

**INFLUENCE OF PROFESSIONAL DEVELOPMENT ON CAREER
GROWTH OF SENIOR NON-TEACHING STAFF IN PUBLIC
UNIVERSITIES IN KENYA: A CASE OF THE UNIVERSITY OF NAIROBI**

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**A Research Project Submitted in Partial Fulfilment for Requirements of the
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DECLARATION


This research project is my original work and has not been presented for a degree in any other university:



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DEDICATION

This research project is dedicated to God for granting me good health and continuous provision; and to myself for pushing beyond the heavy demands of life in adulthood and going back to class after ten years since graduating with a master's degree.

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I got a lot of assistance in the preparation of this project from my supervisor Dr. John Bosco M. Kisimbii of University of Nairobi, to whom I extend my deep appreciation. His commitment in guiding me through chapter after chapter of this project made research work fun. To my entire family, I sincerely appreciate your moral support in the course of my studies for the last one year and a half. Your continuous encouragement made me feel motivated to keep up with studies even when the going got tough. Above all, I give God all honor and glory for good health and proper state of mind to concentrate on studies.

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LIST OF ABBREVIATION

MOE Ministry of Education

UON University of Nairobi

ABSTRACT

The purpose of this study was to determine the influence of professional development on career growth of senior non-teaching staff in public universities in Kenya: A case of the University of Nairobi. The study sought to examine the influence of further education on career growth of senior non-teaching staff in public universities, the influence of professional training on career growth of senior non-teaching staff in public universities, the influence of experience on career growth of senior non-teaching staff in public universities and the influence performance appraisal on career growth of senior non-teaching staff in public universities. This study intended to fill the knowledge gap on influence of professional development on career growth of senior non-teaching staff in public universities in Kenya. Theories which were used in this study are; theory of change and decision Theory. The study employed a descriptive survey research design which was used because the method has the potential to provide a lot of information from quite a large sample of individuals. The target population was 324 with the sample size of the population being 176. In this case the sample selected was deemed to be representative enough of the whole population and therefore valid and genuine generalizations were made. Descriptive and inferential statistics were used to analyze data. Quantitative data was tabulated and analyzed using frequencies, percentages, means and standard deviation. Fisher test was used to compute and establish degree of relationship between the variables. The findings depicted that career growth, further education, professional training and performance led to professional development on career growth of senior non-teaching staff in public universities by factor of 0.114, -0.309, 0.596 and -0.093 with P values of 0.471, 0.918, 0.000 and 0.000. At 5% level of significance and 95% level of confidence, this is statistically significant as the P-Value is lower than 0.05. The study concludes that there is significant positive relationship between further education, professional training, work experience and performance appraisal leading to the career growth of senior non-teaching staff in public universities. Recommendation of the study is that the institution should support non-teaching staff who want to further their education in order for them to realize professional development. Education expenses for furthering education should be reduced in order for many non-teaching staff to be able to further their education. Further research therefore, is required in order to determine other factors that influence career growth of senior non-teaching staff in public universities.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Professional development is a gradual process that ensures that a member or members of staff better their professionalism. This process entails professional trainings, advancing in education, work experience and performance appraisal among others. Consequently, professional development is basically all the resources, tools and training sessions that help to improve the effectiveness of staff (Dury, 2020). Subsequently, professional development plays a significant role in career development of non-teaching staff in various universities globally.

Globally, many universities have embarked on promoting senior non-teaching staff after a thorough scrutiny of their level of education, performance appraisal, work experience and professional training. For example, in the United States, universities like Columbia University, Yale University and Princeton University have gradually foreseen the career development of non-teaching staff over the past ten years. Similarly, in Africa, majority of the universities in the Sub-Saharan Africa have done the same. These universities provide a baseline for non-teaching staff to get professional training and they have a monitoring and evaluation process for evaluating the performance appraisal of their non-teaching staff. This has led to significant career development (Teresa & Pedro, 2017).

According to (Joan M. Arrington , 2015) essential work performed by non-teaching personnel is critical to university operations. Non-teaching staff provide necessary administrative and technical support to faculty, enabling faculty to focus on teaching, research, and other responsibilities. According to (Barreto, 2020) the current higher education institutions need quality human resource, and this can be achieved by subjecting the non-teaching staff to professional human resource training which in turn will strategically improve the quality of services offered in the institutions and it will foresee the career growth of these non-teaching staff. The non-teaching staff play a technical role in the realization of the institutions goals hence their training will significantly contribute to the institution success (Djonde et al., 2020).

Career growth of non-teaching staff in public universities is instrumental in achievement of the institution's objectives. This is true because career growth motivates staff to work harder and more efficiently in their new roles. Career growth is stimulated by professional development. A study conducted in Brazil by (Tawadrous, 2020) found out that 30% of non-teaching staff in public universities who furthered their education got promoted to different roles. Similarly, a study conducted in Ghana by (Casis-Woidyla, 2020) found that the non-teaching staff who frequently attended professional trainings was more likely to get promoted.

According to (Wanjiku, 2016) any staff member who undergoes any kind of professional development is likely to get promoted. Approximately 12% of non-teaching staff who undergo professional development, for example, those who further their education were promoted to other major roles hence realizing their career growth. On the other hand, those who did not attempt to undergo any professional development programs retained their positions and others were laid off. In Kenya, career development of non-teaching staff has never taken shape. According to Ministry of Labor approximately 25% of non-teaching staff in public universities do not get promoted even though they have attended professional development programs (Wanjiku, 2016).

1.2 Statement of the Problem

Even though professional development is a contributing factor towards the realization of career growth by non-teaching staff in public universities, a magnitude of non-teaching staff are still in the same job position that they were placed in on initial employment despite undergoing various professional development programs. Globally, approximately 40% of non-teaching staff in public universities have not experienced career growth since they were employed. According to (Barreto, 2020) this lack of career growth can be as a result of nepotism, corruption or even government policies. In Kenya, the grading system for non-teaching staff and their progression path from one level to another is based on qualifications attained.

The structured promotional policies are set by top management of various universities and implemented through a process which may be delayed by communication issues and lack of timeliness needed to expedite the promotion process. Such issues could occur for example, between campuses of a university and its main campus where top

management sits. The structure for non-teaching staff should define the different levels of jobs or groups of jobs by reference to their relative internal value as determined by job evaluation. It is against this background that the study sought to investigate the influence of professional development on career growth of senior non-teaching staff in public universities in Kenya: A case of the University of Nairobi

1.3 Purpose of the Study

The purpose of this study was to determine the influence of professional development on career growth of senior non-teaching staff in public universities in Kenya: A case of the University of Nairobi.

1.4 Objectives of the Study

This study was guided by the following objectives:

- i. To determine the influence of further education on career growth of senior non-teaching staff in public universities in Kenya: a case of the University of Nairobi.
- ii. To examine the influence of professional training on career growth of senior non-teaching staff in public universities in Kenya: a case of the University of Nairobi.
- iii. To investigate the influence of experience on career growth of senior non-teaching staff in public universities in Kenya: a case of the University of Nairobi.
- iv. To examine the influence performance appraisal on career growth of senior non-teaching staff in public universities in Kenya: a case of the University of Nairobi.

1.5 Research Questions

This study answered the following Research Questions

- i. How does further education influence career growth of senior non-teaching staff in public universities in Kenya? A case of the University of Nairobi.
- ii. Does professional training influence career growth of senior non-teaching staff in public universities in Kenya? A case of the University of Nairobi?
- iii. How does level of experience influence career growth of senior non-teaching staff in public universities in Kenya? A case of the University of Nairobi?

- iv. Does performance appraisal influence career growth of senior non-teaching staff in public universities in Kenya? A case of the University of Nairobi?

1.6 Significance of the Study

This study will be of great significance to the Ministry of Education and top management of public universities since it will give insights into which professional development programs should be carried out in order to improve career growth in universities. The study will also be of great importance to non-teaching staff in universities since it will give them a platform to realize which professional development programs are best for their career development.

The research study will be of great importance particularly to future researchers for it may enrich existing knowledge and act as the vital source of literature review for their research studies as well as a source of secondary data reference. Future researchers may use their research to compare their findings to those undertaken in the same field of study over some period of time.

1.7 Delimitations of the Study

The study was conducted in the University of Nairobi, and it targeted senior non-teaching staff in the University of Nairobi, that is, those between grade 9 and grade 13 serving either as Administrators, Technologists or Secretaries. The University of Nairobi was picked because it was one of the main public universities in Kenya. Questionnaires were used to collect data from the sampled population. This study focused on further education, professional training, level of experience, performance appraisal as the key variables that influence career growth of senior non-teaching staff in public universities in Kenya.

1.8 Limitations of the Study

Some respondents were reluctant to give information fearing that the information that the study was seeking was used to intimidate them or to paint a negative image about the institutions. The focus of the study was senior non-teaching staff in public universities in Kenya. The dynamics of the human resource for public institutions were different from those of private institutions. Generalization of the current study findings were not to be made for private institutions. During the data collection stage, the

researcher encountered some restrictions in collecting the information required from the institution.

1.9 Basic Assumptions of the Study

The study was based on the following basic assumptions, first that the respondents were willing to participate in the study. Secondly, that all the questionnaires which were administered to the respondents were filled and returned for analysis. Thirdly, that the respondent was honest when answering the questions in the instrument and finally that further education, professional training, level of experience, performance appraisal were significant variables that influence career growth of senior non-teaching staff in public universities in Kenya.

1.10 Definition of Significant Terms

Career Growth: Refers to the overall progress of someone's professional life. It is defined by the different roles and responsibilities that one takes throughout their career journey as they grow from a lower position to a higher one.

Level of Experience: Number of years that a member of staff has served in a position that he or she was appointed to, for example, as Senior Administrative Assistant Grade EF.

Further Education: Refers to an academic course that a member of staff undertakes while in employment in order to position oneself for career growth, for example, a master's degree course.

Performance Appraisal: Review of an employee's job performance based on set targets and his or her overall contribution to an organization in a given period, usually a financial year.

Professional Development: It refers to all education, training and certification that an employee needs in order to succeed in his or her career.

Professional Training: Refers to a specific course undertaken by a member of staff aimed at building specific knowledge, skills and competence in performance of duties in one's career rendering the person an expert in their field of practice, for example, in human resource there is a course leading one to be a Certified Human Resource Practitioner (CHRP), in law there is Certified Public Secretary (CPS) in Accounting there is Certified Public Accountant (CPA).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Review of past studies in reference to career growth of senior non-teaching staff in public universities was undertaken in this chapter. The chapter presents review of the variables under the study including further education, professional training, and experience and performance appraisal. Theory of change will be linked to the study. This will be followed by conceptual framework and a summary of literature reviewed.

2.2 Career growth in organizations

Career growth means the goals one set after he or she has envisioned where they want their career level to reach. Career growth is realized when one's career moves from one level to another in every year or after specified years. Career growth is realized when one has leadership qualities, organization skills, conflict resolution skills and is a good listener, among others. The following paragraphs review most relevant literature from scholars in relation to career growth in organizations.

In a survey conducted in the Republic of China, the study found out that out of the 396 managers interviewed 365 managers did not know the four-facet model of career growth. The four facets were, career goal progress, professional ability development, promotion speed and remuneration growth. This indicated that there was insignificant knowledge on career growth (Qingxiong & James, 2015). This study findings are in contrast with those conducted in Pakistan by (Noreen, Tasmia, & Malik, 2020) on the crucial role of Biradari relations in organizations and how does it affect the career growth of an individual. The study findings show that Biradari (Brotherhood) significantly affects the career growth of an individual in an organization. This shows that in the Asian countries, brotherhood relation determines career growth of individual. In Ghana, a study conducted by (Sanda & Sackey, 2018) on how culture and activity can be explored towards understanding the professional career development of married women. The study findings show that when a married woman is supported by the society and she is viewed as someone who can equally perform like other women or men then career growth is realized. This study is related to one conducted in Sub Saharan Africa by (Jing Bai, 2018) which confirmed that gender is of essence in career growth. In this context, many Sub Saharan African countries generally promote male

workers compared to female workers. Evidently, career growth in organization is a key factor that insures that employees get morale of performing their responsibility without being supervised or being pressured.

2.3 Further Education and career growth

Further education is the next step taken after completion of the compulsory education. Many scholars have conducted a vast number of studies on the influence of further education on career growth of staff. The most relevant studies in relation to career growth have been reviewed by the following paragraphs:

Using systematic survey of 315, (Preeti, Amit, & Gaura, 2021) conducted research in India on factors which influence employees for continuing education and its impact on their career growth and development. The study findings show that time requirement for completion of a specific course, financial investments and acquiring of new skills are the major factors that influence the workers to further their education. Ideally, the findings show that further education plays a pivotal role in acquiring of new skills which in turn leads to career development. The study findings also reveal that further education has a positive impact on career growth. The study concludes that staff or employees should further their education for them to realize career growth.

Another study was conducted in Nigeria by (Ikechukwu & Adighije, 2017) on the effects of career growth on employee's performance. The study used a survey research design in which it employed (Yamane, Taro., 1967) formula to arrive at a population of 310 respondents. The study utilized both primary and secondary data which were later analyzed using SPSS. The study findings show that there was a positive relation between further education and career development. Similarly, the findings depict that there is a positive correlation between career growth and the performance of non-academic staff. The study concluded that further education was one of the key factors that influence career growth among non-academic staff. These findings support those of (Preeti, Amit, & Gaura, 2021).

Education is the baseline of all careers in the world. Consequently, when one improves or furthers his/her education, there are high chances that he/she will realize career growth. (Miloš et al., 2021), in their study on influence of education in building the

employee's career, found out that the employees' level of education influences their career growth significantly. Subsequently, the study concludes that the level of education of employees plays a pivotal role in the enhancement of their career development. Therefore, the study recommends that there is need for organizations and institutions to motivate their employees to advance their education in order to get job promotions. The findings show similarity with those of (Ikechukwu & Adighije, 2017) and (Preeti, Amit, & Gaura, 2021).

Using a descriptive research design (Maina, 2017) conducted research on factors that affect career management among non-teaching staff in public universities in Kenya. The study employed simple random sampling to select 130 non-teaching staff at Jomo Kenyatta University of Agriculture and Technology (JKUAT). The study findings show that, institutional framework, career planning in terms of further education and training were major factors that influence career management. The findings further show that JKUAT gives its non-teaching staff opportunities to further their education by encouraging them to do so. These findings are supported by (Miloš et al., 2021) who confirmed that employees should be motivated to advance their education.

2.4 Professional Training and career growth

Professional training is the process of building knowledge and skills and competence in a group or individual. Similarly, it acts as one of the key determinants of career development among staff globally. The following paragraphs have reviewed the most recent and relevant studies in relation to influence of professional training on career development:

Using a semi-structured questionnaire with three English as Second Language (ESL) on teachers who work for American-Curriculum based schools in Dubai, (Tantawy, 2020) conducted a study on Teachers' Perceptions of the Influence of Professional Development on Teachers' Performance and Career Progression. The study findings show that there is a positive influence between professional training and career growth. Subsequently, the study recommends that in order to evaluate whether professional development took place, the students results should be evaluated in relation to specific areas that the teachers were subjected to during professional training. Similarly the study observes that personal quality and commitment to the profession are some of the key aspects that influence quality professional training which in turn results to career development (Tantawy, 2020).

Similarly, in a study conducted by (Hossein & Robert, 2018) on career growth opportunities and employee turnover intentions in public accounting firms in USA, the findings show that professional training and organizational prestige influence the employee's belief in career development. Vocational training, research, increased duties and responsibilities, skill-based trainings and participation in professional organizations among others, are some of the professional trainings that promote career development (Hossein & Robert, 2018).

Professional training helps workers to update their skills and improve their abilities in order to align them with the current objectives. Using a dual-stage moderated mediation model, (Xuemei, Qiwei, & Guoyou, 2020) maintain that professional training is positively related to career growth. They further attest to a negative relation between employee's performance and career growth. The study concludes that professional training in relation to transitional economies promotes career growth.

Leadership training is part of the types of professional training and it plays a significant role in career growth. Professionals are expected to take more responsibilities with minimal guidance. Organizations and institutions take their staff to get leadership training to acquire new skills in managing time, goal setting, solving conflicts and addressing work mails, among others (Dori, Lisa, & Beth, 2020). When one acquires this kind of skills, he/she is susceptible to getting promoted in his/her working station. Subsequently, leadership projects help workers to work with motivation and determination hence improving their performance and work appraisal (Dori, Lisa, & Beth, 2020).

In a study conducted in Kenya by (Muluvi, 2015) on the effect of training on career development of employees in an organization, he employed probabilistic sampling to select samples of the study and later purposive sampling to select three human resource managers. Data was collected using questionnaires and interview guides. The findings show that training improves employees' career prospects and it gives the employees a baseline for enhancing their career growth. Training also gives employees better chances to get promoted to receive salary increment. Training was also found helpful when employees start work life during early stages (Muluvi, 2015). The study concluded that, "Training had improved career prospects and enhanced the

opportunities of employees to advance their careers. Employees who undergo training have better chances of getting promoted into higher positions of responsibility and attracting better salary increments. Through training employees had received useful work skills and attributes necessary for performance of their work in the bank and helped employees to achieve career goals.”

2.5 Work experience and career growth

Experience has been defined by many workers of different scholars and the English dictionary. The English dictionary defines experience as “practical contact with and observation of facts or events” or “an event or occurrence which leaves an impression on someone.” With reference to these two definitions, experience is basically an exposure to events. The following paragraphs review most relevant literature on experience in relation to career growth:

Work engagement is an active, integrated and persistent state of the individual in work (Hu, 2015). To be specific, it can be manifested in whether employees have good psychological quality, lots of energy, and great enthusiasm in the work, can be absorbed in work and feel happy or not easy to produce listless, extreme and other negative behaviors. For the new generation employees, they grew up in an era of rich material life, developed market economy and rapid development of information technology. They are very concerned about personal career development and are eager to have more training opportunities to develop and perfect themselves.

According to (Aryee, 2018) in his research conducted in Singapore on Public and Private Sector Professionals: A Comparative Study of their Perceived Work Experience, work experience is a key contributor in career growth. With evidence to existing literature, (Aryee, 2018) maintains that employees who have been working with an organization or an institution for a long period of time are more likely to get promoted. Consequently, work experience is earned with reference to the duration that one has taken doing a specific task. In his study (Aryee, 2018) evaluated work experience in terms of realization of professional work expectations, job characteristics, job satisfaction, internal work motivation, turnover intentions, and career facilitation. Among all of the study indicators, work experience was found to be positively related to career growth.

Using hierarchical regression analysis (Jing Bai, 2018) evaluated the relationship between career growth and work engagement in South China. The study shows that employee career growth has a positive correlation with work experience. Also the findings show that organizational identification plays a mediating role between career growth and work experience. Work experience is used to expound career horizons for young people. In this context, and from the evidence of the reviewed studies, it is crystal clear that work experience plays a pivotal role in career growth.

2.6 Performance Appraisal and career growth

Performance appraisal is the regular evaluation of an employee's job performance and his/her contribution to an organization or company. In relation to the study topic, performance appraisal is significantly important in career growth. The following paragraph attests some of the most relevant studies of different scholars globally on performance appraisal in relation to career growth:

The success of an organization is basically tagged to the efficiency of its human resource. Employees are important tools for survival in the globalized era. A cross sectional, survey data was employed by (Muhammad & Faizuniah, 2016) in different private universities in Pakistan to evaluate the effect of fairness of performance appraisal and career growth on turnover intention. The findings show that 90% of the study population confirmed that those workers who work hard get promoted at the end of the year. 70% confirmed that those employees who have contributed positively towards the achievement of the institutional goals were promoted. The study concluded that performance appraisal activities largely influence the career growth of employees. These findings are in agreement with those of (Ogohi & Abbas, 2019) that were conducted in Abuja Nigeria which confirmed that there was a significant relationship between performance appraisal and career growth.

In a study conducted by (Hussein & Mayssa, 2018) in Lebanon on The Relationships among Performance Appraisal Satisfaction, Career Development and Creative Behavior, the study findings show that regression analysis confirmed that performance appraisal is positively related to both career growth and creative behaviour. Similarly mediation analysis fully confirmed that career growth entirely mediated the relationship between performance appraisal and creative behaviour. These findings are confirmed

by (Zulqurnain, Babak, & Aqsa, 2019) with their study findings which depicts that there is nexus between performance appraisal and career growth.

Subsequently, (Wekesa & Makhamara, 2020) conducted a study in Kenya on performance appraisal and employee performance at Kibabii University in Bungoma County. The study implemented three theories namely; Organizational Justice, Goal Setting and Expectancy theory. The findings from the regression analysis show that there was a significant relationship between performance appraisal and employee performance. This relation projected to career development since better employee performance leads to career development.

2.7 Theoretical framework

Theory of change and Decision Theory will be used to explain career growth of senior non-teaching staff in the University of Nairobi.

2.7.1 Theory of Change

This theory was introduced by Carol Weiss, (1995) who stated that it involves making decision between desired and actual outcomes and it requires stakeholders to model their desired outcomes before they decide on forms of interventions to achieve those outcomes. The theory presupposes inclusion of many perspectives and participants in achieving solutions.

Consequently, non-teaching staff use this model for decision making strategy. Theory of change can be used by non-teaching staff to help them make critical decisions on furthering their education and getting professional trainings. This theory therefore gives one a foundation of making decisions on new ideas that will result to environmental and psychological change. It also aids the non-teaching staff to adopt in the new environment when they get promoted.

2.7.2 Decision Theory

Decision theory mainly focuses on an agent choice. This choice is propelled by standard thinking of an individual which is catalyzed by a belief or a strong desire to do something. In relation to career growth, decision theory helps an individual or a group of people to make a decision on whether to further their education or to remain with the same level of education. It also helps individuals to make decision of whether to attend professional trainings or not. These decisions can affect the career development of an

individual significantly. Consequently, decision theory is a theory of beliefs, desires and relevant attitudes as it's a theory of choice (Dietrich, Franz and Christian, 2013)

2.8 Conceptual framework

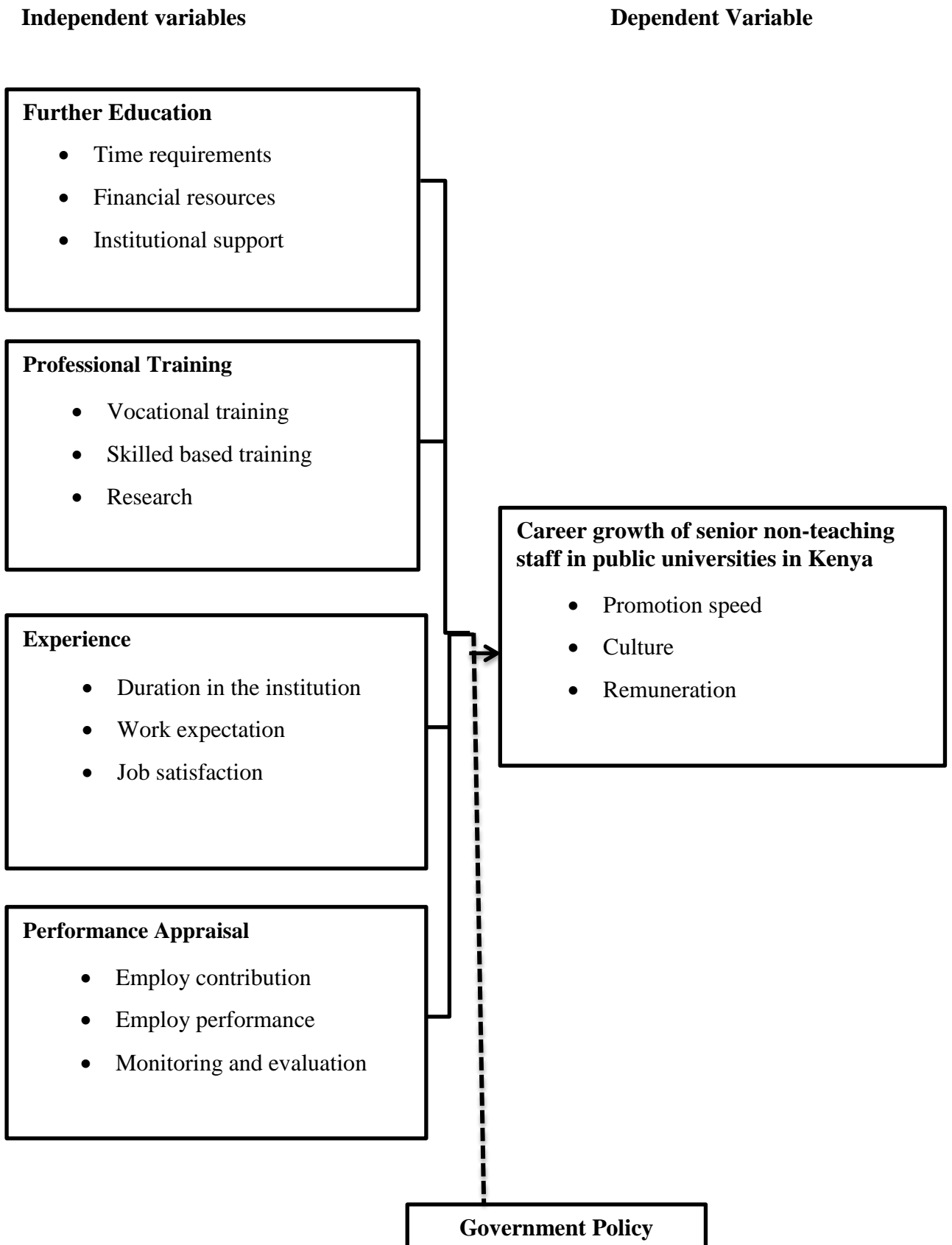


Figure 1: Conceptual framework

2.9 Knowledge Gaps

Table 2.1 Knowledge gaps

Author/ Year	Topic of study	Variables	Methodology	Findings	Research Gaps
Noreen, Tasmia, & Malik, (2020)	Crucial role of Biradari relations in organizations and how does it affect the career growth of an individual	Career growth	Survey	Brotherhood affects career growth	The study did not focus on other factors that might hinder career growth like gender, professional training and further education among others.
Preeti, Amit, & Gaura, (2021)	Factors which influence employees for continuing education and its impact on their	Further education	Survey	Time required to complete a course and financial requirement are the major factors influencing employee to further their education	The study failed to focus on other variables like permission from working areas.

	career growth and development				
Tantawy, (2020)	Teachers' Perceptions of the Influence of Professional Development on Teachers' Performance and Career Progression	Professional training	Survey	There is a positive influence between professional training and career growth	The study did not examine other factors that might hinder professional development like time and cost.
Aryee, (2018)	A Comparative Study of their Perceived Work Experience	Work experience	Survey	Employees who have worked for a long period of time are more likely to get promoted	The study did not query other factors like professional training and performance appraisal.

Muhammad & Faizuniah, (2016)	Effect of fairness of performance appraisal and career growth on turnover intention	Performance appraisal	Survey	Workers who work hard get promoted at the end of the year	The study failed to focus on other Aspects of performance appraisal, it only focused on work out put.
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2.10 Summary of the Literature review

Further education plays a pivotal role in acquiring of new skills which in turn leads to career development. Staff or employees should further their education for them to realize career growth. Subsequently, there is a positive influence between professional training and career growth. This draws a conclusion that when non-teaching staff receive professional training, they are more likely to get promoted in their areas of work.

Experience is another major factor that influences career growth. The evidence from the reviewed literature from different studies has shown that work experience has a positive relationship with career development. Similarly, the works of many scholars in the reviewed literature from different studies have demonstrated the strength or the effects of performance appraisal on career growth. In reference to the existing evidence from the reviews, performance appraisal is viewed as one of the factors that propel career growth of non-teaching staff in public universities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives an overview of the research design, target population, sample size and sampling procedure, data collection instruments, data analysis and ethical considerations.

3.2 Research Design

Descriptive survey design adopted in this study. According to (Sekran, 2009) Statistical information about aspects of a phenomena being studied was obtained by use of descriptive statistics and questionnaires was used for data collection. Analysis of qualitative data was quantitatively done by use of five-point Likert scale items in the questionnaire.

3.3 Target Population

The study targeted senior non-teaching staff in the University of Nairobi. The choice of senior non-teaching staff in the University of Nairobi was believed to be the representation of the entire senior non-teaching staff in public universities in Kenya. According to (Bryman, 2016), in population studies everyone has a chance to participate in the final sample because it's more representative.

Table 3.1: Target Population

Category	Target Population	Percentage%
Senior Administrative Grade EF	188	58.0
Assistant Registrar Grade 12	94	29.0
Senior Secretary Grade E	6	1.9
Senior Assistant Executive Secretary Grade F	25	7.7
Executive Secretary Grade 12	11	3.4
Total	324	100

Source: UoN Human Resource Management Information System

3.4 Sample Size and Sampling Procedure

A sample is a portion that represents the whole population while sampling is the process of selecting individuals with the same characteristics as the entire population (Mora, R.J. and Kloet, B. , 2010). The use of sampling is more ideal for research purposes where the target population exceeds one hundred respondents.

3.4.1 Sample Size

Sample size is employed in research in order to avoid waste by not being too large or too small hence giving confidence to the study result (Kothari, 2009). A sample of 176 respondents was arrived at using the Kothari (2004) formula with 0.05 error and 95% confidence level.

$$n = z^2 \cdot p \cdot q \cdot N / \{e^2 (N-1) + z^2 \cdot p \cdot q\}$$

Where,

N = Size of population and given 324

z= 1.96 (desired confidence level is 95% and value obtained from table)

p= 0.5 (sample proportion).

q= 0.5 {(1-0.5) or (1-p)}

e = 5% or 0.05 (precision rate or acceptable error)

Thus,

$$n = \{(1.96)^2 \cdot (0.5) (0.5) \cdot 324\} / \{(0.05)^2(324-1) + (1.96)^2 \cdot (0.5) \cdot (0.5)\}$$

$$n = 311.1693 / 1.7679 = 176$$

Table 3.2: Sampling frame

Category	Total Population	Sample size	Percentage %
Senior Administrative Grade EF	188	102	54.3
Assistant Registrar Grade 12	94	51	54.3
Senior Secretary Grade E	6	3	50.0
Senior Assistant Executive Secretary Grade F	25	14	56.0
Executive Secretary Grade 12	11	6	54.5
Total	324	176	54.3

3.4.2 Sampling Technique

Stratified proportionate random which is unbiased method of grouping heterogeneous population into homogenous was used to select respondents. Stratified random sampling was used where the study population constitutes a number of distinct categories. The categories were organized into strata of which each stratum was sampled as independent out of which the respondents were randomly selected (Kothari., 2009). In this study the population was stratified into five (5) distinct strata and the sample was drawn from these five (5) strata. Selection of senior non-teaching staff from each stratum was based on simple random sampling. This is as shown in table 3.2 above.

3.5 Research Instruments

Questionnaires were used as the main tool for data collection. Questionnaires were picked as the main data collection tool since they are advantageous because they are filled by the respondents at their own comfort, and it also facilitated the collection of large amounts of data in a relatively short period. Each item in the questionnaire was formulated in a manner that it addressed the study objectives (Connaway & Powell, 2010). The questionnaires were administered by the researcher.

3.5.1 Piloting of Research Instrument

Prior to conducting actual data collection, the research instrument was subjected to a pilot study which is a trial and run process which helped in the development of the instrument. It was pretested using 17 respondents as per the requirements which dictate that 1% to 10% of the actual sample size should be used in the pilot study (Babbie, 2012). 10% is used for smaller samples and 1% for large samples. This study used 10% because the sample size was small. The pilot testing of the research instrument was conducted in the University of Nairobi. Procedures which was used in pre-testing the questionnaire was similar to the ones used in the actual study (Mugenda & Mugenda, 2003).

3.5.2 Validity of Research Instrument

According to (Saunders et al, 2007), validity refers to whether the questionnaire or survey measures what it intends to measure. There are four types of validity; Content,

Construct, Face validity and Criterion validity. This study used two types of validity which were examined, namely, content and construct validity. Content validity checked whether the items in scale capture the construct being examined while construct validity examined whether the individual scale items significantly operationalize variables in relation to the theoretical framework.

3.5.3 Reliability of Research Instrument

Cronbach's Alpha was used to examine the reliability and the internal consistency of the instrument by selecting a pilot group of 17 respondents. The values of alpha ranges between 0 and 1 and a coefficient of 0.7 is acceptable as the rule of thumb (Mugenda, M. , 2003). Data that was collected and analyzed during piloting was not included in the actual study. Computation of the Cronbach 's Alpha was as follows:

$$\alpha = \kappa/\kappa-1 \times [1- \sum (S^2)/\sum S^2\text{sum}]$$

α = Cronbach's alpha

κ = Number of responses

$\sum (S^2)$ = Variance of individual items summed up

$\sum S^2$ = Variance of summed up scores

3.6 Data Collection Procedures

Researcher sought authorization research permit from the University of Nairobi and the National Commission for Science, Technology and Innovation (NACOSTI). The researcher then reported to the respective Heads of Departments in the University of Nairobi to seek authorization to collect data. Further the researcher took time to build relationship with the respondents and set dates as well as time when the respondents started filling the questionnaires as well as conducting interview. On the agreed dates, the researcher issued the questionnaires to the respondents with the aim of collecting data. The respondents were given fourteen days to answer the items in the questionnaires, which were then collected by the researcher.

3.7 Data Analysis Techniques

Primary information from the field was altered and coded. Subsequently the data was coded and signed in the PC using SPSS version 25.0. Frequency tables was used to present the information for simple examination. Spearman's product-moment correlation coefficient was used to test for inference. It tests the linear relation between

the independent and dependent variables. Its value ranges from -1 to +1 in which the positive values indicate positive correlation while negative values indicate negative correlation. Similarly, Spearman's coefficient <0 indicates weak correlation while those with >0.5 indicated strong correlation and $>0.3<0.5$ indicate moderate correlation. Lastly, multiple linear regressions were used to examine the relationship between a dependent variable and one or more independent variables. The formula for multiple linear regression analysis is presented below.

$$Y = a + bX_1 + cX_2 + dX_3 + eX_4 + \epsilon$$

Where:

Y – Career growth of senior non-teaching staff, **X₁** – **Further education**, **X₂** – **Professional training**, **X₃** – Experience, **X₄** – Performance appraisal, **a** – Intercept, **b, c, d, e** – Slopes and **ε** – Error term

For each of the stated research objectives, a hypothesis was formulated and corresponding correlation model was developed since the relationship to be tested was linear. Anova test was conducted to find out if the survey was significant. This helped the researcher to reject the null hypothesis or accept the alternate hypothesis. The null hypothesis was rejected for values of $P=0.00 < 0.05$.

3.8 Ethical Considerations

The permit to conduct research was obtained from both the University of Nairobi and the National Commission for Science, Technology and Innovation (NACOSTI). The study was voluntary and the respondents were free to quit the study at any stage. Respondent's nervousness was addressed by clarifying the purpose of the study and assurance that their information was dealt with in a professional manner and that individualism was not withheld. Confidentiality of the respondents was assured by not indicating their names or any information that possibly reveal their identity.

3.9 Reliability Analysis

The reliability of an instrument refers to its ability to produce consistent and stable measurements. On the basis of reliability test it was supported on the scales used in this study that captured the constructs. Reliability of the constructs is shown below in table 3.3.

Table 3.3: Results of Pilot Coefficients Reliability Analysis

Variable	Reliability Cronbach's Alpha	Comment
Further Education	0.816	Accepted
Professional Training	0.821	Accepted
Work Experience	0.711	Accepted
Performance Appraisal	0.820	Accepted
Career Growth	0.828	Accepted

Reliability is the extent of accuracy and unreliability is the extent of inaccuracy (Bagozzi, 2010). The reliability is expressed as a coefficient between 0 and 1.00. The higher the coefficient, the more reliable is the test. This study utilized Cronbach's Alpha to ensure the reliability of the instrument and to verify the reliability of the proposed construct. The findings indicated that further education had a coefficient of 0.816, professional training had a coefficient of 0.821, work experience of 0.711, performance appraisal had a coefficient of 0.820 and career growth had a coefficient of 0.828. All constructs showed that the value of Cronbach's Alpha are above the suggested value of 0.7 thus the study was reliable (Nunnally & Bernstein, 2015).

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.1 Introduction

This chapter focuses on presentation, data analysis and interpretation and presents the discussion and conclusion of the study. The objective of this study was to look into the influence of professional development on career growth of senior non-teaching staff in public universities in Kenya: A case of the University of Nairobi.

4.2 Questionnaire Return Rate

Table 1: Table 4.1: Questionnaire Return Rate (Response Rate)

Category	Frequency	Percentage%
Responded	122	69.3
Not responded	54	30.7
Total	176	100

From the data collected, out of the 176 questionnaires which were administered, 122 were filled and returned, which represents 69.3% response rate. According to Babbie (2012), a response rate of 50% and above is adequate for data analysis. The researcher made use of frequency tables and percentages to present data.

4.3 Demographic Characteristics of the Respondents

This section discusses gender, education level, age, job position of the respondents as captured in section A of the questionnaire.

4.3.1 Distribution of respondents by their gender

The researcher sought to establish the distribution of the respondents by their gender. The respondents were required to state their gender and response were analyzed and presented in table 4.2.

Table 4.2: Distribution of respondents by their gender

Gender	Frequency	Percentage
Male	41	34
Female	81	66
Total	122	100

Table 4.3 shows that majority of respondents were female with 81(66%) while male ones were 41(34%). This shows that there was participation from both genders.

4.3.2 Distribution of respondents by their education

The researcher sought to establish the distribution of the respondents by their education. The respondents were required to state their education level and responses were analyzed and presented in table 4.3.

Table 4.3: Distribution of respondents by their education

Education	Frequency	Percentage
Diploma	7	6
Bachelor's degree	29	24
Postgraduate degree	86	70
Total	122	100

Table 4.3 shows that majority of the respondents 70% had attained postgraduate, 24% had attained bachelor's degree and 6% had attained diploma. This shows that information was obtained from literate respondents.

4.3.3 Distribution of respondents by their age

The researcher sought to establish the distribution of the respondents by their age. The respondents were required to state their age and response were analyzed and presented in table 4.4.

Table 4.4: Distribution of respondents by their age

Age	Frequency	Percentage
21-40 years	23	19
41-50 years	82	67
over 50 years	17	14
Total	122	100

Majority of the respondents were between 41-50 years 67%, those between 21-40 years were 19% while those over 50 years were 14%.

4.3.4 Distribution of respondents by their position

The researcher sought to establish the distribution of the respondents by their job position. The respondents were required to state their job position and response were analyzed and presented in table 4.5.

Table 4.5: Distribution of respondents by their position

Position	Frequency	Percentage
Senior Administrative Assistant Grade EF	42	34
Assistant Registrar Grade 12	39	32
Senior Secretary Grade E	25	21
Assistant Executive Secretary Grade F	7	6
Executive/Graduate Secretary Grade 12	9	7
Total	122	100

Table 4.5 shows that 34% were Senior Administrative Assistant Grade EF, 32% were Assistant Registrar Grade 12, 21% Senior Secretary Grade E, 6% were Assistant Executive Secretary Grade F while 7% were Executive/Graduate Secretary Grade 12.

4.4 Further Education

Table 4.6 shows the results of the respondents on the level of agreement on further education and professional development on career growth of senior non-teaching staff in public universities.

Table 4.6: Further Education

Statement	5	4	3	2	1	Mean	SD
The institution fully supports non-teaching staff who want to further their education	-	35(29%)	12(10%)	67(55%)	8(7%)	2.61	.98

The institution gives time for workers to further their education	-	59(48%)	10(8%)	38(31%)	15(12%)	2.91	1.14
The institution helps in the payment of fees	7(6%)	29(23%)	46(38%)	32(26%)	8(7%)	2.96	1.00
Furthering of education is expensive	-	67(55%)	40(33%)	7(6%)	8(7%)	4.24	1.15
Composite mean and standard Deviation						3.18	1.08

On statement that the institution fully supports non-teaching staff who want to further their education, 29% agreed with the statement, 10% were neutral, 55% disagreed, while 7% strongly disagree with the statement. This line item had a mean score of 2.61 and a standard deviation of 0.98 which was lower than composite mean of 3.18 and standard deviation of 1.08. This implies that the line item influence professional development on career growth of senior non-teaching staff in public universities negatively.

On statement that the institution gives time for workers to further their education, 48% agreed with the statement, 8% were neutral, 3% disagreed, while 12% strongly disagree with the statement. This line item had a mean score of 2.91 and a standard deviation of 1.14 which was lower than composite mean of 3.18 and standard deviation of 1.08. This implies that the line item influence professional development on career growth of senior non-teaching staff in public universities negatively.

On statement that the institution helps in the payment of fees, 6% strongly agreed with the statement, 23% agreed with the statement, 38% were neutral, 26% disagreed, while 7% strongly disagree with the statement. This line item had a mean score of 2.96 and a standard deviation of 1.00 which was lower than composite mean of 3.18 and standard deviation of 1.08. This implies that the line item influence professional development on career growth of senior non-teaching staff in public universities negatively.

On statement that furthering of education is expensive, 55% agreed with the statement, 33% were neutral, 6% disagreed, while 7% strongly disagree with the statement. This line item had a mean score of 4.24 and a standard deviation of 1.15 which was higher than composite mean of 3.18 and standard deviation of 1.08. This implies that the line item influence professional development on career growth of senior non-teaching staff in public universities positively.

4.5 Professional Training

Table 4.7 shows the results of the respondents on the level of agreement on Professional Training and professional development on career growth of senior non-teaching staff in public universities.

Table 4.7: Professional Training

Statement	5	4	3	2	1	Mean	SD
The institution occasionally takes the non-teaching staff to vocational training	-	39(32%)	42(34%)	31(25%)	10(8%)	2.90	.95
The institution carries out skill-based training on non-teaching staff	-	81(66%)	17(14%)	7(6%)	17(14%)	3.33	1.09
The institution involves non-teaching staff when conducting research	7(6%)	60(49%)	31(25%)	12(10%)	12(10%)	3.31	1.06
The institution has stipulated programs	-	49(40%)	57(47%)	16(13%)	-	3.27	.68

for conducting trainings							
The institution has criteria for evaluating the quality of professional training	-	31(25%)	43(35%)	23(19%)	25(21%)	2.66	1.07
Composite mean and standard Deviation						3.09	0.97

On statement that the institution occasionally takes the non-teaching staff to vocational training, 32% agreed with the statement, 34% were neutral, 25% disagreed, while 8% strongly disagree with the statement. This line item had a mean score of 2.90 and a standard deviation of 0.95 which was lower than composite mean of 3.09 and standard deviation of 0.97. This implies that the line item influence professional development on career growth of senior non-teaching staff in public universities negatively.

On statement that the institution carries out skill-based training on non-teaching staff, 66% agreed with the statement, 14% were neutral, 6% disagreed, while 14% strongly disagree with the statement. This line item had a mean score of 3.33 and a standard deviation of 1.09 which was higher than composite mean of 3.09 and standard deviation of 0.97. This implies that the line item influence professional development on career growth of senior non-teaching staff in public universities positively

On statement that the institution involves non-teaching staff when conducting research, 6% strongly agreed with the statement, 49% agreed with the statement, 25% were neutral, 10% disagreed, while 10% strongly disagree with the statement. This line item had a mean score of 3.31 and a standard deviation of 1.06 which was higher than composite mean of 3.09 and standard deviation of 0.97. This implies that the line item influence professional development on career growth of senior non-teaching staff in public universities positively.

On statement that the institution has stipulated programs for conducting trainings, 40% agreed with the statement, 47% were neutral, while 13% disagreed with the statement. This line item had a mean score of 3.27 and a standard deviation of 0.68 which was higher than composite mean of 3.09 and standard deviation of 0.97. This implies that the line item influence professional development on career growth of senior non-teaching staff in public universities positively

On statement that the institution occasionally takes the non-teaching staff to vocational training, 25% agreed with the statement, 25% were neutral, 19% disagreed, while 21% strongly disagree with the statement. This line item had a mean score of 2.66 and a standard deviation of 1.07 which was lower than composite mean of 3.09 and standard deviation of 0.97. This implies that the line item influence professional development on career growth of senior non-teaching staff in public universities negatively.

4.6 Work Experience

Table 4.8 shows the results of the respondents on the level of agreement on work experience and professional development on career growth of senior non-teaching staff in public universities.

Table 4.8: Work Experience

Statement	5	4	3	2	1	Mean	SD
I have worked in the institution for more than 5 years	110(90%)	5(4%)	-	7(6%)	-	4.79	.72
I frequently deliver what my job description expects of me	117(96%)	5(4%)	-	-	-	4.96	.20
The institution gets satisfied with my work output.	74(61%)	42(34%)	6(5%)	-	-	4.56	.59
I have been working in the same department	68(56%)	12(10%)	-	29(24%)	13(11%)	3.76	1.56

for more than 2 years.							
The institution has criteria of evaluating work output of each non-teaching member of staff	37(30%)	60(49%)	25(21%)	-	-	4.10	.71
Composite mean and standard Deviation						4.43	0.76

On statement that I have worked in the institution for more than 5 years, 90% strongly agreed with the statement, 4%% agreed with the statement while 6%% disagree with the statement. This line item had a mean score of 4.79 and a standard deviation of 0.72 which was higher than composite mean of 4.43 and standard deviation of 0.76. This implies that the line item influence professional development on career growth of senior non-teaching staff in public universities positively.

On statement that I frequently deliver what my job description expects of me, 96%% strongly agreed with the statement, while 4% agreed with the statement. This line item had a mean score of 4.96 and a standard deviation of 0.20 which was higher than composite mean of 4.43 and standard deviation of 0.76. This implies that the line item influence professional development on career growth of senior non-teaching staff in public universities positively.

On statement that the institution gets satisfied with my work output, 61% strongly agreed with the statement, 34%% agreed with the statement while 5% were neutral. This line item had a mean score of 4.56 and a standard deviation of 0.59 which was higher than composite mean of 4.43 and standard deviation of 0.76. This implies that the line item influence professional development on career growth of senior non-teaching staff in public universities positively.

On statement that I have been working in the same department for more than 2 years, 56% strongly agreed with the statement, 10% agreed with the statement while 24%

disagree with the statement while 11% strongly disagreed with the statement. This line item had a mean score of 3.76 and a standard deviation of 1.56 which was lower than composite mean of 4.43 and standard deviation of 0.76. This implies that the line item influence professional development on career growth of senior non-teaching staff in public universities negatively.

On statement that the institution has criteria of evaluating work output of each non-teaching member of staff, 30% strongly agreed with the statement, 49% agreed with the statement while 21% were neutral. This line item had a mean score of 4.10 and a standard deviation of 0.71 which was lower than composite mean of 4.43 and standard deviation of 0.76. This implies that the line item influence professional development on career growth of senior non-teaching staff in public universities negatively.

4.7 Performance Appraisal

Table 4.9 shows the results of the respondents on the level of agreement on performance appraisal and professional development on career growth of senior non-teaching staff in public universities.

Table 4.9: Performance Appraisal

Statement	5	4	3	2	1	Mean	SD
Non-teaching staff positively contribute to the work taskforce of the institution	87(71%)	27(22%)	8(7%)	-	-	4.65	.60
The institution frequently evaluates the performance of non-teaching staff	20(16%)	88(72%)	7(6%)	7(6%)	-	3.99	.67
The institution has a criterion of monitoring the performance of non-teaching staff	20(16%)	82(67%)	20(16%)	-	-	4.00	.57
I always give my best when assigned other areas of work, beyond my normal duties	67(55%)	44(36%)	11(9%)	-	-	4.46	.66

The institution awards workers according to their performance	6(5%)	11(9%)	41(34%)	31(25%)	33(27%)	2.39	1.12
Composite mean and standard Deviation						3.99	0.72

On statement that the Non-teaching staff positively contribute to the work taskforce of the institution, 71% strongly agreed with the statement, 22% agreed with the statement while 16% were neutral. This line item had a mean score of 4.65 and a standard deviation of 0.60 which was higher than composite mean of 3.99 and standard deviation of 0.72. This implies that the line item influence professional development on career growth of senior non-teaching staff in public universities positively.

On statement that the institution frequently evaluates the performance of non-teaching staff, 16% strongly agreed with the statement, 72% agreed with the statement, 6% were neutral while 6% disagreed with the statement. This line item had a mean score of 3.99 and a standard deviation of 0.67 which was higher than composite mean of 3.99 and standard deviation of 0.72. This implies that the line item influence professional development on career growth of senior non-teaching staff in public universities positively.

On statement that the institution has a criterion of monitoring the performance of non-teaching staff, 16% strongly agreed with the statement, 67% agreed with the statement, while 16% were neutral. This line item had a mean score of 4.00 and a standard deviation of 0.57 which was higher than composite mean of 3.99 and standard deviation of 0.72. This implies that the line item influence professional development on career growth of senior non-teaching staff in public universities positively

On statement that I always give my best when assigned other areas of work, beyond my normal duties, 55% strongly agreed with the statement, 36% agreed with the statement while 9% were neutral. This line item had a mean score of 4.46 and a standard deviation of 0.66 which was higher than composite mean of 3.99 and standard

deviation of 0.72. This implies that the line item influence professional development on career growth of senior non-teaching staff in public universities positively.

On statement that the institution awards workers according to their performance, 5% strongly agreed with the statement, 9% agreed with the statement, 34% were neutral, 25% disagreed with the statement while 27% strongly disagreed with the statement. This line item had a mean score of 2.39 and a standard deviation of 1.12 which was lower than composite mean of 3.99 and standard deviation of 0.72. This implies that the line item influence professional development on career growth of senior non-teaching staff in public universities negatively.

4.8 Career Growth

Table 4.10 shows the results of the respondents on the level of agreement on career growth of senior non-teaching staff in public universities.

Table 4.10: Career Growth

Statement	5	4	3	2	1	Mean	SD
The institution promotes workers every year.	-	67(55%)	12(10%)	7(6%)	36(30%)	2.90	1.34
The institution pays overtime for work done beyond working hours.	-	9(7%)	33(27%)	21(17%)	59(48%)	1.93	1.03
There exists brotherhood culture in promotion of workers.	-	-	62(51%)	20(16%)	40(33%)	2.18	.90
Only workers who have blood ties with managers get promoted.	-	6(5%)	31(25%)	54(44%)	31(25%)	2.10	.84
No one gets promoted.	7(6%)	-	-	32(26%)	83(68%)	1.49	.97

Composite mean and standard Deviation	2.12	1.01
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On statement that the institution promotes workers every year, 55% agreed with the statement, 10% were neutral, 6% disagreed with the statement while 30% strongly disagreed with the statement. This line item had a mean score of 2.90 and a standard deviation of 1.34 which was higher than composite mean of 2.12 and standard deviation of 1.01. This implies that the line item influence professional development of senior non-teaching staff in public universities positively.

On statement that the institution pays overtime for work done beyond working hours, 7% agreed with the statement, 27% were neutral, 17% disagreed with the statement while 48% strongly disagreed with the statement. This line item had a mean score of 1.93 and a standard deviation of 1.03 which was lower than composite mean of 2.12 and standard deviation of 1.01. This implies that the line item influence professional development of senior non-teaching staff in public universities negatively.

On statement that there exists brotherhood culture in promotion of workers, 51% were neutral, 16% disagreed with the statement while 33% strongly disagreed with the statement. This line item had a mean score of 2.18 and a standard deviation of 0.90 which was higher than composite mean of 2.12 and standard deviation of 1.01. This implies that the line item influence professional development of senior non-teaching staff in public universities positively.

On statement that only workers who have blood ties with managers get promoted, 5% agreed with the statement, 25% were neutral, 44% disagreed with the statement while 25% strongly disagreed with the statement. This line item had a mean score of 2.10 and a standard deviation of 0.84 which was lower than composite mean of 2.12 and standard deviation of 1.01. This implies that the line item influence professional development of senior non-teaching staff in public universities negatively.

On statement that no one gets promoted, 6% strongly agreed with the statement, 26% disagreed with the statement while 68% strongly disagreed with the statement. This line item had a mean score of 1.49 and a standard deviation of 0.97 which was lower than

composite mean of 2.12 and standard deviation of 1.01. This implies that the line item influence professional development of senior non-teaching staff in public universities negatively.

4.9 Inferential Statistics

This section of this study presents a discussion of the inferential statistics. Correlation analysis was used to measure the strength of the relationships between the independent variables that is the relationship between further education, professional training, work experience and performance appraisal. Regression analysis established significance relationship of each of the variable on influence of professional development on career growth of senior non-teaching staff in public universities in Kenya: A case of the University of Nairobi.

4.9.1 Correlations Analysis

The Spearman's product-moment correlation coefficient is a measure of the strength of a linear association between two variables that is independent variables and the dependent variables. Spearman's correlation coefficients range from -1 to +1. Negative values indicate negative correlation and positive values indicate positive correlation where Spearman's coefficient <0.3 indicates weak correlation, Spearman's coefficient $>0.3 < 0.5$ indicates moderate correlation and Spearman's coefficient >0.5 indicates strong correlation. The findings are shown as in table 4.11 below:

Table 4.11: Correlation Analysis

		Further education	Professional training	Work experience	Performance appraisal	Career growth
Further education	Pearson Correlation	1				
Professional training	Pearson Correlation	.114**	1			
Work experience	Pearson Correlation	-.309**	-.272**	1		

Performance appraisal	Pearson Correlation	.596**	-.282**	-.254**	1
Career growth	Pearson Correlation	-.093	-.037**	-.245**	-.329**

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

A correlation coefficient is a coefficient that illustrates a quantitative measure of some type of correlation and dependence, meaning statistical relationships between two or more random variables or observed data values (Mugenda & Mugenda 2009).

The tables 4.14 above show that all the predictor variables on further education, professional training and work experience had a weak correlation, while those of performance appraisal were shown to have a strong correlation.

Further analysis a multiple regression model was developed to establish the relationship between the dependent and independent variables which are further education, professional training, performance appraisal and work experience and professional development on career growth of senior non-teaching staff in public universities in Kenya: A case of the University of Nairobi. The relationship equation was represented by the linear equation below:

$$\text{Per_Contr}_i = \beta_0 + \beta_1 \text{further ed}_i + \beta_2 \text{professional tr}_i + \beta_3 \text{work ex}_i + \beta_4 \text{Performance}_i + \beta_j \sum_{j=1}^n \text{Controls}_i + \varepsilon_i$$

Y = Career growth of senior non-teaching staff in public universities

X₁= Further education, X₂=Professional training, X₃=Work Experience,

X₄=Performance appraisal

4.9.2 Model Summary

Table 4.12: Model Summary

Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Sig. F Change		
				R Square	R Change	F Change			
1	.471 ^a	.228	.201	1.84393	.228	8.625	4	117	.000

a. Predictors: (Constant), Further education, Professional training, Work experience, Performance appraisal

Dependent: Career growth of senior non-teaching staff in public universities

From the Table 4.15 above, R is the square root of R-Squared and is the correlation between the observed and predicted values of dependent variable implying that the association of 0.471 between factors influencing Career growth of senior non-teaching staff in public universities which are further education, professional training, work experience and performance appraisal was strong.

R-Squared is the proportion of the variance in the dependent variable Career growth of senior non-teaching staff in public universities that was explained by variations in the independent variable further education, professional training, work experience and performance appraisal. This implied that 28.8% of variance or correlation between variables in general but does not reflect the extent to which any particular independent variable further education, professional training, work experience and performance appraisal was associated with the career growth of senior non-teaching staff in public universities.

Adjusted R² is called the coefficient of determination which indicates career growth of senior non-teaching staff in public universities varies with further education, professional training, work experience and performance appraisal. From the table above, the value of adjusted R² is 0.201. This implied that, there was a variation of 20.1% of career growth of senior non-teaching staff in public universities with variation in influence of professional development on career growth of senior non-teaching staff in public universities studied and was statistically significance with P= 0.00 < 0.05.

Other factors not studied contribute to 79.9% of professional development and further research should be conducted to establish the same.

4.9.3 ANOVA (b)

Table 4.13: ANOVA (b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	117.307	4	29.327	8.625	.000 ^b
	Residual	397.808	117	3.400		
	Total	515.115	121			

a. Dependent Variable: career growth of senior non-teaching staff in public universities.

b. Predictors: (Constant), Further education, Professional training, Work experience, Performance appraisal

Table 4.11 gives an F-test to determine whether the model had a good fit for the data. The F-Test (F=8.625, P=0.00 < 0.05) indicated that the model formed between career growth of senior non-teaching staff in public universities and professional development had data with significant goodness of fit.

4.9.4 Coefficients (a)

Table 4.14: Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.622	3.097		8.920	.000
	Further education	.051	.070	.075	.724	.471
	Professional training	-.006	.054	-.009	-.104	.918
	Work experience	-.364	.094	-.341	-3.859	.000
	Performance appraisal	-.488	.112	-.458	-4.363	.000

a. Dependent Variable: Career Growth

From the table 4.14 the values, .051, -.006, -.364 and -.488 are the unstandardized coefficients. These were the coefficients that the study would obtain when standardization of all of the variables in the regression, including the dependent and all of the independent variables. By standardizing the variables before running the regression, the study put all of the variables on the same scale and compared the magnitude of the coefficients of the independent to determine which one had more effects on effectiveness of professional development. The larger betas were associated with the larger t-values and lower p values.

The column of coefficient shows the predictor variables are constant, further education, professional training, work experience and performance appraisal. The first variable constant of 27.622 represented the constant which predicted value of career growth of senior non-teaching staff in public universities when all other variables of influence of professional development on career growth of senior non-teaching staff in public universities were constant at zero (0). From the above regression model, it was found that career growth of senior non-teaching staff in public universities would be at 27.622 holding level further education, professional training, work experience and performance appraisal constant at Zero.

In further education where the institution fully supports non-teaching staff who want to further their education, the institution gives time for workers to further their education, the institution helps in the payment of fees and that furthering of education is expensive influences career growth of senior non-teaching staff in public universities by a factor of 0.051 with P value of 0.471. The findings depict that further education would lead to career growth of senior non-teaching staff in public universities by factor of 0.051 with P value of 0.471. At 5% level of significance and 95% level of confidence this is statistically significant as the P-Value is higher than 0.05. The study therefore fails to reject the null hypothesis implying that there is no significant influence of further education on career growth of senior non-teaching staff in public universities. On the basis of these statistics, the study concludes that there is no significant positive relationship between further education and career growth of senior non-teaching staff in public universities.

In professional training where the institution occasionally takes the non-teaching staff to vocational training, the institution carries out skill based training on non-teaching staff, the institution involves non-teaching staff when conducting research, the institution has stipulated programs for conducting trainings and that the institution has criteria for evaluating the quality of professional training influences career growth of senior non-teaching staff in public universities by a factor of -0.006 with P value of 0.918. The findings depict that further education would lead to career growth of senior non-teaching staff in public universities by factor of -0.006 with P value of 0.918. At 5% level of significance and 95% level of confidence this is statistically significance as the P-Value is higher than 0.05. The study therefore fails to reject the null hypothesis implying that there is no significant influence of professional training on career growth of senior non-teaching staff in public universities. On the basis of these statistics, the study concludes that there is no significant positive relationship between professional training and career growth of senior non-teaching staff in public universities.

The study also found that in work experience working for the institution for many years, delivering what the institution expects and satisfying the institution with work out put lead to career growth of senior non-teaching staff in public universities by a factor of -0.364 with P value of 0.00. The findings depict that work experience would lead to career growth of senior non-teaching staff in public universities by factor of -0.364 with P value of 0.00. At 5% level of significance and 95% level of confidence this is statistically significance as the P-Value is lower than 0.05. The study therefore rejects the null hypothesis implying that there is significant influence of professional training on career growth of senior non-teaching staff in public universities. On the basis of these statistics, the study concludes that there is significant positive relationship between work experience and career growth of senior non-teaching staff in public universities.

In performance appraisal, non-teaching staff positively contribute to the work taskforce of the institution, the institution frequently evaluates the performance of non-teaching staff, the institution has criteria of monitoring the performance of non-teaching staff, I always give my best when assigned other areas of work beyond my normal duties and that the institution awards workers according to their performance lead to career

growth of senior non-teaching staff in public universities by a factor of -0.488 with P value of 0.00. The findings depict that work experience would lead to career growth of senior non-teaching staff in public universities by factor of -0.488 with P value of 0.00. At 5% level of significance and 95% level of confidence this is statistically significance as the P-Value is lower than 0.05. The study therefore rejects the null hypothesis implying that there is significant influence of performance appraisal on career growth of senior non-teaching staff in public universities. On the basis of these statistics, the study concludes that there is significant positive relationship between performance appraisal and career growth of senior non-teaching staff in public universities.

This clearly indicated that there existed a negative relationship between career growth of senior non-teaching staff in public universities and deficiency in any of the four independent variables; further education, professional training, work experience and performance appraisal in public universities. Further education and professional training were statistically insignificant since their P-Value was higher than 0.05 while work experience and performance appraisal were statistically significant since their P-Value was lower than 0.05. The study findings resulted in a linear model:

$Y = 27.662 X_1 + 0.051X_2 + -0.006X_3 + -0.364X_4 + -0.488$ Where X_1 =further education, X_2 = professional training, X_3 = work experience, X_4 = performance appraisal.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gave a summary of the major findings on the influence of professional development on career growth of senior non-teaching staff in public universities in Kenya: A case of the University of Nairobi. The chapter draws the study conclusions and discusses major recommendations and gives suggestion for further studies.

5.2 Summary of the Findings

The main objective of this study was to determine the influence of professional development on career growth of senior non-teaching staff in public universities in Kenya: A case of the University of Nairobi. The study found out that further education, professional training, work experience and performance appraisal greatly influenced career growth of senior non-teaching staff in public universities.

5.3 Discussion

5.3.1 Further Education

From the study findings majority of the respondents agreed with the following statement on further education that, the institution fully supports non-teaching staff who want to further their education, the institution gives time for workers to further their education, the institution helps in the payment of fees and furthering of education is expensive as indicated by means of 2.61, 2.91, 2.96 and 4.24 with a standard deviation of 0.98, 1.14, 1.00 and 1.15 respectively. These findings are in agreement with those of (Preeti, Amit, & Gaura, 2021) who found out that further education plays a pivotal role in career development. In this context, the study fills the knowledge gap from previous studies indicating that non-teaching staff are given permission to further their education.

5.3.2 Professional Training

From the study findings, majority of the study respondents agreed with the following statements on professional training; the institution occasionally takes the non-teaching staff to vocational training, the institution carries out skill based training on non-teaching staff, the institution involves non-teaching staff when conducting research, the institution has stipulated programs for conducting trainings and that the institution has

a criteria for evaluating the quality of professional training. This line item had a mean of 2.90, 3.33, 3.31, 3.27 and 2.66 with a standard deviation of 0.95, 1.09, 1.06, 0.68 and 1.07 respectively. These findings are supported by those of (Hossein & Robert, 2018) who found that vocational training, research, increased duties and responsibilities, skill-based trainings and participation in professional organizations among others, are some of the professional trainings that promote career development. From the study findings, there is enough evidence that it requires sufficient time and enough finance muscle for the institution to conduct professional training. In this context, the study fills the knowledge gap from other studies that left out time and cost.

5.3.3 Work Experience

Majority of the study population agreed with the following statement on work experience; I have worked in the institution for more than 5 years, I frequently deliver what my job description expects of me, the institution gets satisfied with my work output, I have been working in the same department for more than 2 years and that the institution has a criteria of evaluating work output of each non-teaching member of staff. These lines had means of 4.79, 4.96, 4.56, 3.76 and 4.10 with a standard deviation of 0.72, 0.20, 0.59, 1.56 and 0.71. These findings are in agreement with those of (Aryee, 2018) who maintains that work experience is a key contributor in career growth. He maintains that employees who have been working with an organization or an institution for a long period of time are more likely to get promoted. Consequently, work experience is earned with reference to the duration that one has taken doing a specific task. In relation to the study findings, the study significantly fills the knowledge gap that was left out by other researchers on other factors that influence career development like professional training and performance appraisal.

5.3.4 Performance Appraisal

From the study findings, majority of the respondents agreed with the following statement on performance appraisal; Non-teaching staff positively contribute to the work taskforce of the institution; The institution frequently evaluates the performance of non-teaching staff; The institution has a criteria of monitoring the performance of non-teaching staff; I always give my best when assigned other areas of work, beyond my normal duties and that the institution awards workers according to their performance. These lines had a mean of 4.65, 3.99, 4.00, 4.46 and 2.39 with a standard deviation of 0.60, 0.67, 0.57, 0.66 and 1.12 respectively. These findings are in

agreement with those of (Muhammad & Faizuniah, 2016) who confirmed that performance appraisal activities largely influence the career growth of employees. These findings are also in agreement with those of (Ogohi & Abbas, 2019) that were conducted in Abuja Nigeria which confirmed that there was a significant relationship between performance appraisal and career growth. In this context, the study fills the knowledge gap left out by other researchers attesting that work output is also a significant variable under performance appraisal that influences career growth.

5.3.5 Career Growth

Study findings show that majority of the respondents disagreed with the following statements on career growth that the institution pays overtime for work done beyond working hours, there exists brotherhood culture in promotion of workers, only workers who have blood ties with managers get promoted and that no one gets promoted. This line had a mean of 2.90, 1.93, 2.18, 2.10 and 1.49 with a standard deviation of 1.34, 1.03, 0.90, 0.84 and 0.97 respectively. These findings are in contrast with those conducted by (Noreen, Tasmia, & Malik, 2020) who claimed that Biradari (Brotherhood) significantly affects the career growth of an individual in an organization which shows that in the Asian countries, brotherhood relation determines career growth of individual. In this context, the study significantly fills the knowledge gap indicating that brotherhood and blood ties are not significant factors for career development.

5.4 Conclusion

Based on the study findings, it can be concluded that influence of professional development on career growth of senior non-teaching staff in public universities in Kenya: A case of the University of Nairobi was greatly affected by the independent variables. Consequently, further education, professional training, work experience and performance appraisal are major contributors towards professional development.

5.5 Recommendations

Based on the study findings, further education, professional training, work experience and performance appraisal were major factors that influence career growth of senior non-teaching staff in public universities hence the following recommendations:

1. The institution should support non-teaching staff who want to further their education in order for them to realize professional development.

2. Education expenses for furthering education should be reduced in order for many non-teaching staff to be able to further their education.
3. The institution should regularly award non-teaching staff according to their performance in order to boost their morale
4. The institution should occasionally take their non-teaching staff to vocational training in order for them to learn new skills
5. The institution should frequently carry out skill-based training on non-teaching staff to boost their knowledge of their specific tasks at work.

5.6 Areas for Further Research

The study is a milestone for further research in the field of professional development on career growth of senior non-teaching staff in public universities in Kenya. The findings have demonstrated the effects of further education, professional training, work experience and performance appraisal on career growth of senior non-teaching staff in public universities. The current study should therefore be expanded further in order to determine other factors that influence career growth of senior non-teaching staff in public universities. Further, the existing literature indicates that as a future avenue of research, there is need to undertake similar research in other public universities in Kenya, as this study only focused on the University of Nairobi. Further research will help to establish whether the explored factors can be generalized to career growth of senior non-teaching staff in all public universities.

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APPENDICES

Appendix I: Questionnaire

This questionnaire is to collect data for purely academic purposes. The study seeks to determine the influence of professional development on career growth of senior non-teaching staff in public universities in Kenya: A case of the University of Nairobi.

Please tick (✓) the box that matches your answer to the questions and give the answers in the spaces provided as appropriate. The information you provide will be treated with ut most confidentiality.

Section A: Demographic Characteristics of Respondents

1. Gender:

Male

Female

2. Highest level of education attained.

Diploma

Bachelor's degree

Postgraduate degree

Other (specify).....

3. What is your age category (Tick appropriate range)

30 years and below

31 – 40 years

41– 50 years

Over 50 years

4. What is your job position/Grade

Senior Administrative Assistant Grade EF

Assistant Registrar Grade 12

Assistant Executive Secretary Grade E

Senior Assistant Executive Secretary Grade F

Executive/Graduate Secretary Grade 12

Section B: Further education and career growth

5. Kindly indicate your level of agreement with each of the following statements by

- ticking against the correct choice using Likert scale of 5-1 where:

Strongly agree	<input type="text" value="5"/>
Agree	<input type="text" value="4"/>
Neutral	<input type="text" value="3"/>
Disagree	<input type="text" value="2"/>
Strongly disagree	<input type="text" value="1"/>

SN	Further education and career growth	5	4	3	2	1
1	The institution fully supports non-teaching staff who want to further their education					
2	The institution gives time for workers to further their education					
3	The institution helps in the payment of fees					
4	Furthering of education is expensive					

Section C: Professional training and career growth

6. Kindly indicate your level of agreement with each of the following statements by

- ticking against the correct choice using Likert scale of 5-1 where:

Strongly agree	<input type="text" value="5"/>
Agree	<input type="text" value="4"/>
Neutral	<input type="text" value="3"/>
Disagree	<input type="text" value="2"/>
Strongly disagree	<input type="text" value="1"/>

SN	Professional training and career growth	5	4	3	2	1
1	The institution occasionally takes the non-teaching staff to vocational training					
2	The institution carries out skill-based training on non-teaching staff					
3	The institution involves non-teaching staff when conducting research					
4	The institution has stipulated programs for conducting trainings					
5	The institution has a criteria for evaluating the quality of professional training					

Section D: Work experience and career growth

7. Kindly indicate your level of agreement with each of the following statements by

- ticking against the correct choice using Likert scale of 5-1 where:

Strongly agree 5

Agree 4

Neutral 3

Disagree and 2

Strongly disagree 1

SN	Work experience and career growth	5	4	3	2	1
1	I have worked in the institution for more than 5 years					
2	I frequently deliver what my job description expects of me					
3	The institution gets satisfied with my work output					
4	I have been working in the same department for more than 2 years					
5	The institution has a criteria of evaluating work output of each non-teaching member of staff					

Section E: Performance appraisal and career growth

8. Kindly indicate your level of agreement with each of the following statements by

- ticking against the correct choice using Likert scale of 5-1 where:

Strongly agree	5
Agree	4
Neutral	3
Disagree and	2
Strongly disagree	1

SN	Performance appraisal and career growth	5	4	3	2	1
1	Non-teaching staff positively contribute to the work taskforce of the institution					
2	The institution frequently evaluates the performance of non-teaching staff					
3	The institution has a criteria of monitoring the performance of non-teaching staff					
4	I always give my best when assigned other areas of work, beyond my normal duties					
5	The institution awards workers according to their performance					

Section F: Career growth in organizations

9. Kindly indicate your level of agreement with each of the following statements by

- ticking against the correct choice using Likert scale of 5-1 where:

Strongly agree	5
Agree	4
Neutral	3
Disagree and	2
Strongly disagree	1

SN	Career growth in organizations	5	4	3	2	1
1	The institution promotes workers every year					
2	The institution pays overtime for work done beyond working hours					
3	There exists brotherhood culture in promotion of workers					
4	Only workers who have blood ties with managers get promoted					
5	No one gets promoted					