INFLUENCE OF CAREER DEVELOPMENT ON SERVICE DELIVERY IN THE PUBLIC SECTOR

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ABSTRACT

Employees are the major assets of any organization. The active role they play towards an organizational success cannot be underestimated. As a result, equipping these unique assets through career development becomes imperative in order to maximize and improve on service delivery. A key objective of Public Service Commission of Kenya Human Resource Policies and Procedures on career development is to ensure continuous upgrading of Public servants' core competences, knowledge, skills and attitudes including their ability to assimilate technology to enable them create and seize opportunities for social advancement, economic growth and individual fulfillment. This has been made possible through proper planning and coordination of training activities and career development in the Public Service which has been delegated to all Ministries under the State Department responsible for Public Service through Human Resource Management and Development units. However, how career development influences service delivery is not well searched in the government especially after the promulgation of the new constitution of Kenya due to devolvement of some government services to the county governments. The objective of the study was to assess the influence of career development on service delivery among the trained personnel. The study sought to investigate the challenges faced by the trained personnel in advancing after being developed and the influence it has on service delivery. The target population was 1050 employees and the sample size was 105 employees. The data collected helped in finding out the influence of career development on service delivery. A qualitative research approach of data collection was adopted using questionnaires, observations and interviews. The recommendation was made to the relevant authorities especially the Public Service Commission of Kenya.

Key Words: *Training, Career Advancement, Career Development, Service Delivery*

INTRODUCTION

Career development is the concern of all employees in the organization whether it is in public or even in the private sector. For most of the employees, having being developed and have a career in the organization, is a source of motivation and even job security in life thus improved service delivery as according to (Armstrong, 2011). Career development and employee performance are key strategic considerations for all organizations regardless of size, sector, profile or even the market. Fortunately, organizations now realize that it is their human resources who are the key for the success and even lasting of the business. Moreover they are the biggest asset and they are the one that can make things happen. This can be seen where the organization may have the latest technologies but might have no proper human resources to drive them. This may cause failure as compared to those with more or less a good technology and proper human resources with necessary skills and knowledge. Organizations are facing increased competition due to globalization, changes in technology, political and economic environments (Evans, Pucik & Barsoux, 2012) and therefore prompting these organizations to develop their employees as one of the ways to prepare them to adjust to the increases in demands for better skills knowledge and attitudes to thus enhance their service delivery.

Employees who are properly developed are the centre of all development in the organization and they are the one who make difference between success and failure. However, due to the unstable economic environment, career development and training must be a continual process and is absolutely essential to update from time to time in order to face the new challenges and to meet organizational objectives. Obviously, improved service delivery, better quality of goods and services

and even greater customer satisfaction will be heavily dependent on employees. According to (Armstrong, 2011) the philosophy upon which career plans are based refers not only to advancing careers to meet organizational and individual requirements, but also the need to maximize the potential of the people in the organization in terms of productivity and satisfaction under conditions of change when development does not necessarily mean promotion. Over the years the government of Kenya has developed training and career development policies whereby many employees have benefited from by being trained. According to Public Service (Recruitment and training policy, 2006) which stipulates that all the training programmes in the Public Service must be demand driven and be based on identified training needs. This has been done in order to facilitate among others the promotion of career and professional development staff, preparation of employees for succession management and also for synchronization of required skills, knowledge and attitudes to the need for service delivery and performance. This would motivate the employees to improve on their service delivery. However, this has not been the case as there.

The world of business today is becoming so challenging that all organizations need to provide their employees with new skills, knowledge and attitudes to have competitive advantage over their competitors. Managing human resources who are the greatest asset of organizations have become vital for the survival and lasting of the organization. According to (Armstrong, 2011) Human resource functions which include pay, planning, recruitment and selection have become so complex which is a must to attract, retain the high and potential calibre employees and at the same time need to motivate the existing employees. For organizations to be successful, the only way and resource to value and put emphasis on is the human resources whereby

they should be recognized and their importance felt. They should be constantly upgraded through training and development for maximum efficiency.

Globally, developing and developed countries alike have observed that decentralized service delivery can result in quicker gains than with centralized systems. In many countries, central government ministries responsible for service delivery have created field offices and delegated more decisions and resources to their local staff -a process referred to as de-concentration. The government of the Brazilian state of São Paulo implemented the Poupa Tempo (Time Saver) program as a way to enhance service delivery and improve the quality of public administration. In the world of work today, organizations are faced with impediments to cope with complexities and interconnectedness of global challenges. Thus, the obvious way for organizations to remain competitive in this era of globalization that is driven by innovations, knowledge and technology is by placing importance on acquiring new skills and creative knowledge through career development and training of its employees (Scott, 2010). When ambitious, innovative minds are ready to move from the classroom to the real world where there is always room for accommodating everyone.

According to (Filippo, 2014) Career Development is gaining more attention from various organizations as an effort to improve job satisfaction and organizational commitment. Organization, in the light of the rapid technological changes, uncertain economy and competition for market share has to be aware of the need to match employee's personal career goals and demands of the organization. This will create a win-win situation between the two parties. While the employees are developing themselves, they continue to contribute to the success of the organizations. In addition, opportunities provided by the organization for employee's development will generate greater job

satisfaction and this is stronger commitment to the service of the organization. Job satisfaction is an important domain to study when considering career planning and career development activities. In studying job satisfaction, the employees aspirations (needs and values) and attributes (self esteem, job involvement, organizational commitment, morals and life satisfactions are included to enable further understanding of the reinforcers of job satisfaction and how these variables affect individual and organization career development.

The origin of the Public Service Commission was the white paper colonial 197 issued in 1950, which set out measures which were proposed to improve the quality and efficiency of the Colonial Service of the British Administration. The setting up of the Public Service Commission was proposed in our old constitution in its paragraph 21(xi). The Public Service Commission of Kenya (PSCK) is a body created under Chapter VIII of the Constitution of Kenya. It was established to manage Human Resource in the Kenya civil service and also the local authorities. The constitution empowers the PCSK to appoint persons to hold or act in offices in the public service, in the counties and also power to exercise disciplinary control over persons holding or even acting in those offices, the power to promote and to remove from office. The PSCK also monitors the activities and duties of public servants as stipulated in their Human resource policies and procedures Manual of April (2015). In addition, as public services become more complex and customers become more demanding, there is a growing risk that employees are not trained in the skills and supported in developing the fundamental competencies that they need in order to respond to changing circumstances (Paton, & McCalman, 2000).

Statement of the Problem
Employees are extremely crucial to the organization since their value is essentially intangible and not

easily replicated (Meaghan et al., 2002). (Abbasi, 2011) agrees with this argument and adds that managers must recognize that employees are major contributors to the efficient achievement of the organization's success. The pace of change is rapid and jobs are becoming complex daily that there should be a continuous process of developing and also training employees for them to obtain the required new skills, knowledge and attitudes according to (Armstrong, 2011). This has been caused by challenges such as globalization, ethics and social responsibilities, digital workplace and support of diversity and the devolvement of some government services to county governments. According to (Trevor & Nyberg, 2008) employee career development practices also affect the relationship between retention planning, training, career advancement and career planning. The inability to provide high quality service may be attributed to failure to adopt career development practices that enhance employee performance and motivation which could improve the service delivery of the public service. Moreover, some organizations may design their development programmes without proper Training Needs Assessment (TNA) just for the sake of training as it forms part of the policy as (Filippo, 2014) puts it. As organizations are re-engineering their structures to reduce the management hierarchy in order to be more effective and efficient, the issue of career development becomes the center of attraction. This restructuring will lessen the opportunities for promotion and hence, without proper management of employee career, then organizations would face the problem of losing key performing individuals thus increasing turnover rate, job dissatisfaction and loyalty as (Armstrong, 2011) states the public service has put in place strategies in terms of policies and regulations in order to improve and maintain quality of service delivery (Human resource policies and procedures Manual of April 2015).

However, how career development influences service delivery is not well searched in the government especially after the promulgation of the new constitution of Kenya due to devolvement of some government services to the county governments. Despite the increasing effect of career development on employees by organizations, there seems to be limited literature on career development in the developing countries (Debra & Ofori, 2006) thus causing increased concern from organizational customers towards low quality services in the public sector. However, some organizations are not willing to develop their employees because it costs a lot of money for the organizations which sometimes may cause disruption of work especially the core employees sent for training. Numerous scholars have documented the need for research on career development and have suggested that research designed to clarify the particular career (Katz-Leavy, 2008). While there are many studies that have attempted to link the poor service delivery due to lack of competences among the public servants because of poor development in career, this has called for the study to assess whether there is career development and advancement even after training, the hindrances to career development after training and also the influence of these on employee's service delivery which can lead to organizational effectiveness. The study soghtto investigate the various factors that influence career development among the employees in the public sector and thereafter made recommendations that may improve the levels of service delivery leading to increased job satisfaction and productivity.

Research Objectives

The general objective of the study was to determine the influence of career development on service delivery in the public sector. The specific objectives were:

- To establish the influence of training on service delivery in public sector.
- To find out the influence of career advancement on service delivery in public sector.

LITERATURE REVIEW

In this chapter, related literature available on the problem under study is reviewed. Focus was on career development, specifically training and career advancement.

Supers' Development Theories (Self-concept theory)

Supers developmental view of career development in the context of the self allows for changes over time. This is very appropriate in the 21st Century workplace. One of the Donald Super's greatest contributions to career development has been the emphasis on the importance of the development of self-concept changes over time, and develops as a result of experience; as such career development is lifelong. Supers development theory explains the career development stages and how each stage is characterized by myriad activities e.g. from birth to mid teenage i.e. 0-14 years. The major activities including career fantasies, little reality orientation, identities dislikes and likes concerning a particular career. According to D. Super's theory (1986), he believed that humans are anything but static and that personal change is continuous. Super's life /span space is a very comprehensive developmental model that attempts to account for the various important influences on a person as they experience different life roles and various life stages. He came up with the following tenets: - Every individual has potential. People have skills and talents that they develop through different life roles making them capable of a variety of tasks and numerous occupations. In making a vocational choice, an individual is expressing his/her understanding of self; - his/her self-concept. Donald E. Super's work spanning from 1953 to 1996 can be seen as one of the most prominent career development theories of the previous century. It is a 14 well-respected theory that provides a basis for the understanding of the construct of career concerns as moderated by the various stages of development of a person's life. Seen as a segmented theory by many (Salomone, 1996), it may nonetheless be regarded as one of the most inclusive theories describing the factors affecting a person's career. Career concerns can be operationally defined by means of the Adult Career Concerns Inventory (Super, Thompson & Lindeman, 1988). In order to adequately evaluate Super's theory in terms of its relevance to the contemporary South African context, and in particular as it relates to adults, the foundations of the theory will firstly be discussed and then the various models comprising the theory will be described.

One of the purposes of Super's earlier work was to integrate a variety of theories of vocational development, namely trait-and-factor theory, social-systems theory and personality theory. According to this model of vocational development both intra-and interpersonal variables are determinants of vocational behaviour. Thus socio-economic factors, for instance the labour market and family finance, traits and factors, such as values, attitudes, personality, motivation and intellect, personality development, for instance self-concept or reaction to success or failure, vocational developmental tasks as well as vocational developmental opportunities all contribute to vocational choice (Super & Branbach, 1957). As introduction to Super's work the basic postulates and propositions of Super's theory need to be briefly mentioned. In his critical analysis of Super's 15theory over a forty year period (Salomone, 1996) concludes that only ten of Super's original 1953

propositions have been retained over the years, as well as two from 1957. The theory rests on the notions that people have different abilities, interests and personalities, which qualify them for different occupations. Each occupation requires a different pattern of these characteristics, but choice is always a determining factor. (Super and Branbach, 1957) propositions described vocational development as ongoing, continuous, generally irreversible, orderly and predictable. Vocational development was also seen as a dynamic process involving compromise and synthesis. Vocational preferences and competencies, work situations and self-concepts are all inconstant, although the stability of self-concept from late adolescence results in of vocational choice and adjustment. Satisfaction (both vocational and a vocational) occurs when individuals are in the position to realize their abilities, interests, personality traits, values and so forth (Super, 1984). Pertinent to the career resilience construct described in chapter five, Bell, (Super and Dunn, 1988) postulate that career maturity is the readiness to meet developmental tasks, and it relates to the coping behaviours of drifting, floundering, trial, instrumentation, establishment, stagnation and disengagement. In addition, (Super, 1984) differentiates between maxicycles (major life stages) and minicycles (transitions between maxicycles) (Salomone, 1996). The fifty years of theoretical explications by Super have resulted in a fragmented and compartmentalized theory of career development, as mentioned above. The theory can nonetheless be organized into six basic models, namely the rainbow model, the maturity or adaptability model, the salience model, the model of determinants, the career decision-making model and lastly the C-DAC model (Super et al, 1992). Primarily the aim of career development theory is to describe vocational choice and adjustment (Super et al., 1988).

Holland's Theory of Occupation Choice

According to Holland's theory, most people are one of six personality types: Realistic. Investigative, Artistic, Social, Enterprising and Conventional (RIASEC). In his theory on occupation choice Holland referred to a person's job fit as degree to which a particular job matches an individual's skills, abilities and interests which is based primarily on a person's personality. He argues that we are likely to find people with same personality being attracted to similar fields. The assertion is that people perform best at occupations that match their traits. He said that people search for environments that will let them use their skills and abilities and express their attitudes and values, while taking on enjoyable problems and roles.

Holland has applied his RIASEC typology to occupations (G. D. Gottfredson, Holland, & Ogawa, 1982), so that occupations can be coded in the same way as personality. Thus, in applying Holland's theory, the degree of fit, or congruence, between personality type and occupational type is also used to indicate the level of job satisfaction and stability. Holland's influence in career research has also been significant. His work has stimulated more research about vocational behavior than about vocational environments (L. S. Gottfredson & Richards, 1999). Holland's work with Gary Gottfredson on the Position Classification Inventory (PCI) (G.D. Gottfredson & Holland, 1991) enables jobs to be rated according to the frequencies of activities, values, and perspectives that may also be organized according to his theory's RIASEC types (Nauta, 2013). Holland's (1992) theory emphasized that an individual's heredity and interactions with their environment contribute towards the development of type, and that vocational predictions for a person based on his theory work better when contextual variables such as age, gender and socioeconomic status are taken into account.

This addressed criticism of Holland's approach as being simplistic and underestimating the need for career counseling (Weinrach & Srebalus, 1990). It is also reflective of trends in career counseling and the need to place career assessment within a framework of a dynamic interaction of multiple contextual factors. L. S. Gottfredson (1981) supported this notion and indicated that there is value in the career assessment devices, but that they need to be viewed in the light of the career decision maker's situation, that is, context. Moreover, given the modest potential of Holland's congruence construct to predict work satisfaction (Nauta, 2010), career counselors should encourage their clients to see their RIASEC scores as "only one of a complex array of individual difference variables that might be used to identify potentially good-fitting work environments" (Nauta, 2010). Since his 1973 theory revision (Holland, 1973, 1997), Holland's theory has more adequately reflected the life-span perspective of career development, therefore addressing the notion of development over the life-span. In terms of the process of career development, (Holland 1992) claimed that "the reciprocal interactions of persons and successive jobs usually lead to a series of success and satisfaction cycles" (p. 54). This is in line with Super's notion that career decision-making is a developmental process.

In particular, Holland discussed the relationship between the individual and the environment in terms of congruence, satisfaction and reinforcement (Holland, 1992), and suggested that incongruence is resolved by changing jobs, changing behaviour or changing perceptions. However Holland's theory remains "primarily descriptive, with little emphasis on explaining the causes and timing of the development of hierarchies of the personal modal styles" (Zunker, 2006). Holland focused on the factors influencing career choice rather than on the developmental process leading to career choice (Zunker, 2006). (Holland, 1996)

concurred with this sentiment, claiming that a lack of information on development issues or the process of change is a weakness of his and other typologies. In considering revisions of his theory, (Holland, 1996) emphasizes his determination not to lose what he sees as a virtue of typologies, that is their capacity to "organize large amounts of information about people and environments in an economical and accessible fashion". Holland's theory has been researched in nearly every continent (Fouad, 2007). While there is general support for his structure in the United States (Fouad), his theory has also been criticized for not adequately addressing the career development of women, racial and ethnic, and other groups. For example, women tend to score more highly than men on the Social type while men score more highly than women on the Realistic type (Nauta, 2013). (Watson et al., 1998) found that Holland's hexagon does not adequately account for the structure of interests of black South African adolescents. These authors remind practitioners who use instruments based on Holland's theory of the need to do so "in the context of relevant information about possible cultural, gender and socioeconomic status differences in the structure of interests of their clients"). As illustrated by the previous example, much research has been generated to examine the applicability of Holland's theory to women and across cultures and more is needed. In relation to culture, (Spokane and Cruza-Guet, 2005) concluded that "definitive conclusions may be some years away". While Holland's contribution to career development theory is unquestioned, his theory provides only a partial, though detailed, account of career development, which gives rise to D. Brown's (1987) concern about the usefulness of Holland's model to life career counseling. His concern stems from Holland's lack of attention to other life roles and the relationships between them.

Bandura Theory (Cognitive Theory) Social Learning Theory

Known as observational learning (or modeling), this type of learning can be used to explain a wide variety of behaviors. (Bandura, 1977) states that behavior is learned from the environment through the process of observational learning. His theory stresses the importance of observational learning, imitation and modeling. His theory integrates a continuous interaction between behaviours, personal factors- including cognition- and the environment referred to as reciprocal causation model. He explained that:-

"Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action."Albert Bandura, Social Learning Theory, 1977**.

(Bandura, 1986) emphasized self efficacy and self esteem as paramount in determining careers. He said that people can understand their professions and be able to control their action. This can be done in terms of coping with behaviors, the effort, and need and how long the effort will be sustained. He said that people can be inclined to take on a task or a career they believe they will succeed. He noted that people will always avoid careers that are challenging or where their self efficacy is low. Low self efficacy leads to inability of people to grow and expand their skills which can be ingredients to career plateaus. People with high self efficacy are more likely to be successful and persistent. He said such people can easily cope with change and will attribute failure to external factors. In essence Bandura describes the link between career success and the concept of self esteem and self efficacy. If people view themselves having low self esteem then their chances of success are minimal.

Growing evidence from several lines of research altered theoretical perspectives on how behavior is acquired and regulated. Detailed analysis of the empirical and conceptual issues (Bandura, 1977) falls beyond the scope of the present article. People process and synthesize feedback information from sequences of events over long intervals about the situational circumstances and the patterns and rates of actions that are necessary to produce given outcomes. Since consequences affect behavior through the influence of thought, beliefs about schedules of reinforcement can exert greater influence on behavior than reinforcement itself (Baron, Kaufman & Stauber, 1969; Kaufman, Baron & Kopp, 1966). Incidence of behavior that has been positively reinforced does not increase if individuals believe, based on other information, that the same consequences can increase, reduce or have no effect on incidence of behavior depending on whether individuals are led to believe that the consequences signify correct responses or occur non-contingently (Dulany, 1968).
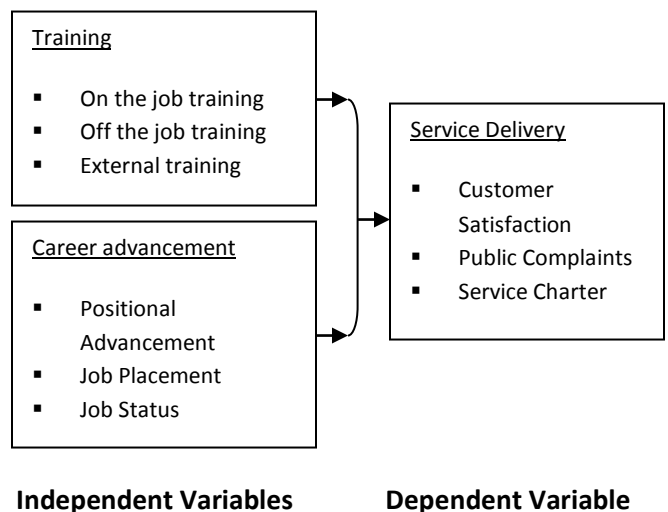
Conceptual framework

Figure 1: Conceptual framework

Empirical Review

Career Development

Career development has been a subject of many studies over the years. According to (Raja et al., 2011) who conducted a survey sample, they observed in their studies that there is a positive relationship between career development and organizational service delivery. Similarly, (Abeeha & Bariha, 2012) observed in their studies that a positive correlation between employees career development and organizational competitive advantage.(Abang et al., 2009) on the other hand, pointed out that Lynch and Black in their studies revealed that only off-the job training improves organizational service delivery . Now, employees will desire to leave the companies that embrace the old management style and be on the side of employers who are willing to show more respect, give more autonomy and authority. Once we accept that the basis for the successful organizations is qualified employees, the main goal of the organizations must be to keep American Journal of Business and Management 179 skilled and experienced employees in the organization. In the basis of the achievement of these main goals, it is very essential for the organizations to provide training for the new employees, and assist the development of the present employees which are only possible by an efficient career system. (Lee & Bruvold 2003) highlighted that previous statements for appropriate employee development programs found their grounds on the awareness that organizations were gradually more dependent on their human resources. Investments in human resource development present the image of high commitment strategy that influences employee commitment and motivation (Lee & Bruvold 2003). Development of human resources is associated with organizational success. The prerequisite for making a difference in a competitive environment lies in investing in people and performing both individual and organizational career processes. (Lee & Bruvold 2003) states that Michael Porter's research also affirms that companies that spend the most on employee training and development are the most competitive in all developed countries in the world.

According to (Armstrong, 2006) career development is of great importance to both the individual employee and also the organization. This is because there is interaction between individuals working for the organization and the development of the organization through the employees' career. In today's competitive market, successful businesses need employees who have the necessary skills to make an effective contribution being the drivers towards achieving a competitive edge regardless of its size. Career development covers an employees working life which starts with staff orientation, on job training, experience, short courses, professional courses, post graduated, an employee develops his/her career through a continuous acquisition of managerial or professional skills and experience which may bring about rewards and promotion. Career development is vital for both the employees and employer (Hall, 2010). Career development is mutual benefited process because it gives imperative outcomes to employer and employees (Hall, 2011; Kyriakidou & Ozbiling, 2005).

To gain and maintain competitive advantage, organizations require talented and productive employees and these employees need career development to enhance and cultivate their competences (Prince, 2014). Career Development has been defined as an organized and also planned effort of structured activities or processes that result in mutual career effort between an organization and its employees (Gilley & Eggland, 2011). It entails a linear upward movement from a position of relatively low status, responsibility and remuneration to a higher position (White, 2011). It involves obtaining visibility within an organization,

skills and character development, compensation, retention among individuals and groups, emergence of leaders and also risk taking.

Training

Sahinidis and Bouris (2007) examined 134 employees in public organizations after they had completed a training program. Their study supports that there is a significant correlation between the employees perceived training effectiveness and their commitment, job satisfaction and motivation. Khan et al. (2011) found a significant relationship between the employees training and their resultant performance in accomplishing different tasks in the organization. This study identified other past studies which treated the staff training as factor of service delivery. A study conducted by Jochimsen (2007) to evaluate the Parkinson's Law at vehicle registration offices in Germany. The study found out that the incentive based work contracts played an important role in service delivery. This is where financial incentives as well as motivation through training were found to be important tools in increasing efficiency. They were more productive (produced better results) than a simple increase of number of staff or disintegrations of tasks. This is to say that employee motivation through training was a key factor in service delivery.

This is a general activity provided by the organization so that individuals develop knowledge and skills required in the present and also in the future. Training is crucial for any organizations' success. Employees grow and develop through a continuous process of learning and training. The importance of ensuring employees retention following training may lie in the strategic approach that is utilized. Training and development, performance appraisal, reward systems and other policies and career development programmes but are created to support each other in an effort to develop employees by a team of human resource but seldom take into account an individuals'

perspective on how the programme should be implemented (Koech, 2011). Investment on employee training and career development is considered important in employee retention. Training of the employees helps to lower the turnover rate and considered as important factor in employee retention thus enhancing service delivery (Wetland, 2012).

Career Advancement

Career development has been acknowledged to be a very important component of organizational service delivery. However, it is not an end goal rather career development is characterized as a means to an end-the end being productive, efficient work organizations, populated by informed workers who see themselves as significant stake holders in their respective organizations' success (Byne, 2011). Less than 5% of all the importance of career development has been documented for variables other than organizational service delivery. However, many of these additional outcomes are related to service delivery indirectly. Career development is basic all directed at employee but its ultimate impact goes to organization because the end user of its benefits is the organization itself (Raja et al., 2011). Career development will have the greatest impact when it is bundled together with other human resource management practices and these practices are implemented following sound principles and practices based on empirical research (Abang et al., 2009). The rapid increase of global competition, day by day renewed technology, growing demand towards better customer service have made constant and fast change an important issue in organizations. Businesses in the present world are operating in a highly competitive and borderless environment. Survival has become a key focus for many of these businesses, and they are constantly seeking for ingredients that can help to establish their competitive advantage (Jayasingam & Yong 2013, 3903). Nowadays, managers and

employers understand that they cannot obtain a good performance from their employees in a platform where both personal career management and organizational career management practices are absent. They realized that developing new methods is necessary, and they have to make a fundamental change in this matter. Otherwise, it is likely that their competitors will discover the secret power of workers and take action already. One of the roles of the human resource department is to help employees consider potential career routes (Agba, et al., 2010). Together with efficiently using human resources that have a strategic importance for organizations, the effects of career development programs -that might provide a competitive advantage- and organizational commitment on the employee's job satisfaction are chosen as the subject of this study. With no doubt, participation of managers and workers in the processes in the workplace and the necessity of giving responsibility and authority to workers in order to make the decisions applicable have become very crucial nowadays. Participation in decision-making is related to autonomy or empowerment, which are intrinsically motivating (Beehr, et al., 2009).Companies that still embrace their old ways of operation, in other words, a centralized hierarchical level in a changing business world will eventually lose their workers and clients to the firms that embrace and internalize the new management style.

To some individuals, career advancement means reaching a top position at a particular organization, for others it means gaining experience in multiple fields in order to create a unique and versatile role for oneself. Career advancement of employees is a phenomenon which is formalized, organized, and planned effort to accomplish the balance between requirement of organization workforce and individual career needs. (Greller, 2012) states that people always work for a reason and the cause

should be provided by work, organization, co-workers or from within. Organizations desire to strengthen their bond with employees must spend on development of employees (Hall & Moss 2013; Woodruffe, 2007; Steel et al., 2002; Hsu Jiang, Klein & Tang, 2003). It creates promotion opportunities within organization and provides training opportunities and kills development to improve their employee's employability on external and / or internal labour market (Buter & waldrop, 2013). Under normal circumstances, career advancement would involve the existence of alternative career paths based on individual employees and organizational needs. According to (Capelli & Hamori, 2005), lack of advancement for any reason damages a managers' chance of making it to the top. Their study involving 100 executives brought out an interesting act that the longer one stays in a job the less likely his/her chances of advancement.

Service Delivery

An improvement of the service delivery can attract more customers and retain a good public image of a firm. More precisely, target achievement is necessary to build a good public image of an organization. The identification of service delivery with target achievement has increased over time due an improved service charter's which defines service delivery standards, rights of customers and how to handle customer's complaints. 'The customers usually evaluate the service provider or agent depending on the effectiveness and quality of service delivery (Draft, 2007). These events create a particular public image of the service provider in the mind of the consumers of these services. Poor service delivery leads to loss of trust in the service provider especially in the public offices where the service 'is not available elsewhere. When services in public offices are not as per the customers' expectations, the citizens (customers) are disappointed and lose trust in the service provider.

According to Afshan et al., (2012) service delivery is defined as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Service Delivery can be manifested in improvement in production, easiness in using the new technology and highly motivated workers. A service delivery is a framework set of principles, standards, policies and constraints used to guide the design, development, deployment, operation and retirement of services delivered by a service provider with a view to offering a consistent service experience to a specific user in a specific business. An improvement of the service delivery can attract more customers and retain a good public image of a firm. More precisely, customer satisfaction is necessary to build a good public image of an organization. The identification of service delivery with customer satisfaction has increased over time. 'The customers usually evaluate the service provider or agent depending on the effectiveness and quality of service delivery (Draft, 2007). These events create a particular public image of the service provider in the mind of the consumers of these services. Poor service delivery leads to loss of trust in the service provider especially in the public offices where the service 'is not available elsewhere. When services in public offices are not as per the customers' expectations, the citizens (customers) are disappointed and lose trust in the service provider. This therefore demands for reliable effective and efficient service delivery in public offices as per the organization's service charter.

RESEARCH METHODOLOGY

This study utilized the descriptive method of research. As widely accepted, the descriptive method of research is a fact-finding study that involved adequate and accurate interpretation of findings. Two types of data were used-: the primary and the secondary data. The quantitative approach focused on obtaining numerical findings used with the survey method. The interview on the other hand made up the qualitative approach of the study as this focused mainly on observations, description and individual insights of the respondents. This study employed the combined approach so as to overcome the limitations of both approaches. The target population of interest in this study was sampled at 10% from the target population (Mugenda & Mugenda, 2003). Stratified random sampling was used since the population under study was not homogenous and differed both in occupation, income and seniority as according to (Mugenda & Mugenda, 2003). The researcher used questionnaires as data collection instruments for they had advantages over others since the study was concerned with variables which could not be directly observed such as views, opinions, perceptions and feelings of the respondents. Prior to the main study, a pilot study was conducted with 10% of the target population and corrections made before distributing it to the other respondents. For the sake of reliability test, the respondents were conveniently selected since statistical conditions were not necessary in the pilot study (Cooper & Schindler, 2003). For data analysis, the research perused the completed questionnaires and document analysis recording sheets. Quantitative data collected was analyzed using SPSS (Version 20) and presented through percentages, means, standard deviations and frequencies. The information was displayed by use of bar charts, graphs and pie charts and in prose-form. This involved tallying up responses, computing percentages of variations in response as well as describing and interpreting the data in line with the study objectives and assumptions through use of SPSS. Content analysis was used to test data that is qualitative in nature or aspect of the data collected from the open ended questions.

DATA ANALYSIS AND PRESENTATION

Multiple regression model was employed in the study with a confidence level of 95%. The sample size targeted by the research was 100, but only 85 questionnaires were successfully completed and returned for use in this analysis. This represents 85% response rate as displayed. Mugenda and Mugenda (2003) indicated a respondent rate of 50%, 60% or 70% is sufficient for a study and therefore a respondent rate of 85% for this study was sufficient. This commendable response rate was made a reality after the researcher made personal visits to ensure the respondent fill-in and return the questionnaires. Cronbach's alpha was used to examine whether data used in the study had met the reliability criteria. Te results indicated that all the variables under study were reliable in line with Orodho (2004) recommendation that a Cronbach alpha of 0.7 is adequate to conclude that the data being used for analysis is reliable. The validity of data collected was made through collecting data from the relevant respondents having been permitted by the Ministry. Demographically, 28.2% of the respondents were aged between 31-40 years, 36.5% between 41-50 and the remaining 35.3% were aged 51-60. The findings implied that most of the respondents in the public sector were aged between 31-60 years, with only a small number aged below thirty. Majority of the respondents (55.3%) were males. The female respondents in the study made up 44.7%. The results imply that majority of the staff in the public sector are males, but females also make up a significant portion of the staff. The researcher wanted to determine the respondent's academic qualification. Majority of the respondents had Diplomas and Bachelors qualification evident in the 27.1% and 23.5% responses respectively. Those with higher diplomas also made up a significant portion of the participants at 18.8%. Those with a masters and certificate qualifications made up 14.1% and 16.60% respectively. It can therefore, be deduced from the findings above that most of the staff in the public sector have attained higher diploma and are well-qualified for the positions occupied.

Training

This study sought to establish how training influences service delivery in the public sector. The study participants were provided with a series of statements relating to training. The respondents were required to provide their opinion in regards to various constraints of training. The findings presented mixed reactions from the respondents with almost all the values of the likert scale having responses. In all the statements, majority of the respondents strongly agreed as evident in the minimum values. However, only one statement did not elicit a 'strongly disagree' response as is seen on the maximum values. Upon analysis, a mean average of 2.662 was found. This mean denotes that majority of the participants agreed with the array of statements provided under the variable. In specific, majority of the respondents agreed that; in their organizations, there was recognition for skills and accomplishment after training (m=2.54), they had become more responsible after on the job training (m= 2.25), they became more productive after receiving on the job training (2.01). Staffs are competent and have the required training in their work; Training Need Analysis (TNA) is regularly done before embarking on training which had means of 3.25 and 3.06 respectively. Generally, majority of the study participants agreed that training plays a vital role in determining service delivery in the public sector. Additionally, an average standard deviation (1.058) suggests that the respondents had similar opinions in regards to training. In contrast however, the statements; Staff are competent and have the required training in their work and TNA is regularly done before embarking on training had standard deviations of (1.281) and (1.169) respectively.(Koech, 2011) points out that investment on employee training and career

development is considered important in employee retention and service delivery.

Career Advancement

The respondents were asked to provide their responses regarding various parameters of career advancement. The findings of the study showed that all the five choices in the scale were chosen by the respondents creating a scenario where sundry responses were generated. The mean average found in the parameters of career advancement was 2.248. This means that majority of the participants either agreed, or were neutral regarding the study beliefs. This is evident in the statement; Key positions are defined in my organization (m= 2.06); The requirements for key positions have changed in the past few years (m= 2.47); There are good promotion opportunities for growth in my organization after career development (m= 2.93); On the contrary, other statements implied that respondents were neutral with the study beliefs as evident in; There are career advancement opportunities in the organization (m= 3.42) and I am satisfied with the opportunity for professional growth in my organization (m= 3.36). It is evident that service delivery would be greatly improved if the staff had well-defined career opportunities within the organization. High variations in responses were also evident from the study as evident in the average standard deviation (SD=1.1052). The high standard deviation implies that the responses were highly varied as can be seen in the statement satisfied with the opportunity for professional growth in my organization (SD=1.153). This is also evident in, the requirements for key positions have changed in the past few years where (SD= 1.108). From the qualitative responses asked to further expound on the issue, it was evident that the majority of the respondents did not plan on continuing on the same career path due to advanced age. These sentiments are similar to those by (Agba, et al., 2010) who state

that one of the roles of the human resource department is to help employees consider potential career routes.

Service Delivery

Service delivery was the dependent variable in this research study and the respondents were requested to indicate the extent to which they agreed or disagreed with the parameters presented. The respondents were provided with five choices as was the case in independent variables. The results showed that the respondents had different opinions in regards to the different aspects of service delivery in the public sector. A mean of 4.152 implied that majority of the respondents strongly disagreed and disagreed with study beliefs. It is, however, vital to note that almost all the values in the scale were selected by the respondents except in two cases where the minimum values were not chosen. The respondents seemed to strongly disagree or disagree with the statements; Customers' complaints are addressed regularly, (m= 4.02), the processing of documents is done within stipulated time (m= 4.51), the customers' satisfaction is highly valued (m = 4.02) and Customers' satisfaction surveys are regularly done (m = 4.22). On the other hand, the statement; the timeframes in the service charter are adhered to (m= 3.99) had a similar response, just that some of the responses agreed and were neutral to the study beliefs though a major portion disagreed with the opinion. The standard deviation of 0.8358 is also quite small supporting the reliability of the study since small deviations imply that the participants had similar opinions regarding service delivery. The highest standard deviations (SD= 9.63 while the smallest is 0.610. Draft (2007) asserts that the identification of service delivery with customer satisfaction has increased over time. However, as evident from the above analyses, customer service delivery does not meet customer expectations;

hence, the need to work on resolving issues affecting service delivery in the public sector.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter discussed the summary of the study, conclusions and recommendations driven from the study findings based on the study objectives which were to determine the influence of career development on service delivery in the public sector.

Training and service delivery

Training was found to be an important aspect of career development in which lack or inadequacy of it would greatly affect the quality of the services delivered by the employees. However, owing to the fact majority of the respondents interviewed in this study did not even have a bachelor's degree, it basically showed that a lot was required as far as training was concerned. Even before we talk of in-service training, ministries should encourage their employees to pursue higher education since it was linked with improved performance and boosted self-esteem for the employees. The findings of this study further showed that in most cases, the management did not recognize the staff even after improving their academic levels hence, discouraging other employees to follow suit. It was also found that even when in-service training was carried, it was happening without assessing its need in the ministry, an implication that such training may not lead to achievement of the goals. Most of the respondents actually admitted that in-service training was either minimal or irrelevant. This is happening despite the fact that it seems to solve the myriad challenges being experienced in the public sector.

Career advancement and service delivery

Career advancement was another important aspect that was explored in this study. It can be explained that lack of career advancement was a recipe to poor service delivery in the public sector industry. The findings showed that employees would not like to work in the same job, same position and same location for years and years. They would like their careers to advance to new heights and unlock new potentials. Though the Ministry of Water had career advancement practices, it was established that there lacked proper definition of the key positions available for different employees. A clear procedure of who would make to the top position was also not provided. It can further be explained that career advancement significantly affects employees' productivity, which is a key determinant of the service delivery. There was general agreement from the respondents that nobody would like to work in a job that doesn't promote its employees.

Conclusions

The finding further shows that failure to institute a clear retention plan would significantly affect service delivery in the ministry. It therefore implies that some of the failures being experienced in the Ministry of Water may be attributed to poor retention plan of its employees, a situation that if reversed would definitely improve its service delivery. The first question raised in this study is whether training significantly influences service delivery in the public sector. This study concludes that training is a crucial aspect of career development that cannot be underrated or substituted by anything else. The study shows that there exist a significant relationship between training and service delivery. The training preferred by respondents includes: in-service training, improved academic training, seminars and exhibitions. In the second objective, the study pledged to establish the influence of career advancement on service delivery. This study concludes that career advancement is a significant predictor of service delivery in the public service sector. The findings of the study show that

promoting employees, changing their working environment and regular change of job definitions was linked to improved service delivery.

Recommendations

The study demonstrated that career development impacted most positively on service delivery and thus the on above findings, the following recommendations are made from the study:-

The Ministry should base all the trainings on promotional courses as required by various schemes of services to be given priority over other trainings to facilitate career advancement.

The Ministry's financial allocations for training should be increased to enable the training unit undertake its full training function by putting in place career planning to cater for various training needs. The findings of this study further shows that in most cases, the management should recognize the staff even after improving their academic levels hence, so as not to discourage other employees which had not been the case. In the findings it was noted that majority (27) of the staff assessed are diploma holders, therefore there is need to encourage more staff to undertake trainings in other professional courses. There is need to undertake regular monitoring and evaluation of trainings undertaken by staff in order to assess the impact on service delivery. All the trainings should be based on the outcome of TNA to limit biasness.

The management should facilitate the improvement on service delivery which requires a combination of various factors like improving staff motivation through various motivational and incentive schemes or methods, undertake effective performance evaluations and settings of targets, providing for effective feedback mechanism other than at end of any training carried out, promotions to be based on performance and merit and encourage staff to improve on their academic qualifications and finally undertake attitude boosting training as well as other quality management courses which should reach all staff and create some new energy to drive to do more thus improvement on service delivery.

Recommendations for further study

The study focuses on determining the influence of career development on service delivery in the public sector. A further study should be carried out to determine the influence of career development on service delivery in the public sector on achieving competitive advantage in the public sector in the country.

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