RELATIONSHIP BETWEEN LEADERSHIP DEVELOPMENT PRACTICES AND ORGANIZATIONAL SUCCESS IN SELECTED UNIVERSITIES IN MERU COUNTY, KENYA

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DECLARATION AND RECOMMENDATION

DECLARATION

This thesis is my original work and has not been presented for a degree or any other award in any other University.

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RECOMMENDATION

This thesis has been submitted with our approval as University supervisors.

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DEDICATION

To my parents for their support and to my siblings for giving me moral support all through.

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ABSTRACT

Leadership development is a key ingredient to the success of every organization since leaders show the organizational direction in terms of goals setting and achievement. If organizations fail in developing their leaders then it means that there is likelihood of losing the focus leading to organizational failure. Studies have revealed that if proper leadership development is done then organizations tend to perform well in terms of production, profitability and competitiveness. The purpose of this study was to examine the relationship between leadership development and organizational success in selected Universities in Meru County. The research objectives were to establish how training contributes to organizational success in selected Universities in Meru County, to find out how career development contributes to organizational success in selected Universities in Meru County, to determine how retention strategies contribute to organizational success in selected Universities in Meru County and to find out how talent development contribute to organizational success in selected Universities in Meru County. The theories underpinning the study were human capital theory, talent DNA model and resource based view theory. The researcher adopted a descriptive research design since data was collected from different respondents. Data was collected using a questionnaire as the data collection instrument. The target population was 58 selected staff from respective departments from the selected Universities in Meru County. The researcher did a census where the whole population was examined since the number of respondents is manageable and that the information of every respondent will be very useful to the study. Content validity was used in the study and Cronbach's Alpha was used to test the reliability of instrument. The data which was collected was analyzed using SPSS and further explained using descriptive statistics and inferential statistics for easier understanding and data was also presented in descriptive tables. The results showed that the instrument was reliable. The findings of the study indicated that training and retention had a greater influence on organizational success as compared to the career development and talent development which didn't have great influence on organizational success. The study therefore concluded that organizations that put more emphasis on training and retention of its employee had greater chances of success than those that did not have strategies to ensure employees are well trained and they do not leave the organization prematurely. The study therefore recommends that for organizations to succeed they need to invest a lot on employee training and employee retention and also further studies should be done to be able to establish other factors that greatly contributes to organizational success.

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LIST OF ABBREVIATIONS

HE   Higher Education

HRD   Human Resource Development

KeMU   Kenya Methodist University

MUST   Meru University of Science and Technology

ROK   Research Organization of Kenya

SPSS   Statistical Package for Social Science

TL   Transformational Leadership

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In today's business world, globalization has turned it into a small village in which competition is so stiff between organizations. Looking at the available options to counter the same, it is the interest of every organization to have proper leadership development programs. The success of every organization would mean achievement of the overall objectives and longevity. Leaders are considered the drivers in every organization and an influencing factor to all what happens in an organization (Senior & Fleming, 2012). The success of most organizations is dependent on the kind of leadership that is adopted in an organization (Gruban, 2010). This therefore means that leadership development is key in every organization and if it is not properly done it may ruin the success of an organization.

Improvement of leader confidence, the abilities and their skills is what is referred to as leadership development. The manner of teaching the cost involved and the level of complexity vary from different organizations (Armstrong 2012). Leaders could also be developed through ways like mentorship and coaching. A person's ability to learn and the style of learning during development matters a lot in leadership development while bearing in mind the management support level and the programme quality (Baldwin and Ford, 2013). The development programmes that focus on general leadership defines leadership development while the concentration on an individual is what is referred to as the leader development. According to (Gregeman 2013), leadership development programmes are meant for the high performing

employees and they focus on the long term goals other than the short term goals which are more of operational than strategic.

Globally, many organizations have become concerned about leadership inadequacies of their employees, and as a result, they are committing to enhancing the skills, competencies, perspectives of their leaders through regular education and training (Conger & Benjamin, 1999). Gibler, Carter, and Goldsmith (2000) predicted that due to shortage of talented managers and leaders, there was need to develop bench strength with the aim of widening leaders' perspective to be able to compete globally thus the need to increase the annual budgets to cater for the enhancement in training for the leaders. However, Klenke (1993) pointed out that in relation to the leaders demand curve, there is a lot of training that needs to be done in terms of leadership education to be able to meet the demand. Leadership is no longer the responsibility and interest of an individual but rather an organizational requirement and responsibility for the purpose of behavior modeling and changing the perception of leaders worldwide thus transforming leadership globally. (Conger & Benjamin, 1999).

Brandon Hall Group (2014) conducted a study on leadership development strategies and innovation on several companies in California and concluded that more than a third companies on average are implementing the leadership development programs while on the other hand they realized that 36% of the companies are way below average on leadership development practices. A case of Ratan TATA 2012 in India had a lot of challenges when the manager died since they had no leadership development programs that would have seen them have a successor to take the business to the next level and ensure business success.

Because of the demands on today's organizations, and the need to justify training programs, design and implementation of all leadership development interventions by human resource practitioners and top management have been identified as factors leading to the achievement of the desired outcome in organizations. According to Swanson and Holton (1999), system outcome should be stimulated by leadership interventions practiced in the organization. Among the strong points in an organization, leadership development is believed to give an organization a competitive advantage. In the dynamic business environment, people resource is believed to offer the most unique asset with creativity and adaptive power and capability to sustain the success of an organization (Krohn, 2000). It is therefore worth to invest in training and education of employees in the organization as they are responsible for innovation and activities that see to the sustainability of an organization which gives an organization a competitive advantage leading to organizational success (Torraco and Swanson, 1995). For an organization to be able to adapt to change and enhance performance, it is vital for it to invest in development of workplace expertise (Herling, 2000).

For the survival of an organization, the organization needs to retain committed employees hence reduce recruitment and selection cost, poor and low productivity, loss of business opportunities, poor customer care and service and also reduce the hidden cost of productivity (Clarke, 2001; Messmer, 2000; Das, 2002; Davies, 2001; McCallum, 1988; Walker, 2001 & Pfeffer, 1998). Organizations prefer having and maintaining employees who they can trust, who have high adaptability, committed, highly skilled and knowledgeable who are a source of competitive advantage and remain valuable assets to the organization (Storey, 1992). As noted by Arthur (1994), higher organizational performance and low turnover are achieved through employment of commitment strategies as opposed to control strategies.

Employee retention issues are emerging as the most critical workforce management challenges of the immediate future. Since the mid-1990s, scholarly research investigations have been focusing not only on determining why employees leave organizations but also concentrating on those factors positively influencing employees to stay with an organization (Hoisch, 2001), as well as the benefits associated with retaining tenured workers (Ramlall, 2004). Effectively designed and well implemented employee retention programs that increase employee tenure more than pay for themselves through reduced turnover costs leads to increased productivity (Simons and Hinkin, 2001).

Talent development is a very key ingredient in realizing the achievement of organizational goals which in turns translates to organizational success. Talent development therefore is the effort to improve the identified capabilities of employees and putting measures meant to grow the talents (Gothard & Austin, 2013). When talents are grown it means there is monitoring and evaluation in the organization and that leadership development is evident since it is talented employees that are considered for leadership. Every organization longs to have very talented employees since they act as role models and in any case they are key in nurturing the upcoming young leaders as a strategy to leadership development.

In Africa, most organizations are facing a multitude of outcome based demands on their resources and time which originates from various forces ranging from increased global competition, federal mandates and national accreditation standards which create attention in the leadership development interventions. Friendman (2000) state that leadership development through culture, time, dual reporting structures, responsibility overlapping, proliferation of channels of communication, language and barriers of distance make leadership development very important. The success of global organizations is aided by the available human resources as they

are responsible for selling and marketing, developing and creating products and services, decision making and implementation of strategies and programs (Caligiuri & Stroh, 1995). The most saddening fact is that not many leadership development interventions are built with a global focus thus does not yield maximum success (Marquardt & Engel, 1993).

Dockery (2012) stated that there are four essential key success measures including employee satisfaction, contribution to the society, financial capabilities and customer satisfaction with one auxiliary key measure which is results from operations. Most important to organizational survival, success and growth is financial viability. An organization is said to be financially viable when it is has the ability to continue to achieve its long term mission and vision as well as achievement of its operating objectives. A business entity should be having the ability to generate sufficient income to meet its operating expenses and financial obligations, as well as provide for the future growth potential. The ability for managers to build a strong team spirit and good relationships among their employees in the organization is considered a source of strength. It can also be manifested through proper employee recruitment and selection all the way to the moment employees are leaving the organization. Being able to successfully address the entire process to the end is the hallmark for successful modern organizations (Naveer, 2011).

A review of literature shows that examining the association between organizational leadership development and University success varies on how the activities and the concepts are intertwined as stated by Mabey, (2013) and that employee motivation, tolerance to change and effectiveness of institutions are all measures of organizational leadership and its effect on the organizational success (Raja & Palanichamy, 2011). Therefore, for organizations to enjoy success, they must incorporate leadership development that is able to cope with the complexities in the environment for them to be able to outperform their competitors and enjoy a competitive advantage.

In realization of effective leadership development, an organization must put emphasis on training and development. This could help in a way that employees are much aware of the organizational goals and they fit so well to the culture of the organization. Armstrong (2012) states that training and development grows employees' courage in executing their day to day activities and they develop a sense of belonging and ownership to the organization. This is important to the organization since it is going to improve efficiency and effectiveness of employees thus goal achievement and this is what amounts to organizational success. There have always been debates and uncertainties in regards to university performance and the impact caused by leadership development (Lankshear, Kerr, Laschinger& Wong 2013). Customer service delivery and organizational performance has been improved through advanced leadership development in various organizations hence the need to practice such (Mathew,Esowe, &Ajagbe, 2016; Edoka, 2015).

Petro and Bajracharya (2012) argue that the success of an organization can be realized through employee retention whereby they should be motivated through various ways as per the organization guidelines. When an organization has strategies that make employees stay for the longest period of time possible, it ensures talent and competences are not drained in an organization. Organizational success aims at maximizing the resources available and reducing cost as much as possible while on the other hand having in mind the organizational goals. This therefore means if turnover is reduced when the organization has the right retention strategies, cost is reduced as no recruitment associated costs are incurred and also training cost is reduced (Singer & Griffin, 2014).

On a local perspective, successful organizations need both inspirational leaders and sound managers in order to achieve increased and sustainable results, organizations need to execute

strategies and engage employees. Organizational success therefore is measured by analyzing where the organization is in regards to its goals and its mission (Catherine, 2018). Successful organizations have teamwork, committed employees, motivation is evident, flexibility, high production, low employee turnover and management support. Success of an organization is highly dependent on the type of leaders in an organization.

Career development is a motivating factor for leaders in an organization. It makes them realize their worth in an organization as they are given career development opportunities and more challenging roles and this becomes their perfect opportunity for them to showcase their ability. Career development is thus considered a very successful strategy in leadership development. According to Jaibunisha (2016), career development is the state of advancing someone in the area of specialization for the purpose of career growth. This will in a big way help employees to become more effective and efficient in executing its day to day activities and achieve the set targets which in turns translates to organizational success.

A study by (Daniel, 2017) at Karirana Estates Limited in Kenya on the change strategies and organization success concluded that there were no proper strategies for business success in Kenya and among the recommendations he came up with was the need for organizations to put emphasis on the leadership development strategies. This is so since organizations are lead and influenced by leaders. This also translates to the fact that all the aspects of an organization in terms of aims and goals are developed, facilitated and implemented with the support of leaders.

1.1.1 Universities in Kenya

Universities are high-level educational institution in which students study for degrees and academic research is done. Higher education plays a vital role of building the human resources

capacity required to enhance growth and development of economy (Jalaliyoon&Taherdoost, 2012).Interestingly, Higher Education (HE) is becoming a major driver of economic competitiveness in an increasingly knowledge driven global economy (Henard, 2008). Higher education has continued to be elusive in Africa and fierce competition has been experienced globally in the education sector (Kilemi&Njuguna, 2007; Marginson, 2007). In determining the direction taken by the organizations, new strategies, vision mission and objectives integration have been given a consideration in the effort to cope with the competition in the education arena (Hinton, 2012). The mission, vision and objectives are considered crucial ingredients for the achievement of consistency, higher performance and direction when it comes to resource allocation (Marjanova&Fotov, 2014). The ability of universities to translate strategic intent to clear goals is a common characteristic that leads to success and performance of Universities (Richard, Devinney, Yip, & Johnson, 2009).

Mbiriti (2013) identified a similar scenario in Kenya where the Universities are not different to those others in Africa and globally where education has become such a high profile in terms of education in the 21st century. The quality of teaching, library facilities and research has been compromised due to the expansion experienced in Universities thus affecting and compromising quality of education as evidenced through students riots, staff dissolution and overcrowding in the residential halls as well as the lecture halls (Owino, Kibera, Munyoki, and Wainaina (2014). Due to the above mentioned, the performance and sustainability of Universities remain an elusive goal.

In the effort to counter the challenges in the higher education sector, universities are tasked with designing transformational strategies that will enable them improve performance as well as achieve their mission, vision and objectives in the quest to address the national challenge aimed

at achievement of socio-economic development, having creativity, embracing innovation, achievement of vision 2030 and adapting to new technology (Gudo, Ole &Oanda, 2011). Most existing studies on leadership put more interest on the manufacturing sectors and failed to develop interest in the service industry where Universities fall. The suggestions by the empirical evidence show that performance complexities exist in the Kenyan Universities. In Kenyan Universities, the impact of leadership development on performance as received minimal efforts in trying to understand how they influence one another. Through this, there is need to address the gap between organizational success and leadership development in Universities. This has been caused by disinterest in addressing issues concerning leadership development and organizational success while at the same time realizing the opportunities that are untapped in relation to this challenge.

Additionally, Universities have attempted to venture into leadership development through trying to develop strategies that will enable them envision corporate priorities, create clear strategies, build infrastructural and resource support as well as promote employee empowerment all geared towards enhancing performance. However with all the efforts, Universities have a challenge of formulating strategies for leadership development (Crawford, 2014). Mbirithi (2007) therefore recommended for a debate to try and ascertain the requirements for successful organizational performance that will also increase University competitiveness. This has attracted the arm of the government stimulating them to put together the most competitive performance standards that will enable Universities to constantly measure and quantify activities like innovative explorations, research and teaching which are in agreement with the government requirements placing the institution in higher ranking and building the reputation (Thugge, Heller &Kiringai, 2011).

Higher education in Kenya started back in 1961 with Royal College in Nairobi and it became University College of Nairobi under University of London to train students and award degrees (Kenyaweb.com, 2001). Under the umbrella of University of East Africa, University College of Nairobi was promoted to a University of its own and became University of Nairobi in 1970 until mid-1980s. Since then there has been tremendous growth of universities in Kenya spreading to all parts of Kenya (Makhatiani, 2016). Meru is the home of two universities namely: Kenya Methodist University and Meru University of Science and Technology which are the main campuses. KeMU was started in 1997 and Meru University of Science and Technology was started in 2008. And both the universities are still in existence to present date.

1.1.2 Organizational success

Organizational Success is an analysis of where the organization is in regards to its goals and its mission (Catherine, 2018). It is basically the evaluation of the actual and the expected results for the organization to know its status. This helps the organization to know the action to take since if the result is negative it means it's time to define improvement strategy and if the outcome is good, it is the high time to define strategies to maintain or widen the gap with the competitors. Success cannot be realized without total commitment especially by the management through things like identifying and growing potential leaders, reviewing talent regularly, assessing performance of potential leaders, putting forth retention measure for the intended leaders and defining strategies for leadership development (Anitha, 2016).

Some scholars argue that organizational success is the ability of the owner to acquire a large market share and have good financial standing. Organizational success may also be measured through the owner expected outcome where they may assume success once the outcomes are achieved within the speculated period in time (Raymond, Marchand, St-Pierre, Cadieux, &

Labelle, 2013). In Canada, a study was conducted and indicated that organizational performance is said to be achieved if the owner's objectives are met (Armstrong, 2012; Koech & Namusonge, 2012). Raymond et al. (2013) explored the perception of small business owners concerning business success through a survey and four hundred and thirty three Canadian business owners had varied ways to measure and dictate organizational success. The business entities too were different thus the researcher concluded from the study that organizational performance and success depended on the owner perception and the expected outcomes thus are a reflection of the owner and the employees.

Berkowitz and Wren (2013) in a study in the US tried to evaluate whether leadership styles can influence the success of a business and utilized the traditional survey method in research to evaluate the systems of performance in a franchise and from the findings, the study established a relationship between leadership styles, organizational structure, openness and organizational performance. Such, there was not any superior leadership style hence organizations were expected to adapt to the most matching leadership style for their type of organization. Literature also show that the leadership that style contribute so much to the performance of an organization especially in matters of change implementation and the strategies adapted for the same (Pasmore, Lafferty & Spencer, 2009).

Molina (2013) states that keeping everything dynamic, focusing on the future and benchmarking are some of the very key things in ensuring the success of every organization. It is always good to benchmark and get to know what your competitors do different to keep on going since no organization can operate in a vacuum and know what to change or adopt for success. An organization that is not future oriented does as good as not exist since every organization should be goal orientated and goals are set for the future. This means that for organizational success,

organizations should try incorporating the three ingredients and ensure they are consistent and monitoring and evaluation should be a culture to be adopted and feedback is key.

Organizational success surprisingly does not have a consistent definition nor does it have consistent measures (Kirby, 2005). Indicators such as financial and non-financial can be used to measure success (Zuriekat, SalamehandAlrawashdeh, 2011). Many managers today find it hard to settle for organizational success measures due to the dynamic nature of businesses (Kurien&Qureshi, 2011). The use of non-financial measures of success has been more prevalent due to the new competitive realities of increased flexibilities and customization (Stede, Chow & Lin, 2006). Gallani, KajiwaraandKrishnan, (2015) indicated that the use of non-financial organizational success indicators has been preferred due to inadequacies in the financial measures stating that the non-financial indicators are also believed to ultimately affect a firms profitability.

1.1.3 Leadership Development

Leadership development refers to activities that improve the skills, abilities and confidence of leaders (Baldwin and Ford, 2013). They continue to argue that the quality of programmes, characteristics of learning styles of the individual being developed, acceptance from superiors and level of support all lead to the success of leadership development. There has existed a challenge differentiating leader development and leadership development where the former denotes development for and individual and the latter focuses on the general leadership in the organization as a set. In succession planning leadership development is common as it is interested in producing leaders with preferred and required capabilities for future organizational leadership in the event there arises vacancies in senior positions in the organization (Gregerman, 2013).

McCauley, Moxley, and Van Velsor (1998) suggested a full range of leadership development experiences ranging from on-the-job training, mentorship, job assignments developmental relationships and feedback systems also exercised through leader-follower relationships, exposure to senior executives and formal training. It is also important to note that not all jobs are developmentally equal and cannot be easily expressed in an objective manner making job evaluation hard but though with challenges, on-the-job training is still a major source of learning (McCauley & Brutus, 1998).

In today's dynamic work environment, organizations view people resource as the most valuable resource they have since they come up with innovations and creativity giving them adaptive power to fight the market and gain a competitive advantage while at the same time ensuring sustainability of organizational success (Krohn, 2000). A highly trained workforce offers a competitive advantage through increased capabilities and uniqueness which leads to organizational success (Torraco and Swanson, 1995). Therefore for organizations to maintain optimal performance they need to invest in employee training and development as a way of enhancing their skills, competencies and expertise (Herling, 2000).

It goes without saying that leadership training and development plays a huge role in employee organizational commitment and ensures high organizational performance (Ullah,2013; Murad, & Gill, 2016). In the past one century, organizational leadership development has taken the center stage in almost all the boardrooms since organizations are now realizing the need for leadership development in relation to organizational success. This too, because the type of leadership present in an organization greatly determine what is cascaded down the hierarchy. Kjelin, (2009) explains organizational leadership as an ability of an organization to anticipate, maintain flexibility, envision and empower fellow mates to create a viable future and come up with

strategic chance for the organization. In addition, in order for organization sustainability and growth organizational leadership development focuses on what is best both for individual employees and the organization at large (Surya, (2015).

Leadership development can be achieved through continuous assessment of the current talent and improvement of the same while considering achievement of the set aims and goals of an organization (Das & Baruah). According to Armstrong (2012), leaders are identified from the very first day of joining an organization and they are nurtured to be. This is only achieved through continued efforts to grow them each and every day. Gothard and Austin (2013) state that strong leadership and departmental relationship can be realized through the effective implementation of the leadership development strategies which enable the organization to frequently review the organizational goals.

1.2 statement of the problem

In today's business world, globalization has turned it into a small village in which competition is so stiff between organizations. It is the desire of every organization to be successful in the achievement of their objectives and universities are no exceptional. Looking at the available options to counter the same, it is the interest of every organization to have proper leadership development programs which in turns leads to organizational success. The success of every organization would mean achievement of the overall objectives and longevity. Leaders are considered the drivers in every organization and an influencing factor to all what happens in an organization (Senior and Fleming 2012). Many organizations do well in talent selection but they fail on the talent development part which is a key ingredient in organizational success. Lack of proper leadership development strategies has seen to the fall of organization since they fail to achieve their long term goals.

Evidence points to some studies conducted on how strategic leadership affect organizational performance in universities both public and private universities in Kenya. Based on the World Ranking of Universities (2016), Kenyan universities were not favorably ranked therefore there is need for a rescue mechanism to address the gap why ranking does not place them favorably because the organizations are reflections of their top executives. Organizations have always put effort on talent selection for the leaders over the years but have failed on the area of leadership development. This has led to the fall of organizations since they lack proper leaders to help in achievement of the overall goals and objectives.

Eddy, Mastrangelo and Lorenzet (2014) in a study of the mediating effect of personal leadership on professional leadership and intentions to cooperate, and to extend the model by examining organizational performance focused on the enduring leadership in educational institutions and organizational performance. They concluded that leaders should focus on enhancing these behaviors to positively impact organizational success. Most compelling is the power of personal leadership. A greater emphasis on expertise, trust, caring, sharing, and ethical behavior in teaching and practicing leadership will undoubtedly lead to more enduring leadership.

Studies have been done revolving around leadership development and other variables but there has not been one that gave a clear guideline on the appropriate strategies for leadership development for the purpose of organizational success. Therefore this study sought to fill the gap of knowledge and answer the question of the relationship between leadership development and organizational success in selected universities in Meru County.

1.3 Purpose of the study

The purpose of this study was to establish the relationship between leadership development and organization success in selected Universities in Meru County, Kenya.

1.4 Objectives of the study

1.4.1 General Objective

The general objective of this study was to establish the relationship between leadership development and organizational success in selected Universities in Meru County.

1.4.2 Specific Objectives

To study was guided by the following four specific objectives

i. To determine how employee training contributes to organization success in selected Universities in Meru County

ii. To find out how career development contributes to organizational success in selected Universities in Meru County

iii. To determine how retention strategy contribute to organizational success in selected Universities in Meru County

iv. To find out how talent development contributes to organizational success in selected Universities in Meru County.

1.5 Research Hypotheses

Below were the alternative hypotheses of the study:

H_{01} There is no significant relationship between training and organizational success in selected universities in Meru County

H_{02} There is no significant relationship between career development and organizational success in selected universities in Meru County

H_{03} There is no significant relationship between retention strategies and organizational success in selected universities in Meru County

H_{04} There is no significant relationship between talent development and organizational success in selected universities in Meru County

1.6 Justification of the study

This study is of importance to the organization management since they will be more enlightened on development of leadership development strategies. The human resource will also benefit from this study since they will know the correct talent to search for, the training and development needs for the purpose of future leadership of the organization and help in coming up with retention strategies. It can also be used as a training tool for future scholars within the same field of study.

1.7 Scope of the study

The study was carried out in Meru County, in the selected universities. It targeted the DVCs, Registrars and their assistants, deans, directors, CoDs and programme heads. Data was collected through questionnaires to help establish the leadership development practices present and help in establishing the organizational success status.

1.8 Limitations of the study

Leadership development in most organizations may fail due to lack of monitoring procedures where potential employees for key positions should be improved continually. This was countered through having monitoring and evaluation program that are effective and that provide feedback. Insufficient knowledge on the topic would also lead to wrong answers thus poor solution to the

problem. But this was resolved through a recap on the subject under study to ensure the respondents understood it before they could attempt to fill the questionnaire.

1.9 Delimitation of the study

The study was carried out in Meru County, in the selected universities. It targeted the management and the human resource department in the selected universities. The preference was due to the convenience in matters of location, accessibility due to good infrastructure and availability of respondents who could give the required information.

1.10 Significance of the study

By the end of this study organizations should be able to adopt to the best leadership development strategies that would see to the success of the organization. This would mean that if an organization has the best leadership development strategies, it would be able to retain its employees, train and develop the employees, go an extra mile and assign more challenging roles apart from their normal roles and also be able to develop the existing talent to see to the success of the organization.

1.11 Assumptions of the study

The study assumed that the information that given by the respondents was correct to the best of their knowledge and that no alteration was done to the information and the secondary data acquired had no alterations.

1.12 Definition of Terms

Leadership development: Leadership development refers to activities that improve the skills, abilities and confidence of leaders (Baldwin & Ford, 2013). Appropriate leadership strategies leads to a successful organization since most of the required aspects are looked into with the aim of achieving the overall organizational performance and success at te same time.

Organizational success: Organizational Success is an analysis of where the organization is in regards to its goals and its mission (Catherine, 2018). Continued monitoring and evaluation helps the organization realize their position and be able to compare against the expected results.

Retention strategies: These are ways in which an organization adopts to ensure they keep their employees for the longest period of time possible (Kompaso & Sriendeyi, 2012). The ability of an organization to come up with retention strategies that ensure the employees do not prematurely leave the organization is a source of competitive strength to an organization. Ensuring employees do not prematurely leave te organization reduces on organizational costs associated with recruiting new employees, training them and also wastage of resources in terms of time.

Career development: This is the state of advancing someone in the area of specialization for the purpose of career growth (Jaibunisha, 2016). Being able to develop employees' career is very important since they will always be equipped with the necessary skills thus better task performance leading to organizational success.

Talent development: This is the effort to improve the identified capabilities of employees and putting measures meant to grow the talents (Gothard & Austin, 2013). Talent development starts

at the recruitment stage. If the correct talent is selected and continually developed over time it becomes a very valuable asset to the organization thus leads to organizational success.

Training: This can be defined as the attempt to improve the current and future performance of workers by enhancing their ability to perform through learning, achieved through attitude change or enhance their knowledge and skills (Das & Baruah, 2013). Continued training on employees imparts new knowledge that enables employees to have more confidence with their work thus improved productivity leading to organizational success.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter will cover the theoretical review which entails the theories that underpin the study and also the empirical review on the following, leadership development, risk management system, independency granted, Quality of work, competency and their relationship with organizational success.

2.2 Theoretical Review

Whenever leadership development is mentioned, growth of leaders is the first thing that comes into one mind. Nurturing of leaders for growth and to take up key roles is key to the success of every business. Organizational success in this sense means that an organization is able to achieve its overall set goals or showing progression towards achievement of the set goals while at the same time keeping in mind the timelines. This therefore means that organizations should be able to come up with strategies that will enable them to come up with the best leaders possible since the leaders' responsibility is to ensure the organization goes the right direction in achievement of the organizational goals. This ensures that the efforts of an organization to develop its leaders will lead to the overall organizational success since they will be nurtured to become what the organization requires for its success. The theories adopted in this study included; Resource Based View (RBV) Theory, Human capital Theory, Talent DNA Model and Transformational Leadership Theory.

2.2.1 Resource-Based View Theory

Tis theory is among the most widely accepted strategic management theory (Barney, Ketchen, and Wright, (2011). The theory explains how businesses can be able to adapt and to strategically position themselves in the competitive environment (Chepngeno,Wagoku&Okello, 2012). Majorly, this theory tries to explain how an organization can utilize the resources they have to gain competitive advantage over the same players in the market. It continues to state that organizations should be able to combine and align its resources accordingly to be able to derive the most out of the available resources and to be able to differentiate themselves from the rest. The central idea of the theory is that firms are unique in their package of resources and they benefit from the same while exploiting the weaknesses of the other firms to achieve a competitive advantage (Barney, 1991; Levie, 2006).

The RBV theory argues that a firm's performance is enhanced through the value it creates, the capabilities it has and the core competencies present (Halawi, Aronson & McCarthy, 2005). It advocates for firms uniqueness in their resources, complexity in operations, specialty production, intangible skills and the dynamism in their operations (Aryanto, Fontana &Afiff, 2015). The theory also looks at how a firm is able to combine its resources to produce the most unique set of capabilities and products that cannot be easily emulated thus value creation and performance enhancement. The theory goes way beyond the traditional norm of just the ordinary provision in the surrounding environment and generates sustainable competitive advantage and outstanding performance. This theory states that the only resource that cannot be emulated is the human resource and the organizational resources which more than physical, technical or financial resources can give a firm a competitive advantage over its competitors.

According to Joo & Mclean (2009), the theory basically looks at the resources that a firm has which are rare, valuable, unique and inimitable and other firms cannot easily emulate thus giving the firm a competitive advantage over the rest over the longest period of time possible. He continued to argue that the human resource systems can highly contribute to sustainable competitive advantage through competency development that are firm specific, generate unique organizational knowledge and which promote complex social relationships. To ensure the uniqueness is sustained in the organization, there should be continuous talent development, retention strategies should be reviewed continually, training and development should be a culture and the prospective should be given roles to play as a way of leadership development.

Resource-based view also evaluates what a firm possesses, the potential for value generation and finally define a strategy that allows a firm to capture the maximum of the value in a sustainable way (Robert and Grant 2009). For an organization to create a niche, they should be able to do things in a unique way and in a way different from its competitors to ensure they gain customer loyalty and retain them since no organizations able to offer substitutes products or services close to theirs thus leading to organizational success. This particular study then is interested in looking at the leadership development strategies that would help a firm come up with the best leaders possible who would be considered unique assets to the organization hence organizational success.

This theory is relevant to this study since the key purpose of every organization existing is to outperform other organizations and dominate the market and topmost, to have long term organizational success. To expound on this, the theory is relevant in relation to all the research objectives since organizations need to develop retention strategies that will enable them keep the employees they want to develop for leadership for the longest period of time possible. There is

need for the organization to ensure they train its employees to acquire the necessary skills for the intended position, roleplaying is key in order for the organization to be able to evaluate the performance if the employees were absorbed for the same position in future and finally the existing talent should be grown to ensure the employees are the very best the organization has and to have the uniqueness that cannot be easily emulated whereby they can serve a role models to others.

2.2.2 Talent DNA Model

Singer and Griffith (2010), came up with a model that concentrated on the DNA of a firm in the sense that an organization could be able to spell out clearly the key roles, the available competences in an organization to match the roles and the presence of a databank that would contain the available competences in an organization. Enabling talent identification, pointing out talent needs, doing proper talent selection and being able to retain talent is among some of the HR processes that leads to organizational success. The major role of talent management in an organization is to ensure there is a match between the talent needs and the capabilities which ensures a balance between talent demand and supply (Singer and Griffith, 2010). The basic DNA of an organization is enhanced through identification of potential employees with the desired capabilities.

The achieve talent DNA in an organization, is dependent on heavy investment in the human capital especially putting into consideration their competences and considering nurturing and enriching the same to be in line with the organization goals and mission. Through talent assessment and investment in individual growth an organization is able to achieve the intended change and have role transformation in line with the generally accepted varied increment. To

cater for the current and future organizational demands, emphasis has to be laid on managing talent and the present capabilities through matching the right people for the right jobs and with the right qualifications ad at the right time.

The relevance of this theory to the study is that if organizations are able to spell out their goals and mission clearly, then they are also able to know the kind of talent they need which will basically form the DNA of the organization. This means that this DNA is going to run from the topmost employees in an organizations hierarchy and will be cascaded down to the least employee in the organization. In this process, competencies are discovered and through this, potential employees for development are identified. The management gives an outline or a guideline on what talent to search for each time they have to fill positions. Talent that is required in an organization can be identified and grown through training and development. This way leadership development can be achieved easily as the organization will always have ready human assets to see to its success.

2.2.3 Human Capital Theory

According to (Gary and Mincer 2011), human capital theory is the totality of organization available competences, personal characteristics that create intrinsic and measurable value to the economy, knowledge available within a given period of time in an organization and employee social aspect in an organization. He continued to argue that mathematically, human capital theory is what an individual can be able to add in the economy. Cultural contribution to human capital, social setup, symbolic capital and the present economic capital all contribute to the wellbeing of organizational success. Employee training, career development, talent nurturing and having retention strategies are some of the things an organization does to ensure they have the

correct human capital which would be considered an asset in the organization. The question of how human beings can be transformed into capital assets and further considered key aspects of organization success is one of the interest in management accounting (Crook, Todd, Combs, Woehr and Ketchen, 2011). This therefore will lead to a situation where the success of an organization would be forecasted through objective decisions in comparison of the future preference and expectation verses the current outcome. Human capital can be achieved through continued training, talent management, career development and experience.

The intangible assets in an organization which is the human capital contributes a lot to the overall organizational success. Through the acquired skills, talent management, employee retention and training the employees, the organization is able to accumulate wealth in the form of human capital (Gary and Mincer, 2011). Every organization should ensure they have unique set of human capital in terms of skills and competences which mean the competitors could not be able to copy easily thus a competitive advantage. Assets in the form of human capital can hardly be copied nor can it be bought which means that if an organization could be able to retain employees with unique skills and competences then success is likely to be achieved. This would also mean that the responsibility of every organization is to hold closely to the needs of its human capital and ensure good working condition and motivation which in turns leads to effectiveness efficiency and commitment thuds the success of the entire organization. Also having the right resource requires the right human capital to ensure optimum utilization of the resources.

The theory is important to this study in that organizations are able to have a control between the human capital demand and supply. Organizations will also be able to know the current competency gaps and the future gaps that may arise and where to target in case they have to fill

the same. The theory also helps in establishment of the kind of human capital that will see to the long term survival of the organization while at the same time leaping the service benefits that accrue through having the required human capital in an organization. This also affects all the study objectives since an organization will need to have the correct talent, have the employees trained, do continued career development and finally ensure they the proper retention strategies to make sure they do not develop employees and the next minute they are leaving the organization giving birth to recruitment and training costs.

2.2.4 Transformational Leadership Theory

The Transformational Leadership (TL) theory utilizes the leadership that is there to achieve results and enhance competition leading to business success (Tonvongval, 2013). Through the leader, the followers are empowered in line with achievement of business objectives (Wu & Wang, 2012). Through the leaders, the followers are able to go beyond their limits and achieve more than the expected (Brown, 2014), this is particularly if the leaders are able to encourage and stimulate their followers into achieving more (Gillet & Vandenberge, 2014). This theory states that empowerment of the followers helps in goal achievement and enhanced performance (McClesky, 2014).

Transformational leaders ensure optimal relationships and work towards a shared goal through employee stimulation, inspiration, energizing and intellectually stimulating employees (Bass, 1990). Leaders are able to achieve this through nurturing morals, values and ideas in line with promotion of individual changes, organizational change and group change (Groves & LaRocca, 2011). The theory also states that transformational leaders engage and influence subordinates and customers into achieving the desired results (Brown, 2014). In transformational leadership

theory, the leaders are more interested in group success as opposed to individual success. As opposed to some other leadership styles, transformational leadership recognizes and embraces emotional connections with employee while at the same time trying to encourage them and meet their needs while at work and off work (Bass,1990). TLT encourages and embraces motivation, trust, collaboration, engagements and contribution to positive business results.

Various scholars also associated the theory with leader admiration, job satisfaction and loyalty of the followers (Yang, 2014). Employee understanding and development is promoted by the characteristic of intellectual stimulation. In this theory, the employees are always identified with their leaders since the characteristics and style of leadership really influences the followers (Shih et al., 2012). The leaders characteristics are exhibited through the style of leadership which influence the overall result of an organization and also determines the actions of the followers (Sosik, Chun, Blair, & Fitzgerald, 2014). Leaders ability to influence their followers is exhibited through characteristics like high empathy, charisma, trust, values and beliefs that are well aligned (Ilies, Curşeu, Dimotakis, & Spitzmuller, 2013). Follower commitment is won through idealized influence which comes through appealing vision, emotional understanding, effort recognition and realistic goals (Shih et al., 2012).

Followers are always faced with the challenge of envisioning the future for themselves and the organization which is achieved through inspirational motivation (Groves & LaRocca, 2011). Through encouragements, appeal, motivation and challenges, employees are lured towards the future and in turns follow the leader into achievement of the organizational goal (Yin et al., 2011). The theory states that leaders are responsible for molding their followers and input new way of thinking through issues in tackling new problems as they arise in the working environment. This too is better achieved through regular feedback (Shih et al., 2012). Through

intellectual stimulation, followers are more innovative, creative and think critically when it comes to decision making (Groves & LaRocca, 2011). When different perspectives are encouraged, conversations and collaboration is encouraged (Abrell et al., 2011).

The success of these leaders is realized through paying attention to individual employees and acting accordingly while at the same time nurturing them to be able to handle issues on their own as a way of developing them (Bass, 1990). Transformational leadership theory states that transformational leaders are good listeners and they handle individual cases separately which gives the employees an opportunity to express themselves and have good time to execute their duties with some sense of satisfaction (Groves & LaRocca, 2011). Through transformational leadership, followers are mentored to take up key roles in future to ensure the succession plan is well defined for leaders (Abrell et al., 2011). Transformational leaders develop healthy relationships through providing support to others since they believe that relationship building is key to transformational success. (Selcer et al., 2012).

This theory is relevant to this study since it is the leaders that are developed to lead the organization and whatever capabilities they acquire is for the benefit of the organization. Tuis theory states that transformation leaders are not interested in themselves but are more interested in the success of the organization hence important to have them developed for them to be able to lead the followers accordingly to ensure overall goal achievement which in turn will lead to organizational success.

2.3 Empirical Review

2.3.1 Training and Organizational Success

Training is the attempt to change the employees current and future ability to perform through attitude change, knowledge and skills addition and through learning and development opportunities (Das & Baruah, 2013). Training in organizations may be enhanced through having refresher courses for their employees, facilitate for scholarships for their employees, do on-job-training or take their employees for formal education to advance their skills for purposes of performance in the organization. Employees may also go an extra mile and decide pay for their own career advancement. This should be well embraced in a way that after gaining new skills which improves performance in the organization, employees are considered maybe for promotion as a motivating factor and a motivated workforce in most cases guarantees good performance.

Kasau (2014) in a study at Kenya Women Finance Trust Eastern Nyanza focusing on employee training and performance and the study discovered tree key variables of training tat determined the organizational performance. The variables identified and studied were job satisfaction, service delivery and attitude of the employees and the all ad a huge influence on performance. The focus was on improvement of service delivery standards to ensure customer satisfaction, modeling employee attitudes at the workplace and improve the efficiency and effectiveness through job satisfaction.

Jagero, Komba and Mlingi (2012) in a study on the relationship between employee performance and work training in the courier organization in Dar es Salaam , Tanzania focused on how work training programs in the department of messengers and how well they perform after training in

terms of dispatch in the organization. The study discovered that trainings are done mostly when there were new activities or changes in the organization which is not necessarily what is supposed to happen. Training should be a continuous undertaking and not a one off thing to ensure the standards are emphasized and avoid compromising on service delivery. Therefore it was evident that employee performance at DHL and FedEx was greatly influenced by the level of employee training and development.

Ngugi (2014) concentrated on assessing how employee performance in Geothermal development company is affected by training and improvement of employees and concluded that employees did to some extent are that some training was done through no assessment of the same was done. This sowed that training without assessment would mean that the intended purpose for the trainings another reached since control measures needed to be employed to evaluate the level of satisfaction. Further, the study agreed and recommended that through training and assessment, employee and organizational performance would be enhanced hence realizing the essence of training undertakings.

Waithira (2014) at Kenya Commercial Bank studied how training and development practices affected performance. The study discovered that organizational performance was enhanced through training and development initiatives and at the same time improved effectiveness and efficiency. The study recognized the importance of group training and concluded that it improves team spirit and enhanced corporation among members as well as encouraged learning from one another. Group training also gave birth to job ownership where employee felt a sense of belonging and encouraged positive results. The study also identified that training always took place anytime there was a new system in place and when changes occurred in the organization to

enable the employees adapt easily and move fast in service delivery thus enhancing overall organizational performance.

Caliguiri et al., (2011) state that formal education, experience on the job, interpersonal relationships and assessment that is continued are some of the components of effective training. To effectively achieve assessment, data collection, analysis and interpretation not forgetting feedback are important. He continued to say that effective communication is a key ingredient in assessment. Work experience puts an employee in a better position in terms of positioning and competition since a fresh graduate in most instances cannot compare to an experienced employees when they are competing for a position. Experience is achieved through continued assessment and this occurs only in a work set up as compared to formal education where theory is taught which means one has to familiarize with work environment to achieve career training and experience.

According to Saks (2015), training occurs where there are learning opportunities in a work setup and it is developed by the management, the human resources training department and could also engage the services of an external specialist to train on specific areas of interest. This therefore means that organizations should have training programs in place which would ensure training needs are identified and taken care of in due time. Organizations should give equal training opportunities to the employees so that it is able to identify employees' competences and capabilities. If employees are equipped with the required skills the they become more effective and efficient in the work place which means same sense of direction, achievement of organization goals and mission giving birth to organizational success.

2.3.2 Career Development and Organizational Success

Career development is a motivating factor for leaders in an organization. It makes them realize their worth in an organization as they are given more development opportunities and this becomes their perfect time to learn more new things and be equipped with the required skills. It is thus considered a very successful strategy in leadership development. When employee are given an opportunity to advance their career, they tend to develop more interest and are determined to prove that they are indeed the right for ones for the task thus improved performance leading to achievement of the organizational goals. Jaibunisha (2016) states that, career development is advancing someone in the area of specialization for the purposes of career growth. This therefore means that when an employee is developed career wise they are more competent in terms of skill and knowledge enabling them to perform their duties very competently thus leading to the overall performance of the organization.

Abbas (2014) carried a study to establish the perceived influence of career development on employee retention at Deloitte Kenya targeting 120 respondents and used descriptive statistics and regression survey design to establish whether there was a relationship. It was evident that the respondents were satisfied with the level of training and development that was present in the organization. The respondents attested that the level of job coaching and extensive job training was a source of strength for them in relation to execution of their mandates. Although the study recognized that the level of training and development also is dependent on the type of organization and the ability of the organization to support intensive training, it recommended for some level of training and development for all organizations no matter the size and ability.

According to Kireru (2013), career development has brought about unique knowledge to each and every single employee which in the long run leads to the success of an organization. Vaiman

and Holder (2011) further assert, organizations should take an active role in career development programs and Performance appraisal which also lead to competitive positioning of the organization and which comes as the drive to employee's performance. Gelenset al. (2013) further highlights that many institutions embrace programs for career development to assist the employees experience mental and physical growth since employees embrace opportunities for career growth which motivates them in improvement of their performance toward the organizational goals.

Obwaya (2012) conducted a study in Nairobi, Kenya in public primary schools in Starehe Constituency to investigate the effect of career development on performance looking into job promotion, redeployment, job mobility and continuous learning. Descriptive research design was adopted in the study to enable for generalizability of the findings. It was concluded that employee performance in a big way was affected by the career development activities and programs present in schools. Further, career progression involved offering opportunities for career growth, career advancement and career development.

Armstrong (2012) deduced that Performance appraisal is a participative process which incorporates coaching and counseling of the employees aiming at achievement of organizational goals. Dechev (2010) concurs by agreeing that results of performance appraisal enable the organization to bridge the gap between career development and employee turnover rate where the strengths can be used as a benchmark and opportunities for sharing best practices.

Petro and Bajracharya (2012) did a study on employee flexibility and employee performance in commercial banks in China and concluded that the most effective employees at the workplace are those that are always to work in all the departments is the organization as they develop their competences in the process of duty execution. This is so since career development can be a very

effective training tool in every organization while on the other hand helping the organization to identify the employee competences given the opportunity to advance their career. When organization give more opportunities to their employees they tend to take advantage of that to showcase their talent and capabilities and in the process the organization is able to realize the employees with leadership talent and can be put into a leadership development program to ensure they are well trained as future leaders with the aim of ensuring organization success.

Manyasi *et al*. (2012) did a study on how employee performance is affected by career development and the support offered in the Kenyan public Universities using descriptive research design to investigate how management support for career development and incentive to facilitators and lecturers affect performance. The study found out that academic staff performance was greatly influenced by the management support for career development thus the assumption that public Universities have fulfilled the psychological contract for their academic staff which leads to enhanced organizational performance.

Vaiman and Holder (2011) asserts that through succession planning the organization is always up to date in making sure that it has a pool of qualified and talented personnel ready when need be. Armstrong (2012) posited that the problem of retention of employees can only be overcome by the management by ensuring continuous succession of their employees which ensures retainance of effective abilities and capabilities as a competitive edge. The study further argued that performance management does not only deal with filling and retaining of staff alone but rather it ensures it emphasizes on retaining certifiable proven skills to ensure the right human capital is in place.

Jackline and Makori (2017) did a study on employee involvement and employee performance in Kenyan private Universities and they came to a conclusion that employee involvement had an

influence on the performance of employees and that those who felt that they were well utilized felt a sense of belonging to the organization. Involvement of employees may come in a broader sense where they could be involved through being given more challenging tasks and assignments for them to be able to showcase what they are capable of accomplishing at given period of time. It could also mean that employees could be given opportunities to develop their career leading to more competencies. If employees are involved at different levels of execution they tend to own the work more rather than when they feel isolated and left out. If employees at a lower level are given some higher level tasks to accomplish as a career development strategy, they may tend to develop some sense of recognition and want to go an extra mile to really confirm that they are up to the task. This translates to better performance thus achievement of the overall organizational goals.

Nyambura and Kamara (2017) did a study on how career development influences employee retention in the public Universities in Kenya using descriptive research design to establish the effect of career training, mentorship and career development on the retention of employees in public Universities in Kenya. The study concluded that career training, development and mentorship had a positive relationship with employee retention. Further there was recommendation for continuous and regular employee training and development to enhance the skills and capabilities of employees which will lead to improved organizational performance.

2.3.3 Retention Strategies and Organizational Success

Retention strategy is very key in the success of every business since it is the well nurtured employees that are best placed to fill in the leadership slot that come up in every organization.

This is so since they are familiar with the operations of an organization thus do not need much training and they know the organizational culture so well making it very easy for them to adopt.

According to Galbreath, (2010), increased productivity and enhanced performance in an organization is enabled by the ability of the firm to retain their employees for the longest period of time possible. In the today's competitive work environment, organizations need to invest heavily on soft skills in an organization since this is wealth that is not easily taken away. Having highly trained employees gives an organization a competitive advantage hence the need to train and retain skilled and competent employees who possess the necessary and the required capabilities. Through retention, organizations have been able to save on hiring, recruitment and training cost which in the long run is felt through the productivity and performance of the organization. This too enables organization to attract outstanding talents and competencies since employees like being associated with organizations the value and produce results. It also attracts investors and customers due to sustained performance (Scullion &Collings, 2011)

Okeyo et al., (2013) researched on how performance was affected by retention strategies in small and medium family businesses in Nairobi, Kenya found out that the relationship was not so clear and thus could not be duplicated by other firms. There was the need to put more emphasis on the retention strategies that would ensure that employees feel motivated to even put extras effort in ensuring the success of an organization. The long term survival of an organization would be more important than just making money and shortening the life span of the business. If employees keep on coming and leaving the organization then no evidence for progress as the organization spend most of the time recruiting and training instead of working towards development and achievement of results. A gap was left for future researchers to come up with

the best retention strategies that would lead to a motivated work force that is always focused to the achievement of the best performance.

Selesho and Naile (2014) in their study indicate that employee retention in institutions for higher learning raised a lot of concern since employee turnover impacted on the consistency, quality and stability of the organization. Further, the level of employee turnover in an organization could a huge setback on the performance of the organization as well as the students at large. Tis as more impact on the academic staff who Struggle to provide services and cover up the assignment's for those who leave the organization. According to Tithe (2010), while strategies for retention across different occupational groups and industries have many common features, for instance, competitive pay, good working environment and advancement opportunities, for more effectiveness, they need to be context-specific and evidence-based. Thus, an appropriate understanding of employee's expectations of their work environment is a critical concern in retention of employees in higher institutions of learning (Selesho & Naile 2014). An institution can also be able to make decision on whether to adapt to formulated retention initiatives to ensure sufficient labor through understanding the nature of retention problems they have (Musah & Nkuah 2013).

Irfan, Nawaz, Zulqarnain and Khan (2014) did a research with the interest in commercial banks of Pakistan on the impact of employee retention and performance concluded that if employees were given more development opportunities to be able to acquire mixed variety of skills and have the strength to work in synergy then the performance levels would improve in the respective banks. Having not exhausted the possible solutions to the problem, he left a gap for future researchers to come up with mechanisms to see to it that employees stick to the respective organizations for the longest period of time possible with the aim of performance improvement.

Eshiteti et al., (2013) researched on effects of leadership development strategies and employee performance amongst sugar companies in Kenya and concluded that leadership development strategies emerged as a strong factor influencing employee performance especially through availability of training opportunities and talent management. This was mainly done through the presence of training programmes and talent management and development programmes. Communication was considered a main enabler across these aspects as employees were continually given feedback on the overall performance. An emphasis on those aspects saw to the survival of organizations and improved performance e of the employees.

Molina (2013), states that Benchmarking, dynamism and forecasting the future are some of the major things that leads to overall achievement of the organizational goals and mission. If an organization has good culture in place in terms of leadership development, I means that they always want to retain their employees since they would not for instance be training and developing them or nurturing their talents then they are taken by their competitors. Investment in the human capital gives the organization a competitive advantage which cannot be easily emulated thus organizational success. Breakdown in organizational operations may occur if monitoring and evaluation is not continually done and feedback given to the affected parties meaning poor performance caused by the breakdown.

2.3.4 Talent Development and Organizational Success

Alice (2014) did a research on the role of talent development on retention of employees in corporations in Kenya and concluded that organizations have challenges in talent development therefore being at a risk of losing talented employees to the competitors. This leads to paralysis when it comes to the function of leadership development since it is the retained employees that

are developed with time. Her argument was continued and she realized that the domain of talen management was not given emphasis in Kenya where in the public sector it was up to 30% and in the private sector it was emphasized up to 60%. For organizations to match the competition, talent management is key to survival of an organization.

Mokaya(2014) explains that when an organization cannot retain its employees, it is prone to incur many costs associated with hiring employees, recruiting the employees and training them. It is therefore recommended that organizations should formulate and adapt to Human Resource Management strategies that ensure employees remain in the same organization for the longest period of time possible. This ensures that talents are not stolen from the organization or lost to the rivals in similar business leading to poor performance as a result of lost talents. Ensuring low employee turnover benefits the organization, the individuals and the society at large (Ngo, Lau& Foley, 2008). When employees leave the organization, it affects the organizational performance due to service disruption to the clients. It is also expensive for the organization to lose an employee due to the costs associated with hiring, induction and training of new employees thus poor performance in the long run.

Njoroge (2012) did a research on talent management practices in commercial state corporations in Kenya and the conclusion was human capital was the main ingredient to any organizational success. If an organization has very talented employees it has a competitive advantage over an organization that is always recruiting or that which has a high turnover as the culture is not well established within the organization thus challenge in achieving organizational success. He examined a report by ROK (2010) on strategic planning and economic survey and realized that talent management was very beneficial to organizations in terms of performance where

performance was poor in the public sector since they lay low emphasis on talent management as compared to the private sector which put more emphasis on the same.

According to Nanzy (2014), talent development involves the organizations efforts towards improvement of the employees' unique capabilities and nurturing them for achievement of both the employees and organizational goals. Talent development does not only mean the aspect of just managing the physical human being in the organization but rather the uniqueness possessed by the individuals (Njoroge, 2012). The study is supported by (Njiru, 2008) who argued that the main problem of state corporations and most government entities especially in Kenya is its capacity to be able to have the right talent development initiatives in place which assures their staff of continuous sustainability in the institutions which is the gap that this research was intended to fill.

Caligiuri, Noe, Nolan, Ryan and Drasgrow (2011) argue that people may realize their worth through the pay that is attached to the effort they feel they deliver to an organization. If the employee is very talented in a particular area they expect that the compensation is also commensurate to the work they do. They continue to argue that employers who value talent and have proper talent management programs give the employees an opportunity to propose their expected remuneration to enable the employer understand their levels of satisfaction. To retain and motivate talent, employers could also consider benefits in the form of allowances and bonuses putting into consideration flex working hours to prevent issues associated with work life balance. If most of these things are taken care of, employees tend to be more productive thus overall organizational success.

Nyanjom (2013) posited that it is more important for an organization to emphasize on talent development strategies than even concentrate on hiring people with diverse knowledge. Nana (2013) concurs by deducing that increased productivity can be increased by organizations through minimization of the turnover rate which can be attributed by putting in place development strategies. The study further revealed that creating a contusive environment which is capable of engaging employees for long is the primary goal for many successful organizations.

Human resource management is no longer interested in loyalty and commitment of employees but rather in personal growth, learning and development which improves the employability capacity of the employee hence improvement on performance (Ratnaet al.,2014). The study further revealed that most of the important aspects in the process of talent development is learning and developing programs which should be instituted on the employees for effective performance of their mandate.

Dhanabhakyam and Kokilabal (2014) did a study on the benefits accrued from the existing management practices across industries and concluded that the process of talent management starts from the recruitment time moving on to workforce alignment, people development and giving constant feedback to the involved parties within the organization to ensure success. Talent management is not uniform across all the organization but it takes the preferred within the different organizations which fits every organization best. This means that every organization goes for the practice in terms of management which they believe will give them maximum benefit in terms of achieving organizational success.

It has been observed globally that high competitive and dynamic environment calls for management of the available talents to ensure they are not lost since they are the backbone for

organizational survival and success while at the same time having a competitive advantage (Brewster et al., 2007; Ling&Jaw, 2011; Nyanjom, 2013).Kehinde(2012) further notes that there is increased failure in organizations in terms of talent management which has been as a result of lack of proper planning which positively affects the acquiring and development of employees.

2.4 Conceptual Framework

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┌─────────────────────┐
│  Employee Training  │─────────────┐
└─────────────────────┘             │
                                    │
┌─────────────────────┐             │      ┌─────────────────┐
│ Career Development  │─────────────┼─────▶│  Organizational │
└─────────────────────┘             │      │     Success     │
                                    │      └─────────────────┘
┌─────────────────────┐             │
│ Retention Strategy  │─────────────┤
└─────────────────────┘             │
                                    │
┌─────────────────────┐             │
│ Talent Development  │─────────────┘
└─────────────────────┘
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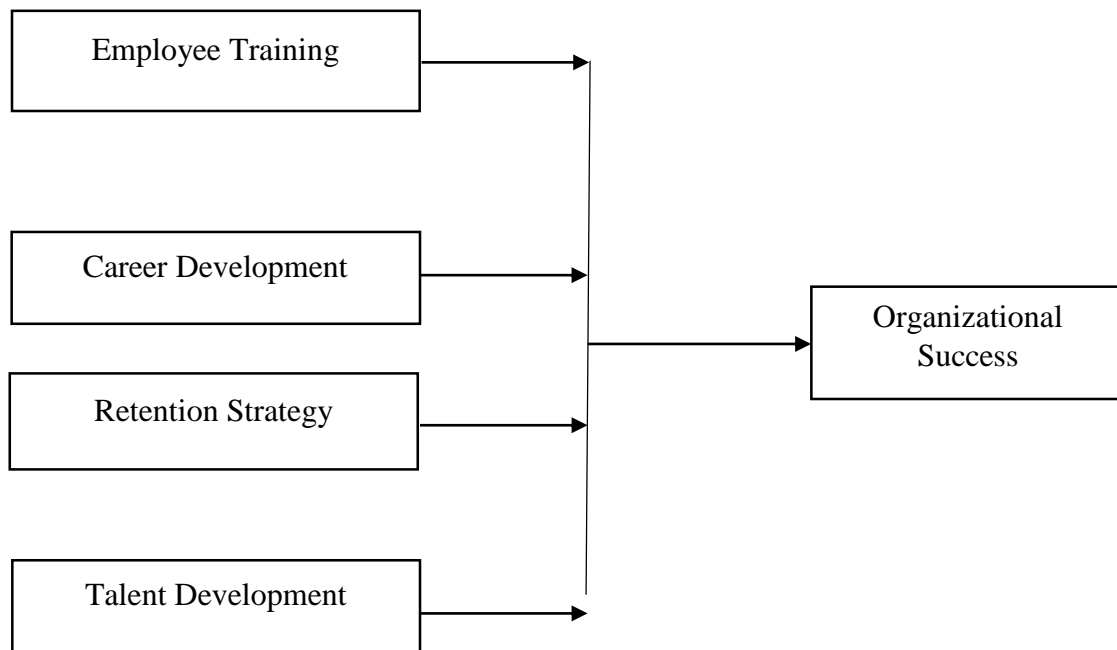
Independent Variables   **Dependent Variable**

Figure 2.1. **Conceptual Framework**

2.4.1 Explanation of Variables

The above conceptual framework explains the relationship that exists between the dependent and independent variables.

2.4.2 Employee Training

Industries are coming up with new ideas due to the trends in the business world. In preparedness for the market, industries should embrace training and development to ensure organizational success. Employees are at their best when they know that employers have their best interests at heart. This therefore leads to motivation and great performance from the employees across the organization (Das and Baruah, 2013).

2.4.3 Career Development

Career development is the state of advancing someone in the area of specialization with the aim of growing them. It makes them realize their worth in an organization as they are given more career development opportunities and this becomes their perfect opportunity for them to showcase their ability. It is thus considered a very successful strategy in leadership development (Jaibunisha, 2016).

2.4.4 Retention Strategy

Employee retention reviews the overall employee turnover in an organization over a stipulated period of time. Every employee would want to be attached to an organization that is successful rather than an organization that has no future and even the present is not guaranteed. This therefore means that organizations should employ retention strategies that would ensure employees stick to the organization for the longest period possible to avoid losing them to the competitors (Armstrong, 2012).

2.4.5 Talent management

Organization success could be realized if there is continued talent development in an orgazation. This is so because talent is identified, nurtured and developed to ensure perfection and benefit to an organization. Talented employees realize their worth when they are attached in an organization that values their talent and also that which develops their talent assets (Gothard and Austin, 2013)

2.4.6 Organizational Success

The absence or presence of this dependent variable will indicate a positive or negative effect. Organizational Success is an analysis of where the organization is in regards to its goals and its mission. After an evaluation and analysis is done, the far an organization has gone in achievement of its goals and mission indicates whether there is a positive or a negative relationship between the variables (Catherine, 2018)

2.5 Operational Framework

Employee Training

- Refresher courses
- Scholarships
- On job training
- Time off
- Study leave

Organizational Success

- Feedback
- Projects
- Turnover
- Deadlines
- Compliance

Career Development

- Career support
- Career Training
- Mentorship
- Career goal setting
- Career feedback

Retention Strategy

- Benefits
- Salary
- Recognition
- Communication
- Feedback

Talent Development

- Talent Recognition
- Talent search
- Monitoring
- Evaluation

Dependent variable   **Independent variables**

Figure 2.2. **Operational Framework**

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the research methodology that was employed in conducting the study successfully. It covers the research design, target population, sampling design, data collection procedures, research instruments and data analysis and presentation.

3.2 Research Design

The study adopted a descriptive research design. Descriptive research design describes a behavior or a type of subject not to look for any specific relationships, nor to correlate two or more variables. Descriptive research design was more appropriate since it allowed representation of the entire population by the sample selected with the findings applied to the entire population. According to Mugenda (2012), descriptive research design defines a subject, often by creating a profile of a group of people or events through a collection of data and tabulation of frequencies on research variables or their interaction. Bryman and Bell (2014) stated that a descriptive design is concerned with determining the frequency with which something occurs or the relationship between variables. With presence of knowledge and information on leadership development and organizational success, descriptive research design was more appropriate

3.3 Target Population

The study target population included all the 58 selected staff from the respective departments from the selected Universities in Meru County. The selected Universities include Kenya Methodist University and Meru University of Science and Technology. The two were selected on

the basis that they are the main campuses and that leadership policies and organizational goals are set from within the main campus and applied across the respective branches under the Universities. The target population is the total number of items under investigation (Kothari, 2004). The target population comprised of DVCs, Registrars and their assistants, deans, directors, CoDs and programme heads.

Table 3.1

Target Population

Departments	KeMU	MUST	Total
DVCs	2	2	4
Registrars & Assistants	4	4	8
Deans	5	5	10
Directors	1	2	3
CoDs	14	12	26
Programme Heads	4	3	7
Totals	**30**	**28**	**58**

3.4 Sampling Design, Procedure and Size

Sampling design refers to rules and procedures through which some elements in a population are included in the sample (Kothari, 2004).This study adopted a census meaning the whole population was examined for the researcher to gather the required information comprising of the 58 respondents from the selected Universities in Meru County. The study adopted a census since the number of respondents was not too big thus manageable thus enabled a broader view of the existence of leadership development across the selected universities for inclusivity. The study also selected the employees in positions considered senior and those in charge of sections since they are the leaders and they come up with strategies to be implemented to ensure success of an organization.

3.5 Data Collection Instruments

Questionnaires were the instruments used to collect data and they were structured questionnaire taking the form of qualitative and quantitative. Bell (2013) states that a questionnaire is an instrument in research that consists of a series of questions and other prompts for the purpose of information gathering from the respondents. The suitability of questionnaires in this study was determined by the researcher developing questions in the area of interest and alteration was avoided since the researcher collected them as filled by respondents.

3.6 Data Collection Procedure

Questionnaires were administered through drop and pick and Likert scale was used to rate the responses with options of strongly disagree, disagree, neither agree or disagree, agree and strongly agree. The questionnaires were left with the respondents and picked at different convenient times both to the respondent and the researcher.

3.7 Reliability and Validity of Research Instruments

Reliability refers to the consistency of measurement and its frequency assessment using test re-test reliability method (Blumberg, Cooper & Schindler, 2008). It assesses whether the measure employed in measuring accurately measures the concepts in business in a consistent manner.To test whether the instruments are reliable the researcher used Cronbach's Alpha whereby the scores which are between 0 - 0.6 indicate that the instrument has a low level of reliability while scores of 0.7 and above indicate that the instrument has a high level of internal consistency and reliability (Blumberg, Cooper & Schindler, 2008). Lack of respondent's knowledge could affect the reliability of data (Metcalf, 2008).

Validity refers to the degree to which a study accurately reflects or assesses or reassesses the specific concept that the researcher is attempting to measure. To enhance the validity of the instrument, the researcher sought expert opinion by consulting the study supervisors in respect to content validity. Mugenda (2010) suggested that based on descriptive research design, a pilot group ranges from 5 to 10 employees, therefore, the questionnaires were distributed to one respondent in each category totaling to six (6) questionnaires which are, the DVCs, Registrars, Deans, CoDs, Directors, Heads of Sections from Mount Kenya University.

3.8 Data Analysis and Presentation

Data collected was checked for completeness and comprehensibility. Then it was summarized, coded, tabulated and entered into SPPS (Statistical Package for the Social Science) for analysis. To establish the patterns and trends for easier understanding and interpretation of the findings, descriptive statistics especially frequencies, standard deviations, mean scores and frequency percentages were applied to establish the patterns and trends so as to make it easier to understand

and interpret the implications of the findings. Data was also presented using descriptive tables. Spearman's correlation analysis was used to establish the relationship between leadership development and organizational success.

The significance of the relationship between leadership development and organizational success was tested at a confidence level of 95% using p-values.

$R= A+\beta_1X_1+\beta_2X_2+\beta_3X_3+\beta_4X_4+\beta_5N+e$

Where R= Organizational Success

β_1= Beta Coefficient

X_1= Training

X_2= Career Development

X_3= Retention Strategies

X_4= Talent Development

A= Constant Term

e= Error Term

3.9 Ethical Considerations

The researcher introduced herself to the respondents through an introduction letter and authorization letter from the respective Universities. Further the University provided an introduction letter to acknowledge that the researcher is their student and is undertaking the study

for academic purpose. The researcher sought permission to collect data from the selected Universities from the regulating body NACOSTI. The researcher ensured the study is on voluntary basis and also respected the respondents views. The valued beliefs and convictions of the respondents were respected and the identity of the respondents was not disclosed to ensure anonymity. The data that was collected was not fabricated and all the sources consulted in doing this study were referenced according to APA guidelines. Finally, the collected primary data was not personalized and was handled with the required confidentiality.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter dealt with results and findings where presentation and analysis of data was done. Further discussions and findings were based on the research questions.

4.2 Reliability statistics

The researcher checked the reliability statistics using cronbachs alpha. The cronbachs alpha of 0.921 was considered reliable for this study. This is because score above 0.7 are considered to have high internal consistency and reliability. Intraclass correlation coefficient of ICC=0.921, P=0.00) indicate that the instrument is reliable for the study.

Table 4.1

Reliability statistics

Reliability Statistics	
Cronbach's Alpha	No. of Items
.921	30

Table 4.2

Intraclass correlation coeficient

Intraclass Correlation Coefficient							
	Intraclass Correlation^b	95% Interval	Confidence	F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.279^a	.180	.440	12.609	24	696	.000
Average Measures	.921^c	.868	.959	12.609	24	696	.000

The above shows a Two-way mixed effects model where people effects are random and measures effects are fixed. The estimator is the same, whether the interaction effect is present or not. It also shows the Type C intraclass correlation coefficients using a consistency definition. The between-measure variance is excluded from the denominator variance. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

4.3 Response Rate

The findings were based on the 41 questionnaires out of the total 58 which formed 72% which is sufficient to draw conclusions of the study. Mugenda and Mugenda (2003) assert that 70% of the sample members are sufficient to represent the population thus the generalization of the study findings. All the questions under the research tools were answered.

4.4 Demographic information of the respondents

The study sought to find out the demographic information of the respondent. The respondents were asked to indicate their management level in the organization, 30(73.2%) indicated middle level manager followed by 11(26.88) indicating senior management level. The respondents were

required to indicate their highest level of education 22(53.7) indicated PhD, 14(34.1%) indicated

Master's degree while 3(7.3%) had undergraduate degree 2(4.9%) had a diploma. The

respondents were required to indicate the length of service in the organization . Majority of

the respondents 38(73.2%) had worked 3-5 years followed by 9(22%) who had worked for 11

years and above. The respondents were supposed to indicate their age group, majority 18(43.9%)

were aged between 30-39 years followed by 16(39%) were aged between 16(39%).

Table 4.3

Demographic information

Demographic Information of the Respondents		Frequency	Percent	Cumulative Percent
current level in the organization	Senior level manager	11	26.8	26.8
	middle level manager	30	73.2	100
highest level of education	PhD	22	53.7	53.7
	Master's degree	14	34.1	87.8
	undergraduate degree	3	7.3	95.1
	Diploma	2	4.9	100
length of service in the organization	0-2 years	2	4.9	4.9
	3-5 years	30	73.2	78
	11 years and above	9	22	100
age group	20-29 years	6	14.6	14.6
	30-39 years	18	43.9	58.5
	40-49 years	16	39	97.6
	50 years and above	1	2.4	100
	Total	41	100	

4.5 Data on study Variables

The variables studied included the dependent variable organizational success and the relationship with the independent variables training, career development, talent development and retention strategies. The findings were based on the 41 questionnaires out of the total 58 which formed 72% which is sufficient to draw conclusions of the study. Mugenda and Mugenda (2003) assert that 70% of the sample members are sufficient to represent the population thus the generalization of the study findings. All the questions under the research tools were answered.

4.6 Relationship between Training and organizational success

The respondents were asked whether the organization offers on job training. Majority 24(58.5%) agree while 7(17.1%) were neutral and 10(24.3%) disagreed of the fact that there is on job training within the organization. Moreover the respondents were required to tell whether they are entitled to study leave and 20(48.8%) agree followed by 6(14.6%) who strongly agreed, 10(24.3%) were neutral while 5(12.2%) disagreed that study leave was given by the organization.

Further the respondents were required to indicate whether their organization gives support on employee career development. Majority 21(51.2%) agreed while 6(14.6%) strongly agreed, 10(24.3%) were neutral while 4(9.7%) disagreed. Moreover, the respondents were asked whether employees are trained on career expectations. Majority of the respondents 20(48.8%) agreed while 11(26.8) were neutral and 10(24.3%) disagreed.

The employees were required to indicate whether there is feedback in their organization. Majority 15(36.6%) strongly agreed followed 13(31.7%) who agreed and 13(31.7%) who disagreed. This implies that timely feedback on training is essential in organizational success. The respondents were required to indicate their level of agreement with the following statement

career goal setting is evident in my organization. Majority, 18(43.9%) agreed followed by 12(29.3%) who were neutral, 9(30%) strongly agreed while 2(4.9%) disagreed that there was career goal setting. The respondents were required to indicate whether there is feedback in the organization. Majority 21(51.2%) agreed followed by 10(24.4) neutral. The study sought to find out whether project that promote leadership are evident in the organization. Majority of the respondents were neutral 13(31.7%) while 11(26.8%) disagreed. This indicates that inadequate capacity building and trainings on leadership.

Table 4.4

Regression model summary on training

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.726ᵃ	.527	.460	.544	.527	7.807	5	35	.000

The model on the predictors which are employees are entitled to study leave, employees are given time off, organization has programs for refresher courses, the organization gives scholarships to employees and my organization does training, indicates that a big number of respondents were asked to state whether their organization does training and the results indicated that a large number 58.5% agreed that there was training while another 17.1% were not sure of the training in their organization. Another 14.6% disagreed to the fact that there was training in their organization while 4.9% strongly disagreed with the same. A number strongly agreed that there was training in their organization.

Table 4.5

Analysis of Variance-Training

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.553	5	2.311	7.807	.000[b]
	Residual	10.359	35	.296		
	Total	21.912	40			

Dependent Variable: organizational success. Predictors: employees are entitled to study leave, employees are given time off, organization has programs for refresher courses, the organization gives scholarships to employees, my organization does on job training.

Table 4.6

Regression coefficients on training

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.833	.439		1.896	.066
	organization has programs for refresher courses	.073	.120	.114	.612	.545
	the organization gives scholarships to employees	.266	.098	.417	2.716	.010
	my organization does on job training	-.069	.131	-.091	-.525	.603
	employees are given time off	.322	.121	.366	2.662	.012
	employees are entitled to study leave	.103	.084	.166	1.224	.229

The study sought to find out the relationship between training and organization success. The study found a very strong relationship between training and organizational success (R=0.726, p=0.00 F=7.807 p=.000). The Coefficient correlation r shows 72.6% of variations in organizational success are dependent on training. Specifically Scholarships, significantly explains organizational success. The coeffients of correlation indicate that (beta 41.7 p=0.01). Specifically, 41.7% of variations in organizational success is dependent on Scholarships given to staff for study. The study results indicates that time off given to employees significantly explains organizational success (36.6 beta 0.01). These results concur with a study conducted by Caliguri et al., (2011) who found out that employee training was essential for improvement of

organizational productivity as it improves interpersonal relationships and perfects employee skills for task accomplishment.

4.7 Relationship between Career development and organizational success

The study sought to find out the relationship between career development organizational Success. The respondents were asked whether there is career mentorship 21(51.2%) agreed while 9(22%) were neutral followed by 7(17.1) who disagreed 5(12.9) strongly agreed. The respondents were asked whether career goal setting is evident in their organization. Most of the respondents 18(43.9%) agreed while 12(29.3%) were neutral and 11(27%) disagreed. Further the respondents were required to show their level of agreement with the statement, there is career feedback in the organization. Specifically, 21(51.2%) agreed followed by 10(24.4%) who were neutral and 10(24.3%) disagreed. Data on management supporting career development indicated that majority 51.2% agreed that management supported career development while 14.6% strongly agreed on the same. 17.1% disagreed to the fact that management gives support to career development while 4.9% strongly disagreed of management support for career development and 12.2% were not sure of any support from the management on career development.

Table 4.7

Regression model summary on career development

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.585[a]	.342	.269	.633	.342	4.679	4	36	.004

The study found out that career development to a large extent explains organizational success (r=58.5, p=0.04, F=4.679 .004). Specifically, 58.5% of organizational success is explained by career development. The results shows that career development significantly explains organizational success (Beta 38.8, p=0.04). The results are in agreement with a study conducted by Jackline and Makori (2017) which concluded that career development was a key ingredient to organizational performance with an emphasis on employee involvement to ensure employees are conversant with all the organizational functions to enhance organizational success.

Table 4.8

Analysis of variance on career development

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.495	4	1.874	4.679	.004[b]
	Residual	14.417	36	.400		
	Total	21.912	40			

Dependent Variable: organizational success. Predictors: career goal setting is evident in my org, there is career feedback in the organization, there is career mentorship, employees are trained on career expectations

Table 4.9

Regression coefficients on career development

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.618	.392		4.122	.000
	there is career mentorship	.174	.132	.240	1.324	.194
	employees are trained on career expectations	.068	.176	.091	.383	.704
	there is career feedback in the organization	.255	.122	.387	2.085	.044
	career goal setting is evident in my org	-.017	.151	-.022	-.110	.913

4.8 Relationship between Retention strategies and organizational success

The respondents were asked whether there is a competitive benefit package. Majority 27(66%) agreed followed by 10(24.3%) who were neutral and 4(9.8%) disagreed. The respondents were asked whether salaries are commensurate with job descriptions. 25(61%) agree followed by 12(29.3%) who disagreed and 4(9.8%) were neutral. This indicate that those respondents with higher level job descriptions earned more than those with fewer job descriptions. The respondents were asked whether employee performance is recognized in their institutions. Majority 25(61%) agreed, 10(24.3%) were neutral and 6(15%) disagreed. This indicate that

employees are likely to work smart to achieve their targets. Employee achievements are recognized. Further, the respondents were required to indicate whether there is good communication in the organization, 26(63.4%) agreed followed by 10(24.4%) who were neutral and 5(12.9) disagreed. Respondents were asked to state whether their organization had a competitive remuneration package and majority 49% agreed to this. 5% strongly agreed while there were instances of a few who disagreed 15% while 14% strongly disagreed to the fact that remuneration package was competitive while 17% were not sure whether the remuneration package was competitive or not.

Table 4.10

Regression Model summary on Retention strategies

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.598[a]	.358	.245	.643	.358	3.161	6	34	.014

The study found out that retention strategies to a significant extent explains organizational success (r=59.8, p=0.014). The study found out that 59.8% of variations in organizational success is dependent retention strategies. Specifically, recognition of upcoming talents and proper talent selection significantly explains organization success. (F=3.161, p= 0.014). The results concur those of a study conducted by Irfan, Nawaz, Zulqarnain and Khan (2014), which concluded that the re ids a significant relationship between employee retention and organization

performance and emphasized on development opportunities for employees for them to acquire mixed skills and synergy.

Table 4.11

Analysis of Variance of retention strategies

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.847	6	1.308	3.161	.014[b]
	Residual	14.065	34	.414		
	Total	21.912	40			

4.9 Relationship between Talent development and organizational success

The study sought to find out the relationship between talent development organizational success. The respondents were asked whether upcoming talents were recognized 21(51.2%) agreed while 9(22%) were neutral followed by 7(17.1) who disagreed 5(12.9) strongly agreed. The respondents were asked whether talent monitoring was done in the organization. Most of the respondents 18(43.9%) agreed while 12(29.3%) were neutral and 11(27%) disagreed. Further the respondents were required to show their level of agreement with the statement, there is talent evaluation. Specifically, 21(51.2%) agreed followed by 10(24.4%) who were neutral and 10(24.3%) disagreed. Data on proper talent selection indicated that majority 51.2% agreed that management supported career development while 14.6% strongly agreed on the same. 17.1% disagreed to the fact that talent was properly selected while 4.9% strongly disagreed of proper talent selection and 12.2% were not sure of any talent selection.

Table 4.12

Regression model summary: talent development

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.558[a]	.311	.130	.687	.311	1.715	5	19	.179

Talent development to some extent explains organization success (r=55.8, p=0.179). Specifically, 55.8% of the variations in organizational success is explained by talent development. This indicate that the organization's efforts to develop the talents of the employees can bear fruits though not very significant. This therefore means that there are other factors that explain organizational success apart from talent development. The results agree with those of a study conducted by Dhanabhakyam and Kokilabal (2014) which concluded that talent development is a key determinant or organizational success since it is management process that starts from recruitment moving on to alignment of the workforce, developing people and ensuring constant feedback.

Table 4.13

Analysis of variance of talent development

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.049	5	.810	1.715	.179[b]
	Residual	8.969	19	.472		
	Total	13.018	24			

4.10 Effects of Leadership Development on Organizational Success

To establish the effects of leadership development on organizational success, both correlation and regression analysis were conducted. A multivariate regression model was applied to determine the relative importance of selected independent variables with respect to relationship between leadership development practices and organizational success.

The regression model was: $R= A+\beta_1X_1+\beta_2X_2+\beta_3X_3+\beta_4X_4+\beta_5N+e$

Where:

R= Organizational Success

β_1= Beta Coefficient

X_1= Training

X_2= Career Development

X_3= Retention Strategies

X_4= Talent Development

A= Constant Term

e= Error Term

The established multiple linear regression equation becomes:

R= 0.460+0.269+0.245+0.130+0.6

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings of the study, the conclusions on the key issues in the study, the recommendations given in the study and finally areas for further research. The main problem in the study was to lack of attention to employee development programs that would help in ensuring the employees are ready for any task within the organization that would in turns lead to organizational success. The objectives were to determine how training contributes to organization success, to find out how career development contributes to organizational success to determine how retention strategies contribute to organizational success and to find out how talent development contributes to organizational success in selected Universities in Meru County.

5.2 Summary of the Findings

The study found out that majority of the respondents were in the middle level management while a few were in the top level management. The results also indicated that majority were PhD holders and master's degree holders in the organizations. This clearly indicated that most of the employees I the organizations were qualified to hold the respective positions. On the length of service, the findings indicated that majority had worked for a period of 3-5 years in the respective organizations with a smaller number having worked for more than eleven years.

Objective one on training, the findings indicated that the organizations had practices of on job training that helped employees cope with the work around them. The employees were also allowed study leave which helped them further their studies. The organization also valued career

development where employees were developed in their line of career thus improving performance of the employees in turns leading to organizational success. Employee career expectations were considered equally important to enhance job satisfaction which is a key determinant of performance in all aspects. Finally feedback on training is channeled to the respective parties in time thus enabling follow-up and identification of future train9ig gaps.

According to objective two, career development was evaluate don the following indicators as mentorship where majority agreed that career mentorship was evident in their organizations which enabled employees to mature up in their areas of specialization thus better performance and job confidence leading to organizational success. Career goal setting is also encouraged in the organizations as it is evident from the findings of the study. Most employees have well defined career goals which helps the organizations be able to grow and support their goals while at the same time enhancing organizational goals. Feedback analysis on career development is delivered to the respective parties while indicating the progress and the expectations.

Objective three addressed retention strategies and it was evident that organizations had competitive benefit strategies which contributed to the expected organizational outcome. Most of the respondents felt that the salaries offered were commensurate to the tasks they were assigned. Further the findings indicated that job well done was recognized within the respective organizations thus employees felt motivated as work done was well appreciated and finally there was effective communication within the organization which made employees have a sense of direction thus uniformity of action.

Finally objective four dealt with talent development which starts from talent selection. The findings indicated that talents were properly selected from the employee entry point. Thus the talent that is upcoming was identified and developed accordingly to fit into the organizational

system. The existing talent was continually monitored and evaluated to be able to realize areas of improvement and recognition.

5.3 Conclusions

In conclusion, organizations seem to be putting emphasis on training whereby there is on job training that helps enhance employee competences. To some extent the organizations are able to grant study leave to its employees which enables the employees further their studies and the knowledge acquired is used in the organization thus efficiency and effectiveness. Feedback on the training that occurs is not very well given as it should timely and addressed to the respective parties for it to be more effective and serve the intended people. Organizations have in place most programs that enhance training thus a key ingredient towards organizational success.

The study also concluded that universities recognize career development but have not put in place programs meant to enhance career development thus encourage people to develop themselves. If employees are well developed it means that the organization too benefits from the services of the employees who are more conversant with what they do and they do it to a perfection level. There was evidence of career mentorship in the Universities where people are mentored to even take up key roles where need be. Career goals setting was also evident from the findings which means employees are aware of what is expected of them during their work period. Finally feedback on the progress is given thus enable the employees understand where they are and where they are expected to be thus are able to know the action to take.

The findings also conclude that Universities have put much emphasis on retention through strategies such as competitive benefit packages which lure employees to work an extra mile thus be able to enjoy the benefits that accrue. It is also evident that the universities have competitive salary packages which the employees feel are commensurate to the task performed that a source

of strength when it comes to organizational success. Further the study concluded that work well done is recognized thus employees feel that their efforts do not go to a waste as it is well recognized when it is due. Effective communication was also deemed a key indicator of employee retention since they are always updated of the expectations achievements and areas of improvement thus sense of direction. Communication also enhances team spirit and work is better accomplished if people work as a team rather than individuals.

Finally, Universities look for talented people to become part of them in the endeavor of goal accomplishment. It was evident that talent selection was done in the Universities where they struggled to select the right talent that fits their system. Upcoming talent was also identified and nurtured to ensure they fit into the system and are also grown. The already existing talent was also recognized which helped the organization derive maximum benefit from the same. Finally talent monitoring and evaluation was done for the organization to have an up to date inventory of the existing talent for easier identification of talent gaps thus be able to develop a framework on the summary of what is needed and how to source for the same. This eliminates duplication and enables prediction of market that would probably offer what is required.

5.4 Recommendations

It is recommended that Universalities should continually offer on job training as this equips the employees with hands on skills that increases employee competency and adoptability. The Universities should also be open minded on issues of granting study leave to its employees even if it means paid study leave since the skills acquired are used for the benefit of the organization. A consideration on scholarships would also be a key boost on the employees morale towards work thus improved performance which in turns leads to organizational success. Having refresher course programs will ensure employees are continually developed on the areas of duty

thus effectiveness and efficiency. Time off to go and study will also act as an assurance that organizations are for the development idea thus earn employee loyalty.

Further recommendation on career development is need for career mentorship programs that are active and that implements all the recommendations for employee career development. Organizations need also to set career goals that are realistic that employees can be able to achieve and get to go up the ladder. This means that as employees struggle to meet their career goals they become more conversant with the areas of specialization thus job perfection leading to organizational success. Career expectations from both the employer and the employee should be made clear to each other since this will help both parties know what is expected of them in ensuring achievement of the same. If the expectations are met then there is success at the end. Feedback on the career goals and expectations should be clearly stated to ensure uniformity and consistency of purpose.

Organizations should put in place very articulate strategies that would ensure the employee stick to the organizations for the longest period of time possible. This will ensure hiring and training costs are reduced. It is recommended that organizations should have very attractive benefit packages that makes the employees work willingly and eliminate the thought of being exploited. Employee salaries should also be harmonize in such a way that they are commensurate to the task they perform. This makes the employees work even harder since they feel well remunerated and they feel as well indebted to the organization. Work well done should be recognized as this make the employees realize their worth, while at the same time make the employees feel they are valued assets to the organization. Organization s should realize the value of having effective communication since this builds trust with the employees as expectations, achievements and all

that pertains to task accomplishments are communicated to the respective parties thus unity of action and a key of organization success as the progress can be communicated to all.

The study recommends that talent development should be well done in the Universities right from the recruitment of employees. This is important since it gives the organization an identity. If proper talent selection is done it means that the only task which will be left id talent development. There is also need to continually monitor talent in an organization since it is through monitoring and evaluation that upcoming talents could be recognized and grown to the benefit of the organizational success. It is the dream of every organization to have the most talented employees since they yield good results and for talent one doesn't really have to struggle so much to get things done.

Finally, the study recommends that Universities should try and put in place standard guidelines that ensure leadership development is well practiced with the aim of organizational success. This will ensure the future is well anticipated and that there is ready plan of who can take up leadership roles to ensure organizational continuity and success. This will see to an organization that has valuable people with skills rather than that with valuable skills with people.

5.5 Areas for Further Research

The results from the study pointed a few opportunities for further research:

i)   There is need to carry out a similar study in other sectors to compare the results.

ii) There is need to conduct a similar study with different variables and see what other variables influence organizational success.

iii) There is need to look into the specific programs for leadership development.

iv) There is need to establish the key indicators of organizational success.

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APPENDICES

APPENDIX 1: COVER LETTER TO RESPONDENT

Leah Kinya Murungi

Kenya Methodist University

School of Business and Economics

Department of Business Administration

P O B ox 267 – 60200

MERU.

Dear Sir/Madam

RE: LETTER OF TRANSMITTAL OF DATA COLLECTION INSTRUMENTS.

I am a student at Kenya Methodist University pursuing a Master's Degree in Business Administration specializing in Human Resource Management. As a compulsory requirement, I am expected to carry out a research on relationship between leadership development and organizational success in selected Universities in Meru County. This will assist organizations realize the importance of leadership development and how this can contribute organizational success.

I humbly request that you spare a few minutes of your schedule to complete the attached questionnaire. The questions seek your opinions regarding your organization's leadership development in relation to organizational success. There are no right or wrong answers; I only need your honest opinion. Your anonymity is assured and the information you will provide will remain confidential.

Thank you for your participation in this study. Much appreciation for your cooperation and contribution in this study.

Yours faithfully,

Leah Kinya Murungi

Encl.

APPENDIX 2: RESEARCH QUESTIONNAIRE

Kindly tick [√] the appropriate response or provide information as is relevant. Your responses will be anonymous and confidential and will only be used for the purposes of this study. As such, do not write your name on the questionnaire.

Section One: Demographic Information of Respondents

1. Indicate your current level in the organization.

   Senior level manager [ ]   Middle level manager [ ]

 2. Indicate your highest level of education.

PhD. [ ] Master's degree [ ]   Undergraduate degree [ ]

 Other specify: _____

3. Indicate your length of service in the organization.

0 - 2 years [ ]   3 -5 years [ ]   6 -10 years   [ ]   11 years and above [ ]

 4. Indicate your age group.

30- 39 years [ ]   40 – 49 years [ ]   50 years and above [ ]

Section Two: Organizational Success

This section deals with organizational success and how it is ensured in organizations. The following action points are evidence of achievement of organizational success. To what extent do you agree with the below statements? 1 = strongly disagree   2= Disagree   3= neither agree nor disagree 4= Agree 5= strongly agree

STATEMENT	1	2	3	4	5
In my organization there is timely feedback on all issues					
Projects that promote leadership are evident in the organization					
There is high employee turnover in my organization					
Employees always meet the deadlines in the organization					
Employees comply to the set rules and guidelines					

Section Three: Training

This section deals with training and how it is done in the organization. The following action points are evidence of the existence of employee training in the organization. To what extent do you agree with the below statements? 1 = strongly disagree   2= Disagree   3= neither agree nor disagree 4= Agree 5= strongly agree

STATEMENT	1	2	3	4	5
The organization has programs for refresher courses					
The organization gives scholarships to employees					
My organization does on job training					
Employees are given time off					
Employees are entitles to study leave					

Section Four: Career Development

This section deals with career development and how it is implemented in the organization. The following action points are evidence of the existence of career development in the organization. To what extent do you agree with the below statements? 1 = strongly disagree   2= Disagree   3= neither agree nor disagree 4= Agree 5= strongly agree

STATEMENT	1	2	3	4	5
The organization gives support on employee career development					
Employees are trained on their career expectation					
There is career mentorship in my organization					
Career goals setting is evident in my organization					
There is career feedback in the organization					

Section Five: Retention Strategies

This section deals with retention strategies and how it is implemented in the organization. The following action points are evidence of the existence of retention strategies in the organization. To what extent do you agree with the below statements? 1 = strongly disagree   2= Disagree   3= neither agree nor disagree 4= Agree 5= strongly agree

STATEMENT	1	2	3	4	5
In my organization there are competitive benefit packages					
Employee salaries are commensurate with the job descriptions					
Employee performance is recognized					
Employee achievements are recognized					
There is a good communication in my organization					
Feedback is always given on time					

Section Six: Talent Development

This section deals with talent Development and how it is done in the organization. The following action points are evidence of the existence of talent development in the organization. To what extent do you agree with the below statements? 1 = strongly disagree   2= Disagree   3= neither agree nor disagree 4= Agree 5= strongly agree

STATEMENT	1	2	3	4	5
Upcoming talents are recognized in my organization					
Proper talent selection is done					
Talent monitoring is always done in the organization					
Talent is continually evaluated in my organization					

The general feeling on leadership development and organizational success:

…………………………………………………………………………………...

Thank you very much for your time and responses