EFFECTS OF CAREER DEVELOPMENT ON EMPLOYEE PERFORMANCE IN THE PUBLIC SECTOR: A CASE OF NATIONAL CEREALS AND PRODUCE BOARD

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ABSTRACT

Career development often used to close the gap between current performances and expected future performance. Many employees in the public sector have trained but they have remained stagnant with little evidence of career advancement. The work performance of public sector workers in Kenya has been a major concern to the Kenyan government, civil society, development partners and the people of Kenya. The prevailing situation at the work place has been one of low work performance and poor service delivery. The poor work performance has led to the decline in service delivery in the public sector. This study sought to determine the effects of career development on employee performance in the public sector with reference to National Cereals and Produce Board. The study adopted a descriptive survey. The population for this study were the employees of National Cereals & Produce Board head office in Nairobi. There were a total of 200 employees in National Cereals & Produce Board head office in Nairobi. Sampling frame was the list of employees working in all levels of management. Stratified random sampling was applied to select 100 respondents as the sample size. Data was collected using structured questionnaires. Data collected was tabulated and analysed using SPSS version 20 software. The study revealed that on job training influences the performance of an employee by expansion of key competencies, job specification, leads to motivation, reduces intimidation, provides additional skills knowledge and capabilities and employees are able to network. The study revealed that career mentoring affects employee performance by: counselling and supports learners and helps them to develop their own approach and solutions to problems.

Key Words: *Training, Career Mentoring, Employee Performance, Career Development, National Cereal and Produce Board*

Background of the Study

According to Greenhaus, *et al.* (2010) stated that career development is a continuous process of work life. Career development benefits not only the individual employee, but also the organization. The development of employees for future positions, an organization is assured of a supply of qualified, committed employees to replace the higher-level employ. In addition, a career development practice enables organizations to develop and place employees in positions compatible with their individual career interests, needs, and goals. This promotes employee satisfaction and optimal use of employee abilities. Moreover, career development helps to retain and motivate employees through the career development process; employees are assisted in setting realistic goals and to develop the required skills and abilities for target positions (Hall & Lorgan, 2009).

Career development practices are key strategic considerations for all organizations regardless of size, sector, market or profile. The development of the capacity and capability of the organization's managers has a fundamental impact on efficiency, effectiveness, morale and profitability of an organization. High performing organizations increasingly pay close attention to the validity of their recruitment practices and are becoming equally vigilant about developing their employees" career in order to ensure they achieve optimum performance both in the present and the future (Mwanje, 2010). Balaji (2004) emphasizes on the practice of providing internal promotions so as to create a feeling that career development offers good career growth opportunity which, in his opinion, will motivate employees to remain in the public sector.

Basically, motivation concerns "motives" and "needs" and Beardwell, Holden and Claydon (2004) point out that career advancement is a form of motivation which is increasingly seen by managers as a mechanism for improvement. Other career development practices have been confirmed by Mwenebirinda (2008) who acknowledges that employees' performance can be enhanced by formal education and training that addresses and identified employees' weakness.

According to Armstrong (2001) career development is of great importance to both the individual employee and the organization. This is so because there is interaction between the organization for which he/she works and the development of the organization through the employee's career. An employee develops his/her career through a continuous acquisition of managerial or professional skills and experience which may bring about rewards and promotion. Graham and Bennet (2009) agree with this and contend that career development involves higher status and responsibilities which can take place in one organization or through movement between organizations or a combination of both. Employee could move from one institution to another not necessarily in the same career, but probably from one filed to another or from one level to another (Robbins, 2010).

In today's competitive market, successful organizations regardless of size need employees who have the necessary knowledge and skills to make an effective contribution as drivers towards achieving a competitive edge in the organization. Therefore, vision of a competent, confident, loyal and valued workforce delivering high quality, person –centred service is rightly ambitious. Armstrong (2001) agrees and points out, that today's dynamic environment requires continuous professional and managerial development. Stakeholders should put in place, if not already available, a range of structures and processes to support the development of the workforce they

need now and for the future. Pereek and Rao (2012) concur and argue that career development of employees should be seen as an investment, not a cost; and that bad performance, ignorance and low commitment to duty are very costly barriers in an organization. It is pointed out that the key to high levels of performance lies in having employees who are willing to work, are well managed, well led, well-motivated and are always re-skilling. Career development covers an employee's work life. It starts with, for example staff orientation, on-job training, experience, short courses, professional courses, post graduate degrees or diplomas.

Career revolves around three basic themes that include advancement in career position; source of stability within single occupational field and evolving sequence of a person's work experience. According to (Greenhaun *et al,* 2010), "Career is defined as the pattern of work related experience that spans the course of a person's life". While reviewing for career management, (Rosemary & Christopher, 2008, p. 127) have instructed that "commitment to the method of career management, clear policies and systematic method that guarantee fairness and potency, the extent to that the individual has freedom of choice in promotions and job movement and also the resources on the market to support the career process ought to be thought of". According to Holbeche and Linda (2009), careers have invariably remained a significant concern for the workers however they have every little time to properly manage it.

Statement of the Problem

Employees are major assets to any organization. They play an active role towards the organisation's success that cannot be underestimated. Equipping these unique assets through effective training becomes imperative in order to maximize the job

performance and expected future performance (Aseka, 2012). The work performance of public sector workers in Kenya has been a major concern to the Kenyan government, civil society and organisations falling under the sector, development partners and the people of Kenya. The prevailing situation at the work place has been one of low work performance and poor service delivery. The poor work performance has led to the decline in service delivery in the public sector. It is important to note that the public service provides the enabling environment under which the players in the economy are able to operate effectively and efficiently.

Career development often used to close the gap between current performances and expected future performance. National Cereal and Produce Board have trained but they have remained stagnant with little evidence of career advancement. There is a level from which employees find it difficult to move upwards or get promoted yet National Cereal and Produce Board needs employees who perform their duties well. Lack of career advancement after training is a problem. However, how lack of career advancement affects the motivation of employees remains not well understood in Kenya. In addition, the hindrances to career development are not known and the solutions to these hindrances are not known either. If this problem continues and motivation gets seriously affected, the performance of the employees is likely to dwindle and this could seriously affect the achievement of the goals and objectives of the National Cereal and Produce Board.

Objectives of the Study

The general objective of this study was to establish the effects of career development on employee performance in the public sector, with special focus

on National Cereals and Produce Board. The specific objectives were:

- To determine the effects of training on employee performance in National Cereals and Produce Board.
- To establish the effects of career mentoring on employee performance in National Cereals and Produce Board.

LITERATURE REVIEW

This chapter reviews existing literature, information and publications on the topic of the research problem by various scholars and researchers. This section examines what various scholars and authors have said about the subject of the study to establish the effects of career development.

Theoretical Review

This study made use of four theories related to the independent and dependent variable of this study. These theories are Krumboltz's Theory, Social Cognitive Career Theory, Trait and Factor Theory and Super's Theory.

Krumboltz's Theory

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

and economy. The third factor is individual learning, which can occur both instrumentally (being rewarded for writing may lead to an interest in being a journalist) and associatively (watching a movie in which a policeman is seriously injured may reduce the desire to go into law enforcement). Learning experiences include acquiring (or failing to acquire) work habits and problem-solving skills.

Finally, Krumboltz highlights the importance of what he calls self-observation generalizations. That is, people compare their own performance, skills, and abilities with some standard and draw conclusions about their competence and worth. These conclusions are used in making responses to future situations. If the conclusions reached are not reasonable but rather unrealistic or inappropriate, their images of themselves as workers may be damaged. For example, a girl may not believe that she could be capable in math, and so she avoids math-related activities and career possibilities. In summary, Krumboltz sees career development as unique for the individual and believes that most of the influences on career development and career choice (interests. self-concept) are capable of being altered at any point in life.

Krumboltz's theory Krumboltz (1981); Mitchell and Krumboltz (1996) built on the work of Bandura (1969, 1977) to develop his revised theory which "posits two major types of learning experiences that result in individual behavioural and cognitive skills and preferences that allow people to function effectively in the world". First is instrumental learning experiences which "occur when a person is positively reinforced or punished for the exercise of some behaviour and the associated cognitive skills". Second is associative learning experiences which "occur when people associate some previously affectively neutral event or stimulus with an emotionally laden event or stimulus". Within these factors, Krumboltz developed a number of testable

propositions and determined that equal importance rests on the inverse influence of each. Listed here are the three basic factor groups.

Factors that influence preferences with an educational or occupational preference being an evaluative self-observation generalization based on those learning experiences pertinent to any career task and propositions explaining the acquisition of these preferences. Factors influencing career-decision making skills with propositions explaining how these particular skills are acquired. Factors influencing entry behaviours into educational or occupational alternatives with propositions explaining factors accounting for the actual entry behaviours into occupations, training programs, or educational courses of study.

Krumboltz's theory highlights the importance of what he calls self-observation generalizations. That is, people compare their own performance, skills, and abilities with some standard and draw conclusions about their competence and worth. Krumboltz's theory emphasises on the factors that influence preferences with an educational or occupational preference being an evaluative self-observation generalization based on those learning experiences pertinent to any career task and propositions explaining the acquisition of these preferences. The Krumboltz's theory of career development will be used to determine the effects of training on employee performance in National Cereals and Produce Board.

Social Cognitive Career Theory

Social Cognitive Career Theory (SCCT) Lent, Brown and Hackett (2002) is anchored in Bandura's self-efficacy theory (1977, 1997), which postulated a mutually influencing relationship between people and the environment. SCCT offers three segmental, yet interlocking process models of career development seeking to explain; the development of academic and vocational interest, how individuals make educational and career choices, and educational and career performance and stability.

The three segmental models have different emphasis centring around three core variables, which are self-efficacy, outcome expectations, and personal goals. Lent (2005) defined self-efficacy as "a dynamic set of beliefs that are linked to particular performance domains and activities". Self-efficacy expectations influence the initiation of specific behaviour and the maintenance of behaviour in response to barriers and difficulties. Consistent with early formulation by Bandura (1977) and others (Hackett & Betz, 1981; Betz, Borgen, & Harmon, 1996), SCCT theorized that self-efficacy expectations are shaped by four primary information sources or learning experiences, which are personal performance accomplishments, vicarious learning, social persuasion, and physiological and affective states. Lent (2005) suggested that of the four sources of information or learning experience, personal performance accomplishments have the most powerful influence on the status of self-efficacy.

Lent, Brown and Hackett (2002) defined outcome expectations as "personal beliefs about the consequences or outcomes of performing particular behaviour". Outcome expectations include beliefs about extrinsic reward associating with performing the target behaviour, self-directed consequences, and outcomes derived from task performance. Overall, it is hypothesised that an individual's outcome expectations are formed by the same information or learning experiences shaping self-efficacy beliefs. Personal goals refer to one's intention to engage in certain activity or to generate a particular outcome (Lent, 2005).

SCCT distinguished between choice content goals, referring to the choice of activities to pursue, and performance goals, referring to the level of accomplishment or performance one aims to attain. The SCCT choice model views the development of career goals and choices as functions of the interaction among self-efficacy, outcome expectations and interest over time. Career choice is an unfolding process in which the person and his/her environment mutually influence each other. It involves the specification of primary career choice or goal, actions aiming to achieve one's goal, and performance experience providing feedback to the individual on the suitability of goal. In addition, SCCT posited that compromises in personal interests might be required in the career choice process due to contextual immediate to the person (e.g., cultural beliefs, social barriers, lack of support).

SCCT offers a comprehensive framework to understand the development of career interest, career choice, and performance that is grounded in self-efficacy theory. In the past decade, SCCT has generated a large number of research studies, including some studies conducted with international samples (Arulmani, Van Laar, & Easton, 2003; Hampton, 2005; Patton, Bartrum, & Creed, 2004). For example, a study by Nota, Ferrari, Solberg and Soresi (2007) used a SCCT framework to examine the career development of Italian youths attending a university preparation program in Padua Province. The authors found a positive relationship between the career search self-efficacy of participants and family support, and a negative relationship between career search self-efficacy and career indecision. For male students, the relationship between family support and career indecision was partially mediated by career search self-efficacy. These findings were consistent with the general SCCT career choice models, and

illustrated the importance of social support to career decision and efficacy.

The social cognitive career theory influence relationship between people and the environment. Social cognitive career theory will be used in this study to explain the self-efficacy expectations which are shaped by four primary information sources or learning experiences, which are personal performance accomplishments, vicarious learning, social persuasion, and physiological and affective states. The theory will be used in this study to distinguish between choice content goals, referring to the choice of activities to pursue, and performance goals, referring to the level of accomplishment or performance one aims to attain. This study will use the social exchange theory will be used to determine the effects of career mentoring on employee performance in National Cereals and Produce Board.

Trait and Factor Theory

Parsons (1909) put forth a three-step schema forming the basis of the first conceptual framework of career decision making (Brown & Brooks, 1990a) and the foundation of the vocational guidance movement (Srebalus, Marinelli, & Messing, 1982; Super, 1983). Parsons' three-part model advocated personality analysis, where individuals gain an understanding of both their strengths and weaknesses of attributes or traits; job analysis, i.e., given these traits, their conditions for success in occupations; and matching through scientific advising, i.e., make career choices based on the aforementioned information to provide the basis for career decision-making (Brown & Brooks, 1990a; Herr & Cramer, 1988; McDaniels & Gysbers, 1992). Parsons' formulations are often referred to as the basis of trait and factor theory (Brown, 1990b; Brown & Brooks, 1990b), but the work of Holland

(1966, 1973, 1985) brought trait and factor theory to centre stage where it remains today.

The trait and factor theory will be used in this study to explain the conceptual framework of career decision making and the foundation of the vocational guidance movement. The theory will be used to explain how employees in NCPB gain an understanding of both their strengths and weaknesses of attributes or traits; job analysis and make career choices. The trait and factor theory will be used in this study to establish the effects of career advancement on employee performance in National Cereals and Produce Board.

Super's Theory of Career Development

Super's (1990) theory of career development is a "loosely unified set of theories dealing with specific aspects of career development, taken from developmental, differential, social, personality, and phenomenological psychology and held together by self-concept and learning theory. Super felt that in a sense, there is no "Super theory", but rather, the synthesizing of ideas and concepts. Though Super himself was continually seeking to more clearly define an accurate model of career development, his theory is considered a well-ordered, highly systematic representation of the process of vocational maturation (Osipow, 1983). Building on the ideas presented by Ginzberg, Ginsburg, Axelrad, and Herma (1951), Super felt the need to formulate a theory that incorporated their ideas and their attempt to formulate a theory.
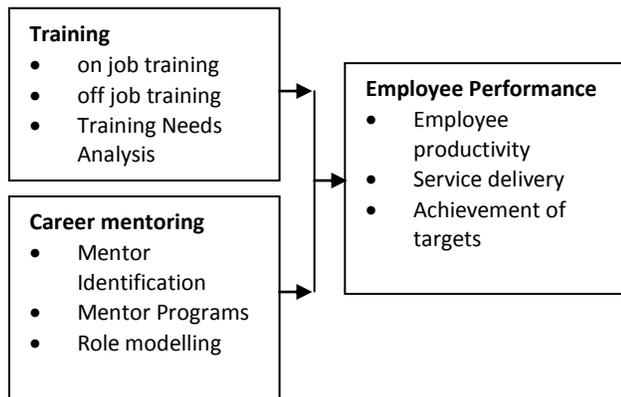
Much of Super's thinking about how and why careers unfold as they do was derived from Buehler's (1933) longitudinal studies of work and related lives of men and women, and Davidson and Anderson's (1937) work on occupational histories of a representative sample of American men (Super, 1983). From Bordin's (1943) writings, Super took the notion of self-concept which was described by

Bordin as an individual's self-descriptive and self-evaluative thoughts revealed by behaviour. Super (1963) said "an individual's self-concept is his concept of himself, not inferences made by outside others". Super noted that self-concept formation happens during several phases. The first phase of self-concept formation is exploration. Exploration necessary for self-concept development takes place throughout the life span as individuals adapt to their ever changing environments (Super, 1990; Super, Savickas & Super, 1996). Super defined specific parts of the exploration process as differentiation, identification, role playing, and reality testing with each being an important part of exploration. The second phase of self-concept formation is translation which can occur in three ways. First, adolescent identification with adults may lead to a desire to portray the occupational role filled by an adult, but role playing or reality testing may lead the adolescent to discard the role. Second, role playing or reality testing may allow adolescents to discover that their self-concept and role concept are congenial. Last, adolescents may discover self-attributes that are thought to be important in a certain field of work, therefore leading to conformation that the field of endeavour might be enjoyable and one in which an individual might do well. The third phase of self-concept development is implementation or actualizing. As one's education is completed, individuals move into their chosen profession for which education and training have been received. Or in the case of individuals who have failed to prepare for a career, a poor occupational self-concept will often be reinforced by low paying jobs or loss of jobs. Super's (1990) propositions are of particular importance in this study as an explanation of why and how adolescents use information about self as they cycle through the exploration life stage. Super pointed out those interests are learned and as such are manifestations of self-concept. Information about self is needed in the development of self-concept,

and it is important that this information be available to the student at the time and in the amount needed. Super pointed out that "if a student or an adult has given little thought to occupational choice or to the unfolding of a career, he or she is not likely to be ready to use aptitude, ability, interest, or value data in planning the next stage or steps in a career. Super prescribed a plan for career exploration, and it called for guiding the adolescents through the exploratory life stage by facilitating the maturing of abilities and interests, by aiding in reality testing, and in the development of self-concepts.

In this study the super theory of career development is used to explain how employees in the NCPB super felt the need to formulate a theory that incorporated their ideas and their attempt to formulate a theory. Employee is NCPB exploration is necessary for self-concept development takes place throughout the life span as individuals adapt to their ever changing environments. The Super's Theory of Career Development will be used in this study to determine the effects of career mentoring on employee performance in National Cereals and Produce Board.

Conceptual Framework

Training	Employee Performance
• on job training • off job training • Training Needs Analysis	• Employee productivity • Service delivery • Achievement of targets
Career mentoring	
• Mentor Identification • Mentor Programs • Role modelling	

Independent Variable   Dependent Variable

Figure 1: Conceptual Framework

Training

Cole (2011) asserts that training needs arise from requirements of new comers, shortfall in employee performance, organizational change and the individual's expressed needs. Training is the planned and systematic modification of behaviour through learning activities, programs and instructions which enable individuals to achieve the level of knowledge, skills and competence needed to carry out their work. According to Cole (2009) training is directed towards acquisition of specific knowledge or skills for the purpose of occupation or task. It is the process that enables people to acquire new knowledge, learn new skills and perform tasks differently than before. It attempts to teach a person how to perform a particular activity or a specific job (Nzuve, 2007).

Training is planned, organized experiences that assist in the gaining or expansion of key competencies (Hammer, 2000). These experiences are intended to build needed competencies in order to achieve mission success and performance objectives. They also help prepare individuals to take on new or expanded roles, supporting better succession planning. Hammer (2000) asserts that an individual will be motivated to do something if they have the mental ability and skills to accomplish it. He writes that when employees are trained, they get the knowledge of how to deconstruct tasks and challenges and thereby feel less intimidated by their jobs/tasks. Herzberg (1998) agrees to hammers assertion. He adds that training makes the employee earn confidence to do a job thereby improving their attitude hence motivation.

Cole (2002) argues training is one element many corporations consider when looking to advance people and offer promotions. Although many employees recognize the high value those in management place on training and development,

some employees are still reluctant to be trained. Training and development offers more than just increased knowledge. It offers the added advantage of networking and drawing from others' experiences therefore it is not uncommon to hear excuses regarding why someone has not received training. Due to fast pace global and technological development the firms are now facing new changes as well as challenges. Technological advancements have moulded the need of capabilities and competencies required to perform a particular task. Thus, to cope with these challenges, more improved and effective training programs are required by all Corporates. Effective training programs helps in constructing a more conducive learning environment for the workforce and train them to cope with the upcoming challenges more easily and in time (Wei-Tai, 2006).

According to Farooq and Aslam (2011), managers are trying their level best to develop the employee's capabilities, ultimately creating good working environment within the organization. For the sake of capacity building managers are involved in developing the effective training programs for their employees to equip them with the desired knowledge, skills and abilities to achieve organizational goals. This struggle by the top management not only improves the employee performance but also creates positive image of the firm worldwide (Jia-Fang, 2010). Effective training programs helps employees to get acquaintance with the desired new technological advancement, also gaining full command on the competencies and skills required to perform a particular job and to void on the job errors and mistakes (Robert, 2006). Amongst the important function of human resource management, one of the crucial functions is employee development through proper training and development programs. Employee development refers to the capacity and capability building on an employee, and thus as of whole organization, to meet the standard performance level (Elena, 2000). More the developed employees, more they are satisfied with their job, hence increasing the firm productivity and profitability (Champathes, 2006).

Career Mentoring

Career Mentoring usually takes the form of a senior or experienced employee taking a supporting role in the development of a new or inexperienced employee. It can be formal or informal and relies on the development of a positive advisory relationship. As such it includes the skills of coaching, facilitating, counselling and networking. Mentoring is part of a range of career development activities which organizations engage in to identify, develop, engage, retain and deploy the more talented individuals (Warren, 2006; CIPD, 2005). Mentoring and budding schemes are used by 32 per cent of employees with this purpose (CIPD, 2005). The career mentoring relationship is most often oriented towards an exchange of wisdom, support, learning or guidance for the purpose of career growth and increase employee performance and sometimes it is used to achieve strategic goals (Parsloe & Wry, 2000). It is usually a process where the worker is exposed to an individual who is like a role model. The worker under mentoring is expected to learn how to be a better person at the work place and in private life. Career mentoring is based on counselling and supports learners and helps them to develop their own approach and solutions to problems (Hall, 2005).

Formal career mentoring programs with a structured approach to the mentoring process as opposed to informal career mentoring, those relationships that develop on their own, are shown to be positive and beneficial to companies. Formal career mentoring programs include training for mentors, tie the mentoring program to business goals with measurable results, and contact periodic evaluations and coordination offering on-going

support for mentoring pairs (Murray, 2006). In those situations, the mentors and mentees both benefit in different ways. For mentors, studies have shown increased personal and job satisfaction. The increase in satisfaction is a result of several factors. One is that mentors gain more influence in the organization, through the added respect gained in the development of future leaders. Mentors also gain professional assistance from the mentee on work projects and may also enhance their own skills by learning new skills from the mentee. In addition, the relationship can help to motivate a seasoned mentor by offering fresh viewpoints and new perspectives about the organization (Murray, 2006).

Employee Performance

The vital resource to any organization is its workforce. They have a regular role to play which comprises of the organization's success which cannot be underestimated. Afshan *et al.* (2012) define performance as; "The achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers". Many studies conducted earlier revealed that human resource management practices have been strongly and positively related to employee performance and developments areas. There has been a lot of research to support the fact that employee performance can improve through training by building a sense of teamwork among employees and to develop specialized financial skills.

According to Decenzo and Robbins (2010:238) performance is one of total collection of work within worker. So, when performance under standard, attention to career development efforts will be reduced and being difficult to achieve career purpose (Agba *et al.*, 2010). Some ways that are done by companies to obtain commitments from their employees are giving high payments and benefits, signing of contracts, usually for one year or more that forbid them to move to other companies and running the implementation of human resources effectively, included planning and career development (Shahid, 2013; Newman & Sheikh, 2012). According to Hawthorne studies and much other research work on productivity of worker highlighted the fact that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs (Landy, 2005). Moreover, it is stated that employees are more likely to turnover if they are not satisfied and hence demotivated to show good performance. Employee performance is higher in happy and satisfied workers and the management finds it easy to motivate high performers to attain firm targets (Kinicki & Kreitner, 2007).

Empirical Review of Literature Relevant to the Study

Training

Samuel and Chipunza (2009) in their study of four South African organizations on why long-serving staff had remained in their jobs found out that the four key factors that served to retain staff were training and development, challenging and interesting work, freedom for innovative thinking and job security. Another study on the topic "training the knowledge worker: a descriptive study of training practices in Irish software companies ", gives the findings of a survey of 200 employees across 39 software companies. The study collected the information the types of training and the influence of training on knowledge retention. The end result showed that training narrate positively with the expectations of employee. The good training programs lead to increased employee job satisfaction. Almost one third of respondents

believe that that the training provided by their organization does not structure in a way, based on employee feedback on requirements (Thomas & Golden, 2003).

According to Machayo and Keraro (2013) in a study titled, 'Incentives for Health Worker Retention in Kenya: An Assessment of Current Practice stressed that incentives are not only financial. According to the feedback they received from health workers, non-financial incentives such as improved working conditions, training and supervision, good living conditions, communications, health care and educational opportunities for themselves and their families were highly valued.

Hassan *et al* (2013) in a study in the telecommunication sector found out that for the better encouragement and loyalty of employees, organizations should induce reward giving phenomena. In this way, employees are provided with an environment where they are able to embrace career growth and professional skill's development. From the two types of job training, on job training is preferred by employees. Duration of training is also crucial in delivering benefits related to training for the employees. Supervisory support plays a crucial role in increasing the enthusiasm among employees. Every organization must consider job training in their professional conduct as it leads to motivation of the employees. To gain and maintain competitive advantage organization required talented & productive employees and these employees need career development to enhance and cultivate their competencies (Prince, 2005).

A study by Kwenin (2013) on relationship between work environment, career development opportunities and employee retention in Vodafone Ghana Limited showed that career development opportunities also showed strong correlation with employee retention (r = 0.387) with a significant level of 0.000 which means that these two variables significantly affect retention and consequently recommended that management of the organization provide development opportunities to increase employees' career growth and to make them satisfied to remain in the organization. Baruch and Peiperl (2000) and Baruch and Leeming (2001) report a positive relationship between education and career development.

Baruchand Peiperl (2000) found that participation on an MBA programme added value to the graduate and improved the graduate's employability, career advancement and remuneration prospects. Pininnington (2011) in his study on competence development and career advancement of lawyers 'noted that theoretically, any professionals' expertise and work experience is potential human and relational capital that can be appropriated for the benefit of clients (Hitt*et al.*, 2006).

Career Mentoring

A good number of previous studies examined, used a direct effect model to investigate general mentoring programmes in Western organizational framework with different respondents. For example, 510 First-Line Bank Managers (Okurame & Balogun, 2005), and 194 practicing veterinarians (Niehoff, 2006) found that properly implemented formal and informal mentoring programme activities (friendship, social support, role modeling, acceptance and participation) had been a determinant of individuals' advancement, such as career development and psychosocial support) (Scandura, 2009). The availability of mentoring programmes pertaining to relationships was linked to career development and to higher wages and fast-tracked career advancement (Dansky, 2010).

According to Ragins, Cotton and Miller (2000), research on coaching and career mentoring

programs has shown that if the program is implemented effectively and the coaches/mentees are satisfied with the coach/mentor, the coaches/mentees will show greater job satisfaction, positive career attitudes and greater commitment to the organization. Studies have also shown that mentoring and coaching has positive impact on employees and the organization. It provides employees with the communication network that will enable them to accomplish their social needs (Garvey, 2004). It transforms managers and employee's strategies into better productive outcome.

Bartlett (2001) observed a positive relationship between coaching/mentoring and employees' commitment and recommended that HR professionals should adapt new research methods to demonstrate to organizational decision makers that coaching and mentoring contributes to desired workplace attitudes which may in turn influence behavior's such as absenteeism and turnover. Lee and Bruvold (2003) stated that comprehensive coaching and mentoring programs are positively associated with productivity; reduced staff intention to leave and organizational effectiveness. Raghuram (2014) observed that coaching and mentoring is the bedrock of developing the necessary skills for maintaining competitive advantage and organizational performance. Although it is true that the source of competitive advantage refers to the human resources themselves and not to the policies employed to attract, utilize and retain them, coaching and mentoring may be considered to be a good startingpoint for building a pool of superior employee resources and capabilities.

In Ramaswami and Dreher's (2012), study they found mentoring helps the mentor gain support through the establishment of networks of mentee's that "payback" the mentor. This happens through the mentee acting like an informant, supplying critical information that will assist the mentor in some way when needed. This, in turn helps to strengthen a mentor's reputation and recognition in an organization, by enhancing the respect and visibility of the mentor. Negative experiences, however, are occasionally found in organizations with a mentoring program. The negative attributes are most often seen in those organizations without a formal mentoring process, relying instead on informal processes.

According to Murray (2006), the informal mentoring process is usually not tied to business goals, has no tracking system for mentoring relationships and no training or structured support. Some of those negative concerns arise when a conflict occurs between the mentor and mentee or mentee's supervisor, such as the supervisor using the mentor to reprimand the mentee instead of discussing performance issues with the mentee. Negative experiences can also occur if the mentor exhibits negative behaviors like "sabotage, bullying, revenge-seeking and exploitation (Sandberg, 2008)." In these situations, management consultants advise against relying on one mentor and feel it is a "high-risk strategy," and "bad mentoring relationships are worse than no relationship at all (Sandberg, 2008)." Roehling *et al* (2000), suggests that assistance provided by the employer in career management, as an important characteristic of the new employment relationship. Here the assistance in career management refers to those services beyond providing training, education and skill development (which constitute the most important category) and includes actions such as mentoring, coaching and career management workshops or materials.

RESEARCH METHODOLOGY

This chapter discussed the procedures for carrying out the study. This study adopted a descriptive

research design. The target population of this study was 200 staff working at National Cereal and Produce Board Headquarters in Nairobi. Sampling frame was the list of employees working in all levels of management. Stratified random sampling was applied in carrying out the study as per the departments, a sample of 50% of the total population was used therefore 100 respondents constituted the sample population for the study. Data was collected using structured questionnaires. The study used primary data for statistical analysis and pilot test was done to help discard all unnecessary difficult and ambiguous questions. To ensure validity of the instruments, the researcher developed the instrument in line with the literature review as well as pre-testing the instrument to be used through a pilot study. The data analysis tool (Statistical Package for Social Sciences (SPSS Version. 21.0) was used to analyse quantitative data and results interpreted to give meaning to the study.

DATA ANALYSIS, RESULTS AND DISCUSSION

This chapter discusses the data analysis, results and discussion of the findings obtained from the field. The chapter presents the reliability analysis, background information of the respondents, findings of the analysis based on the objectives of the study. Descriptive and inferential statistics were used to discuss the research findings. The study targeted a sample size of 100 respondents from which 80 filled in and returned the questionnaires making a response rate of 80%. This response rate was satisfactory to make conclusions for the study. The response rate was representative. According to Mugenda and Mugenda (1999), a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. Based on the assertion, the response rate was considered to be excellent. A pilot study involved the sample of 20 respondents from target population. The study found out that majority of the respondent indicated that they were male 67.5%, while 32.5% of the respondents indicated that they were female. The study also established that most of the respondents 40% indicated that were aged between 36 to 45 years, 28.1% of the respondents indicated that they were aged between 25 to 35 years, 22.5% of the respondent indicated that they were aged between 46 years and above whereas 9.4% of the respondent indicated they were aged below 25. The study established that majority of the respondents 53.1% had attained a bachelor's degree as their highest level of education, 26.3% of the respondent indicated that they had diploma as their highest level of education whereas 20.6% of the respondent indicted that their highest level of education was master's degree. The study revealed that majority of the respondents 53.8% had been working with their current employer for a period of 0 to 5 years, 18.1% of the respondents were working with their current employer for 6 to 10 years, 12.5% of the respondents were working with their current employer for 11 to 15 years, 11.3% of the respondents were working with their current employer for 16 to 20 years and 4.4% of the respondent for 21 years and above. The study also sought to establish the respondent level of agreement on statement relating to effects of training on employee performance in National Cereals and Produce Board. From the findings , the study found that majority of the respondent agreed that employees' training needs are identified through a formal approach like using training need analysis survey or through performance appraisal system by a mean of 3.99, training programmes implemented usually address training needs of the individual employee, department or organisation at large by a mean of 4.04, the organization had an established training section that manages employee training and employees who are promoted after undergoing training are likely to have high morale and are more efficient than those who do not

undergo such training by a mean of 4.10 for each statement, almost all employees in the organisation undergo through some form of training programme or the other every year by a mean of 4.18, the organization gives priority to training programmes that have the highest cost-benefits by a mean of 4.28 and that employees who benefit from the organisation's training initiatives were more likely to be satisfied in their jobs than those who do not by a mean of 4.31.

Career Mentoring and Employee Performance

The study sought to establish the respondent level of agreement on statement on Career Mentoring at NCPB. From the findings the respondent agreed that their supervisor monitored their work continually and gave them feedback on how they were performing by a mean of 3.90, their immediate supervisor prepared them for a higher responsibility by delegating some tasks by a mean of 3.98 and that their supervisor guided them on their responsibilities, which helped them understand their job and required standards by a mean of 4.03. The respondents further disagreed that their supervisor acted as a role model for them by a mean of 1.93. The findings were sustained by a low standard deviation which was an indication that the respondents held similar views. These findings were supported Hall, (2005) that career mentoring is based on counselling and supports learners and helps them to develop their own approach and solutions to problems. The study revealed that career mentoring affects employee performance by: counselling and supports learners and helped them to develop their own approach and solutions to problems

Employee Performance

The study sought to establish the respondent level of agreement on statement relating to Employee Performance at NCPB. From the findings the respondent agreed that training of employees in the organization enhanced their performance and mentoring employees about their careers enhanced their performance. These finding were sustained by a low standard deviation which was an indication that respondent held similar view.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the discussion of key data findings, conclusion drawn from the findings highlighted and recommendation made there-to. The conclusions and recommendations drawn were focused on addressing the objective of the study.

Summary of Findings

Effect of training on Employee Performance at NCPB

The study established that training needs are identified through a formal approach, NCPB organization had an established training section that manages employee training, and training programmes implemented usually address training needs of the individual employee, department or organisation at large. The study further established that almost all employees in the organisation underwent through some form of training programme or the other every year and that organization gave priority to training programmes that had the highest cost-benefits. These concurs with findings by Cole (2011) who asserts that training needs arise from requirements of new comers, shortfall in employee performance, organizational change and the individual's expressed needs.

Effect of career mentoring on Employee Performance at NCPB

The study revealed that supervisor acted as a role model for the respondent and that supervisor prepared the respondent for a higher responsibility

by delegating some tasks. The study further established that the supervisor monitored the respondents work continually and gave them feedback on their performance. The study also revealed that the supervisor guided the respondent on responsibilities which helped them understand the job and required standards. These findings were supported by Parsloe & Wry (2000) who established that career mentoring relationship is most often oriented towards an exchange of wisdom, support, learning or guidance for the purpose of career growth and increase employee performance and sometimes it is used to achieve strategic goals. Career mentoring is based on counselling and supports learners and helps them to develop their own approach and solutions to problems (Hall, 2005).

Conclusion

The study revealed that on job training influenced the performance of an employee by expansion of key competencies, job specification, leads to motivation, reduces intimidation, provides additional skills knowledge and capabilities and employees are able to network. The study concludes that job training affects the employees' performance at NCPB to a great extent.

The study established that career mentoring affected the employee's performance at NCPB. The study revealed that career mentoring affected employee performance by: counselling and supports learners and helped them to develop their own approach and solutions to problems. The study concludes that career mentoring affected the performance at a great extent.

Recommendations

The study recommended that the management of NCPB should incorporate job training advancement in the organization as the study found that job training affected the performance of NCPB to a great extent.

The study recommends that the supervisors of NCPB should embrace career mentoring and coaching to prepare them for other positions.

Areas for Further Research

This study sought to establish the effects of career development on employee performance in the public sector, with special focus on National Cereals and Produce Board. The study recommends that a study should be done on effect of career development on service delivery in the public sector in Kenya.

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