulations	NA	NA
Reliability and Validity	Measures are free from error	Cronbach's alpha	Cronbach, 1951 Hair <i>et al</i> , 2010	α > 0.6 value > 0.3
Factor Analysis	Scale supported by data	Kaiser-Mayer-Olkin (KMO) Bartlett's test of Sphericity Communality	Kaiser, 1974 Bartlett, 1954 Hair <i>et al</i> , 2010	Value > 0.60 Value > 0.3 Value > 0.3 Value > 0.3
Model measurement	Test for Moderation	Variance/Loading Multiple regression	Hayes, 2013 Aiken and West	P < 0.05 R ² t-test f-test, β

Source: Researcher, 2019

3.11.8 Hypothesis Testing

Quantitative data gathered during the study was analysed using inferential statistics. Five hypotheses were tested using simple linear and hierarchical regression procedures. Hypotheses one to four were tested using simple linear regression while the rest were tested using hierarchical regression. Choice of the regression approach to analysis was informed by causal nature of the study. Cronk (2016) asserts that an exploration of causality is best done through regression analysis which is capable of accounting for the power of each of the explanatory variables in eliciting variation in the dependent variable. Table 3.4 presents a summary of the hypothesis testing process and decision criteria.

Table 3.5: Summary of Hypotheses Testing

H₀	Statement	Test Statistics	Critical values/Decision Point
H₀₁	Career planning has no significant effect on employees' commitment	β_1, p_1, F, R^2	$P \leq .05$ highly significant Reject or accept
H₀₂	Career training has no significant effect on employees' commitment	β_2, p_2, F, R^2	$P \leq .05$ highly significant Reject or accept
H₀₃	Career mentoring has no significant effect on employees' commitment	β_3, p_3, F, R^2	$P \leq .05$ highly significant Reject or accept
H₀₄	Career succession planning has no significant effect on employees' commitment	β_4, p_4, F, R^2	$P \leq .05$ highly significant Reject or accept
H₀₅	Reward System has no significant effect on employee's commitment	β_4, p_4, F, R^2	$P \leq .05$ highly significant Reject or accept
H_{06a}	Rewards system has no significant moderating effect on the relationship between career planning and employees' commitment	β_1, p_1, F, R^2	$P \leq .05$ highly significant Reject or accept
H_{06b}	Rewards system has no significant moderating effect on the relationship between career training and employees' commitment	β_2, p_2, F, R^2	$P \leq .05$ highly significant Reject or accept
H_{06c}	Rewards system has no significant moderating effect on the relationship between career mentoring and employees' commitment	β_3, p_3, F, R^2	$P \leq .05$ highly significant Reject or accept
H_{06d}	Rewards system has no significant moderating effect on the relationship between career succession planning and employees' commitment	β_4, p_4, F, R^2	$P = \leq .05$ highly significant Reject or accept

Source: *Researcher, 2019*

3.12 Limitations of the Study

Despite the significant relationship among career development, rewards system and employee commitment, the study had a number of limitations with respect to methodological issues that needed to be considered when interpreting results. The study variables were measured on a five-point Likert scale ranging from 1= strongly disagree to 5= strongly agree. One of the major limitations of this scale is its inability to measure true attitudes of respondents. Respondents tend to portray themselves in a more socially favourable light rather than being honest, hence may avoid extreme response categories. Similarly, respondents' answers may be influenced by previous questions or may heavily concentrate on one side response (for instance, strongly disagree or strongly agree).

Additionally, the use of self-administered questionnaires present a challenge because respondents may not understand the questions and therefore give incorrect responses. The results may not estimate the true relationship between study variables. Some respondents in the study might have falsified their responses. Sharma and Yetton (2001) opined that respondents might not always be truthful and honest in their answers to surveys. Some respondents might have deliberately withheld some vital information due to bureaucracy and secrecy upheld in the manufacturing firms.

Finally, the study employed a cross sectional survey design. Cross sectional studies do not measure causal effects on the observed relationships between study variables and therefore may not give actual relationships that exist between career development, rewards system and employee commitment of manufacturing firms in Kenya.

3.13 Ethical Considerations

Ethics is concerned with defining norms of conduct that distinguish between acceptable and unacceptable behaviour (Resnik, 2011). It demands that ethical considerations are made when conducting studies that involve human beings. These considerations include; consent, courtesy and respect, treating people equitably, privacy, safety and freedom to withdraw consent and discontinue participation in a research (Hammersley & Traianou, 2012). The research adhered to these considerations by ensuring that the study was conducted in a professional manner. A permit from NACOSTI and other relevant authorities was sought and was granted before the commencement of the study. Consent verbal or written was sought from potential subjects before engaging them. A risk assessment was conducted before commencement of the research as a way of ensuring the safety of the participants. All the participants were treated equitably with dignity and respect. Privacy and confidentiality were ensured by using codes instead of names of the respondents and reporting only aggregated data. The respondents were also sensitized on the freedom to withdraw from the study in the event that they felt like or withhold any information they felt could cause harm.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Overview

Chapter four presents the research findings arrived at through the methodology discussed in chapter three. The chapter reports on the findings on the moderating effect of rewards system on the relationship between career development and employee commitment in selected manufacturing firms in Uasin Gishu County. The chapter gives results of the research objectives posed in the study which include, effect of career planning on employee commitment, effect of career training on employee commitment, effect career mentoring on employee commitment, effect of career succession planning on employee commitment and the moderating effect of rewards system on career planning, career training, career mentoring and career succession planning on employee commitment.

4.2 Response Rate

The study targeted employees of manufacturing firms in Uasin Gishu County. Four hundred and thirty-five questionnaires were prepared and administered to the potential respondents. Out of the 435 potential respondents, 402 returned their questionnaires duly filled, yielding a 93% response rate. The response rate of 93% was high possibly due to the good pre-study made by the researcher which allowed her to adjust questionnaire items in line with respondents 'capacity to respond with ease'. The researcher engaged 2 research assistants to monitor the respondents through phone calls to ascertain that the questionnaires were fully answered. This was deemed fit for the study, based on the recommendations of a response rate in the range of 50% - 70% (Saldivar, 2012). A higher response rate was also enhanced through personal

appearances, incentives and personalization (Kaplowitz, Hadlock, & Levine, 2004). A total of 33 questionnaires were not returned (7.6%). Table 4.1 gives a summary of the response rate to the administered questionnaires.

Table 4.1: Response Rate

Response Rate	No.	Percentage
Administered questionnaires	435	100
Usable questionnaires	402	93
Unreturned questionnaires	31	7.6
Total	435	100

Source: *Survey Data, 2019*

4.3 Data Preparation and Screening

Data were screened and cleaned prior to conducting analyses. It is argued that initial data screening at the onset of analysis is a sure way of ascertaining that data for subsequent analyses were accurate (Tabachnick & Fidell, 2013). In this regard, data screening focused on checking and cleaning missing data and, for multivariate outliers. The purpose of screening the data was in essence to check for latent errors in the data, and to clean the data prior to conducting analyses (Hair *et al.*, 2006).

4.4 Missing Data

To make this research assertive, the researcher took precautionary measures right from the field in an attempt to ascertain that data was free from any missing value. Missing data has been identified as one of the main issues in data analysis (Tabachnick & Fidell, 2013). It is pointed out that the amount of data missing is not an issue but the pattern of missing data cannot be ignored. Hair *et al.* (2006) posits that missing data relates to the unavailability of requisite data in some variables needed to facilitate data analysis.

This can lead to negative consequence in analysis (Hair *et al.*, 2006). However, there were no missing data identified.

4.5 Multivariate Outliers

The study examined multivariate outliers bearing in mind that addressing multivariate outliers also caters for univariate outliers (Hair *et al.*, 2010). Tabachnick and Fidell (2013) point out that an outlier is synonymous to an extreme or unusual value that may occur in the data set due to poor data entry or otherwise. Cleaning data of outliers eliminates potential sources of threats to internal validity. Mahalanobis distance (D^2) was employed to examine presence of multivariate outliers. Calculation of the Mahalanobis D^2 was done via the linear regression save Mahalanobis commands in SPSS (Version 23.0). D^2 is noted to follow a chi-square distribution (Tabachnick & Fidell, 2013). Consequently, a case was deemed to be a multivariate outlier if its D^2 had a probability less than 0.001. All data had values more than 0.001 apart from two questionnaires which were considered to have outliers and were deleted from subsequent analyses. Table 4.2 depicts the results of Mahalanobis Distance.

Table 4.2: Mahalanobis Distance

	criteria	Statistic	Std. Error
Mahalanobis distance	Mean	4.988	0.066
	Std. Deviation	4.249	0.022
	Maximum	23.668	0.142
	Minimum	0.232	0.032
	Case no	2	

Source: *Survey Data (2019)*

4.6 Analysis of Demographic Characteristics

Demographic information is very important since it provides information of attributes among participants. Besides showing the representativeness of study samples which

facilitate generalizations, demographic variables also provide vital information for controlling extraneous influences that are introduced by such variables to the posited relationships (Hair *et al.*, 2006). Demographic variables are often depicted as control variables that cannot be manipulated. Three variables, gender, age, and experience were treated as demographic variables in the current study. Choice of these particular variables was informed by their potential moderation influences (Hair *et al.*, 2010), and previous studies which have documented effects of age, education and experience on career training (Muma *et al.*, 2014). The study, therefore, examined the distribution of these demographics in the study sample for purposes of highlighting their composition, their possible effect on the variables under study, and the possibility of controlling for their extraneous influence.

In terms of gender response to this study, male population was 289 (71.9%) while their female counterpart was 113 (28.1%). This implies that most manufacturing firms prefer to employ male because most manufacturing firms require masculine workforce as compared to their female counterparts who, from time to time have to attend to other domestic duties such as taking care of sick children and other responsibilities associated with motherhood among others. This shows that the males have more time for their career development prospects and tend to be more committed in discharging their duties.

Further, the study explored the age distribution among respondents. It was revealed that 43.5% of the respondents were aged between 31 – 40 years followed by 26.6% aged 21 – 30 years, and a mere 2.0% above 51, implying that the workforce in this study was youthful. This implies that this age bracket of employees are energetic and enthusiastic to carry out wider tasks especially when it comes to training, they sacrifice time for career development prospects which is aligned to enhancement of commitment levels.

Furthermore, the study also explored the level of experience among respondents. The results revealed that 35.8% of the respondents had worked for between 11 – 20 years, 29.9% of the respondents had worked for between 21 and 30 years, 29.6 had worked for less than 10 years while 4.7% of the respondents had worked for over 31 years. This implied that a majority of employees had worked for more than 10 years hence show that they have high working experience thus provided reliable data for the study. They are therefore able to bring the knowledge and skills acquired through career development in dispatching their duties hence enhanced employee commitment. The above information is depicted in table 4.3.

Table 4.3: Demographic Characteristics

		Frequency	Percent
Gender	Female	113	28.1
	Male	289	71.9
	Total	402	100
Age	Below 20	11	2.7
	21-30	107	26.6
	31-40	175	43.5
	41-50	101	25.1
	Above 51	8	2
	Total	402	100
Tenure	Less than 10	119	29.6
	11-20	144	35.8
	21-30	120	29.9
	More than 31	19	4.7
	Total	402	100

Source: *Survey Data, (2019)*

4.7 Cross-Tabulation of Demographic Information against Study Variables

The study explored the existing association between employee demographics and the variables under study. Demographic characteristics were therefore cross-tabulated with the five variables representing the independent, dependent and moderating variables (Ng & Feldman, 2008). To ascertain existence of significant differences in demographic characteristics, One Way Analysis of Variance (ANOVA) was employed. Winter

(2011) points out that, when a categorical independent variable has more than two levels, related to a single numerical dependent variable as was the case in the current study; ANOVA is suitable in examining significant differences across the various levels. In using the ANOVA, the assumption was that each observation was independent of the other and could not be re-used. In the ANOVA case, the F-statistic was used. The F-statistic is the method used to determine which of the demographic variables or research objectives vary most significantly when compared to study variables (Seltman, 2012). In line with this study one-way analysis of variance ANOVA F-statistic was used to determine whether there were any statistically significant differences between the means of demographic characteristics (age, gender and experience) and the study variables career planning, career training, career mentoring and career succession planning.

Furthermore, t-test was used to determine if there was a significant difference between the means of gender and study variables. T-test helps to compare the average values of the two data sets and determine if they came from the same population (Seltman, 2012). The p-value is the probability that the variation between variables may have occurred by chance, so demographic or research objective comparison analysis with employee commitment with smaller p-values are varying more significantly (Seltman, 2012). For findings to be statistically significant, a p-value or equal of smaller than 0.05 also known as 95% confidence level.

4.7.1 Gender and Study Variables

Gender of employee was cross tabulated with employee commitment, career planning, career training, career mentoring, and career succession planning and rewards system. This is illustrated in table 4.4. The results indicated that males had the highest mean

($M=3.59$) in employee commitment compared to females who had a slightly lesser mean ($M=3.51$). While determining the significance level between employee commitment and employee gender, a t-test analysis indicated lack of statistically significant differences between employee commitment and employee gender ($t = 0.79$, $\rho = .42$). Consequently, the researcher concluded that employee commitment was independent of employee's gender.

Results of cross tabulating gender with career planning revealed that females had a higher mean in career planning ($M= 3.53$), compared to males who had a slightly inferior mean ($M=3.47$). Results of a t-test seeking to explore differences in career planning across gender indicated that there were no significant differences in career planning across employee gender ($t = -.51$, $\rho = .60$). The researcher concluded that employee's career planning was independent of gender.

Cross tabulation of gender with career training yielded results which indicated that males had a relatively higher mean career training ($M=3.62$) than females who posted a slightly lower mean ($M=3.49$). Results of a t-test designed to explore differences in career training across gender confirmed that career training among employees was devoid of statistically significant differences across gender ($t = 1.12$, $\rho = .26$). This shows that career training is not dependent on employee's gender.

In the case of career mentoring, cross tabulation with gender revealed that males averaged highly in career mentoring ($M=3.64$) as compared to females ($M=3.52$). The subsequent t-test indicated lack of significant differences in career mentoring across gender ($t = 1.08$, $\rho = .28$). Therefore, employee gender has no influence on career mentoring.

Cross tabulation of gender against career succession planning revealed that males also averaged higher in career succession planning ($M=3.59$) when compared to females whose mean score in career succession planning was lower ($M=3.35$). Moreover, the t-test designed to check for significant differences in career succession planning across gender revealed existence of significant differences ($t = 2.17, \rho = .03$). Therefore, gender was deemed to have an influence on career succession planning.

Regarding the rewards system, cross tabulation against gender determined that males had a marginally higher mean in rewards system ($M=3.20$) compared to females ($M=3.19$). Results determined by the t-test revealed that statistically, there were no significant differences in rewards system across employee gender ($t = 0.141, \rho = .88$). Therefore, gender has no influence on rewards system. It can be deduced that it is not gender that relates to the study variables but a group of other factors.

Table 4.4: Gender and Variables

	Gender	descriptive statistics		T-test for Equality of Means	
		Mean	Std. Deviation	T	Sig. (2-tailed)
Employee Commitment	Male	3.59	.81	.79	.42
	Female	3.51	.94		
Career Planning	Male	3.47	1.01	-.51	.60
	Female	3.53	1.08		
Career Training	Male	3.62	.94	1.12	.26
	Female	3.49	1.00		
Career Mentoring	Male	3.64	1.00	1.08	.28
	Female	3.52	.99		
Career Succession Planning	Male	3.59	.96	2.17	.03
	Female	3.35	.98		
Rewards System	Male	3.20	.95	0.141	.88
	Female	3.19	.92		

Source: *Survey Data, (2019)*

4.8 Age and Variables

The study was concerned with understanding whether there were any significant differences of age on employee commitment, career planning, career training, career mentoring, and career succession planning, and rewards system as shown in table 4.5. Cross tabulation results indicated that employees aged below 20 years elicited higher levels of employee commitment as determined by the higher mean score ($M=4.08$). Employees aged between 41 – 50 elicited lowest levels of commitment as determined by the lowest mean score ($M=3.43$). Results of a one-way ANOVA test conducted to examine differences in mean response scores of commitment items across the various age categories, revealed that there were no statistically significant differences in employee commitment across the age brackets ($F = 1.49, \rho = .21$). This shows that employee commitment was independent of employee's age. This finding is in disagreement with Lelei and Korir, (2017) who affirmed that employee job tenure differed significantly across employee age bracket. It is imperative to note however, that employee commitment and employee job tenure are totally different constructs with different measures.

Similarly, the cross-tabulation results showed that employees aged between 21-30 years had the highest mean in career planning ($M=3.62$), while employees aged between 41 - 50 years elicited the lowest mean ($M=3.39$). The ANOVA test further confirmed lack of significant differences in career planning across age bracket ($F = 0.62, \rho = .65$). Therefore, age has no influence on employee's career planning.

In the case of career training, cross tabulations indicated that that employees aged below 20 elicited the highest mean score in career training ($M=3.91$) while those aged above 51 recorded the lowest mean score in career training ($M=3.27$). Analysis of variance

aimed at testing existence of mean differences in mean scores of career training across age bracket revealed the following: that the differences in mean scores for career training were not statistically significantly different ($F = 0.94, \rho = .44$). This shows that career training is not dependent on employee's age.

Results of cross tabulating employee age against career mentoring showed that employees aged below 20 years scored highest in career mentoring items ($M=3.91$); while employees aged 41-50 years scored the least mean score ($M=3.46$) in the same career mentoring items. One-way analysis of variance determined that there were no statistically significant differences in career mentoring across age bracket ($F = 1.00, \rho = .41$). Therefore, age has no influence on employee's career mentoring.

Furthermore, the results showed that employees below 20 years had the highest mean in career succession planning with a mean ($M=3.83$) while employees with aged between 41 – 50 had the lowest with mean of ($M=3.28$). An ANOVA test of existence of significant differences in career succession planning across age bracket, affirmed, that career succession planning was independent of employee age as determined by lack of significant differences in mean succession planning scores across age bracket ($F = 1.14, \rho = .34$).

With regards to the rewards system, cross tabulation against age bracket revealed that employees age below 20 years scored high in items measuring rewards system as determined by the highest mean score ($M=3.84$). On the contrary, employees aged above 51 years scored lowest in the same items ($M=2.75$). Examination of existence of significant differences in mean scores of rewards system across age bracket determined that there were statistically significant differences in mean response scores directed at

rewards system across age bracket ($F = 2.83, \rho = .02$). This showed that rewards system is dependent on employee's age.

Table 4.5: Age and Variables

		Descriptives		ANOVA	
		Mean	Std. Deviation	F	Sig.
EMPLCOMMIT	Below 20	4.08	0.88	1.49	0.21
	21-30	3.50	0.92		
	31-40	3.58	0.90		
	41-50	3.43	0.93		
	Above 51	3.68	0.87		
Career Planning	Below 20	3.55	1.02	0.62	0.65
	21-30	3.62	1.01		
	31-40	3.53	1.06		
	41-50	3.39	1.14		
	Above 51	3.56	0.90		
Career Training	Below 20	3.91	0.91	0.94	0.44
	21-30	3.62	0.96		
	31-40	3.52	1.01		
	41-50	3.45	1.02		
	Above 51	3.27	0.84		
Career mentoring	Below 20	3.91	1.04	1.00	0.41
	21-30	3.66	0.97		
	31-40	3.52	1.00		
	41-50	3.46	1.04		
	Above 51	3.75	0.85		
Career Succ Plan	Below 20	3.83	1.09	1.14	0.34
	21-30	3.46	0.97		
	31-40	3.45	0.95		
	41-50	3.28	1.04		
	Above 51	3.50	0.84		
Rewards system	Below 20	3.84	0.79	2.83	0.02
	21-30	3.31	0.92		
	31-40	3.19	0.87		
	41-50	3.06	1.02		
	Above 51	2.75	0.98		

Source: *Survey Data, (2019)*

4.9 Experience and Variables

The researcher also conducted cross tabulations of employee experience against the other variables under study. In the case of employee commitment, cross tabulation

results indicated that employees with an experience of between 21 – 30 years, reported highest mean scores in employee commitment items ($M=3.66$). An examination of differences in mean response scores on employee commitment items in table 4.6 showed that differences in mean response scores on commitment items were not statistically significant ($F = 1.25, \rho = .29$). Consequently, the researcher concluded that employee commitment is not dependent on employee's experience.

Similarly, results of the cross tabulation of employee experience and career planning determined that employees with an experience of between 21 – 30 years scored highest in mean response to career planning scores ($M=3.57$). On the contrary, employees with experience below 10 years scored the lowest in mean response on career planning ($M=3.47$). ANOVA results indicated lack of significant differences in mean response scores for career planning across the various experience levels ($F = 0.18, \rho = .91$). Therefore, experience was deemed to have no influence on employee's career planning.

Regarding career training, cross tabulations determined that employees experience between 21 – 30 years reported highest mean response scores in career training items ($M=3.60$). However, employees with experience spanning more than 31 years reported the least mean response scores in the same items ($M=3.26$). Examination of existence of significant differences in mean response scores across experience level revealed that, there were no statistically significant differences in mean response scores for career training across experience level ($F = 0.97, \rho = .41$). Therefore, experience was also deemed to have no influence on employee's career training.

Similarly, results of cross tabulating experience against career mentoring showed that employees experience between 11-20 years had the highest mean in career mentoring with a mean ($M=3.62$) while employees with more than 31 years' experience had the

lowest with mean of ($M=3.45$). ANOVA further confirmed that differences in mean response scores on career mentoring items were not statistically significant ($F = 0.32$, $\rho = .81$). Therefore, experience was adjudged to have no influence on employee's career mentoring.

Similar findings were replicated in the case of career succession planning. Cross tabulations determined that employees whose experience spanned above 31 years reported the highest mean response scores in career succession planning items ($M=3.56$), while those whose experience was below 10 years reported the lowest mean response scores in career succession planning items ($M=3.53$). Analysis of variance conducted to examine existence of significant differences in mean response scores on career succession planning across levels of experience, indicated lack statistically significant differences ($F = 0.39$, $\rho = .76$). Therefore, experience was found to have no influence on employee's career succession planning.

In the case of rewards system, cross tabulations showed that employees whose experience was over 31 years reported the highest mean response scores on the rewards system items ($M=3.24$). On the contrary, those whose experience spanned between 21 – 30 years reported the lowest mean response scores on the same items ($M=3.18$). Analysis of variance confirmed that there were no statistically significant differences in mean response scores on the rewards system scores across the various levels of experience ($F = 0.04$, $\rho = .99$). Therefore, experience was deemed to have no influence on rewards system.

4.10 One Way ANOVA for Experience

Table 4.6: One-Way ANOVA for Tenure

		Descriptives		ANOVA	
		Mean	Std. Deviation	F	Sig.
EMPLCOMMIT	Less than 10	3.43	0.87	1.25	0.29
	11-20	3.52	0.91		
	21-30	3.66	0.93		
	More than 31	3.49	1.06		
Career Planning	Less than 10	3.47	1.10	0.18	0.91
	11-20	3.52	1.03		
	21-30	3.57	1.06		
	More than 31	3.50	1.13		
Career Training	Less than 10	3.58	1.01	0.97	0.41
	11-20	3.47	1.02		
	21-30	3.60	0.91		
	More than 31	3.26	1.16		
Career Mentoring	Less than 10	3.53	1.08	0.32	0.81
	11-20	3.62	0.97		
	21-30	3.54	0.94		
	More than 31	3.45	1.14		
Career Succ Plann	Less than 10	3.35	1.01	0.39	0.76
	11-20	3.45	0.94		
	21-30	3.44	0.98		
	More than 31	3.56	1.10		
Rewards System	Less than 10	3.19	0.94	0.04	0.99
	11-20	3.21	0.88		
	21-30	3.18	0.96		
	More than 31	3.24	1.13		

Source: *Survey Data, (2019)*

4.11 Factor Analysis

Reduction in dimensionality for which fewer unobservable latent variables are used in place of several measurable indicators, is reportedly the motivation behind choice of exploratory factor analysis (EFA) (Bartholomew, Knott, & Moustaki, 2011). Factor analysis was therefore run in the current study for purposes of identifying latent variables in the data constructs that would facilitate regression. DeCoster (1998) contends that EFA is an avenue through which influential factors inherent in study variables are discovered and segregated. Consequently, EFA was run on all items used

to measure independent variables (career planning, career training, career mentoring and career succession planning).

The principal component analysis (PCA) approach was applied in reducing items into principal components that would account for the variances in original variables. PCA is noted for its capability to segregate a specific number of factors, by deleting items that amount to redundancy and hence ensures high validity in items that are maintained (Hair *et al.*, 2010). Moreover, the inability of PCA to distinguish between variables meant that PCA be run on the four variables.

Prior to running PCA, the assumptions of sampling adequacy and Bartlett's sphericity were examined. Sampling adequacy was ascertained using the Kaiser-Meyer-Olkin (KMO) measure which is an index that confirms existence of linearity among variables, a condition needed to run PCA (Tabachnick & Fidell, 2007; Field, 2009; Hair *et al.*, 2010). The eigenvalue criterion was employed to determine the number of components to retain. Consequently, an eigenvalue less than 1 was deemed to imply that a component explains less variance than a variable would and hence does not require retention.

Factor analysis was not carried out for the dependent variable. The conditions which have to be met are as follows: dimension validation; since the reliability yielded good Cronbach alpha coefficient results, .804, there is no need for factor analysis. The dependent variable had only one dimension, therefore it becomes non-factorable. Since the dependent variable was borrowed from Meyer *et al.*, (1993) there was no need to subject the instrument to factor analysis.

Principal Components Analysis (PCA) was used to reduce variables into principal components that could account for most of the variances in the original variables.

According to Laerd Statistics (2015), PCA shares many similarities with exploratory factor analysis and is largely used to reduce a larger set of variables by deleting redundant items. Considering that PCA does not make a distinction between independent and dependent variables (Laerd Statistics, 2015), all the four variables under study were taken through PCA. The details of factor analysis are presented below. Kaiser's (1974) classification shown was used to interpret the KMO index (table 4.7).

Table 4.7: Kaiser-Meyer-Olkin (KMO) and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.931
Bartlett's Test of Sphericity	Approx Chi-Square	6639.317
	Df	406
	Sig.	.000

4.11.1 Factor Analysis for the Independent variable

The researcher used data from independent variables; career planning, career training, career mentoring and career succession planning. The data was assessed using Bartlett's test of sphericity and Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy test. The results revealed that KMO for the independent variables was .931 while Bartlett's test of sphericity was 6639.317 with a chi-square of $p < .000$ which was statistically significant. The overall variance was 58.774%; with career planning accounting for 20.739%, career training 15.195%, career mentoring accounted for 12.620% and career succession planning 10.220% respectively. Factors with loadings above 0.5 were retained for further data analysis. The rest of the factors were not chosen because they did not meet the threshold of 0.5 (Tabachnick & Fidell, 2013). From table 4.7 below, four items in career planning met the threshold of more than 0.5 thus were retained, six items in career training met the threshold and were retained, career mentoring had five items that met the threshold while career succession planning had seven items that met

the threshold of more than 0.5 and were thus retained for further analysis (Tabachnick & Fidell, 2013).

Table 4.8: Results for Factor Analysis for all Variables

Component	Total Variance Explained								
	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	11.574	39.911	39.911	11.574	39.911	39.911	6.014	20.739	20.739
2	2.239	7.721	47.632	2.239	7.721	47.632	4.407	15.195	35.935
3	1.852	6.385	54.018	1.852	6.385	54.018	3.660	12.620	48.555
4	1.379	4.757	58.774	1.379	4.757	58.774	2.964	10.220	58.774
5	.942	3.250	62.024						
6	.890	3.068	65.092						
7	.840	2.898	67.990						
8	.743	2.563	70.553						
9	.716	2.468	73.021						
10	.683	2.355	75.376						
11	.655	2.259	77.634						
12	.609	2.100	79.734						
13	.564	1.945	81.679						
14	.495	1.706	83.386						
15	.479	1.651	85.037						
16	.438	1.512	86.549						
17	.422	1.457	88.005						
18	.404	1.392	89.397						
19	.399	1.377	90.774						
20	.342	1.179	91.953						
21	.330	1.137	93.090						
22	.307	1.058	94.148						
23	.295	1.019	95.167						
24	.292	1.006	96.172						
25	.273	.940	97.112						
26	.238	.821	97.933						
27	.217	.749	98.682						
28	.198	.682	99.364						
29	.184	.636	100.000						

Extraction Method: Principal Component Analysis.

Key = Career Succession Planning, 2 = Career Training, 3 = Career Mentoring, 4 = Career Planning

4.11.2 Results for Factor Analysis for all Variables

Table 4.9 below presents results for factor analysis for all variables.

Table 4.9: Factor Analysis for Independent Variables

	CarSuPI	CarTr	CarMen	Car Plan
This firm has a career planning policy				.669
I am happy about career goal progress in this organisation.				.730
The organisation supports me to attain career target				.836
This firm encourages me to practice career self-management.				.617
This firm has a clear career training policy		.624		
I have acquired relevant training from this organisation		.741		
I always go for training according to the established needs.		.655		
My training is usually aligned to current and future requirements		.603		
The career training that I receive makes me to be creative and innovative.		.698		
I have many carer training options to choose from.		.588		
Skills and attitudes acquired through training enhances the employees' chances of taking up higher responsibilities.			.530	
I have received sufficient knowledge and skills acquired through training that has assisted me in setting realistic goals.			.599	
The training provided to me enables me to perform my duties well.			.609	
This firm has a clear mentoring policy	.580			
I have benefited from mentoring programmes which better my career.	.664			
I am satisfied with the mentorship programmes in this organisation.	.655			
I am confident with the career mentoring which encourages employees to get promotions.	.632			
I enjoy coaching from my senior employees as it makes me more efficient in my work			.532	
Career mentoring makes employees be retained in the organisation.			.636	

Career mentoring supports and directs employees progress.	.730	
Early targeted training is useful for career mentoring and orientation.	.757	
Career guidance and communication promote career mentoring	.773	
I enjoy working for this firm because it prepares succession plans for its employees.	.629	
The employees have internal leadership grooming and retention programmes.	.723	
I have benefitted from talent development because it has prepared me for future jobs.	.711	
I enjoy working for this firm because it conducts sufficient audit of talent available and skills gaps for its employees	.744	
Employee engagement is efficient in this firm.	.573	
I find working for this firm relevant to me as it has mechanisms of identifying successors to high posts	.743	
The training programmes for junior staff has a way of ensuring continuing in leadership	.695	
<hr/>		
Notes: Eigen values	4.633	
Percentage of Variance	58.774	
KMO Measure of Sampling adequacy	.931	
Approx. Chi-Square	6639.317	Sig. .000

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a

Source: *Survey Data (2019)*

4.12 Reliability

4.12.1 Employee Commitment

Reliability of the scales measuring three components of employee commitment namely; affective, continuance and normative were examined using Cronbach alpha reliability coefficient. From the composite reliability results, it was revealed that the Cronbach alpha test was .804. The instrument was therefore deemed reliable since it has been reported that a Cronbach alpha value equal to or more than 0.7 denotes high reliability in using the instrument (Hair *et al.*, 2006). Table 4.10 depicts the reliability results of affective commitment.

Table 4.10: Reliability Results for Employee Commitment

ITEM	Squared multiple Correlation	Cronbach Alpha if item is deleted
I would be very happy to spend the rest of my career with this firm	.417	.799
I enjoy discussing my organisation with people outside it	.338	.798
I really feel as if this firm's problems are my own	.136	.803
I think that I could easily become as attached to another firm as I am to this one	.232	.802
I do not feel like 'part of the family' in this firm	.394	.803
I do not feel 'emotionally attached' to this firm	.466	.801
This firm has a great deal of personal meaning for me	.290	.797
I do not feel a strong sense of belonging to my organisation	.373	.802
My colleagues will be remorseful if I leave this firm	.217	.798
It would be very hard for me to leave my organisation right now, even if I wanted to.	.336	.794
Too much in my life would be disrupted if I decided I wanted to leave my organisation now.	.356	.795
Right now, staying with my organisation is a matter of necessity as much as I desire	.338	.796
I feel I have too few options to consider before leaving this firm.	.254	.798
One of the few serious consequences of leaving this firm would be the scarcity of available alternatives.	.253	.802
One of the major reasons I continue to work for this firm is that leaving would require considerable personal sacrifice.	.428	.790
It is hard for me to leave this firm because I am committed to some long-term investment.	.419	.790
I do not believe that a person must always be loyal to his or her organisation.	.381	.802
Moving from organisation to organisation does not seem at all unethical to me.	.311	.797
One of the major reasons I continue to work for this firm is that I believe that loyalty is important and therefore feel a sense or moral obligation to remain.	.433	.795

If I go another offer for a better job elsewhere, I would not feel it was right to leave my organisation.	.232	.799
I was taught to believe in the value of remaining loyal to one organisation.	.422	.792
Things were better in the days when people stayed with one organisation for most of their careers.	.347	.795
I do not think that if I wanted to be a 'company man' or 'company woman' is sensible anymore.	.369	.797
I believe that the major reason I continue to work in this firm is that I believe loyalty is important and therefore feel a sense of moral obligation.	.376	.796

Source: *Survey Data, (2019)*

4.12.2 Reliability Results of Career Planning

The results of the Cronbach alpha test for career planning was .823. After deleting item CP4, the Cronbach alpha coefficient improved to .832. A coefficient of 0.70 is deemed to be highly reliable (Hair *et al.*, 2006). Table 4.11 presents the reliability results of career planning.

Table 4.11: Reliability Results for Career Planning

ITEM	Squared multiple Correlation	Cronbach Alpha if item is deleted
This firm has a career planning policy	.497	.765
I am happy about career goal progress in this organisation	.531	.739
The organisation supports me to attain career target.	.439	.801

Source: *Survey Data, (2019)*

4.12.3 Reliability Results for Career Training

The results of the Cronbach alpha test for career training was .835. There was no item which if deleted would improve the Cronbach alpha coefficient. A coefficient of 0.70

is deemed to be highly reliable (Hair *et al.*, 2006). Table 4.12 depicts the reliability results of career training.

Table 4.12: Reliability Results for Career Training

ITEM	Squared multiple Correlation	Cronbach Alpha if item is deleted
This firm has a clear career training policy	.416	.807
I have acquired relevant training from this organisation.	.469	.804
I always go for training according to the established needs assessment	.455	.799
My training is usually aligned to current and future requirements	.470	.802
The career training that I received makes me to be creative and innovative.	.577	.799
I have many career training options to choose from	.228	.839

Source: *Survey Data, (2019)*

4.12.4 Reliability Results for Career Mentoring

The results of the Cronbach alpha test for career mentoring was .826. There was no item which, if deleted would improve the Cronbach alpha coefficient. A coefficient of 0.70 is deemed to be highly reliable (Hair *et al.*, 2006). Table 4.13 depicts the reliability results of career mentoring.

Table 4.13: Reliability Results for Career Mentoring

ITEM	Squared multiple Correlation	Cronbach Alpha if item is deleted
I enjoy coaching from my senior employees as it makes me more efficient in my work	.304	.813
Career mentoring makes employees retained in the organisation	.335	.806
Career mentoring supports and directs employees progress	.448	.779
Early targeted training is useful for career mentoring and orientation	.483	.781
Career guidance and communication promotes career mentoring.	.502	.778

Source: *Survey Data, (2019)*

4.12.5 Reliability Results Career Succession Planning

The results of the Cronbach alpha test for career succession planning was .885. There was no item which, if deleted would improve the Cronbach alpha coefficient. A coefficient of 0.70 is deemed to be highly reliable (Hair *et al.*, 2006). Table 4.14 depicts the reliability results of career succession planning.

Table 4.14: Reliability Results for Career Succession Planning

	Squared multiple Correlation	Cronbach Alpha if item is deleted
I enjoy working for this firm because it prepares succession plans for its employees	.435	.872
The employees have internal leadership grooming and retention programmes	.469	.868
I have benefitted from talent development because it has prepared me for future jobs	.438	.872
I enjoy working for this firm because it conducts sufficient audit of talent available and skills gaps for its employees	.563	.860
Employee engagement is efficient in this firm	.416	.875
I find working for this firm relevant to me as it has mechanisms of identifying successors to high posts	.564	.860
The training programmes for junior staff has a way of ensuring continuity in leadership	.488	.868

Source: *Survey Data, (2019)*

4.12.6 Reliability Results for Rewards System

The results of the Cronbach alpha test for career succession planning was .880. There was no item which, if deleted would improve the Cronbach alpha coefficient. A coefficient of 0.70 is deemed to be highly reliable (Hair *et al.*, 2006). Table 4.15 depicts the reliability results of rewards system.

Table 4.15: Reliability Results for Rewards System

ITEM	Squared multiple Correlation	Cronbach Alpha if item is deleted
I like working for this firm because I get monetary rewards such as bonuses	.518	.867
This firm gives rewards to employees without discrimination	.595	.860
I am satisfied with merit pay that this firm offers its employees	.531	.864
I am satisfied with the paid time off in this firm	.472	.872
The fringe benefits in this firm are adequate	.495	.864
This firm offers life insurance policies to its employees as a way of motivating them	.404	.868
Working in this firm is interesting because it recognizes my hard work	.498	.860
Working with this firm gives me additional responsibility through delegation.	.544	.875
This firm offers sufficient years of service awards to its employees	.559	.872

Source: *Survey Data, (2019)*

4.12.7 Summary of Reliability Results

The results of the Cronbach alpha coefficient for all the variables under study was .932 which is considered to be highly accurate (Hair *et al.*, 2006). Table 4.16 presents the summarized coefficient alphas of the variables under study.

Table 4.16: Summary of Reliability Results

Variables	No. of Items	Cronbach Alpha	Cronbach's Alpha Based on Standardized Items
Employee Commitment	24	.804	.804
Career Planning	3	.832	.834
Career Training	6	.835	.838
Career Mentoring	5	.826	.830
Career Succession Planning	7	.885	.885

Source: *Survey Data, (2019)*

4.13 Descriptive Statistics Results for the Study Variables

This section highlights the descriptive results of the variables under study. Consequently, affective commitment, continuance commitment and normative commitment, career planning, career training, career mentoring, career succession planning and rewards system were the main variables of this study that were discussed. The descriptive statistics were carried out after deletion of variables that had low Cronbach alpha coefficients in all the variables.

4.13.1 Descriptive Statistics for Affective Commitment

From the findings, the employees indicated that their colleagues would be remorseful if they left the firm (mean = 3.14, standard deviation = 1.273, skewness = -.091, kurtosis = -.949). This implied that the employees were working as team members and were receiving mentorship from the co-workers.

Subsequently, the employees revealed that they did not feel a strong sense of belonging to their organisations (mean 2.63, standard deviation = 1.366, skewness = .419 and kurtosis = -1.065). This implied that the employers did not encourage open and free communication atmosphere to facilitate trust between management and the employees.

The employers did not keep an open mind to understand where they failed to meet employee expectations and how they would improve work culture without criticizing the employees.

Further, the employees revealed that their firms had a great deal of personal meaning to them (mean = 3.72, standard deviation 1.292, skewness = -.748, kurtosis -.629). This implied that employees built strong teams which came up with cultures of teamwork with clearly set goals and targets that their employers expected from them. Notwithstanding, there was the element of strong work ethics within the firms that enhanced employees to have a great deal of personal belonging to the organisation.

Furthermore, the employees revealed that they did not feel 'emotionally attached' to the firms (mean = 2.57, standard deviation = 1.364, skewness .457, kurtosis = -1.006). This was indicative that there was no culture of transparency in the firms. This meant that the employees were not involved in discussions and important decision making with the employers on issues affecting them. Additionally, the employees revealed that they did not feel like part of the family in the firms (mean = 2.54, standard deviation = 1.290, skewness = .550, kurtosis = -.775). This could imply that there was no culture of trust between the employees and the management of the firms.

Furthermore, the employees revealed that they thought that they could easily become as attached to other firms as they were to their present firms (mean 3.15, standard deviation = 1.266, skewness = -.308, kurtosis -.898). This was indicative that the employees felt that they would be more recognized for their efforts and accomplishments elsewhere.

Moreover, the employees revealed that they really felt as if the firms' problems were their own (mean = 3.24, standard deviation = 1.382, skewness = -.393, kurtosis = -

1.078). Employees felt that they were treated fairly, due to their achievements were recognized and they felt they were an integral part of the firms. They therefore celebrated success with the employers.

In addition, the employees revealed that they enjoyed discussing their organisations with people outside (mean = 3.32, standard deviation = 1.369, skewness = -.376, kurtosis = -1.174). This was indicative that there was a culture of trust as an essential factor that brought exceptional results into relationships at work and in the professional life. This encompassed a whole lot of efforts from the top management and the organisation as a whole to bring and promote that culture within the firms. Lastly, the employees revealed that they would be very happy to spend the rest of their career with these firms (mean = 3.69, standard deviation = 1.175, skewness = -.651, kurtosis = -.469). This implied the employees felt that there was a culture of transparency where the employees were allowed to participate freely in the discussions and important decisions related to them. Table 4.17 depicts the results of the descriptive statistics for affective commitment.

Table 4.17: Descriptive Statistics for Affective Commitment

Items	Min	Max	Mean	Std. Dev.	Skewness	Kurtosis
I would be very happy to spend the rest of my career with this firm	1	5	3.69	1.175	-.651	-.469
I enjoy discussing my organisation with people outside it	1	5	3.32	1.369	-.376	-1.174
I really feel as if this firm's problems are my own	1	5	3.24	1.382	-.393	-1.078
I think that I could easily become as attached to another firm as I am to this one	1	5	3.15	1.266	-.308	-.898
I do not feel like 'part of the family' in this firm	1	5	2.54	1.290	.550	-.775
I do not feel 'emotionally attached' to this firm	1	5	2.57	1.364	.457	-1.006
This firm has a great deal of personal meaning for me	1	5	3.72	1.292	-.748	-.629
I do not feel a strong sense of belonging to my organisation	1	5	2.63	1.366	.419	-1.065
My colleagues will be remorseful if I leave this firm	1	5	3.14	1.273	-.091	-.949
AC	1.33	5.00	3.1114	.61384	.483	.982

Source: *Survey Data, (2019)*

4.13.2 Descriptive Statistics for Continuance Commitment

From the findings, the employees revealed that it was hard for them to leave the firms because they were committed to long term investments (mean = 3.19, standard deviation = 1.403, Skewness = -.155, kurtosis = -1.318). This implied that the firms offered collateral to employees who were committed to long term investments such as loans. This showed that there could have been a culture of trust between employers and employees resulting into relationships at work and in the personal lives of the employees.

Subsequently, the employees revealed that one of the major reasons they continued to work for the firms was that leaving would require considerable personal sacrifice – another organisation may not match the overall benefits they had in present firms (mean = 3.38, standard deviation = 1.285, skewness = -.372, kurtosis = -.967). It was indicative that the employees were not ready to sacrifice their monthly income and benefits they received as part of their reward as well as lose their source of happiness. Further, the employees revealed that one of the few serious consequences of leaving these firms would be the scarcity of available alternatives (mean = 3.42, standard deviation = 1.231, skewness = -.547, kurtosis = -.895). This was indicative that the employees, in their present firms had good prospects of career growth and progression, an opportunity for development that they may not get in other firms.

Furthermore, the employees revealed that they felt they had too few options to consider before leaving the firms (mean = 3.22, standard deviation = 1.298, skewness = -.574, kurtosis = -.895). This was indicative that the employees enjoyed trust and autonomy in their current firms. Notably, they also be enjoying opportunities for career growth and development and therefore felt that they had few options to consider before leaving these firms. Additionally, the employees revealed that right now, staying with their organisation was a matter of necessity as much as they desired (mean = 3.56, standard deviation = 1.298, skewness = -.574, kurtosis = -.895). This was indicative that getting employment opportunities has become very difficult and as such the employees prefer to remain in their present firms.

Moreover, the employees revealed that too much in their lives would be disrupted if they decided they wanted to leave their organisations (mean = 3.53, standard deviation = 1.275, skewness = -.471, kurtosis = -.898). This implied that the employees livelihood

was achieved through the happiness which helped them build confidence and self-esteem therefore they preferred not to leave the firms. If they left, they would cease to enjoy the benefits. Similarly, the employees indicated that it would be very hard for them to leave the organisation even if they wanted to (mean = 3.48, standard deviation = 1.279, kurtosis = 858). This implied that the employees had invested in loans for their personal growth and that as such they had no choice but to continue working with the organisations. Table 4.18 depicts results for the descriptive statistics for continuance commitment.

Table 4.18: Descriptive Statistics for Continuance Commitment

Items	Min	Max	Mean	Std. Dev.	Skewness	Kurtosis
It would be very hard for me to leave my organisation right now, even if I wanted to	1	5	3.48	1.279	-.523	-.858
Too much in my life would be disrupted if I decided I wanted to leave my organisation now	1	5	3.53	1.275	-.471	-.898
Right now, staying with my organisation is a matter of necessity as much as I desire	1	5	3.56	1.298	-.574	-.895
I feel I have too few options to consider before leaving this firm	1	5	3.22	1.299	-.298	-1.027
One of the few serious consequences of leaving this firm would be the scarcity of available alternatives	1	5	3.42	1.231	-.547	-.654
One of the major reasons I continue to work for this firm is that leaving would require considerable personal sacrifice— another organisation may not match the overall benefits they had in present firms	1	5	3.38	1.285	-.372	-.967
It is hard for me to leave this firm because I am committed to some long- term investment	1	5	3.19	1.403	-.155	-1.318
CC	1.56	5.00	3.2593	.67833	.147	-.165

Source: *Survey Data, (2019)*

4.13.3 Descriptive Statistics for Normative Commitment

From the findings, employees revealed that they believed that the major reason why they continued to work in the firms was that they believed that loyalty was important and therefore felt a sense of moral obligation (mean = 3.84, standard deviation = 1.182, skewness = -.783 and kurtosis = -.450). This implied that the management developed strong working relationships between themselves and the employees which enabled the employees to remain loyal. Therefore, the management had the most effective ways of building successful teams and were responsive to the needs of the employees as well as stayed in constant contact with them about their performance.

Further, it was revealed that the employees did not think that if they wanted to be 'company man' or 'company woman' was sensible anymore (mean = 2.88, standard deviation = 1.217, skewness = .014 and kurtosis = -.882). This was indicative that they felt that if they worked with various employers, they would have plenty of opportunities to figure out which type of job and firm culture would suit them best.

Subsequently, the employees revealed that things were better when people stayed with one organisation for most of their careers (mean = 3.43, standard deviation = 1.298, skewness = -.470 and kurtosis = -.887). This implied that employees felt that the firms could retain top talent while improving their engagement and productivity which in turn would strengthen the employees succession plans as they also generate knowledge transfer and retention. Consequently, the employees revealed that moving from organisation to organisation did not seem at all unethical to them (mean = 3.05, standard deviation = 1.295, skewness -.107, kurtosis 1.050). This was indicative that it was a way to gaining new skills. According to the employees, it was important to keep learning and growing in the present economy in order to remain relevant in the job market.

Subsequently, the results revealed that the employees were taught to believe in the value of remaining loyal to the organisations (mean = 3.53, standard deviation = 1.399, skewness = -.655, kurtosis = -.898). This implied that the employees contributed extensively to the productivity of the firms. In the same breath, they were able to create the value required to put their performance on the path of commitment yielding to high productivity. Notably, the employers knew how to play their roles perfectly well and they relied on the right decisions made, even in the tightest situations.

Furthermore, the results revealed that if employees got jobs elsewhere, they would not feel right to leave their organisations (mean = 3.24, standard deviation = 1.323, skewness = -.157, kurtosis = -1.186). This was indicative that the employees were not in a toxic the relationship with the employer. They would feel guilty to ruin employee-employer engagement, confidence and commitment. Additionally, the employees indicated that one of the major reasons they continued to work for these firms is that they believed that loyalty was important and therefore felt a sense of moral obligation to remain (mean = 3.91, standard deviation = 1.059, skewness = -1.053, kurtosis = .658).

This implied that the management developed strong working relationships with the employees. The employers embraced a system for acclimating and integrating new employees into the firm's unique culture as a way of doing business. Therefore, they had the most effective ways of building successful teams and were responsive to the needs of the employees as well as stayed in constant contact with them about their performance.

Finally, the employees revealed that a person must always be loyal to his or her organisation (mean = 2.67, standard deviation = 1.329, skewness = .363 and kurtosis =

-1.064). This implied that if upper management faced problems, workplace morale would be disrupted and be directly correlated with the employees' decision to leave.

Table 4.19 depicts the descriptive results for normative commitment.

Table 4.19: Descriptive Statistics for Normative Commitment

Items	Min	Max	Mean	Std. Dev.	Skewness	Kurtosis
I do not believe that a person must always be loyal to his or her organisation	1	5	2.67	1.329	.363	-1.064
Moving from organisation to organisation does not seem at all unethical to me	1	5	3.05	1.295	-.107	-1.050
One of the major reasons I continue to work for this firm is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain	1	5	3.91	1.059	-1.053	.658
If I got another offer for a better job elsewhere, I would not feel it was right to leave my organisation.	1	5	3.24	1.323	-.157	-1.186
I was taught to believe in the value of remaining loyal to one organisation	1	5	3.53	1.396	-.655	-.898
Things were better in the days when people stayed with one organisation for most of their careers	1	5	3.43	1.293	-.470	-.887
I do not think that if I wanted to be a 'company man' or 'company woman' is sensible anymore	1	5	2.88	1.217	.014	-.822
I believe that the major reason I continue to work in this firm is that I believe loyalty is important and therefore feel a sense of moral obligation.	1	5	3.84	1.182	-.783	-.450
NC	1.56	5.00	3.3217	.67135	.075	-.018
Valid N (Listwise)						

Source: *Survey Data, (2019)*

4.13.4 Descriptive Statistics for Career Planning

From the findings, the employees revealed that professional ability development helped them to acquire skills and experiences relevant to their work (mean = 3.89, standard deviation = 1.120, skewness = -1.048, kurtosis = .499). This was indicative that professional development helped employees to maximize their potential when they linked learning to actions as well as theory to practice. Thus, professional development helped them to set SMART objectives which were associated with their expectations. Further, the employees responded that the programme for professional ability development helped them to grow (mean = 3.82, standard deviation = 1.041, skewness = -.839, kurtosis = .449). This implied that the employees developed their skills and were also offered opportunities to learn something new which offered them a competitive edge. Furthermore, the employees revealed that their knowledge, skills and abilities enhanced their promotion speed (mean = 3.83, standard deviation = 1.121, skewness = -.938, kurtosis = .279). This indicated that employees were able to progress in their careers, boosted their commitment levels and morale from the firms giving rise to promotion opportunities.

Subsequently, the employees revealed that they enjoyed a clear and efficient promotion process which motivated them in their work (mean = 3.59, standard deviation = 1.202, skewness = -.612, kurtosis = -.560). This was indicative that the employees enjoyed promotions process, where they advanced in their careers as a way to initiate, enterprise and ambition, minimize discontent and unrest, attract capable individuals, necessitate logical training for advancement and formed an effective reward for loyalty and cooperation and long service.

Additionally, the results indicated that the employees' career self-management had taken into account their personal aspirations (mean = 3.68, standard deviation = 1.156,

skewness = -0.783 , kurtosis = -0.169). This implied that the employees embraced making commitment to life-long learning in support of the firms' goals and their own goals. Consequently, the employees revealed that the organisation supported them to attain their career target (mean = 3.56 , standard deviation = 1.252 , skewness = -0.718 , kurtosis = -0.511). This implied that setting a career target gave employees something to work towards achieving, and also spurred them to take the necessary steps needed to fulfil their long-term goals.

Additionally, the employees revealed that they were happy about the career goal progress in the firms (mean = 3.69 , standard deviation = 1.139 , skewness = -0.797 , kurtosis = -0.090). This indicated that the employees were able to achieve greater focus and peace of mind by setting career objectives that guided them to grow in their career. In line with this, the employees learnt to value their time and avoided wasting time on unnecessary tasks in their personal and working life.

Moreover, the employees revealed that they had a career planning policy (mean 3.60 , standard deviation = 1.252 , skewness = -0.739 and kurtosis = -0.433). This implied that the employees were guided by the career planning policy in order to get the current information about the organisation and future trends to help them create realistic career planning goals. Table 4.20 presents the results of descriptive results for career planning.

Table 4.20: Descriptive Statistics for Career Planning

Items	Min	Max	Mean	Std. Dev.	Skewness	Kurtosis
This firm has a career planning policy	1	5	3.60	1.252	-.739	-.433
I am happy about career goal progress in this organisation	1	5	3.69	1.139	-.797	-.090
The organisation supports me to attain career target.	1	5	3.56	1.252	-.718	-.511
Career self-management has taken into account my personal aspirations	1	5	3.68	1.156	-.783	-.169
I enjoy a clear and efficient promotion process which motivates me in my work.	1	5	3.59	1.202	-.612	-.560
My knowledge, skills and abilities enhance my promotion speed	1	5	3.83	1.121	-.938	.279
The programme for professional ability development helps me to grow	1	5	3.82	1.041	-.839	.285
Professional ability development helps me to acquire skills and experience relevant to my work	1	5	3.89	1.120	-1.048	.449
CP	1.00	5.00	3.7037	.81535	-.753	.145

Source: *Survey Data, (2019)*

4.13.5 Descriptive Statistics for Career Training

From the findings, the employees revealed that they had many career training options to choose from (mean = 3.27, standard deviation = 1.324, skewness = -.356, kurtosis = -1.032). This was indicative that the management went through the training programme steps which enabled the employees to have a wide variety of training to choose from. Also, the employers assessed the training needs and developed the relevant programmes for its employees.

Consequently, the employees revealed that the career training that they received made them to be creative and innovative (mean = 3.85, standard deviation = 1.165, skewness = -.910, kurtosis = -.086). This was indicative that the employees were able to stay competitive where they could deliver short-term gains in terms of equipping themselves with skills, they needed to embrace new techniques and procedures. Additionally, the employees revealed that their training was usually aligned to the current and future requirements (mean = 3.57, standard deviation = 1.201, skewness = -.718, kurtosis = -.329). This implied that the employees were able to better understand how they personally contributed to the achievement of organisational objectives for both present and future requirements from the training that they undertook. In line with this, the employees were being prepared for succession plans to help them be eligible for a planned change in the roles within the firms.

Further, employees revealed that they always went for training according to the established needs assessment (mean = 3.51, standard deviation = 1.191, skewness = -.659, kurtosis = -.413). This implied that the management of the firms came up with guides to decide what training was needed and for whom, to achieve the objectives of the firms. Furthermore, the employees revealed that they had acquired relevant training from the organisation (mean = 3.73, standard deviation = 1.206, skewness = -.983, kurtosis = .052). This implied that the employer considered the needs assessment of each employee and provided the same to them.

Furthermore, the employees revealed that the firms had clear training policies (mean = 3.73, standard deviation = 1.241, skewness = -.922, kurtosis = -.133). This was indicative that the employees were allowed to strengthen those skills that each employee needed to improve. A policy brings all employees to a higher level so they all have varied skills and knowledge. This helps reduce any weak links within the firms

who rely heavily on others to complete basic work tasks. Table 4.21 presents the descriptive results for career training.

Table 4.21: Descriptive Statistics for Career Training

Items	Min	Max	Mean	Std. Dev.	Skewness	Kurtosis
This firm has a clear career training policy	1	5	3.73	1.241	-.922	-.133
I have acquired relevant training from this organisation.	1	5	3.73	1.206	-.983	.052
I always go for training according to the established needs assessment	1	5	3.51	1.191	-.659	-.413
My training is usually aligned to current and future requirements	1	5	3.57	1.201	-.718	-.329
The career training that I receive makes me to be creative and innovative.	1	5	3.85	1.165	-.910	-.086
I have many career training options to choose from	1	5	3.27	1.324	-.356	-1.032
CT	1.22	5.00	3.6882	.85256	-.878	-.01

Source: *Survey Data, (2019)*

4.13.6 Descriptive Statistics for Career Mentoring

From the findings, it was revealed that career guidance and communication promoted career mentoring (mean = 3.93, standard deviation = .929, skewness = -1.024, kurtosis = .997). This implied that when guiding employees, it encouraged loyalty to the company. Also, when experienced professionals helped mould the career of and provided opportunities for mentees, these individuals felt a greater sense of connection and commitment to the firms.

Further, employees revealed that early targeted training was useful for career mentoring and orientation (mean 3.88, standard deviation = .929, skewness = -.885, kurtosis = .406). This implied that training promoted personal and professional development to

the employees thereby increasing commitment and benefitting new employees. Consequently, the employees revealed that career mentoring supported and directed employees progress (mean = 3.70, standard deviation = 1.062, skewness = -.743, kurtosis = -.177). This implied that the employees enjoyed career growth and succession planning which allowed them to be groomed to fill higher roles in the firms' succession plans. Further, the employees revealed that career mentoring made them be retained in the organisation (mean= 3.62, standard deviation = 1.128, skewness = -.637, kurtosis = -.398). This indicated that the employees were being prepared for succession plans and also, they were being prepared for future organisational roles by moving to senior positions instead of hiring new employees; thus, saving turnover costs and employees retained.

Also, the employees revealed that they enjoyed coaching from their senior employees as it made them more efficient in their work (mean = 3.83, standard deviation = 1.102, kurtosis = .043). This was indicative that the employees were able to build valuable skills and knowledge that they could use to advance in their careers and at the same time they felt supported and encouraged by senior employees. Table 4.22 presents the results of descriptive results for career mentoring.

Table 4.22: Descriptive Statistics for Career Mentoring

Items	Min	Max	Mean	Std. Dev.	Skewness	Kurtosis
I enjoy coaching from my senior employees as it makes me more efficient in my work	1	5	3.83	1.086	-.851	.043
Career mentoring makes employees be retained in the organisation	1	5	3.62	1.128	-.637	-.398
Career mentoring supports and directs employees progress	1	5	3.70	1.062	-.743	-.177
Early targeted training is useful for career mentoring and orientation	1	5	3.88	.964	-.885	.406
Career guidance and communication promote career mentoring.	1	5	3.93	.929	-1.024	.997
CM	1.00	5.00	3.7023	.76349	-.750	.571

Source: *Survey Data, (2019)*

4.13.7 Descriptive Statistics for Career Succession Planning

From the findings, it was revealed that employees liked working for the firms because they had clear succession planning policy (mean = 3.68, standard deviation = 1.223, skewness = -.891, kurtosis = -.178). This was indicative that the employees were able to identify and develop their talent and would be able to fill critical roles in future or in times of crisis. In line with this, the succession planning was able to identify and put together an agenda to train and mentor the right people to step into leadership positions. Similarly, it was revealed that the employees enjoyed working for the firms because they were prepared for succession plans, (mean = 3.62, standard deviation = 1.146, skewness = -.921, kurtosis = .160). This was indicative that some employees who were interested in moving into senior positions, the firms identified the competency gaps and began grooming them for eventual succession by structuring training and development to suit the arising needs.

Moreover, findings revealed that the employees had internal leadership grooming and retention programmes (mean = 3.53, standard deviation = 1.173, skewness = -.690, kurtosis = .298). This was indicative that the employees enjoyed retention programme which was an effective way of making sure that the pivotal workers remained employed while balancing and maintaining job performance and commitment.

Additionally, findings revealed that the employees benefitted from talent development because it prepared them for future jobs (mean = 3.57, standard deviation = 1.246, skewness = -.686, kurtosis = -.521). This was indicative that the employees were able to be efficient in their work and were also motivated thereby improving their satisfaction levels. In the same line, the employees were also able to foster a positive work environment where they maintained a positive high vibe.

Further, it was revealed that the employees enjoyed working for the firms because these firms conducted sufficient audit of talent available and skills gap for its employees (mean = 3.45, standard deviation = 1.158, skewness = -.567, kurtosis = -.501). This implied that the management of the firms were able to identify top talents from the pool of employees and carried out training needs analysis, and also carried out succession plans to place the right employees to the right jobs.

Furthermore, it was revealed that employee engagement was efficient in these firms (mean = 3.66, standard deviation = 1.026, skewness = -.804, kurtosis = .389). This is indicative that today's employees expect to find meaning and direction in their day-to-day work. They are not simply looking for jobs and tasks, but meaningful careers and career goals. Consequently, employees who had access to career development processes, resources and tools felt much more engaged and supported by the

organisation. They feel they were in charge of driving their own development and were far more likely to be motivated and productive on a consistent basis.

Additionally, it was also revealed that the employees found working for the firms relevant to them as it had mechanisms of identifying successors to high posts (mean = 3.48, standard deviation = 1.195, skewness = -.696, kurtosis = -.387). This indicated that the employees who were identified as successors based on their skill-sets could be groomed well to handle the relevant positions, and any skill-set that was lacking in the employee could be developed by providing appropriate training opportunities. Notably, the employees would also get a well-defined road map of their career which acted as a motivating factor for them to perform better.

Subsequently, the employees revealed that the training programmes for junior staff had a way of ensuring continuity in leadership (mean = 3.60, standard deviation = 1.145, skewness = -.684, kurtosis = -.357). This indicated that succession planning allowed the ambitious, less-experienced internal candidates to know that their hard work and skills had been noticed and appreciated and are to be considered for advancement. This was an incredible retention tool and motivator for junior managers and subject matters who wanted to advance their careers into management.

Finally, the findings revealed that the employees liked working for the firms because it encouraged employee retention (mean = 3.59, standard deviation = 1.148, skewness = -.610, kurtosis = -.310). This implied that the employees who were more loyal towards the management and the firms had increased morale resulting in improved productivity. In the same line, the management invested time and money in grooming the employees and made them ready to work and understand the corporate culture of the firms. Table 4.23 presents results for the descriptive statistics of career succession planning.

Table 4.23: Descriptives Statistics for Career Succession Planning

Items	Min	Max	Mean	Std. Dev.	Skewness	Kurtosis
I like working with this firm because it has clear succession planning policy	1	5	3.68	1.223	-.891	-.178
I enjoy working for this firm because it prepares succession plans for its employees	1	5	3.62	1.146	-.921	.160
The employees have internal leadership grooming and retention programmes	1	5	3.53	1.173	-.690	.298
I have benefitted from talent development because it has prepared me for future jobs	1	5	3.57	1.246	-.686	-.521
I enjoy working for this firm because it conducts sufficient audit of talent available and skills gaps for its employees	1	5	3.45	1.158	-.567	-.501
Employee engagement is efficient in this firm	1	5	3.66	1.026	-.804	.389
I find working for this firm relevant to me as it has mechanisms of identifying successors to high posts	1	5	3.48	1.195	-.696	-.387
The training programmes for junior staff has a way of ensuring continuity in leadership	1	5	3.60	1.145	-.684	-.357
I like working for this firm because it encourages employee retention.	1	5	3.59	1.148	-.610	-.310
CPS	1.00	5.00	3.5766	.87983	-.743	.058

Source: *Survey Data, (2019)*

4.13.8 Descriptive Statistics for Rewards System

From the findings, the employees revealed that working in the firms was interesting because the firms recognized their hard work (mean = 3.34, standard deviation = 1.320, skewness = -.468, kurtosis = -.904). This was indicative that once an employee felt

appreciated for doing a job well, they were motivated to report to work and finish what needed to be done. This resulted in more commitment hence more productivity from the employees. In a manufacturing perspective, the more products an employee produced, the more demands of the market would be met. This meant that the firms increased the possibility of meeting the needs of their client base.

Similarly, the employees revealed that the firms gave rewards to employees without discrimination (mean = 3.18, standard deviation = 1.260, skewness = -.268, kurtosis = -1.003). This implied that the firms expected that their top talents would be approached by other employers for employment. Therefore, to keep exceptional employees, these firms had to give a competitive reward package. The employees knew that when they were rewarded for their efforts, they were more likely to stay with the firms.

Further, the employees indicated that working with the firms gave them additional responsibilities through delegation (mean = 3.18, standard deviation = 1.359, skewness = -.334, kurtosis = -1.192). This indicated that employees enjoyed delegation of authority since it gave enough space to the subordinates to flourish their abilities and skills. Through delegating powers, the subordinates got a feeling of importance. Delegation is an important criterion to bring stability and soundness in the relationship between superior and subordinates. It also helped in breaking the monotony of the subordinates so that they became more creative and efficient.

Furthermore, the employees revealed that they were satisfied with merit pay that the firms offered its employees (mean = 3.17, standard deviation = 1.259, skewness = -.189, kurtosis = -1.065). This implied that the firms were able to attract and retain top talent. High achievers usually prefer to work for firms where they felt their accomplishments would be acknowledged and rewarded. Also, the established employees enjoyed merit

compensation that kept them in the firms otherwise they would leave for better-paying opportunities.

Additionally, the employees revealed that the firms offered life insurance policies to its employees as a way of motivating them (mean = 3.17, standard deviation = 1.318, skewness = -.150, kurtosis = -1.152). This was indicative that the employees were motivated with the insurance plans the firms provided for them, they could thus focus more on their work. Therefore, increasing their productivity and commitment levels and also, the employees would have better and stronger relationships at work.

Also, the employees revealed that the firms offered sufficient years of service awards to its employees (mean = 3.11, standard deviation = 1.310, skewness = -.145, kurtosis = -1.121). This was indicative that the service awards was a bonus or compensation component that recognized the length of time that an employee had worked for the firms. In the same line, service award recognized that an employee had served an appreciated period of time in the firms.

Moreover, employees revealed that the fringe benefits in the firms were adequate (mean = 3.10, standard deviation = 1.153, skewness = -.200, kurtosis = .872). This implied that the employees had perks that made them enjoy their work more and felt like less of a burden. This made them happy, healthy, and engaged that made them more productive and therefore did great work. Consequently, the employees revealed that they were satisfied with the paid time off in these firms (mean = 3.09 standard deviation = 1.333, skewness = -.095, kurtosis = -1.230). This indicated that the employees had a higher morale from the paid time off and thus reduced burnout.

Finally, the findings revealed that the employees liked working for these firms because they got monetary rewards such as bonuses (mean = 3.03, standard deviation = 1.270,

skewness = -.134, kurtosis = -1.098). This was indicative that the employees morale and retention was improved which then increased their productivity and commitment levels. Table 4.24 presents the results of the descriptive statistics for rewards system.

Table 4.24: Descriptive Statistics for Rewards System

Items	Min	Max	Mean	Std. Dev.	Skewness	Kurtosis
I like working for this firm because I get monetary rewards such as bonuses	1	5	3.03	1.270	-.134	-1.098
This firm gives rewards to employees without discrimination	1	5	3.18	1.260	-.268	-1.003
I am satisfied with merit pay that this firm offers its employees	1	5	3.17	1.259	-.189	-1.065
I am satisfied with the paid time off in this firm	1	5	3.09	1.333	-.095	-1.230
The fringe benefits in this firm are adequate	1	5	3.10	1.153	-.200	.872
This firm offers life insurance policies to its employees as a way of motivating them	1	5	3.17	1.318	-.150	-1.152
Working in this firm is interesting because it recognizes my hard work	1	5	3.34	1.320	-.468	-.904
Working with this firm gives me additional responsibility through delegation.	1	5	3.18	1.359	-.334	-1.192
This firm offers sufficient years of service awards to its employees	1	5	3.11	1.310	-.145	-1.121
RS	1.00	5.00	3.1528	9.2001	-.217	-.624

Source: Survey Data, (2019)

4.14 Data Transformation

After running factor analysis, the researcher used the loaded items to get the means which were used to compute the variables of the study using the logarithmic method of transformation. The items that loaded were employee commitment, career planning, career training, career mentoring, and career succession planning and rewards system. Consequently, the factors derived were later used for further analysis as depicted in table 4.25 below.

Table 4.25: Transformed Descriptives Statistics

Descriptive Statistics							
Variables	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
Employee Commitment	402	1	5	3.536	0.913	-0.460	-0.513
Carer Planning	402	1	5	3.520	1.061	-0.690	-0.698
Career Training	402	1	5	3.533	0.991	-0.786	-0.419
Career Mentoring	402	1	5	3.559	1.001	-0.623	-0.396
Career Succession Planning	402	1	5	3.423	0.980	-0.550	-0.569
Rewards System	402	1	5	3.198	0.931	-0.281	-0.781

Source: *Survey Data, 2019*

4.15 Correlation Statistics for the Variables

(Tabachnick & Fidell, 2013) recommends that the value of correlation coefficient should range between -1 and +1. A correlation of +1.00 indicates a perfect positive correlation, while a value of -1.00 represents a perfect negative correlation, and a value of 0.00 indicates no linear relationship between variables X and Y or between the two (Tabachnick & Fidell, 2013). The researcher used Pearson Product Moment Correlation to test whether there was a linear relationship between the dependent and independent variables. This was deemed important because regression can only be conducted after correlations have been confirmed (Tabachnick & Fidell, 2007). Consequently, the

results of the correlation revealed that all factors were positively and significantly related with employee commitment with career training having the highest relationship with employee commitment as indicated by $r = .734 < 0.01$. This was followed by career mentoring $r = .694 < 0.01$, career planning at $r = .680, p < 0.01$, career succession planning at $r = .655 < 0.01$ and rewards system had the least relationship with employee commitment at $.490 < 0.01$ respectively. Table 4.26 below depicts Pearson Correlation results of the study's dependent and independent variables.

Table 4.26: Correlation Statistics for Variables

	EC	CP	CT	CM	CSP	RS
Employee Commitment	1					
Career Planning	.680**	1				
Career Training	.734**	.752**	1			
Career Mentoring	.694**	.684**	.747**	1		
Career Succession Planning	.655**	.691**	.701**	.730**	1	
Rewards System	.490**	.553**	.536**	.485**	.569**	1

Key: ECS ~ Employee Commitment, CP ~ Career Planning, CT ~ Career Training, Career Mentoring, CSP ~ Career Succession Planning, RS ~ Rewards System

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

Source: Survey Data, 2019

4.16 Tests for Regression Assumptions

Before the researcher embarked on testing the regression assumptions, multivariate assessment of outliers was done across the variables. Similarly, the data was subjected to probability for Mahalanobis D^2 . Notably, all data had values more than 0.001 which confirmed that the few outliers from two questionnaires were removed. Subsequently, after the assessment of outliers the data was tested for regression assumptions. Hair *et al.* (2006) encapsulates that the assumptions of regression analysis are essential to ensure that the results obtained were a true representative of the sample so as to obtain the best results possible. Normality, linearity, multicollinearity, homoscedasticity and

data independence assumptions were tested (Hair *et al.*, 2006). After meeting the key assumptions of the study, the existing sample data was used to test hypothesis.

4.16.1 Linearity Test for the Variables

Linearity was tested using Pearson's Product Moment Correlation coefficient and it was revealed that there was a relation (Hair *et al.*, 2006). This was done to check the actual strength of the correlation. Subsequently, linear models predict values which fall in a straight line by having a constant change of unit or slope of the dependent variable for a constant change of the independent variable. The aim of using correlation was mainly to identify independent variables that provided the best predictions considered a requirement for running regression analysis. The results are depicted in table 4.27.

Table 4.27: Linearity Test of Variables

		F	Sig.	R Squared	Eta	Eta Squared
Employee commitment *	Linearity	346.87	0.00	0.46	0.71	0.50
career planning	Deviation from Linearity	1.19	0.25			
Employee commitment *	Linearity	473.02	0.00	0.54	0.77	0.59
career training	Deviation from Linearity	1.12	0.29			
Employee commitment* career mentoring	Linearity	381.42	0.00	0.48	0.72	0.52
	Deviation from Linearity	1.45	0.09			
Employee commitment *	Linearity	318.99	0.00	0.43	0.72	0.53
career succession planning	Deviation from Linearity	1.51	0.12			
Employee commitment *	Linearity	136.33	0.00	0.24	0.61	0.37
Reward system	Deviation from Linearity	1.80	0.37			

Source: *Survey Data, 2019*

4.16.2 Normality Test for the Variables

The intention of executing normality tests on the data was to ascertain that the distribution of the data assumes a symmetric bell-shaped curve. Data that is to be subjected to regression analysis must normally be distributed so as to ensure that the

prediction of value Y (the dependent variable) are distributed in a way that approaches the normal curve (Ghasemi & Zahediasl, 2012). The assumptions for normality was examined at both univariate and multivariate levels (that is, the distribution of the scores within a combination of two or more items. Kolmogorov-Smirnov and Shapiro Wilk tests were used to identify the distribution of items in the study (Shapiro & Wilk, 1965) which were utilised for calculating each variable. Since the sample was more than 50, Kolmogorov-Smirnov was used to test for normality given that SPSS gives the two default values. Nevertheless, normality could be detected by looking at the p-value of Kolmogorov-Smirnov and Shapiro Wilk tests. Subsequently, if the p-value (significant value) of the Kolmogorov-Smirnov test is greater than 0.05, that is indicative that the data is normal. On the contrary, if the p-value is below 0.05, the data significantly deviates from the normal distribution. However, since the p-values for the variables were more than 0.05, this is indicative that the normality of the data was confirmed. Therefore, the variables were not significant which meets the assumptions of normality. Table 4.28 depicts results of the normality test.

Table 4.28: Normality Test for the Variables

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Unstandardized Residual	0.024	402	.200*	0.994	402	0.140
Standardized Residual	0.024	402	.200*	0.994	402	0.140
Studentized Residual	0.024	402	.200*	0.995	402	0.175

* This is a lower bound of the true significance.
 a Lilliefors Significance Correction

Source: *Survey Data*, 2019

4.16.3 Multicollinearity Test for the Variables

Multicollinearity refers to a high correlation among two or more independent variables and the situation can have damaging effects on the results of multiple regressions (Cooper, Schindler, & Sun, 2006). To detect multicollinearity, tolerance and its

reciprocal variance inflation factor (VIF) were used. The cut-off point for determining multi-collinearity is a tolerance value of more than 0.2 and a VIF value less than 10 (Ghozali, 2005; Hair *et al.*, 2006). Results in table 4.29 show that all the values of the tolerance were more than 0.2 and the values for VIF were less than 10 indicating that there was no violation of multicollinearity among the study variables.

Table 4.29: Multicollinearity of the Variables

	Collinearity Statistics	
	Tolerance	VIF
Career planning	0.361	2.769
Career training	0.316	3.162
Career mentoring	0.35	2.856
Career succession planning	0.362	2.762
Reward system	0.619	1.616

Source: *Survey Data, 2019*

4.16.4 Homoscedasticity Test for the Variables

Homoscedasticity is an assumption of linear regression which states that error variance does not substantially change with the values of the predictors (Hair *et al.*, 2010). The Levene's statistic for equality of variances was used to test for the assumption of homoscedasticity. Violation of homoscedasticity of variance is confirmed if the Levene's test statistic is found to be significant (alpha level of 0.05). However, Levene's statistic were above 0.05. This confirms that the homoscedasticity of variance in this study was supported. Table 4.28 depicts the results of the Levene's test for homoscedasticity.

Table 4.30: Levene's Test for Homoscedasticity

	Levene Statistic	Df1	Df2	Sig.
Employee committee	0.101	4	397	0.982
Career planning	0.736	4	397	0.568
Career training	1.002	4	397	0.407
Career mentoring	0.481	4	397	0.750
Career succession planning	1.144	4	397	0.335
Reward system	1.505	4	397	0.200

Source: *Survey Data, 2019*

4.16.5 Data Independence

Assumption of independence of observations was tested using the Durbin-Watson test. According to Fox (1997) the Durbin-Watson test is a 1st order autocorrelation which relates to correlation of errors of adjacent observations. Data independence was tested using Durbin-Watson coefficient, which used studentized residuals. Garson (2012) recommends that Durbin-Watson statistic is between 1.5 and 2.5 for independent observations. The Durbin-Watson statistics was 2.012 which confirms that all the research variables yielded Durbin-Watson values that were between the recommended value of 1.5 and 2.5 (Garson, 2012) and thus the residuals are not autocorrelated. Table 4.31 presents the results of Durbin Watson Test.

Table 4.31: Durbin Watson Test

Model	Durbin-Watson
	2.012

a. Predictors constant: Career succession planning, career planning, career mentoring, career training.
b. Dependent variable: Employee commitment

Source: *Survey Data, 2019*

4.17 Moderation Summary

The table below represents the moderation summary of the regression model.

Table 4.32: Moderation Summary

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.122 ^a	.015	.007	1.29549386	.015	2.008	3	398	.112
2	.787 ^b	.619	.612	.80960969	.604	156.267	4	394	.000
3	.832 ^c	.692	.685	.72934957	.073	92.485	1	393	.000
4	.852 ^d	.726	.720	.68829296	.034	49.283	1	392	.000
5	.870 ^e	.757	.751	.64947558	.031	49.258	1	391	.000
6	.878 ^f	.771	.765	.63036441	.015	25.068	1	390	.000
7	.882 ^g	.778	.771	.62232085	.006	11.147	1	389	.001

a. Predictors: (Constant), Tenure, Gender, Age

b. Predictors: (Constant), Tenure, Gender, Age, Zscore (Career PLAN), Zscore (Cerement), Zscore (Careers PLAN), Zscore (Career TRAIN)

c. Predictors: (Constant), Tenure, Gender, Age, Zscore (Carrier PLAN), Zscore (Careement.), Zscore (Careers PLAN), Zscore (CareerTRAIN), Zscore (Rewards Syst)

d. Predictors: (Constant), Tenure, Gender, Age, Zscore (CarreerPLAN), Zscore (Cerement), Zscore (Careers PLAN), Zscore (CareerTRAIN), Zscore (RewardsSyst), Zscore (CP_RS)

e. Predictors: (Constant), Tenure, Gender, Age, Zscore (CareerPLAN), Zscore (Cerement), Zscore (Careers SPLAN), Zscore (CareerTRAIN), Zscore (RewarsSYST), Zscore (CP_RS), Zscore (CT_RS)

f. Predictors: (Constant), Tenure, Gender, Age, Zscore (Carrier PLAN), Zscore (Cerement), Zscore (CarrierSPLAN), Zscore (CareerTRAIN), Zscore (RewarsSYST), Zscore (CP_RS), Zscore (CT_RS), Zscore (CM_RS)

g. Predictors: (Constant), Tenure, Gender, Age, Zscore (CareerPLAN), Zscore (Cerement), Zscore (Careers PLAN), Zscore (Career TRAIN), Zscore (Rewards), Zscore (CP_RS), Zscore (CT_RS), Zscore (CM_RS), Zscore (CSP_RS)

4.18 Hypotheses Testing

4.18.1 Results of the Control Variables of the Study

The researcher carried out a test to identify whether the control variables had any significant effect on the dependent variable. From the findings indicated in table 4.30, it was revealed that 1.5% variation of employee commitment was explained by employee's gender, age and experience as indicated by $R^2 = .015$, with $F = 2.008$, $p = .112$. In addition, results indicate that respondents age significantly affects employee

commitment with $\beta = -.160$, $p = .045$. However, respondents' gender ($\beta = -.014$, $p = .922$) and tenure ($\beta = .139$, $p = .067$) were found to be insignificant.

Table 4.33: Control Effects of the Study

Variable	Unstandardized coefficients		Standardized coefficients		
	B	Std error	Beta	t-value	p-value
Constant	.258	.271		.954	.341
Gender	-.014	.144	-.005	-.097	.922
Age	-.160*	.080	-.104	-2.008	.045
Tenure	.139	.076	.094	1.836	.067
R	.122				
R ²	.015				
F Change	2.008				.122

Note: * $p < .05$, Dependent Variable: Employee Commitment

Source: Survey Data, 2019

4.18.2 Testing the Hypothesis for Direct Effect

Table 4.31 reveals the results of the direct effect hypotheses while holding constant all the control variables. Results of the control variables indicate that all were found to be insignificant with gender having a $\beta = .062$, $p = .500$, age $\beta = -.044$, $p = .378$ and experience $\beta = -.093$, $p = .052$. This model shows $R^2 = .619$ and R^2 change of .604 with a significant $F = 156.267$, $p = .000$. This finding shows that 60.4% ($\Delta R^2 .604$) variation of employee commitment is predicted by the independent variables, career planning, career training, career mentoring and career succession planning while holding constant the control variables. The regression results for the independent variables on the dependent variable are shown in table 4.31.

4.18.3 Effect of Career planning on Employee Commitment (H_{01})

Hypothesis one (H_{01}) stated that career planning has no significant effect on employee commitment. Findings in table 4.31 revealed that career planning had a positive and

significant effect on employee commitment ($\beta = .419$, p value = .000 which is less than $\alpha = .05$) thus the null hypothesis was rejected and concluded that career planning significantly affects employee commitment. This was indicative that there was up to .419 unit increase in employee commitment for each unit increase in career planning.

In line with the hypothesis postulated in the study, indeed findings indicated that career goal progress, self-assessment, professional development ability and promotion speed have been found to boost employee commitment in manufacturing firms. These results are in agreement with those of (Weng *et al.*, 2010) who observed that career goal progress, professional ability development, promotion speed was positively related to continuance and normative commitment.

Elsewhere, Dialoke and Nkechi (2017) concurred with the current results where they observed that there was a positive and significant correlation between career development and performance which was positively correlated with motivation of the non-academic staff. The findings were also in agreement with Younis *et al.* (2013) whose study revealed that training and development and pay and reward respectively significantly affected organisational commitment. Furthermore, professional ability development had strong influences on employee turnover. Nevertheless, career goal progress and promotion speed had no significant effect on turnover intention (Karavardar, 2014). Conversely, the findings of Salahat and Majid (2016) differed from the findings in the current study where they observed that career planning, recruitment and selection has no direct effect on customer satisfaction.

4.18.4 Effect of Career Training on Employee Commitment (H₀₂)

Hypothesis two (H₀₂) stated that career training has no significant effect on employee commitment. Subsequently, findings in table 4.31 revealed that career training had a

positive and significant effect on employee commitment ($\beta = .285$, p value .000 which is less than $\alpha = .05$). The null hypothesis was therefore rejected and concluded that career training improves positively and significantly affects employee commitment. This suggested that there was up to .285 unit increase in employee commitment for each unit increase in career training. These findings are in agreement in the findings of Bulut and Culha (2010) who affirmed that motivation for training had a positive effect on organisational commitment which supported the hypothesis.

The study is also in agreement with findings of Sung and Choi (2014) whose findings revealed that there was significant direct effect of innovative performance and innovative climate significantly moderated the effects of interpersonal and organisational learning practices on the outcome respectively. Subsequently, these findings are also in agreement with the findings of Kiima (2015) who encapsulated that training had a positive and significant effect on perceived organisational commitment, training had a positive and significant effect on perceived employee retention, while training had a positive and significant effect on perceived employee performance. Moreover, these findings were also in agreement with the findings of Sitienei (2015) whose findings revealed that there was a positive effect between training and development on employee commitment. Conversely, these findings disagreed with findings in Sasidaran (2018) whose study revealed that performance was not influenced by training opportunities.

4.18.5 Effect of Career Mentoring on Employee Commitment (H₀₃)

Hypothesis three stated that career mentoring has no significant effect on employee commitment. However, table 4.31 revealed that career mentoring had a positive and significant effect on employee commitment ($\beta = .189$, p value = .006 which is less than $\alpha = .05$). The null hypothesis was therefore rejected and concluded that career

mentoring enhances employee commitment. This suggested that there was up to .189 unit increase in employee commitment for each unit increase in career mentoring.

Similarly, the findings in (Woo, 2017) were consistent with these findings where they conceived that mentoring moderated a positive relationship between managerial coaching and organizational commitment. Equally, these findings are also consistent with findings of Aman (2015) who conceived that mentoring is positively correlated with personnel retention. Conversely, findings in (Chrysoula *et al.*, 2018) were inconsistent with the current findings, which revealed that the interaction between mentor experience and job content plateauing for commitment was not significant. The findings of Seema and Sujatha (2015) were in agreement with these findings in the revelation that there was a formal mentoring which was significantly and positively related to career satisfaction.

4.18.6 Effect of Career Succession Planning on Employee Commitment (H₀₄)

Hypothesis four stated that career succession planning has no significant effect on employee commitment. From table 4.31, it was revealed that career succession planning had a positive and significant effect on employee commitment ($\beta = .252$, p value .000 which is less than $\alpha = .05$) indicating that career succession planning had a positive and significant effect on employee commitment. The null hypothesis was therefore rejected and concluded that career succession planning had a significant effect on employee commitment. This suggested that there was up to .252 unit increase in employee commitment for each unit increase in career succession planning.

This consistency is also evidenced in the findings of (Gulzar & Durrani, 2014) where they were in agreement that career succession planning was significant; therefore, added more to the prediction of job engagement. The current findings are also in

agreement with the findings in Olatunji *et al.* (2017) where they agreed that succession planning was a significant determinant of job commitment among employees. Conversely, the current findings are inconsistent with the findings in (Younis *et al.*, 2013) where they revealed that there was no relationship between succession planning and organisational commitment.

Table 4.34: Testing for Direct Effects of Career Development and Employee Commitment

Variable	Unstandardized coefficients		Standardized coefficients		
	B	Std error	Beta	t-value	p-value
Constant	-.042	.171		-.246	.806
Gender	.062	.092	.021	.675	.500
Age	-.044	.050	-.029	-.882	.378
Experience	.093	.048	.063	1.949	.052
Career Planning	.419***	.067	.322	6.269	.000
Career Training	.285***	.072	.219	3.975	.000
Career Mentoring	.189**	.068	.145	2.774	.006
Career Succession Planning	.252***	.066	.192	3.814	.000
R	.787				
R ²	.619				
R ² Change	.604				
F Change	156.267***				.000

Note: ** $p < .01$, *** $p < .001$ Dependent Variable: Employee Commitment

Source: Survey Data (2019).

4.18.7 Effect of Reward System on Employee Commitment (H₀₅)

Hypothesis H₀₅ postulated that reward system has no significant effect on employee commitment. Results of the study in table 4.32 revealed that rewards system has a positive and significant effect on employee commitment with $\beta = .451$, p value .000 which is less than $\alpha = .05$ indicating that reward system positively and significantly affect employee commitment. Since the p -value is less than .05, the null hypothesis was rejected and conclusion made that reward system significantly affect employee commitment. The findings further show that employees' experience was found to be

significant with $\beta = .088$, p value .041 as the rest of the controls were insignificant with $p > .05$. Additionally, career planning ($\beta = .317$, $p < .05$), career training ($\beta = .218$, $p < .05$) and career mentoring ($\beta = .198$, $p < .05$) were all found to be significant but career succession planning was insignificant as indicated by $\beta = .105$, $p = .089$. This model had an increased R^2 of .692 and R^2 Change of .073 indicating that while holding constant the control variables and independent variables, rewards system explains 7.3% of the variance in employee commitment.

These findings are in line with the findings in Akafo and Boateng (2015) whose findings revealed that rewards had a positive impact on work motivation. On the other hand, the same study indicated that no significant relationship existed between reward and job satisfaction. These findings are also consistent with the findings of Ngwa *et al.* (2019) whose findings revealed that there was a significantly positive effect on employee commitment in manufacturing firms while flat rate systems had a significantly negative effect on employee work values in manufacturing firms. Conversely, these findings are inconsistent with findings in Jilani and Juma (2015) whose study revealed that there was no positive relationship between performance-based pay and employee commitment.

Table 4.35: Testing for Direct Effects of Reward System on Employee Commitment

Variable	Unstandardized coefficients		Standardized coefficients		
	B	Std error	Beta	t-value	p-value
Constant	-.165	.154		-1.069	.286
Gender	.019	.083	.007	.230	.819
Age	.011	.045	.007	.240	.810
Experience	.088*	.043	.060	2.051	.041
Career Planning	.317***	.061	.244	5.186	.000
Career Training	.218***	.065	.167	3.348	.001
Career Mentoring	.198***	.061	.152	3.227	.001
Career Succession Planning	.105	.062	.080	1.705	.089
Rewards system	.451***	.047	.347	9.617	.000
R	.832				
R ²	.692				
R ² Change	.073				
F Change	92.485***				.000

Note: * $p < .05$, *** $p < .001$. DV: Employee Commitment

Source: *Survey Data (2019)*

4.19 Testing for Moderation

Table 4.33 presents H_{06a} , H_{06b} , H_{06c} , and H_{06d} from Model 3 to Model 7 for the moderating effect of rewards system. These hypotheses were tested using hierarchical regression. Prior to conducting hierarchical regression analyses, all study variables were standardized as z-scores to test for interaction terms (Aiken, West, & Reno, 1991; Jose, 2008). Z-standardization of the variables allows easy interpretation of the interaction effects (Dawson, 2014). Model 1, 2 and 3 represent the effect of control variables (gender, age and experience), independent variables and moderator on employee commitment respectively. The hypotheses formulated are explained below.

4.19.1 Testing the Moderating Effect of Rewards System on the Relationship between Career Planning and Employees' Commitment (H_{06a})

Table 4.33, model 4 shows the results of H_{06a}. The study results in this model shows that all the control variables were found to be insignificant with all of them having $p > .05$. This is similar to the findings of career planning ($\beta = -.079$; $p > .05$) and rewards system ($\beta = .958$; $p > .05$). However, results of career training ($\beta = .192$; $p = .002$), career mentoring ($\beta = .171$; $p = .003$) and career succession planning ($\beta = .131$; $p = .025$) were all found to be significant in this model. Additionally, the moderation results show that rewards system positively and significantly moderates the relationship between career planning and employees' commitment with $\beta = .780$; $p = .000$. This model shows $R^2 = .726$, and $R^2\Delta = .034$ with a significant $F = 49.283$, $p = .000$. The $R^2\Delta$ of .034 implies that there is a 3.4% increase in the variation of the employees' commitment by the addition of rewards system on the relationship between career planning and employees' commitment. The results suggest that rewards system strengthens the relationship between career planning and employees' commitment. Since the interaction results indicate a $p < .05$, the null hypothesis was rejected and conclusion made that rewards system significantly moderates the relationship between career planning and employees' commitment.

The interaction results are further explained by figure 4.1. To show antagonistic, buffering and enhancing moderating effect, the study used mod graph as recommended by (Jose, 2008). In order to understand the nature of the interaction of rewards system on the relationship between career development (career planning, career training, career mentoring and career succession planning) and employee commitment, Aiken *et al.* (1991) suggested that the moderated results be presented on a moderation graph. Furthermore, they indicated that it is insufficient to conclude that there is interaction

without probing the nature of that interaction at different levels of the moderator. Therefore, the significance of the coefficient of rewards system was assessed at low, medium and high levels of career planning, career training, career mentoring and career succession planning.

Figure 4.1 indicates an enhancing moderating effect, thus at low level of career planning, employee commitment is high with all levels of rewards system. However, as career planning increases employee commitment increases with all levels of rewards system but the increase is high with high levels of rewards system compared to low levels of rewards system.

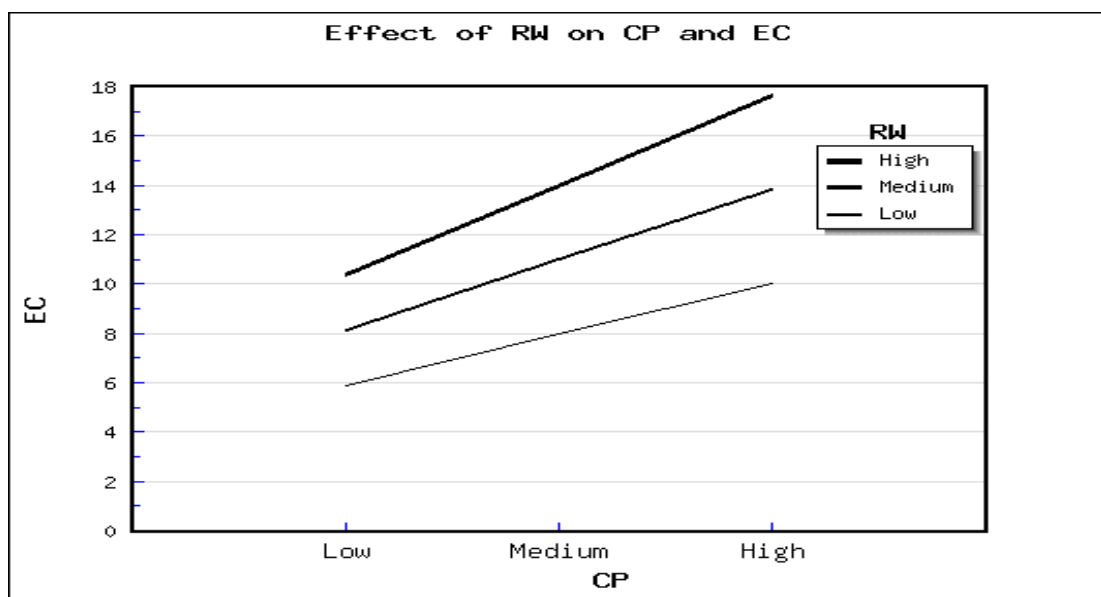


Figure 4.1: MoD graph for Moderating Effect of Rewards System on the Relationship between Career Planning and Employee Commitment

4.19.2 Testing the Moderating Effect of Rewards System on the Relationship between Career Training and Employees' Commitment (H_{06b})

Hypothesis H_{06b} stated that rewards system has no significant moderating effect on the relationship between career training and employees' commitment. Results from table 4.33 model 5 indicate a positive and significant moderating effect of rewards system on

the relationship between career training and employees' commitment with $\beta = .925$; $p = .000$. Results of the control variables in this model were all found to be insignificant with p-values being greater than .05. However, findings show that career planning ($\beta = .183$; $p = .032$), career training ($\beta = -.197$; $p = .014$), career mentoring ($\beta = .150$; $p = .007$), career succession planning ($\beta = .124$; $p = .024$), and reward system ($\beta = -.274$, $p = .001$) were all found to be significant. This model shows an increased $R^2 = .757$, and change in $R^2 = .031$ which had a significant $F = 49.258$; $p < 0.05$. The results show that there is a 3.1% increase in the variation of the employees' commitment by the addition of rewards system on the relationship between career training and employees' commitment. The results suggest that rewards system strengthens the relationship between career training and employees' commitment. The null hypothesis that rewards system has no significant moderating effect on the relationship between career training and employees' commitment was thus rejected.

The moderation results are further shown on figure 4.2 which indicates an enhancing moderating effect, thus at low level of career training, employee commitment is high with all levels of rewards system. However, as career training increases employee commitment increases with all levels of rewards system but the increase is high with high levels of rewards system compared to low levels of rewards system.

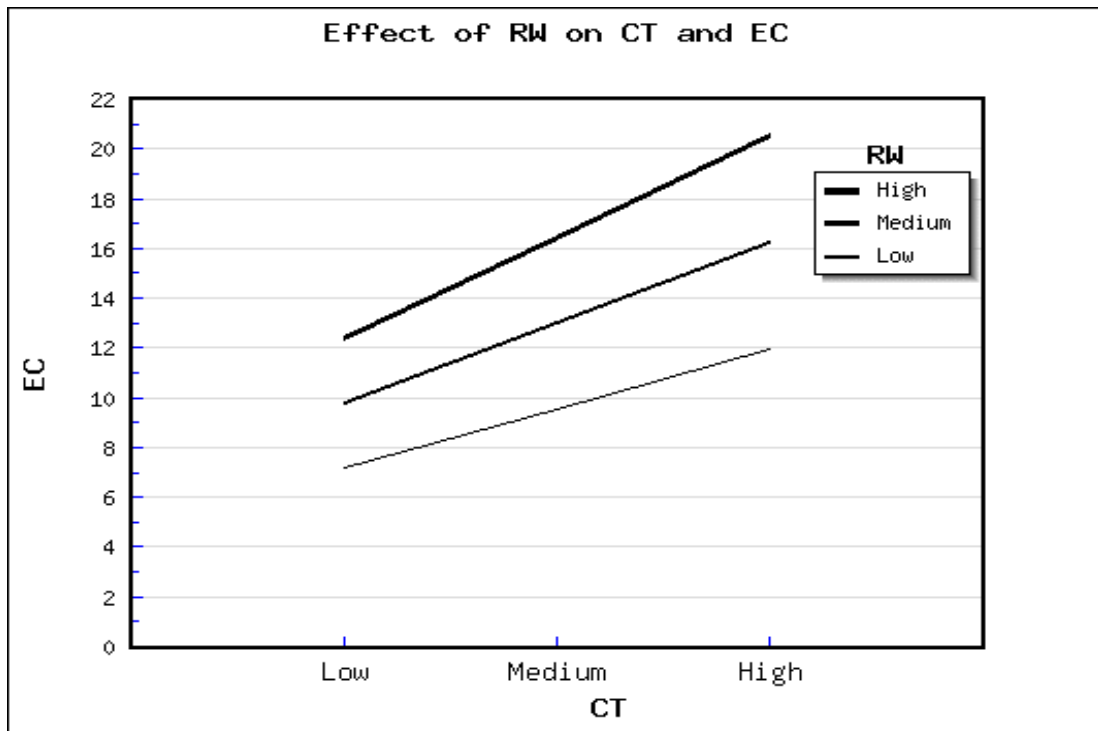


Figure 4.2: MoD graph for Moderating Effect of Rewards System on the Relationship between Career Training and Employee Commitment

4.19.3 Testing the Moderating Effect of Rewards System on the Relationship between Career Mentoring and Employees' Commitment (H_{06c})

Table 4.33, model 6 reveals the findings of hypothesis H_{06c} which stated that rewards system has no significant moderating effect on the relationship between career mentoring and employees' commitment. The study results show that the interaction was positive and significant with $\beta = .670$, $p = .000$. Results of the control variables in this model indicate that all were insignificant with $p > .05$. This was similar with results of career training ($\beta = -.089$; $p = .272$), and career mentoring ($\beta = -.157$; $p = .054$). However, findings show that career planning ($\beta = .260$; $p = .002$), career succession planning $\beta = .127$; $p = .018$) and reward system ($\beta = -.447$; $p = .000$) were all found to be significant.

In addition, this model shows an increase of $R^2 = .771$ with change in R^2 being .015 and a significant $F = 25.068$, $p < .05$. These findings show that there is a 1.5% increase in the variation of the employees' commitment by the addition of rewards system on the

relationship between career mentoring and employees' commitment. The results suggest that rewards system strengthens the relationship between career mentoring and employees' commitment. Based on the above results, the null hypothesis that rewards system has no significant moderating effect on the relationship between career mentoring and employees' commitment was thus rejected.

The findings are depicted in figure 4.3 which indicates an enhancing moderating effect, thus at low level of career mentoring, employee commitment is high with all levels of rewards system. However, as career mentoring increases employee commitment increases with all levels of rewards system but the increase is high with high levels of rewards system compared to low levels of rewards system.

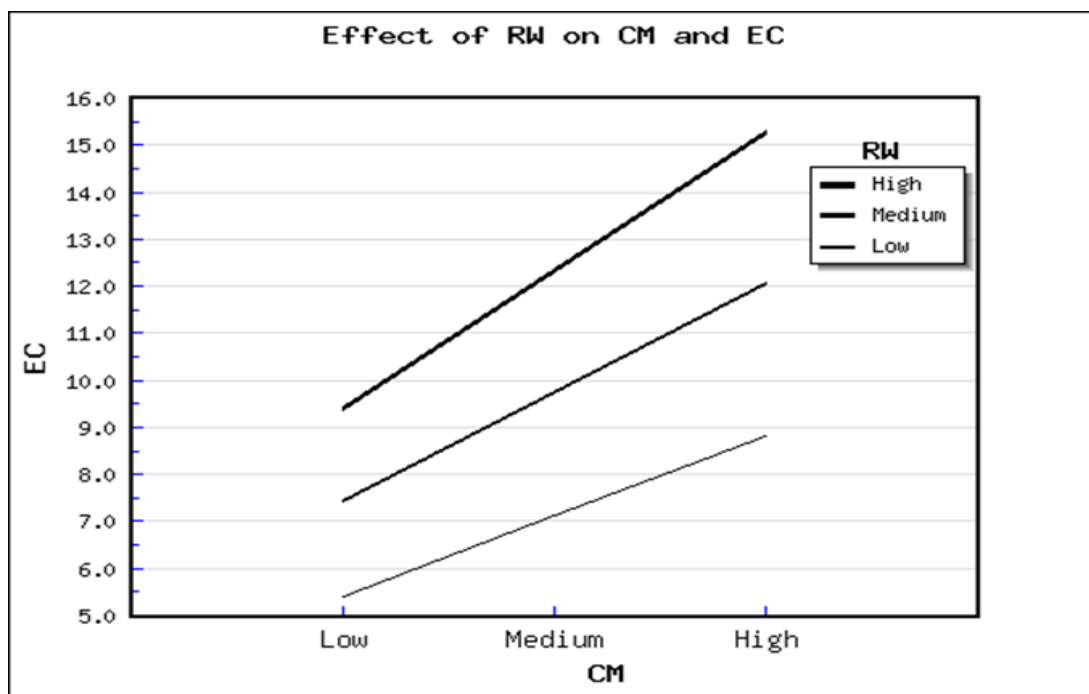


Figure 4.3: MoD graph for Moderating Effect of Rewards System on the Relationship between Career Mentoring and Employee Commitment

4.19.4 Testing the Moderating Effect of Rewards System on the Relationship between Career Succession Planning and Employees' Commitment (H_{06d})

Finally, the study sought to determine the moderating effect of rewards system on the relationship between career succession planning and employees' commitment as postulated in H_{06d}. Results in Table 4.33, model 7 show a significant moderating effect of rewards system on the relationship between career succession planning and employees' commitment with $\beta = .507$, $p = .001$. All controls were also found to be insignificant with $p > .05$. Findings further show that career training ($\beta = -.018$, $p = .830$), career mentoring ($\beta = -.029$, $p = .747$) and career succession planning ($\beta = -.103$, $p = .235$) were all insignificant. However, the results of career planning ($\beta = .295$, $p = .000$) and reward system ($\beta = -.440$, $p = .000$) were significant. This model shows an improved R^2 of .778 with change in R^2 of .006 which had a significant $F = 11.147$, $p < .05$. The change in R^2 of .006 implies that there is a 0.6 % change in the variation of the employees' commitment by the addition of rewards system on the relationship between career succession planning and employees' commitment. Since the interaction has a $\beta = .507$ and $p < .05$, the null hypothesis that rewards system has no significant moderating effect on the relationship between career succession and employees' commitment was thus rejected.

The interaction is further explained by figure 4.4 which shows an enhancing moderating effect, thus at low level of career succession planning, employee commitment is high with all levels of rewards system. However, as career succession planning increases employee commitment increases with all levels of rewards system but the increase is high with high levels of rewards system compared to low levels of rewards system.

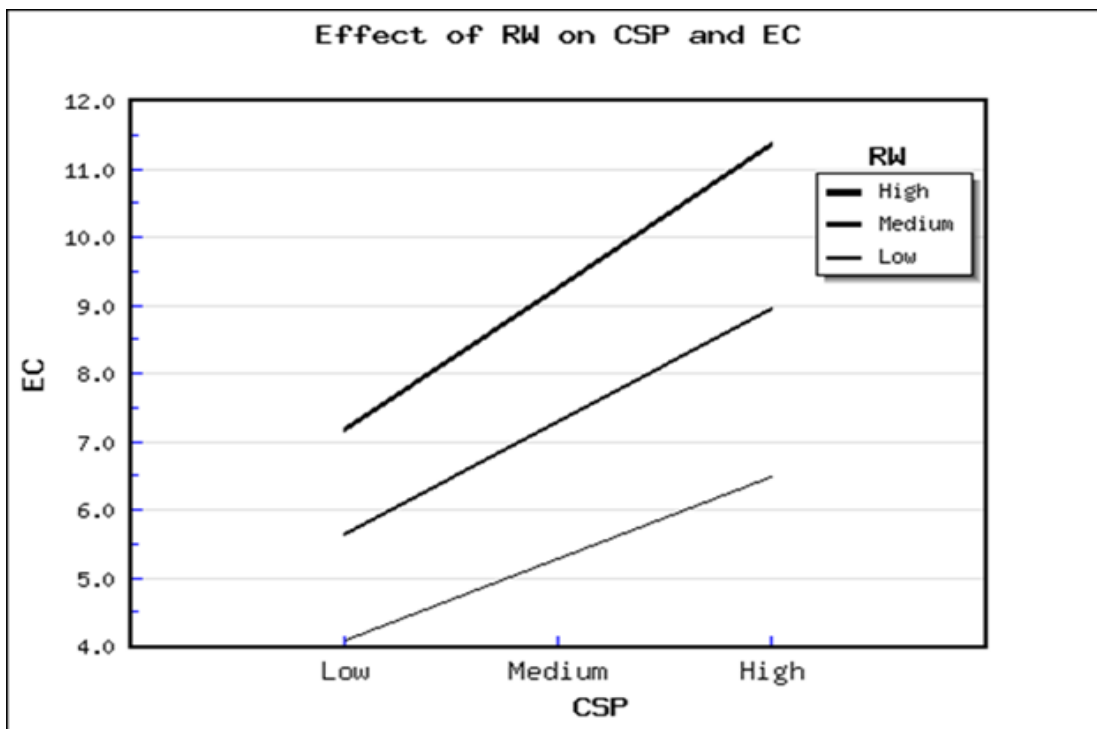


Figure 4.4: Moderation of Rewards System on the Relationship between Career Succession Planning and Employee Commitment

Table 4.36: Results of the Interaction of Rewards System on Career Development and Employee Commitment

Variable	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
	B	B	B	B	β	β	B
Gender	-.014	.062	.019	.015	-.004	.002	.012
Age	-.160*	-.044	.011	.002	-.001	-.014	-.026
Experience	.139	.093	.088*	.045	.039	.037	.042
Zscore (CPL)		.419***	.317***	-.079	.183*	.260**	.295***
Zscore (CT)		.285***	.218***	.192**	-.197*	-.089	-.018
Zscore (CM)		.189**	.198***	.171**	.150**	-.157	-.029
Zscore (CSP)		.252***	.105	.131*	.124*	.127	-.103
Zscore (RWS)			.451***	-.004	-.274***	-.447***	-.440***
Zsco (CP_RS)				.780***	.195	.066	.001
Zsco (CT_RS)					.925***	.631***	.474***
Zsc (CM_RS)						.670***	.374*
Zsc (CSP_RS)							.507***
R	.122	.787	.832	.852	.870	.878	.882
R ²	.015	.619	.692	.726	.757	.771	.778
R ² Change	.015	.604	.073	.034	.031	.015	.006
F Change	2.008	156.267***	92.485***	49.283***	49.258***	25.068***	11.147***

Note: * $p < .05$, ** $p < .01$, *** $p < .001$. DV: Employee commitment

Source: Research data (2019).

Table 4.37: Summary of Hypotheses Testing

Hypotheses	Beta	p-v	Decision
H₀₁ Career planning has no significant effect on employee commitment	.419	.000	Reject
H₀₂ Career training has no significant effect on employee commitment	.285	.000	Reject
H₀₃ Career mentoring has no significant effect on employee commitment	.189	.006	Reject
H₀₄ Career succession planning has no significant effect on employee commitment	.252	.000	Reject
H₀₅ Rewards system has no significant effect on employee commitment	.451	.000	Reject
H_{06a} Reward system has no moderating effect on the relationship between career planning and employee commitment	.780	.000	Reject
H_{06b} Reward system has no moderating effect on the relationship between career training and employee commitment	.925	.000	Reject
H_{06c} Reward system has no moderating effect on the relationship between career mentoring and employee commitment	.670	.000	Reject
H_{06d} Reward system has no moderating effect on the relationship between career succession planning and employee commitment	.507	.001	Reject

Source: *Research Data (2019).*

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview

This chapter examined the moderating effect of rewards system on career development and employee commitment drawn from manufacturing firms in Uasin Gishu County. The basic tenet was to explore the contribution that the interaction between rewards system, career development and employee commitment that the chapter therefore provides insight on the main findings of the study together with conclusions in respect to nine objectives of the study, theoretical contribution and practical/managerial contribution and suggestions for further research thereof.

5.2 Summary of Findings

The study postulated nine hypotheses which were all rejected. These were as follows: The first hypothesis sought to determine whether career planning significantly effects employees' commitment. The relationship was positive and statistically significant ($\beta = .419, p \text{ value} = .000$). The hypothesis, therefore, was attained because there was a positive and significant effect of career planning on employee commitment. The second hypothesis sought to establish whether career training significantly effects employees' commitment. The relationship was positively and statistically significant ($\beta = .285, p \text{ value} .000$). This hypothesis was however attained because career training had a positive and significant effect on employee commitment.

The third hypothesis sought to determine whether career mentoring significantly effects employees' commitment. The relationship was found to be positive and statistically highly significant ($\beta = .189, p \text{ value} = .006$). This hypothesis was however attained since career mentoring had a significant effect on employee commitment. The fourth hypothesis sought to determine whether career succession planning significantly affects

employees commitment. The relationship was positively and statistically significant ($\beta = .252, p \text{ value } .000$). The hypothesis was attained because career succession planning was significant.

The fifth hypothesis sought to determine whether rewards system significantly affects employees' commitment. The relationship was found to be positive and statistically significant ($\beta = .451, p \text{ value } .000$). This hypothesis was however attained since rewards system had a significant effect on employee commitment. Hypothesis 6a was to determine the moderating effect of rewards system on the relationship between career planning and employee commitment. The relationship was positively and statistically significant ($\beta = .780; p = .000$). The hypothesis was therefore attained because there was a significant moderating effect of rewards system on the relationship between of career planning and employee commitment.

Hypothesis 6b was to determine the moderating effect of rewards system on the relationship between career training and employees commitment. The relationship was positively and statistically significant ($\beta = .925; p = .000$). The hypothesis was attained because there was a significant moderating effect of rewards system on the relationship between career training and employee commitment. Hypothesis 6c was to determine the moderating effect of rewards system on the relationship between career mentoring and employees' commitment. The relationship was positively and statistically significant ($\beta = .670, p = .000$). The hypothesis was attained because there was a significant moderating effect of rewards system on the relationship between of career mentoring and employee commitment.

Hypothesis 6d was to determine the moderating effect of rewards system on the relationship between career succession planning and employees' commitment. The

relationship was positively and statistically significant ($\beta = .507$, $p = .001$). The hypothesis was attained because there was a significant moderating effect of rewards system on the relationship between of career succession planning and employee commitment.

5.3 Conclusions of the Study

Based on the direct effects of the study, it can be concluded thus:

Career planning showed a significant and positive effect on employee commitment. These findings are similar to a study by Weng *et al.* (2010) who observed that career goal progress, professional ability development, promotion speed was positively related to continuance and normative commitment which enhance employee commitment. It can therefore be concluded that career planning had a positive and significant effect on employee commitment.

Further, the study showed that career training is significantly and positively related to employee commitment. The findings were consistent with the findings of Kiima (2015) who observed that training had a positive and significant effect on perceived organisational commitment, training had a positive and significant effect on perceived employee retention, while training had a positive and significant effect on perceived employee performance. Similarly, the findings were also consistent with findings in Sitienei (2015) who observed that there was a positive effect between training and development on employee commitment. It can therefore be concluded that career training had a positive and significant effect on employee commitment.

Furthermore, findings showed a significant relationship between career mentoring and employee commitment. This is consistent to (Woo, 2017) who observed that mentoring

moderated a positive relationship between managerial coaching and organizational commitment. It can therefore be concluded that career mentoring had a positive and significant effect on employee commitment.

Moreover, the results showed that career succession planning showed a significant and positive effect on employee commitment. These findings were consistent with findings in Olatunji *et al.* (2017) who observed that succession planning was a significant determinant of job commitment among employees. It can therefore be concluded that career succession planning had a positive and significant effect on employee commitment.

Lastly, the results showed that rewards system positively and significantly affects employee commitment. These findings are similar to a study by Ngwa *et al.* (2019) whose findings revealed that rewards system significantly and positively affected employee commitment. It can therefore be concluded that rewards system positively and significantly affects employee commitment.

From the indirect effects of this study, it can also be concluded that; reward system is an enhancing moderator between career planning and employee commitment, rewards system is an enhancing moderator between career training and employee commitment, rewards system is an enhancing moderator between career mentoring and employee commitment, and that rewards system is an enhancing moderator between career succession planning and employee commitment.

5.4 Implications of the Study

5.4.1 Theoretical Contribution/New Knowledge

This study contributes to the literature in a number of ways which are grouped according to methodological and theoretical contributions. This study is unique in the

methodology adopted in terms of the moderating effect of rewards system and how it has interacted with career development and employee commitment. The study therefore, has incorporated a combination of data collection, analyses and procedures which provides a methodological contribution in the field of Human Resource Management through an investigation of the moderating effect of rewards system on the relationship between career development and employee commitment. Moreover, the study included a hierarchical regression analysis to investigate the moderating effect of rewards system on career development and employee commitment, and use of moderation graph as recommended by Jose (2008) to generate the interaction plots hence new knowledge for effective management and workforce in the firms.

Theoretically, the study creates a new insight about the moderating effect of rewards system on career development and employee commitment. This provides a simple model and illustration on the interaction by stating that rewards system has an enhancing moderation that influences the relationship between career development and employee commitment. Therefore, organisations may find such findings very useful since rewards is a key component used by management to enhance career development as well as encourage loyalty and employee commitment.

Regarding theory, the study advanced a theoretical argument for the use of Herzberg's two factor theory, Greenhaus *et al.* (2010) career development model and controlled commitment continuum. It advances the use of Herzberg's two factor theory in HRM by investigating the moderating effect of rewards system on career development and employee commitment. Additionally, the study contributes to Greenhaus *et al* career developemnt model with respect to career development (career planning, training, mentoring and succession planning) by linking them to the constructs of employee commitment. The study also contributes to Controlled Commitment Continuum which

looked into personal growth and empowerment; required resources for task accomplishment; and opportunities for education, and training (career development) thus linking these factors to employee commitment.

The findings of this study have made contributions to new knowledge by being the first known to investigate the moderating effect of rewards system on the relationship between career development and employee commitment. Through the lens of this study, it emerged that rewards system is an enhancing moderator on the relationship between career development and employee commitment.

5.4.2 Policy/Managerial Implications

Organisations need to develop policies that guide on career development for its workforce as well as rewarding programmes which have a measurable impact on the bottom line. These programmes should have clarity and consistency and should offer employees and managers an on-going value add in the employers achieving best results from the employees through increased output and profits at the same time making sure the employees are effectively rewarded as it affects commitment. Policy makers in organisations should establish human resource management policies especially those touching on career development and the degree to which they contribute directly to the accomplishment of firms' strategic goals. This enables the firms to come up with strategies to follow to achieve sustainable competitive intensity through employee's commitment. This will help in discerning the training needs of individuals within the organisation, how their needs fit the overall objectives of the firms and its contribution to employee commitment.

5.5 Suggestions for Further Research

Future research may address further review of career development's additional variables and other possible moderators or intervening variables which may broaden the range of influence between these practices and employee commitment. A replication of this study in other sectors could demonstrate the universality and significance of these constructs and how they relate to commitment in general.

Moreover, future studies should be carried out on the same topic using longitudinal research design which would mitigate these constraints by exploring more methods to obtain more data.

Future researches should consider using triangulation approach which may add greater depth and make findings even more detailed. This research approach to also solicit for enriched meanings and provide the context and prospects for expanded discussion which will eliminate the common-method-bias.

REFERENCES

- Adamu, I. M., & Mansur, M. S. (2018). An overview of Entrepreneurial Motivation from the perspective of Developing World. *GOUNI Journal of Management and Social Sciences*, 4(2), 250-262.
- Adenuga, O. A. (2015). Impact of Employees' Training and Development on Organisational Performance of First Bank, Nigeria PLC. *NOUN Journal of Management and International Development*, 1.
- Ahmad, R., & Scott, N. (2015). Fringe benefits and organisational commitment: the case of Langkawi hotels. *Tourism review*.
- Aiken, L. S., West, S. G., & Reno, R. R. (1991). *Multiple regression: Testing and interpreting interactions*: Sage.
- Ajila, C. (1997). Job motivation and attitude to work as correlates of productivity among workers in manufacturing companies in Lagos State, Nigeria. *Unpublished PhD Dissertation*). OAU Ile-Ife Osun State, Nigeria.
- Akafo, V., & Boateng, P. A. (2015). Impact of reward and recognition on job satisfaction and motivation. *European Journal of Business and Management*, 7(24), 112-124.
- Alhadhrami, A. Z. M. B. (2013). *UAE work environment examining the influences of culture, gender and sector on managerial leadership competencies, job satisfaction and organizational commitment*. Curtin University.
- Aman, S. (2015). *Effect Of Mentoring On Military Personnel Retention: The Case Of Ethiopian Military Academies*.
- Antoniou, E. (2010). Career planning process and its role in human resource development. *Annals of the University of Petroşani, Economics*, 10(2), 13-22.
- Armstrong, E. (2012). *Retreat from Organization, The: US Feminism Reconceptualized*: SUNY Press.
- Armstrong, M., & Murlis, H. (2007). *Reward management: A handbook of remuneration strategy and practice*: Kogan Page Publishers.
- Armstrong, M., & Taylor, S. (2014). *Armstrong's Handbook of Human Resource Management Practice: Edition 13*: Kogan page.
- Arora, R. (2020). Mediating role of mentoring functions on linking personality and occupational commitment in Indian organizations. *Human Resource Development International*, 23(3), 283-308.
- Arthur, J. B. (1994). Effects of human resource systems on manufacturing performance and turnover. *Academy of management journal*, 37(3), 670-687.
- Arusteu, C. (2013). Employees' organizational commitment challenges-A hotel industry perspective. *Management Dynamics in the Knowledge Economy*, 1(3), 497-520.

- Avolio, B. J., Zhu, W., Koh, W., & Bhatia, P. (2004). Transformational leadership and organizational commitment: Mediating role of psychological empowerment and moderating role of structural distance. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 25(8), 951-968.
- Balassiano, M., & Salles, D. (2012). Perceptions of equity and justice and their implications on affective organizational commitment: a confirmatory study in a teaching and research institute. *BAR-Brazilian Administration Review*, 9(3), 268-286.
- Baraldi, A. N., & Enders, C. K. (2010). An introduction to modern missing data analyses. *Journal of school psychology*, 48(1), 5-37.
- Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of personality and social psychology*, 51(6), 1173.
- Bartholomew, D. J., Knott, M., & Moustaki, I. (2011). *Latent variable models and factor analysis: A unified approach* (Vol. 904): John Wiley & Sons.
- Baruch, Y., & Hall, D. T. (2004). The academic career: a model for future careers in other sectors? *Journal of Vocational Behavior*, 64(2), 241-262.
- Baruch, Y., Szűcs, N., & Gunz, H. (2015). Career studies in search of theory: The rise and rise of concepts. *Career Development International*, 20(1), 3-20.
- Baruch, Y., & Vardi, Y. (2016). A fresh look at the dark side of contemporary careers: Toward a realistic discourse. *British Journal of Management*, 27(2), 355-372.
- Berk, L. (2017). *Development through the lifespan*. Hoboken: NJ: Pearson.
- Blossfeld, H.-P., & Von Maurice, J. (2011). 2 Education as a lifelong process. *Zeitschrift für Erziehungswissenschaft*, 14(2), 19-34.
- Blustein, D. (2013). *The psychology of working: A new perspective for career development, counseling, and public policy*: Routledge.
- Boxall, P., & Macky, K. (2014). High-involvement work processes, work intensification and employee well-being. *Work, employment and society*, 28(6), 963-984.
- Boydell, K. M. (2011). *Making sense of collective events: The co-creation of a research-based dance*. Paper presented at the Forum Qualitative Sozialforschung/Forum: Qualitative Social Research.
- Bratton, J., & Gold, J. (2017). *Human resource management: theory and practice*: Palgrave.
- Bryman, A. (2012). Sampling in qualitative research. *Social research methods*, 4, 415-429.
- Bryson, J. M. (2018). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement*: John Wiley & Sons.

- Bulut, C., & Culha, O. (2010). The effects of organizational training on organizational commitment. *International Journal of Training and Development*, 14(4), 309-322.
- Chan, S. H., Mai, X., Kuok, O. M., & Kong, S. H. (2016). The influence of satisfaction and promotability on the relation between career adaptability and turnover intentions. *Journal of Vocational Behavior*, 92, 167-175.
- Chaudhary, R., Rangnekar, S., & Barua, M. (2013). Human resource development climate in India: Examining the psychometric properties of HRD climate survey instrument. *Vision*, 17(1), 41-52.
- Chrysoula, K., Georgios, S., Miltiadis, C., Stamatios, N., & Grigorios, K. (2018). The contribution of mentoring on employee's career development with non-dependent work relation: The case of the networking company LR health & beauty systems. *Academy of Strategic Management Journal*, 17(1), 1-14.
- Chudzikowski, K. (2012). Career transitions and career success in the 'new' career era. *Journal of Vocational Behavior*, 81(2), 298-306.
- Clarke, M. (2013). The organizational career: Not dead but in need of redefinition. *The International Journal of human resource management*, 24(4), 684-703.
- Coetzee, M., Mitonga-Monga, J., & Swart, B. (2014). Human resource practices as predictors of engineering staff's organisational commitment. *SA Journal of Human Resource Management*, 12(1), 12.
- Cohen, A. (2007). Commitment before and after: An evaluation and reconceptualization of organizational commitment. *Human resource management review*, 17(3), 336-354.
- Comrey, A. L., & Lee, H. B. (1992). *A First Course in Factor Analysis*, 2nd Edn. Hillsdale, NJ: L: Erlbaum Associates.
- Cooper, D. R., Schindler, P. S., & Sun, J. (2006). *Business research methods* (Vol. 9): McGraw-Hill Irwin New York.
- County, M. (2013). County integrated development plan. *County Government of*.
- Craig, C. A., Allen, M. W., Reid, M. F., Riemenschneider, C. K., & Armstrong, D. J. (2013). The impact of career mentoring and psychosocial mentoring on affective organizational commitment, job involvement, and turnover intention. *Administration & Society*, 45(8), 949-973.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*: Sage publications.
- Cronk, B. C. (2016). *How to use IBM SPSS statistics: A step-by-step guide to analysis and interpretation*: Routledge.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*: Sage.

- Crowley-Henry, M., Benson, E. T., & Al Ariss, A. (2019). Linking talent management to traditional and boundaryless career orientations: Research propositions and future directions. *European Management Review*, 16(1), 5-19.
- Dalvi, M., & Ebrahimi, H. (2013). Investigating the effects of reward on the cooperation in the sale and Marketing Department from Managers' Perspective (Isfahan Food Industries Case Study). *International Journal of Academic Research in Business and Social Sciences*, 3(11), 2222-6990.
- Dangayach, G., & Deshmukh, S. (2001). Manufacturing strategy. *International Journal of Operations & Production Management*.
- Dartey-Baah, K., & Amoako, G. K. (2011). Application of Frederick Herzberg's Two-Factor theory in assessing and understanding employee motivation at work: a Ghanaian Perspective. *European Journal of Business and Management*, 3(9), 1-8.
- Datta, P. (2012). An applied organizational rewards distribution system. *Management Decision*, 50(3), 479-501.
- Davis, P. J., & Frolova, Y. (2016). Retaining leadership talent in the African public sector: An assessment of the HR challenge. *Journal of Leadership, Accountability and Ethics*, 13(3).
- De Vos, A., De Hauw, S., & Van der Heijden, B. I. (2011). Competency development and career success: The mediating role of employability. *Journal of Vocational Behavior*, 79(2), 438-447.
- DeCoster, J. (1998). Overview of factor analysis.
- Dezsö, C. L., & Ross, D. G. (2012). Does female representation in top management improve firm performance? A panel data investigation. *Strategic management journal*, 33(9), 1072-1089.
- Dialoke, I., & Nkechi, P. A. J. (2017). Effects of Career Growth on Employees Performance: A Study of Non-Academic Staff of Michael Okpara University of Agriculture Umudike Abia State, Nigeria. *Singaporean Journal of Business, Economics and Management Studies*, 51(122), 1-11.
- Dias, Á., & Silva, R. (2016). Organizational training and organizational commitment: a literature review and conceptual development. *International Journal of Innovative Science, Engineering & Technology*, 3(1), 387-399.
- Diriye, A. M. (2015). Perceived relationship between career development and employee commitment and engagement at Nairobi city county government. *unpublished MSC project, University of Nairobi, Kenya*.
- Dixit, V., & Bhati, M. (2012). A study about employee commitment and its impact on sustained productivity in Indian auto-component industry. *European journal of business and social sciences*, 1(6), 34-51.
- Eshun, F. K. D. (2011). Rewards as a Motivation tool for Employee Performance.

- Fard, P. G., & Karimi, F. (2015). The Relationship between Organizational Trust and Organizational Silence with Job Satisfaction and Organizational Commitment of the Employees of University. *International Education Studies*, 8(11), 219-227.
- Faremo, G. (2015). Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation. *UN Chronicle*, 51(4), 21-22.
- Field, A. (2017). *Discovering statistics using IBM SPSS statistics: North American edition*: Sage.
- Fisher, O., Watson, N., Porcu, L., Bacon, D., Rigley, M., & Gomes, R. L. (2018). Cloud manufacturing as a sustainable process manufacturing route. *Journal of manufacturing systems*, 47, 53-68.
- Fowler, J. L., & O'Gorman, J. G. (2005). Mentoring functions: A contemporary view of the perceptions of mentees and mentors. *British Journal of Management*, 16(1), 51-57.
- Fox, J. (1997). *Applied regression analysis, linear models, and related methods*: Sage Publications, Inc.
- Freeman, R. E. (2010). *Strategic management: A stakeholder approach*: Cambridge university press.
- Garson, G. D. (2012). Testing statistical assumptions. *Asheboro, NC: Statistical Associates Publishing*.
- Garvey, R., Garvey, B., Stokes, P., & Megginson, D. (2017). *Coaching and mentoring: Theory and practice*: Sage.
- Gellatly, I. R., Meyer, J. P., & Luchak, A. A. (2006). Combined effects of the three commitment components on focal and discretionary behaviors: A test of Meyer and Herscovitch's propositions. *Journal of Vocational Behavior*, 69(2), 331-345.
- Ghasemi, A., & Zahediasl, S. (2012). Normality tests for statistical analysis: a guide for non-statisticians. *International journal of endocrinology and metabolism*, 10(2), 486.
- Ghauri, P., & Grønhaug, K. (2010). Research methods in business studies (4. utg.). *Harlow: Financial Times Prentice Hall*.
- Ghozali, I. (2005). Analisis Multivariate dengan program SPSS. *Semarang: Badan Penerbit Universitas Diponegoro*.
- Gishu, C. G. o. U. (2013). Uasin Gishu County Integrated Development Plan 2013-2018. .
- Githu, R. M. (2018). *Influence of career development on employees' commitment in Public Universities in Kenya*. JKUAT-COHRED.
- Greenhaus, J. H., Callanan, G. A., & Godshalk, V. M. (2010). *Career management*: Sage.

- Grimland, S., Vigoda-Gadot, E., & Baruch, Y. (2012). Career attitudes and success of managers: the impact of chance event, protean, and traditional careers. *The InTernaTional Journal of human resource managementT*, 23(6), 1074-1094.
- Gu, Q., & Su, Y. (2016). How does objective career success affect subjective career success? The moderating role of self-awareness. *Journal of Human Resource and Sustainability Studies*, 4(03), 227.
- Gujarati, D., & Porter, D. (2003). Multicollinearity: What happens if the regressors are correlated. *Basic econometrics*, 363.
- Gulzar, S., & Durrani, A. (2014). Impact of succession planning on employee engagement in telecommunication sector in Rawalpindi, Pakistan. *European Journal of Business and Management*, 6(37), 274-281.
- Gurbuz, S., Habiboglu, O. S., & Bingol, D. (2016). Who is Being Judged Promotable: Good actors, high performers, highly committed or birds of a feather? *International Journal of Selection and Assessment*, 24(2), 197-208.
- Hair, J. F., Anderson, R. E., Babin, B. J., & Black, W. C. (2010). *Multivariate data analysis: A global perspective (Vol. 7)*: Upper Saddle River, NJ: Pearson.
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis (Vol. 6)*: Upper Saddle River, NJ: Pearson Prentice Hall.
- Hall-Ellis, S. D. (2015). Succession planning and staff development—a winning combination. *The Bottom Line*, 28(3), 95-98.
- Hallgren, M., & Olhager, J. (2009a). Flexibility configurations: Empirical analysis of volume and product mix flexibility. *Omega*, 37(4), 746-756.
- Hallgren, M., & Olhager, J. (2009b). Lean and agile manufacturing: external and internal drivers and performance outcomes. *International Journal of Operations & Production Management*.
- Hammersley, M., & Traianou, A. (2012). Ethics and educational research, British Educational Research Association on-line resource. *British Educational Research Association*.
- Hatch, M. J. (2018). *Organization theory: Modern, symbolic, and postmodern perspectives*: Oxford university press.
- Hauff, S., Alewell, D., & Hansen, N. K. (2014). HRM systems between control and commitment: Occurrence, characteristics and effects on HRM outcomes and firm performance. *Human resource management journal*, 24(4), 424-441.
- Hayes, A. F. (2012). PROCESS: A versatile computational tool for observed variable mediation, moderation, and conditional process modeling [White paper].
- Hayes, A. F. (2017). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*: Guilford publications.
- He, Y., Lai, K. K., & Lu, Y. (2011). Linking organizational support to employee commitment: evidence from hotel industry of China. *The InTernaTional Journal of human resource managementT*, 22(01), 197-217.

- Herzberg, F. (1959). Mausner. SNYDERMAN., *The motivation to work*, New York.
- Hill, T. (2017). *Manufacturing strategy: the strategic management of the manufacturing function*: Macmillan International Higher Education.
- Hom, P. W., Tsui, A. S., Wu, J. B., Lee, T. W., Zhang, A. Y., Fu, P. P., & Li, L. (2009). Explaining employment relationships with social exchange and job embeddedness. *Journal of Applied Psychology*, 94(2), 277.
- Igella, R. (2014). *Factors influencing employee commitment: A case of Kenya civil aviation authority*. United States International University-Africa.
- Jaros, S. (2007). Meyer and Allen model of organizational commitment: Measurement issues. *The Icfai Journal of Organizational Behavior*, 6(4), 7-25.
- Jaussi, K. S. (2007). Attitudinal commitment: A three-dimensional construct. *Journal of occupational and organizational Psychology*, 80(1), 51-61.
- Javed, S. A., Syed, A. M., & Javed, S. (2018). Perceived organizational performance and trust in project manager and top management in project-based organizations: comparative analysis using statistical and grey systems methods. *Grey Systems: Theory and Application*, 8(3), 230-245.
- Jilani, E. M., & Juma, M. D. (2015). Contingent rewards as a strategy for influencing employee engagement in manufacturing companies: Case study of Williamson Tea Kenya Limited. *International Journal of Business and Commerce*, 4(5), 20-59.
- Jose, P. E. (2008). ModGraph-I: A programme to compute cell means for the graphical display of moderational analyses: The internet version, Version 2.0. *Victoria University of Wellington, Wellington, New Zealand*. Retrieved June, 4, 2009.
- Jung, H. S., & Yoon, H. H. (2016). What does work meaning to hospitality employees? The effects of meaningful work on employees' organizational commitment: The mediating role of job engagement. *International Journal of Hospitality Management*, 53, 59-68.
- KAM. (2018). Kenya Association of Manufacturers. Annual report 2018. .
- Kaplowitz, M. D., Hadlock, T. D., & Levine, R. (2004). A comparison of web and mail survey response rates. *Public opinion quarterly*, 68(1), 94-101.
- Karami, A., Dolatabadi, H. R., & Rajaeepour, S. (2013). Analyzing the effectiveness of reward management system on employee performance through the mediating role of employee motivation case study: Isfahan Regional Electric Company. *International Journal of Academic Research in Business and Social Sciences*, 3(9), 327.
- Karavardar, G. (2014). Organizational career growth and turnover intention: an application in audit firms in Turkey. *International Business Research*, 7(9), 67.
- Karim, N. H. A. (2017). The impact of work related variables on librarians' organizational commitment and job satisfaction. *Malaysian Journal of Library & Information Science*, 15(3), 149-163.

- Kathuria, R., Partovi, F. Y., & Greenhaus, J. H. (2010). Leadership practices, competitive priorities, and manufacturing group performance. *International Journal of Operations & Production Management*.
- Katuma, M., & Kwasira, J. (2015). Assessment of retention strategies for middle level managers at Kenya power: A survey of central rift region. *International Journal of Economics, Commerce and Management*, 3, 925-939.
- Kaya, C., & Ceylan, B. (2014). An Empirical study on the role of career development programs in organizations and organizational commitment on job satisfaction of employees. *American Journal of Business and Management*, 3(3), 178-191.
- Kerzner, H. (2017). *Project management: a systems approach to planning, scheduling, and controlling*: John Wiley & Sons.
- Khan, A. S., & Rasheed, F. (2015). Human resource management practices and project success, a moderating role of Islamic Work Ethics in Pakistani project-based organizations. *International Journal of Project Management*, 33(2), 435-445.
- Khan, M. S., Chongcharoen, D., & Ulhaq, Z. (2019). The mediating effect of employee learning between job rotation and employee career development: Empirical evidence from the banking sector of Pakistan. *Journal of Innovation and Management*, 4(4), 66-80.
- Khan, S. A., Rajasekar, J., & Al-Asfour, A. (2015). Organizational career development practices: learning from an Omani company. *International journal of business and management*, 10(9), 88.
- KIG. (2016). Kenya Information Guide. Overview of Uasin Gishu County. Retrieved from <http://www.kenya-information-guide.com/uasin-gishu-county.html>.
- Kiima, S. M. (2015). Effects of Training on Employee Commitment, Retention and Performance: A Case Study of a Local Municipality in South Africa. *European Journal of Business and Management*, 7(15), 104-108.
- Kim, H., Kang, D.-s., Lee, S.-w., & McLean, G. (2016). Career commitment as a mediator between organization-related variables and motivation for training and turnover intentions. *Journal of Career Development*, 43(2), 130-144.
- Kioko, N. P. (2013). The relationship between firm size and financial performance of commercial banks in Kenya. *Unpublished Master's thesis, University of Nairobi*.
- Kiveu, M., & Ofafa, G. (2013). Enhancing market access in Kenyan SMEs using ICT. *Global Business and Economics Research Journal*, 2(9), 29-46.
- Kline, R. B. (2015). *Principles and practice of structural equation modeling*: Guilford publications.
- KNBS. (2010). Kenya National Demographic Survey. Nairobi: Kenya National Bureau of Statistics.
- Kock, C. (2007). Is practical reasoning presumptive? *Informal Logic*, 27(1), 91-108.

- Korir, I., & Kipkebut, D. (2016). The effect of reward management on employees commitment in the universities in nakuru County-Kenya. *Journal of Human Resource Management, 4*(4), 37-48.
- Koskey, A., & Sakataka, W. (2015). Effect of reward on employee engagement and commitment at Rift Valley Bottlers Company. *International Academic Journal of Human Resource and Business Administration, 1*(5), 36-54.
- Kotwal, A., Ramaswami, B., & Wadhwa, W. (2011). Economic liberalization and Indian economic growth: What's the evidence? *Journal of Economic Literature, 49*(4), 1152-1199.
- Kozlowski, S. W., & Bell, B. S. (2003). Work groups and teams in organizations. *Handbook of psychology, 333-375*.
- Krajcsák, Z. (2019). Leadership strategies for enhancing employee commitment in TQM. *Journal of Management Development*.
- Lapointe, É., & Vandenberghe, C. (2018). Examination of the relationships between servant leadership, organizational commitment, and voice and antisocial behaviors. *Journal of Business Ethics, 148*(1), 99-115.
- Lau, P. Y. Y., McLean, G. N., Hsu, Y.-C., & Lien, B. Y.-H. (2017). Learning organization, organizational culture, and affective commitment in Malaysia: A person–organization fit theory. *Human Resource Development International, 20*(2), 159-179.
- Lelei, & Korir. (2017). Effect of Employee Political Skills, Organizational Citizenship Behaviour Strategy on Affective Commitment in Kenyan Public Universities. *International Journal of Economics, Commerce and Management, Vol. 5*(4).
- Lin, S.-W., & Lo, L. Y.-S. (2015). Mechanisms to motivate knowledge sharing: integrating the reward systems and social network perspectives. *Journal of Knowledge Management*.
- Lindley, S., Pauleit, S., Yeshitela, K., Cilliers, S., & Shackleton, C. (2018). Rethinking urban green infrastructure and ecosystem services from the perspective of sub-Saharan African cities. *Landscape and Urban Planning, 180*, 328-338.
- Loi, R., Hang-Yue, N., & Foley, S. (2006). Linking employees' justice perceptions to organizational commitment and intention to leave: The mediating role of perceived organizational support. *Journal of occupational and organizational Psychology, 79*(1), 101-120.
- Macharia, J. (2019). Sustainable Development in Kenya. *Horizons: Journal of International Relations and Sustainable Development*(13), 172-183.
- Madigan, M., Norton, J., & Testa, I. (1999). The Quest for Work ñ Life Balance.[online]. Rogers Media.
- Mahmood, A., Akhtar, M. N., Talat, U., Shuai, C., & Hyatt, J. C. (2019). Specific HR practices and employee commitment: the mediating role of job satisfaction. *Employee Relations: The International Journal*.

- Maloni, M. J., Campbell, S. M., Gligor, D. M., Scherrer, C. R., & Boyd, E. M. (2017). Exploring the effects of workforce level on supply chain job satisfaction and industry commitment. *The International Journal of Logistics Management*, 28(4), 1294-1318.
- Manuere, F. (2017). Human Capital Development Programmes and their Effect on the Job Satisfaction of Workers in Zimbabwe Urban Municipalities: The Case of Chinhoyi. *International Journal of Academic Research in Business and Social Sciences*, 7(12), 874-889.
- Mathooko, F. M., & Ogutu, M. (2015). Porter's five competitive forces framework and other factors that influence the choice of response strategies adopted by public universities in Kenya. *International Journal of Educational Management*.
- Maund, L. (2001). *Introduction to human resource management: theory and practice*.
- McDonald, K., & Hite, L. (2015). *Career development: A human resource development perspective*: Routledge.
- Mendes, F., & Stander, M. W. (2011). Positive organisation: The role of leader behaviour in work engagement and retention. *SA Journal of Industrial Psychology*, 37(1), 1-13.
- Meyer, J. P. (2014). Employee commitment, motivation, and engagement: Exploring the links. *The Oxford handbook of work engagement, motivation, and self-determination theory*, 33-49.
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human resource management review*, 1(1), 61-89.
- Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, research, and application*: Sage.
- Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to organizations and occupations: Extension and test of a three-component conceptualization. *Journal of Applied Psychology*, 78(4), 538.
- Meyer, J. P., & Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. *Human resource management review*, 11(3), 299-326.
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior*, 61(1), 20-52.
- Meyer, J. P., Stanley, D. J., Jackson, T. A., McInnis, K. J., Maltin, E. R., & Sheppard, L. (2012). Affective, normative, and continuance commitment levels across cultures: A meta-analysis. *Journal of Vocational Behavior*, 80(2), 225-245.
- Milgo, A. C., Namusonge, G., Kanali, C., & Makokha, E. N. (2014). Reward and compensation as a determinant of employee commitment: A survey of KTDA tea factories in Kenya.
- Miller, J. G., & Roth, A. V. (1994). A taxonomy of manufacturing strategies. *Management Science*, 40(3), 285-304.

- Moen, P., Kelly, E. L., Fan, W., Lee, S.-R., Almeida, D., Kossek, E. E., & Buxton, O. M. (2016). Does a flexibility/support organizational initiative improve high-tech employees' well-being? Evidence from the work, family, and health network. *American Sociological Review*, *81*(1), 134-164.
- Moorhead, S., Johnson, M., Maas, M. L., & Swanson, E. (2018). *Nursing Outcomes Classification (NOC)-E-Book: Measurement of Health Outcomes*: Elsevier Health Sciences.
- Mowday, R. T., Porter, L. W., & Steers, R. M. (2013). *Employee—organization linkages: The psychology of commitment, absenteeism, and turnover*: Academic press.
- Muijs, D. (2010). *Doing quantitative research in education with SPSS*: Sage.
- Muma, M., Iravo, A., & Omondi, M. (2014). Effect of training needs assessment on employee commitment in public universities: a case study of jomo kenyatta university of agriculture and technology. *International Journal of Academic Research in Business and Social Sciences*, *4*(9), 233.
- Mundia, C. N., & Iravo, M. (2014). Role of mentoring programs on the employee performance in organisations: a survey of public universities in Nyeri County, Kenya.
- Muscalu, E., & Muntean, S. (2013). Motivation-A stimulating factor for increasing human resource management performance. *Revista De Management Comparat International*, *14*(2), 303.
- Nath, G. K., & Agrawal, R. (2015). Job satisfaction and organizational commitment: Is it important for employee performance.
- Naudé, W., & Szirmai, A. (2012). The importance of manufacturing in economic development: Past, present and future perspectives.
- Ng, T. W., & Feldman, D. C. (2008). The relationship of age to ten dimensions of job performance. *Journal of Applied Psychology*, *93*(2), 392.
- Nguyen, T. N., Mai, K. N., & Nguyen, P. V. (2014). Factors Affecting Employees' Organizational Commitment—A Study of Banking Staff in Ho Chi Minh City, Vietnam. *Journal of Advanced Management Science Vol*, *2*(1), 7-11.
- Ngwa, W. T., Adeleke, B. S., Agbaeze, E. K., Ghasi, N. C., & Imhanrenialena, B. O. (2019). Effect of Reward System on Employee Performance Among Selected Manufacturing Firms in The Litoral Region of Cameroon. *Academy of Strategic Management Journal*, *18*(3).
- Noe, R. A. (2006). *Human resource management: Gaining a competitive advantage with OLC card*: McGraw-Hill.
- Northouse, P. G. (2018). *Leadership: Theory and practice*: Sage publications.
- Ocen, E., Francis, K., & Angundaru, G. (2017). The role of training in building employee commitment: the mediating effect of job satisfaction. *European Journal of Training and Development*.

- Odhiambo, J., Njanja, L., & Zakayo, C. (2014). Effects of succession planning practices on organization performance among the non-governmental organizations in Kenya. *European Journal of Business Management*, 2(1), 141-154.
- Ohana, M., Meyer, M., & Swaton, S. (2013). Decision-making in social enterprises: Exploring the link between employee participation and organizational commitment. *Nonprofit and Voluntary Sector Quarterly*, 42(6), 1092-1110.
- Okinyi, O. M. (2015). Effect of reward practices on employee commitment in faith based health organizations in Kakamega County, Kenya. *International Journal of Management Research and Reviews*, 5(10), 729.
- Olatunji, F., Kehinde, O. J., & Nwachukwu, C. E. (2017). Succession planning and job commitment: moderating role of employees' satisfaction in selected beverages companies in Lagos metropolis. *Trends Economics and Management*, 11(30), 21-36.
- Oliveira, H. H., & Honório, L. C. (2020). Human resources practices and organizational commitment: Connecting the constructs in a public organization. *RAM. Revista de Administração Mackenzie*, 21(4).
- Organization, W. H. (2015). Health in 2015: from MDGs, millennium development goals to SDGs, sustainable development goals.
- Otieno, V. (2006). Impact of organizational citizenship on organizational performance: . *A review and suggestion for future research. Human Performance*, 10(133-151).
- Ozanne, L. K., Phipps, M., Weaver, T., Carrington, M., Luchs, M., Catlin, J., . . . Williams, J. (2016). Managing the tensions at the intersection of the triple bottom line: A paradox theory approach to sustainability management. *Journal of Public Policy & Marketing*, 35(2), 249-261.
- Panel, I. R., Consumption, U. N. E. P. S., & Branch, P. (2011). *Decoupling natural resource use and environmental impacts from economic growth: UNEP/Earthprint*.
- Patton, W., & McMahon, M. (2014). *Career development and systems theory: Connecting theory and practice* (Vol. 2): Springer.
- Perera, T., & Kariyapperuma, K. The Contribution of Mentoring on Organizational Commitment of Millennial Employees: A Case Study of Knowledge Process Outsourcing Organization.
- Pérez-López, M. C., González-López, M. J., & Rodríguez-Ariza, L. (2016). Competencies for entrepreneurship as a career option in a challenging employment environment. *Career Development International*, 21(3), 214-229.
- Perrenoud, A. J., & Sullivan, K. T. (2017). Analysis of executive succession planning in 12 construction companies. *International Journal of Construction Education and Research*, 13(1), 64-80.
- Porter, L. W., Steers, R. M., Mowday, R. T., & Boulian, P. V. (1974). Organizational commitment, job satisfaction, and turnover among psychiatric technicians. *Journal of Applied Psychology*, 59(5), 603.

- Preacher, K. J., & Hayes, A. F. (2004). SPSS and SAS procedures for estimating indirect effects in simple mediation models. *Behavior research methods, instruments, & computers*, 36(4), 717-731.
- Preacher, K. J., Rucker, D. D., & Hayes, A. F. (2007). Addressing moderated mediation hypotheses: Theory, methods, and prescriptions. *Multivariate behavioral research*, 42(1), 185-227.
- Ramlall, S. (2004). A review of employee motivation theories and their implications for employee retention within organizations. *Journal of American Academy of Business*, 5(1/2), 52-63.
- Rathnayake, G. (2015). Enhancing Employee Commitment in Job Responsibility and Accountability through Performance Based Rewards Operational Workers in Selected Manufacturing Company in Sri Lanka.
- Resnik, D. B. (2011). What is ethics in research & why is it important. *National Institute of Environmental Health Sciences*, 1(10), 49-70.
- Restubog, S. L. D., Bordia, P., & Tang, R. L. (2006). Effects of psychological contract breach on performance of IT employees: The mediating role of affective commitment. *Journal of occupational and organizational Psychology*, 79(2), 299-306.
- Rizanuddin, H. (2020). Influences of Career Planning, Leadership and Organizational Culture towards Employee Work Effectiveness. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(3), 1791-1799.
- Robinson, D. (2003). *Defining and Creating Employee Commitment: a review of current research*: Institute for Employment Studies.
- Rodrigo, P., Aqueveque, C., & Duran, I. J. (2019). Do employees value strategic CSR? A tale of affective organizational commitment and its underlying mechanisms. *Business Ethics: A European Review*, 28(4), 459-475.
- Rose, B. M., Holmbeck, G. N., Coakley, R. M., & Franks, E. A. (2004). Mediator and moderator effects in developmental and behavioral pediatric research. *Journal of Developmental & Behavioral Pediatrics*, 25(1), 58-67.
- Rothwell, W. (2010). *Effective succession planning: Ensuring leadership continuity and building talent from within*: Amacom.
- Rothwell, W. J., Jackson, R. D., Ressler, C. L., Jones, M. C., & Brower, M. (2015). *Career planning and succession management: Developing your organization's talent—for today and tomorrow: Developing your organization's talent—for today and tomorrow*: ABC-CLIO.
- Rozaan, R., & Sagala, E. J. (2020). The Influence Of Training Towards Employee Engagement And Organizational Commitment (case Study At Pt Telekomunikasi Indonesia Witel Jabar). *eProceedings of Management*, 6(3).
- Sahu, S., & Pathardikar, A. D. (2014). Job cognition and justice influencing organizational attachment: An assessment through SEM. *SAGE Open*, 4(1), 2158244014524210.

- Salahat, M., & Majid, A. (2016). The effect of Career Planning and Recruitment and selection on Customer Satisfaction: Mediating role of Extra-role Performance; evidence from Palestine *Aust. J. Basic & Appl. Sci*, 10, 292-304.
- Saldana, J. (2011). *Fundamentals of qualitative research*: OUP USA.
- Saldivar, M. (2012). A primer on survey response rate. *Florida State University: Learning Systems Institute*.
- Sasidaran, S. (2018). Impact of Training on Employee Performance: A Case Study of Private Organization in Sri Lanka. *IOSR Journal of Business and Management (IOSR-JBM)*, e-ISSN, 13-21.
- Saunders, M., Lewis, P., & Thornhill, A. (2007). Research methods. *Business Students*.
- Schreuder, D., & Coetzee, M. (2011). *Careers An Organisational Perspective*: Juta and Company Ltd.
- Sears, L. E., Shi, Y., Coberley, C. R., & Pope, J. E. (2013). Overall well-being as a predictor of health care, productivity, and retention outcomes in a large employer. *Population health management*, 16(6), 397-405.
- Seema, A., & Sujatha, S. (2015). Impact of mentoring on career success—an empirical study in an indian context. *International Journal of Engineering Technology Science and Research*, 2(2), 29-48.
- Sekaran, U., & Bougie, R. (2010). Research Methods for Small Business. *A Skill Building Approach*.
- Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill building approach*: John Wiley & Sons.
- Seltman, H. J. (2012). Experimental design and analysis. *Online at: [http://www. stat. cmu. edu/, hseltman/309/Book/Book. pdf](http://www.stat.cmu.edu/~hseltman/309/Book/Book.pdf)*.
- Shapiro, S. S., & Wilk, M. B. (1965). An analysis of variance test for normality (complete samples). *Biometrika*, 52(3/4), 591-611.
- Sharf, R. S. (2016). *Applying career development theory to counseling*: Nelson Education.
- Sharma, P., Kong, T. T. C., & Kingshott, R. P. (2016). Internal service quality as a driver of employee satisfaction, commitment and performance. *Journal of service management*.
- Sharma, R., & Yetton, P. (2001). The contingent effects of management support and task interdependence on successful IS implementation: a meta-analysis. *ECIS 2001 Proceedings*, 125.
- Sinclair, R. R., Tucker, J. S., Cullen, J. C., & Wright, C. (2005). Performance differences among four organizational commitment profiles. *Journal of Applied Psychology*, 90(6), 1280.
- Sitienei, P. J. (2015). D61/61469/2013.
- Slovin, E. (1960). Slovin's formula for sampling technique. *Retrieved on February, 13, 2013*.

- Solon, G., Haider, S. J., & Wooldridge, J. M. (2015). What are we weighting for? *Journal of Human resources*, 50(2), 301-316.
- Somekh, B., & Lewin, C. (2005). *Research methods in the social sciences*: Sage.
- Stevens, J. (2002). *Applied multivariate statistics for the social sciences*. New Jersey: Lawrence Erlbaum Association: Inc.
- Sullivan, S. E., & Baruch, Y. (2009). Advances in career theory and research: A critical review and agenda for future exploration. *Journal of Management*, 35(6), 1542-1571.
- Sung, S. Y., & Choi, J. N. (2014). Do organizations spend wisely on employees? Effects of training and development investments on learning and innovation in organizations. *Journal of organizational behavior*, 35(3), 393-412.
- Syed, J. (2015). Work-life balance. *Managing diversity and inclusion: An international perspective*, 291-314.
- Tabachnick, B. G., & Fidell, L. S. (2007). *Experimental designs using ANOVA*: Thomson/Brooks/Cole.
- Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics*: International edition. Pearson 2012.
- Tetteh, J. (2015). *Succession Planning, Employee Retention and Organisational Effectiveness among Some Selected Organisations in Ghana*. University of Ghana.
- Timming, A. R. (2015). The 'reach' of employee participation in decision-making: exploring the Aristotelian roots of workplace democracy. *Human resource management journal*, 25(3), 382-396.
- Turinawe, H. (2011). *Reward systems, job satisfaction, organizational commitment and employee performance in public higher institutions of learning in Uganda*. Makerere University.
- Turner Parish, J., Cadwallader, S., & Busch, P. (2008). Want to, need to, ought to: employee commitment to organizational change. *Journal of organizational change management*, 21(1), 32-52.
- Waage, J., Banerji, R., Campbell, O., Chirwa, E., Collender, G., Dieltiens, V., . . . Kingdon, G. (2010). The Millennium Development Goals: a cross-sectoral analysis and principles for goal setting after 2015: Lancet and London International Development Centre Commission. *The lancet*, 376(9745), 991-1023.
- Walton, R. E. (1985). *From Control to Commitment in the Workplace: In factory after factory, there is a revolution under way in the management of work*: US Department of Labor, Bureau of Labor-Management Relations and Cooperative
- Wang, Q., Weng, Q., McElroy, J. C., Ashkanasy, N. M., & Lievens, F. (2014). Organizational career growth and subsequent voice behavior: The role of affective commitment and gender. *Journal of Vocational Behavior*, 84(3), 431-441.

- Weng, Q., & McElroy, J. C. (2012). Organizational career growth, affective occupational commitment and turnover intentions. *Journal of Vocational Behavior, 80*(2), 256-265.
- Weng, R.-H., Huang, C.-Y., Tsai, W.-C., Chang, L.-Y., Lin, S.-E., & Lee, M.-Y. (2010). Exploring the impact of mentoring functions on job satisfaction and organizational commitment of new staff nurses. *BMC Health Services Research, 10*(1), 240.
- Williams, S., Dodd, L. J., Steele, C., & Randall, R. (2016). A systematic review of current understandings of employability. *Journal of education and work, 29*(8), 877-901.
- Wolfeld, L. R. (2010). Effects of office layout on job satisfaction, productivity and organizational commitment as transmitted through face-to-face interactions. *Colonial Academic Alliance Undergraduate Research Journal, 1*(1), 8.
- Woo, H. R. (2017). Exploratory study examining the joint impacts of mentoring and managerial coaching on organizational commitment. *Sustainability, 9*(2), 181.
- Yanney, J. P. (2014). Business strategy and leadership style: Impact on organizational performance in the manufacturing sector of Ghana. *American Journal of Industrial and Business Management, 4*(12), 767.
- Younis, N., Akram, A., & Naseeb, R. A. K. (2013). Career Development and Organizational Commitment: Case study of a Pharmaceutical Organization in United Kingdom. *International Journal of Scientific and Research Publications, 3*(12), 1-4.
- Yousaf, A., Yang, H., & Sanders, K. (2015). Effects of intrinsic and extrinsic motivation on task and contextual performance of Pakistani professionals: The mediating role of commitment foci. *Journal of Managerial Psychology.*
- Zahra, S., Iram, A., & Naeem, H. (2014). Employee training and its effect on employees' job motivation and commitment: Developing and proposing a conceptual model. *IOSR Journal of Business and Management, 16*(9), 60-68.
- Zapantis, G., Skordoulis, M., Chalikias, M., Drosos, D., & Papagrigoriou, A. (2017). Measuring the impact of burnout on job satisfaction and organizational commitment *Strategic Innovative Marketing* (pp. 51-55): Springer.
- Zhao, S., & Du, J. (2012). Thirty-two years of development of human resource management in China: Review and prospects. *Human resource management review, 22*(3), 179-188.
- Zikmund, W., Babin, B., Carr, J., & Griffin, M. (2013). Business research methods (International: Canada: Cengage Learning.
- Zohrabi, M. (2013). Mixed Method Research: Instruments, Validity, Reliability and Reporting Findings. *Theory & practice in language studies, 3*(2).

APPENDICES

Appendix I: Introduction Letter

Molly Awino
Moi University
P. O. Box 3900
Eldoret

Tel. No. 0726904610

mollyawino@gmail.com

Dear Respondent,

RE: REQUEST TO FILL THE ATTACHED QUESTIONNAIRE

I am a postgraduate student in the School of Business and Economics, Department of Management Science, Moi University pursuing Doctorate degree in Human Resource Management. One of my academic outputs before graduating is a thesis and for this, I have chosen the research topic entitled: “*Career Development, Rewards System and Employee Commitment in Selected Manufacturing Firms in Uasin Gishu County, Kenya*”.

You have been selected to form part of this study. This is to kindly request you to assist me collect the data by responding to the attached questionnaire. The information you provide will be strictly for academic purposes and will be treated with utmost confidence. Your assistance will be highly appreciated.

Yours sincerely,

Molly Awino
SHRD/PH.DH/03/16

Appendix II: Questionnaire

Career Development, Rewards System and Employee Commitment in Selected Manufacturing Firms in Uasin Gishu County, Kenya

Section A: Analysis of Demographic Characteristics

1. Gender Female () Male ()
2. Age in years: () Below 20 () 21 – 30 () 31 – 40 () 41 – 50
() >51
3. How long (in years) have you been holding the position?
() < 10 years () 11 – 20 years () 21 – 30 years () >31 years

Section B: Employee Commitment Affective commitment, normative commitment and continuance commitment, as adopted from the employee commitment questionnaire (ECQ) by Meyer *et al.*, (1993).

PLEASE RESPOND TO ALL THE QUESTIONS USING THE FOLLOWING

SCALE: 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Not Sure (NS), 2 = Disagree (D), 1 = Strongly Disagree (SD)

Statement	Response				
	5	4	3	2	1
Affective Commitment					
AC1. I would be very happy to spend the rest of my career with this firm					
AC2. I enjoy discussing my organisation with people outside it					
AC3. I really feel as if this firm's problems are my own					
AC4. I think that I could easily become as attached to another firm as I am to this one					
AC5. I do not feel like 'part of the family' in this firm					
AC6. I do not feel 'emotionally attached' to this firm					
AC7. This firm has a great deal of personal meaning for me					
AC8. I do not feel a strong sense of belonging to my Organisation					
AC9. My colleagues will be remorseful if I leave this firm					

Continuance Commitment					
Statement	Response				
	5	4	3	2	1
CC1. I am not afraid of what might happen if I quit my job without having another one lined up.					
CC2. It would be very hard for me to leave my organisation right now, even if I wanted to					
CC3. Too much in my life would be disrupted if I decided I wanted to leave my organisation now					
CC4. It wouldn't be too costly for me to leave my organisation now					
CC5. Right now, staying with my organisation is a matter of necessity as much as I desire					
CC6. I feel I have too few options to consider before leaving this firm					
CC7. One of the few serious consequences of leaving this firm would be the scarcity of available alternatives					
CC8. One of the major reasons I continue to work for this firm is that leaving would require considerable personal sacrifice – another organisation may not match the overall benefits I have here.					
CC9. It is hard for me to leave this firm because I am committed to some long-term investment					
Normative Commitment					
NC1. I think that people these days move from company to company too often					
NC2. I do not believe that a person must always be loyal to his or her organisation					
NC3. Moving from organisation to organisation does not seem at all unethical to me					
NC4. One of the major reasons I continue to work for this firm is that I believe that loyalty is important and therefore, feel a sense of moral obligation to remain					
NC5. If I got another offer for a better job elsewhere, I would not feel it was right to leave my organisation.					
NC6. I was taught to believe in the value of remaining loyal to one organisation					

Statement	Response				
	5	4	3	2	1
NC7. Things were better in the days when people stayed with one organisation for most of their careers					
NC8. I do not think that if I wanted to be a 'company man' or 'company woman' is sensible anymore					
NC9. I believe that the major reason I continue to work in this firm is that I believe loyalty is important and therefore feel a sense of moral obligation.					

Section C: Career Planning

PLEASE RESPOND TO ALL THE QUESTIONS USING THE FOLLOWING

SCALE: 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Not Sure (NS), 2 = Disagree (D), 1 = Strongly Disagree (SD)

Statement	Response				
	5	4	3	2	1
CP1. This firm has a career planning policy					
CP2. I am happy about career goal progress in this organisation					
CP3. The organisation supports me to attain career target.					
CP4. This firm encourages me to practice career self-management					
CP5. Career self-management has taken into account my personal aspirations					
CP6. I enjoy a clear and efficient promotion process which motivates me in my work.					
CP7. My knowledge, skills and abilities enhance my promotion speed					
CP8. The programme for professional ability development helps me to grow					
CP9. Professional ability development helps me to acquire skills and experience relevant to my work					

Section D: Career Training

PLEASE RESPOND TO ALL THE QUESTIONS USING THE FOLLOWING

SCALE: 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Not Sure (NS), 2 = Disagree (D), 1 = Strongly Disagree (SD)

Item	Response				
	5	4	3	2	1
CT1. This firm has a clear career training policy					
CT2. I have acquired relevant training from this organisation.					
CT3. I always go for training according to the established needs assessment					
CT4. My training is usually aligned to current and future requirements					
CT5. The career training that I receive makes me to be creative and innovative.					
CT6. I have many career training options to choose from					
CT7. Skills and attitudes acquired through training enhances the employees' chances of taking up higher responsibilities					
CT8. I have received sufficient knowledge and skills acquired through training that has assisted me in setting realistic career goals					
CT9. The training provided to me enables me to perform my duties well					

Career Mentoring

PLEASE RESPOND TO ALL THE QUESTIONS USING THE FOLLOWING

SCALE: 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Not Sure (NS), 2 = Disagree (D), 1 = Strongly Disagree (SD)

Item	Response				
	5	4	3	2	1
CM1. This firm has a clear mentoring policy					
CM2. I have benefitted from mentoring programmes which better my career					
CM3. I am satisfied with the mentorship programmes in this organisation					
CM4. I am confident with the career mentoring which encourages employees to get promotions					
CM5. I enjoy coaching from my senior employees as it makes me more efficient in my work					

Item	Response				
	5	4	3	2	1
CM6. Career mentoring makes employees retained in the organisation					
CM7. Career mentoring supports and directs employees progress					
CM8. Early targeted training is useful for career mentoring and orientation					
CM9. Career guidance and communication promotes career mentoring.					

Section F: Career Succession Planning

PLEASE RESPOND TO ALL THE QUESTIONS USING THE FOLLOWING

SCALE: 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Not Sure (NS),

2 = Disagree (D), 1 = Strongly Disagree (SD)

Item	Response				
	5	4	3	2	1
CSP1. I like working with this firm because it has clear succession planning policy					
CSP2. I enjoy working for this firm because it prepares succession plans for its employees					
CSP3. The employees have internal leadership grooming and retention programmes					
CSP4. I have benefitted from talent development because it has prepared me for future jobs					
CSP5. I enjoy working for this firm because it conducts sufficient audit of talent available and skills gaps for its employees					
CSP6. Employee engagement is efficient in this firm					
CSP7. I find working for this firm relevant to me as it has mechanisms of identifying successors to high posts					
CSP8. The training programmes for junior staff has a way of ensuring continuity in leadership					
CSP9. I like working for this firm because it encourages employee retention.					

Section G: Rewards System

PLEASE RESPOND TO ALL THE QUESTIONS USING THE FOLLOWING

SCALE: 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Not Sure (NS), 2 = Disagree (D), 1 = Strongly Disagree (SD)

Item	Response				
	5	4	3	2	1
RS1. I like working for this firm because I get monetary rewards such as bonuses					
RS2. This firm gives rewards to employees without discrimination					
RS3. I am satisfied with merit pay that this firm offers its employees					
RS4. I am satisfied with the paid time off in this firm					
RS5. The fringe benefits in this firm are adequate					
RS6. This firm offers life insurance policies to its employees as a way of motivating them					
RS7. Working in this firm is interesting because it recognizes my hard work					
RS8. Working with this firm gives me additional responsibility through delegation.					
RS9. This firm offers sufficient years of service awards to its employees					

Thank you.

Appendix III: Rotated Component Matrix

	Rotated Component Matrix ^a			
	Component			
	CSP	CT	CM	CP
This firm has a career planning policy				.669
I am happy about career goal progress in this organisation				.730
The organisation supports me to attain career target.				.836
This firm encourages me to practice career self-management				.617
This firm has a clear career training policy		.624		
I have acquired relevant training from this organisation.		.741		
I always go for training according to the established needs assessment		.655		
My training is usually aligned to current and future requirements		.603		
The career training that I receive makes me to be creative and innovative.		.698		
I have many career training options to choose from		.588		
Skills and attitudes acquired through training enhances the employees' chances of taking up higher responsibilities			.530	
I have received sufficient knowledge and skills acquired through training that has assisted me in setting realistic career goals		.599		
The training provided to me enables me to perform my duties well		.609		
This firm has a clear mentoring policy	.580			
I have benefitted from mentoring programmes which better my career	.644			
I am satisfied with the mentorship programmes in this organisation	.655			
I am confident with the Career mentoring which encourages employees to get promotions	.632			
I enjoy coaching from my senior employees as it makes me more efficient in my work			.532	
career mentoring makes employees be retained in the organisation			.636	
Career mentoring supports and directs employees progress			.730	
Early targeted training is useful for career mentoring and orientation			.757	
career guidance and communication promote career mentoring.			.773	
I enjoy working for this firm because it prepares succession plans for its employees	.629			
The employees have internal leadership grooming and retention programmes	.723			
I have benefitted from talent development because it has prepared me for future jobs	.711			
I enjoy working for this firm because it conducts sufficient audit of talent available and skills gaps for its employees	.744			
Employee engagement is efficient in this firm	.573			
I find working for this firm relevant to me as it has mechanisms of identifying successors to high posts	.743			
The training programmes for junior staff has a way of ensuring continuity in leadership	.695			

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Appendix IV: Moderation Model Summary

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.258	.271		.954	.341
	Gender	-.014	.144	-.005	-.097	.922
	Age	-.160	.080	-.104	-2.008	.045
	Tenure	.139	.076	.094	1.836	.067
2	(Constant)	-.042	.171		-.246	.806
	Gender	.062	.092	.021	.675	.500
	Age	-.044	.050	-.029	-.882	.378
	Tenure	.093	.048	.063	1.949	.052
	Zscore (CareerPLAN)	.419	.067	.322	6.269	.000
	Zscore (CareerTRAIN)	.285	.072	.219	3.975	.000
	Zscore (Cerement)	.189	.068	.145	2.774	.006
	Zscore (Careers PLAN)	.252	.066	.192	3.814	.000
3	(Constant)	-.165	.154		-1.069	.286
	Gender	.019	.083	.007	.230	.819
	Age	.011	.045	.007	.240	.810
	Tenure	.088	.043	.060	2.051	.041
	Zscore (CareerPLAN)	.317	.061	.244	5.186	.000
	Zscore (CareerTRAIN)	.218	.065	.167	3.348	.001
	Zscore (Cerement)	.198	.061	.152	3.227	.001
	Zscore (Careers PLAN)	.105	.062	.080	1.705	.089
	Zscore (RewarsSYST)	.451	.047	.347	9.617	.000
4	(Constant)	-.066	.146		-.451	.652
	Gender	.015	.078	.005	.195	.845
	Age	.002	.043	.002	.058	.954
	Tenure	.045	.041	.031	1.108	.269
	Zscore (CareerPLAN)	-.079	.081	-.061	-.984	.326
	Zscore (CareerTRAIN)	.192	.061	.147	3.117	.002
	Zscore (Cerement)	.171	.058	.131	2.945	.003
	Zscore (Careers PLAN)	.131	.058	.099	2.250	.025
	Zscore (RewarsSYST)	-.004	.079	-.003	-.052	.958
	Zscore (CP_RS)	.780	.111	.621	7.020	.000
5	(Constant)	-.053	.138		-.382	.702
	Gender	-.004	.074	-.002	-.061	.952
	Age	-.001	.041	.000	-.017	.987
	Tenure	.039	.039	.026	1.004	.316
	Zscore (CareerPLAN)	.183	.085	.140	2.154	.032
	Zscore (CareerTRAIN)	-.197	.080	-.151	-2.456	.014
	Zscore (Cerement)	.150	.055	.115	2.729	.007
	Zscore (Careers PLAN)	.124	.055	.094	2.259	.024
	Zscore (RewarsSYST)	-.274	.083	-.210	-3.281	.001
	Zscore (CP_RS)	.195	.134	.155	1.452	.147
	Zscore (CT_RS)	.925	.132	.759	7.018	.000
6	(Constant)	-.009	.134		-.067	.947
	Gender	.002	.072	.001	.034	.973
	Age	-.014	.039	-.009	-.362	.718
	Tenure	.037	.038	.025	.988	.324
	Zscore (CareerPLAN)	.260	.084	.200	3.106	.002
	Zscore (CareerTRAIN)	-.089	.081	-.068	-1.100	.272
	Zscore (Cerement)	-.157	.081	-.121	-1.932	.054
	Zscore (Careers PLAN)	.127	.053	.096	2.379	.018
	Zscore (RewarsSYST)	-.447	.088	-.343	-5.074	.000
	Zscore (CP_RS)	.066	.133	.052	.496	.620
	Zscore (CT_RS)	.631	.141	.517	4.478	.000
	Zscore (CM_RS)	.670	.134	.539	5.007	.000
7	(Constant)	.001	.133		.011	.991
	Gender	.012	.071	.004	.175	.861
	Age	-.026	.039	-.016	-.653	.514
	Tenure	.042	.037	.028	1.128	.260
	Zscore (CareerPLAN)	.295	.083	.227	3.540	.000
	Zscore (CareerTRAIN)	-.018	.083	-.014	-.215	.830
	Zscore (Cerement)	-.029	.089	-.022	-.323	.747
	Zscore (Careers PLAN)	-.103	.087	-.078	-1.191	.235
	Zscore (RewarsSYST)	-.440	.087	-.338	-5.056	.000
	Zscore (CP_RS)	.001	.132	.001	.005	.996
	Zscore (CT_RS)	.474	.147	.389	3.230	.001
	Zscore (CM_RS)	.374	.159	.301	2.352	.019
	Zscore (CSP_RS)	.507	.152	.416	3.339	.001

a. Dependent Variable: Zscore (EMPLCOMMIT)

Appendix V: Manufacturing Firms in Uasin Gishu (Adopted from KAM, 2016)

NAME OF MANUFACTURING FIRM	NO. OF EMPLOYEES
1. ACE MOTORS LTD	101
2. ARKAY INDUSTRIES LTD	131
3. AUTO FINE FILTERS &SEALS LTD	90
4. BUFALLO MILLERS LTD	63
5. CORAL PAINTS LTD	79
6. DOINYO LESSOS CREAMERIES LTD	46
7. ELDORET FARM MACHINERY LTD	54
8. IGO HOLDINGS LTD	25
9. JAY GIRIRAJ INDUSTRIES	125
10. KENYA TEA PACKERS (KETEPA) LTD	130
11. KERIO VALLEY DEVELOPMENT AUTHORITY	997
12. SAVANNAH SAW MILLS	81
13. SHIV ENTERPRISES € LTD	62
14. SQUARE DEAL UNIFORMS LIMITED	40
15. KEN KNIT KENYA LTD	466
16. PYRAMID PACKAGING LTD	125
17. ELDORET GRAINS	125
18. FANTEX (K) LTD	102
19. LAKHIR PLASTICS LTD	82
20. RAI PLYWOODS (K) LTD	1920
21. LAMINATE TUBES INDUSTRIES	300
22. RIVATEX MANUFACTURING CO. LTD	1106
23. RIFT VALLEY BOTTLERS LTD	1413
24. TIMBER TREATMENT ENTERPRISES	168
25. WARENG DOVU ENTERPRISES 2005	187
TOTAL NO. OF EMPLOYEES	7893

Appendix VI: Table of Random Digits

11164 36318 75061 37674 26320 75100 10431 20418 19228 91792 21215 91791
 76831 58678 87054 31687 93205 43685 19732 08468 10438 44482 66558 37649
 08882 90870 12462 41810 01806 02977 36792 26236 33266 66583 60881 97395
 20461 36742 02852 50564 73944 04773 12032 51414 82384 38370 00249 80709
 72605 67497 49563 12872 14063 93104 78483 72717 68714 18048 25005 04151
 64208 48237 41701 73117 33242 42314 83049 21933 92813 04763 51486 72875
 38605 29341 80749 80151 33835 52602 79147 08868 99756 26360 64516 17971
 48478 09610 04638 17141 09227 10606 71325 55217 13015 72907 00431 45117
 33827 92873 02953 85474 65285 97198 12138 53010 94601 15838 16805 61004
 43516 17020 17264 57327 38224 29301 31381 38109 34976 65692 98566 29550
 95639 99754 31199 92558 68368 04985 51092 37780 40261 14479 61555 76404
 86210 11808 12841 45147 97438 60022 12645 62000 78137 98768 04689 87130
 79225 08153 84967 64539 79493 74917 62490 99215 84987 28759 19177 14733
 24550 28067 68894 38490 24216 63444 21283 07044 92729 37284 13211 37485
 10415 36457 16975 95428 33226 55903 31605 43817 22250 03918 46999 98501
 59138 39542 71168 57609 91510 77904 74244 50940 31553 62562 29478 59652
 50414 31966 87912 87154 12944 49862 96566 48825 96155 95009 27429 72918
 08457 78134 48407 26061 58754 05326 29621 66583 62966 12468 20245 14015
 04014 35713 03980 03024 12639 75291 71020 17265 41598 64074 64629 63293
 53307 48766 14544 37134 54714 02401 63228 26831 19386 15457 17999 18306
 83403 88827 09834 11333 68431 31706 26652 04711 34593 22561 67642 05204
 30697 44806 96989 68403 85621 45556 35434 09532 64041 99011 14610 40273
 09482 62864 01573 82274 81446 32477 17048 94523 97444 59904 16936 39384
 97551 09620 63932 03091 93039 89416 52795 10631 09728 68202 20963 02477
 55494 39563 82244 34392 96607 17220 51984 10753 76272 50985 97593 34320
 96990 55244 70693 25255 40029 23289 48819 07159 60172 81697 09119 74803
 97303 88701 51380 73143 98251 78635 27556 20712 57666 41204 47589 78364
 38266 94393 70713 53388 79865 92069 46492 61594 26729 58272 81754 14648
 77210 12923 53712 87771 08433 19172 08320 20839 13715 10597 17234 39355
 74816 03363 10011 75004 86054 41190 10061 19660 03500 68412 57812 57929
 92420 65431 16530 05547 10683 88102 30176 84750 10115 69220 35542 55865
 07304 47010 43233 57022 52161 82976 47981 46588 86595 26247 18552 29491
 33712 32285 64844 69395 41387 87195 72115 34985 58036 99137 47482 06204
 24138 24272 16196 04393 07428 58863 96023 88936 51343 70958 96768 74317
 27176 29600 35379 27922 28906 55013 26937 48174 04197 36074 65315 12537
 10982 22807 10920 26299 23593 64629 57801 10437 43965 15344 90127 33341
 77806 12446 15444 49244 47277 11346 15884 28131 63002 12990 23510 68774
 48983 20481 59815 67248 17076 78910 40779 86382 48454 65269 91239 45989
 45389 54847 77919 41105 43216 12608 18167 84631 94058 82458 15139 76856
 86019 47928 96167 64375 74108 93643 09204 98855 59051 56492 11933 64958
 70975 62693 35684 72607 23026 37004 32989 24843 01128 74658 85812 61875
 23570 75754 29090 40264 80399 47254 40135 69916 B-2

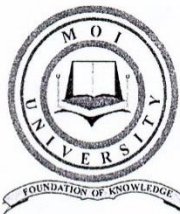
TABLE 2 – RANDOM DIGITS

40603 16152 83235 37361 98783 24838 39793 80954 76865 32713 40941 53585
 69958 60916 71018 90561 84505 53980 64735 85140 73505 83472 55953 17957
 11446 22618 34771 25777 27064 13526 39412 16013 11442 89320 11307 49396
 39805 12249 57656 88686 57994 76748 54627 48511 78646 33287 35524 54522
 08795 56273 61834 59199 15469 82285 84164 91333 90954 87186 31598 25942
 91402 77227 79516 21007 58602 81418 87838 18443 76162 51146 58299 83880
 20125 10794 37780 61705 18276 99041 78135 99661 40684 99948 33880 76413
 63839 71371 32392 51812 48248 96419 75978 64298 08074 62055 73864 01926
 78374 15741 74452 49954 34556 39861 88267 76068 62445 64361 78685 24246
 27027 48239 65990 57048 25067 77571 77974 37634 81564 98608 37224 49848
 16381 15069 25416 87875 90374 86203 29677 82543 37554 89179 52458 88880
 78352 67913 09245 47773 51272 06976 99571 33365 33007 85607 92008 44897
 24964 50559 79549 85658 96865 24186 38712 31512 08588 61490 72294 42862
 87334 05866 66269 43158 58722 03678 19186 69602 34625 75958 56869 17907
 81867 11535 26188 69497 51351 47799 20477 71786 52560 66827 79419 70886
 12893 54048 07255 86149 99090 70958 50775 31768 52903 27645 33186 81346
 85095 37282 85536 72661 32180 40229 19209 74939 79893 29448 88392 54211
 61708 83452 61227 81690 42265 20310 48449 15102 44126 19438 23382 14985
 37538 30120 82443 11152 94205 04259 68983 50561 06902 10269 22216 70210
 60736 58772 38648 09278 81313 77400 41126 52614 93613 27263 99381 49500
 04292 46028 75666 26954 34979 68381 45154 09314 81009 05114 17026 49737
 85875 12139 59391 81830 30185 83095 78752 40899 48070 76848 02531 97737
 10151 18169 31709 74842 85522 74092 30159 95450 83778 46115 99178 97718
 98440 15076 21199 20492 12148 92231 31361 60650 54695 30035 22765 91386
 70399 79270 73838 77067 24863 97576 01139 54219 02959 45696 98103 78867
 73547 43759 95632 39555 74391 07579 69491 02647 17050 49869 07277 93217
 79421 21769 83572 48019 17327 99638 87035 89300 65128 48334 07493 28098
 52087 55519 83718 60904 48721 17522 38716 61380 60212 05099 21210 22052
 01780 36813 19528 07727 31921 76458 73720 08657 74922 61335 41690 41967
 50691 30508 57238 27464 61487 52329 26150 79991 64398 91273 26824 94827
 24219 41090 08531 61578 08236 41140 76335 91189 66312 44000 31309 49387
 02330 02476 96074 33256 48554 95401 02642 29119 20750 97024 72619 66628
 66509 31206 55293 24249 02266 39010 28537 84395 26654 37851 80590 53446
 34385 86893 87713 26842 97929 41220 86431 94485 28778 44997 38802 56594
 61363 04206 40568 33222 40486 91122 43294 94541 40988 02929 83190 74247
 41483 92935 17061 78252 40498 43164 68646 33023 64333 64083 93040 66476
 24990 41099 65135 37641 97613 87282 63693 55299 76869 39300 84978 07504
 36835 72748 47644 48542 25076 68626 02982 57991 50765 91930 21375 35604
 29963 13738 03155 59914 94479 76500 39170 06629 10031 48724 49822 44021
 44335 26474 52291 75822 95966 90947 65031 75913 52654 63377 70664 60082
 03684 03600 52831 55381 97013 19993 41295 29118 18710 64851 58939 28366
 86765 67465 45421 74228 01095 50987 83833 37216 B-3

TABLE 3 – RANDOM DIGITS

37100 62492 63642 47638 13925 80113 88067 42575 44078 62703 53406 13855
 38519 29500 62479 01036 87964 44498 07793 21599 55172 81556 18856 59043
 64315 38270 25677 01965 21310 28115 40353 84807 47767 46890 16053 32415
 60259 99788 55924 22077 18899 09612 77541 57675 70153 41179 97535 82889
 27214 03482 68141 25340 92551 11326 60939 79355 41544 88926 09111 86431
 51559 91159 81310 63251 91799 41215 87412 35317 74271 11603 92214 33386
 73459 79359 65867 39269 57527 69551 17495 91456 15089 50557 33166 87094
 52425 21211 41876 42525 36625 63964 96461 00604 11120 22254 16763 19206
 67790 88362 01880 37911 28177 44111 15705 73835 69399 33602 13660 84342
 97667 80847 66953 44737 81127 07493 07861 12666 85077 95972 96556 80108
 19712 27263 84575 49820 19837 69985 34931 67935 71903 82560 68756 64757
 19987 92222 11691 42502 00952 47981 97579 93408 75022 65332 98606 29451
 57349 39219 08585 31502 96936 96356 11323 70069 90269 89266 46413 61615
 66447 49751 15836 97343 55208 63470 18158 25283 19335 53893 87746 72531
 16826 52605 11474 08786 05594 67045 13231 51186 71500 50498 59487 48677
 81422 86842 60997 79669 43804 78690 58358 87639 24427 66799 21771 75963
 23151 90274 08275 50677 99384 94022 84888 80139 42278 12160 32576 14278
 34231 20724 27908 02657 19023 07190 17697 60114 63247 32096 32503 04923
 17570 73243 76181 99343 05686 30243 34124 02936 71749 03031 72259 26351
 77511 00850 52992 46650 89910 57395 39502 49738 87854 71066 84596 33115
 94518 93984 81478 67750 89354 01080 25988 84359 31088 13655 00184 72186
 78906 75480 71140 15199 69002 08374 22126 23555 87462 63165 79816 61630
 50140 95319 79205 79202 67414 60805 88692 58716 12273 48176 86038 78474
 76730 82931 51595 20747 20094 42962 41382 16768 13261 13510 04822 96354
 72001 68642 60935 81504 50520 82153 27892 18029 79663 44146 72876 67843
 51392 85936 43898 50596 81121 98122 69196 54271 12059 62539 54239 41918
 79526 46274 24853 67165 12011 04923 20273 89405 57892 73394 07160 90262
 48731 46648 70977 58262 78359 50436 02330 74736 53274 44468 53616 35794
 54838 39114 68302 26855 76115 29247 55342 51299 79908 36613 68361 18864
 13419 34950 63312 81886 29085 20101 38037 34742 78364 39356 40006 49800
 27632 21570 34274 56426 00330 07117 86673 46455 66866 76374 06335 62111
 44014 52567 79480 45886 92585 87828 17376 35254 64142 87676 21358 88773
 10604 62834 63971 03989 21421 76086 28436 25468 75235 75370 63543 76266
 27745 31714 04219 00699 09522 83855 85973 15888 29554 17995 37443 11461
 42909 32634 93714 15414 93712 02742 34395 21929 38928 31205 01838 60000
 15681 53599 58185 73840 88758 10618 98725 23146 13521 47905 77712 23914
 08907 43768 10304 61405 53986 61116 76164 54958 78453 54844 61509 01245
 91199 07482 02534 08189 62978 55516 24860 68284 19367 29073 93464 06714
 45268 60678 58506 23700 37284 06844 78887 57276 42695 03682 83240 09744
 63025 60997 35488 52473 37634 32569 39590 27379 23520 29714 03743 08444
 51595 59909 35223 44991 29830 56614 59661 83397 38421 17503 90660 35171
 30021 91120 78793 16827 89320 08260 09181 53616 B-4

Appendix VII: Introductory Letter from School of Business



MOI UNIVERSITY SCHOOL OF BUSINESS AND ECONOMICS

Tel: (0321) 43620
Fax No: (0321) 43360
Telex No.35047 MOI VARSITY

Box 3900
Eldoret
KENYA

RE: SHRD/PH.DH/03/16

DATE: 23rd May, 2019

TO WHOM IT MAY CONCERN

RE: MOLLY AWINO– SHRD/PH.DH/03/16

The above named is a bonafide student of Moi University in the School of Business and Economics, undertaking a Doctor of Philosophy degree in Human Resource Management. She has completed her coursework, defended her proposal, and is proceeding to the field to collect data for her research titled: “*Career Development, Rewards System and Employee Commitment in Selected Manufacturing Firms in Uasin Gishu County, Kenya.*”.

Any assistance accorded to her will be highly appreciated.

Yours Faithfully,


f DR. JOEL K. TENAI

DEAN
School Of Business and Economics
MOI UNIVERSITY

Ag. DEAN, SCHOOL OF BUSINESS AND ECONOMICS

Appendix VIII: Research Authorization Letter from NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/3461/30878**

Date: **7th June, 2019.**

Molly Awino
Moi University
P.O Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Career development, rewards system and employee commitment in selected manufacturing firms in Uasin Gishu County, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for the period ending **6th June, 2020.**

You are advised to report to **the County Commissioner, and the County Director of Education, Uasin Gishu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO


COUNTY COMMISSIONER
UASIN GISHU COUNTY
2019

Copy to:

The County Commissioner
Uasin Gishu County.

The County Director of Education
Uasin Gishu County.

Appendix IX: Research Authorization Letter from MoE – Uasin Gishu County

REPUBLIC OF KENYA



MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

Mobile : **0721820731**
 Email: cdeuasingishucounty@yahoo.com
 : cdeuasingishucounty@gmail.com
 When replying please quote:

County Director of Education,
 Uasin Gishu County,
 P.O. Box 9843-30100,
ELDORET.

Ref: No. MOEST/UGC/TRN/9/VOL III/96

19TH JUNE, 2019

MOLLY AWINO,
 MOI UNIVERSITY,
 P.O BOX 3900-30100,
ELDORET.

RE: RESEARCH AUTHORIZATION

This office has received a request from your Institution to authorize you to carry out research on "*Career development, rewards system and employee commitment in selected manufacturing firms,*" in Uasin Gishu County.

We wish to inform you that the request has been granted until **6th June, 2020**. The authorities concerned are therefore requested to give you maximum support.

We take this opportunity to wish you well during this data collection.

MICHAEL PSINEN
For: COUNTY DIRECTOR OF EDUCATION
UASIN GISHU



Appendix X: Research Permit

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.



REPUBLIC OF KENYA

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.



National Commission for Science, Technology and Innovation

RESEARCH LICENSE

National Commission for Science, Technology and innovation

P.O. Box 30623 - 00100, Nairobi, Kenya

TEL: 020 400 7000, 0713 788787, 0735 404245

Email: dg@nacosti.go.ke, registry@nacosti.go.ke

Website: www.nacosti.go.ke

Serial No.A 25199

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MS. MOLLY AWINO of **MOI UNIVERSITY, 0-30100 ELDORET**, has been permitted to conduct research in **Uasin-Gishu County**

Permit No : **NACOSTI/P/19/3461/30878**

Date Of Issue : **7th June,2019**

Fee Received : **Ksh 2000**

on the topic: **CAREER DEVELOPMENT, REWARDS SYSTEM AND EMPLOYEE COMMITMENT IN SELECTED MANUFACTURING FIRMS IN UASIN GISHU COUNTY, KENYA**

for the period ending: **6th June,2020**




Applicant's Signature


Director General
National Commission for Science, Technology & Innovation

Appendix XI: Map of the Study Area