



Career Development and Employee Performance in Public Institutions in Rwanda: Case of Rwanda Housing Authority

Kampororo Doreen, Dr. Gitahi Njenga & Dr. Nkechi Irechukwu

ISSN: 2616-8421

Career Development and Employee Performance in Public Institutions in Rwanda: Case of Rwanda Housing Authority

^{1*}Kampuroro Doreen, ²Dr. Gitahi Njenga & ³Dr. Nkechi Irechukwu

¹MBA Candidate, Human Resource Management, Mount Kenya University, Kigali, Rwanda

^{2&3}Senior Lecturers, Mount Kenya University, Kigali, Rwanda

How to cite this article: Doreen, K., Njenga, G., & Irechukwu, N. (2023). Career Development and Employee Performance in Public Institutions in Rwanda: Case of Rwanda Housing Authority. *Journal of Human Resource & Leadership*, 7 (2), 76-85. <https://doi.org/10.53819/81018102t5199>

Abstract

This research looked at career development system through the lenses of personal growth, advancement and challenging responsibilities against Quality of services, Task's completion, Team work, Dependability and reliability and Creativity of employee performance in Rwanda's public institutions, with the Rwanda Housing Authority (RHA) case study. It was grounded on the Hertzberg and Vroom Expectancy Theories of career development. The study adopted a mixed design, combining a descriptive quantitative and a phenomenology qualitative design. The target population consisted of 108 respondents from whom 85 were statistically drawn using Yamane 1967 formula. The study found that majority of respondents believe RHA offers significant career growth opportunities and maintains an active career planning policy. The average response score of 4.45 suggests that respondents generally believe that career development efforts at RHA effectively influence employee performance. The regression analysis further quantifies this relationship, demonstrating that career development accounts for 42% of the variation in employee performance, reinforcing the crucial role that such initiatives play. The analysis of variance (ANOVA) corroborates this strong correlation, exhibiting statistical significance that points to career development as a substantial influencer of performance. In terms of specific impact, the coefficient of career development, 0.588, indicates that for every unit increase in career development, there is a near 0.6 unit increase in staff performance. The study recommends it is crucial to significantly invest in and emphasize career development initiatives, considering their key role in enhancing employee performance. These initiatives should include personalized career development plans, mentorship programs, and regular training sessions for all employees. Regular performance reviews and feedback sessions can help identify areas of improvement and direct career development efforts. Furthermore, all employees, regardless of their roles, should have equal access to these career development opportunities, promoting a sense of fairness and building a skilled workforce. It's also important to view career development as a central aspect of strategies aimed at employee retention, given its positive impact on performance and job satisfaction. Lastly, organizations should continually evaluate the effectiveness of career development initiatives, making adjustments as necessary to ensure their impact on performance improvement is maximized.

Keywords: *Career Development, Employee Performance, Personal Growth, Responsibilities, Quality of Services, Task's Completion, Team Work, Dependability, Reliability and Creativity*

1.0 Introduction

Progressive organizations should invest in retaining their employees, who make them successful and sustainable (Oduma & Were, 2014). Therefore, as both organizational and employees' goals are achieved, employees become more satisfied with their job, which decreases staff turnover (Hornsby & Kuratko, 2013). According to Merchant (2012), career development refers to the process whereby an employee grows himself/herself in line with the organizational goal. Oduma and Were (2014) have observed that organizations use various career development opportunities to encourage their workforce, which has led to more challenging responsibilities. Merchant (2012) further advances that career development opportunities may be promotions (vertical movements, upward mobilities), or horizontal mobilities, such as lateral job transfers within the organization. Oduma and Were (2014) also suggest that career development may involve promotion in line with personal growth, where employers support employees' personal aspects such as education and tasked responsibilities.

The investment in retaining employees, as suggested by Oduma and Were (2014), is not just about financial resources, but also about the time, effort and attention given to understanding and supporting the professional growth of each individual. These investments can foster a culture of belonging and loyalty within the organization, further enhancing employee retention and, in turn, organizational success and sustainability. The dynamic relationship between employee satisfaction and turnover rates is a key concept to further explore (Kasine, Babenko-Mould & Regan, 2018). As pointed out by Hornsby and Kuratko (2013), job satisfaction can act as a strong deterrent to staff attrition. Creating a workplace environment that nurtures employees, celebrates their achievements, and supports their professional and personal development, can boost job satisfaction. When employees feel valued and see a clear path for career growth within the organization, they are more likely to stay, leading to lower turnover rates (Nimusima & Tumwine, 2017).

Career development is not an isolated process; it is intricately linked to the broader objectives of the organization. Thus, when employees grow, so does the organization. This symbiotic relationship underscores the critical need for organizations to facilitate and support their employees' career development. Examining the various career development opportunities, such as those highlighted by Niyivuga, Otara and Tuyishime (2019), can provide organizations with practical strategies to engage and retain their workforce. Providing opportunities for vertical and horizontal movement within the organization encourages employees to learn and grow in diverse roles (Ngenzi, Scott, & Mars, 2021). This not only broadens their skill set but also strengthens their attachment to the organization as they feel their potential is recognized and nurtured. Personal growth and professional growth often go hand in hand, and employers that acknowledge this can foster a more committed and satisfied workforce (Ngabonzima, Asingizwe & Kouveliotis, 2020). By supporting personal development initiatives like further education or training, organizations demonstrate their commitment to the holistic growth of their employees, further cementing their loyalty and commitment to the organization. This strategy can lead to a more engaged, competent, and retained workforce, driving the organization towards success and sustainability.

1.1 Research Hypothesis

H₀₁: Career Development has no statistically significant effect on employee's performance In Public Institutions in Rwanda.

2.0 Literature Review

Literature review demonstrates knowledge and understanding of the literature on a specific topic placed in context.

2.1 Review of Empirical Studies

Using a case study approach, Ogedegbe and Bashiru (2014) investigated the relationship between career growth or advancement and employee delivery for non-academic staff of the Michael Okpara University of Agriculture Umudike Abia State, Nigeria, drawing a sample of 346 from 2630 employees, the study used the Pearson Product Moment Correlation analysis of objectives, findings highlight that career growth correlates positively with the staff performance. In the same footing, motivation correlates positively with career growth. Based on these findings, researchers recommended the management to invest in career opportunities such as advancement, structured learning, self-development opportunities, and incentives for career development (Sibomana, 2022).

2.2 Theoretical Framework

Theoretical review contains the theories that explains the career development systems. They include Hertzberg and Vroom Expectancy Theories of career development. According to Frederick Herzberg, motivation has two aspects: "hygiene" and motivation. On the one hand, hygiene issues: salary, company policy, status, working conditions, and the quality of supervision, decrease workers' dissatisfaction with the work environment. On the other hand, motivation aspects of difficult jobs, the work itself, as appreciation and achievement, increased responsibility, job growth opportunities, and recognition make workers more creative and committed (Breugh, et al, 2000). Therefore, managers should cater for hygiene factors that reduce dissatisfaction and include motivators because they motivate workers and ultimately drive to satisfaction. According to Vroom, human beings consider a set of factors when they are making decisions: valence, instrumentality, and expectancy (VIE). In other words, individuals choose the behaviors that they expect are likely to achieve an outcome they value. As such, managers should ensure that their staff increased effort produces higher performance, which will hence commend valued rewards (Ryan & Pointon, 2005). This theory may be applicable to the study of RHA since it has shed light on attractive rewards (cash bonuses) to achieve excellent employee performance. Thus, employees must produce effort in their work that triggers an increased performance, which will then result in managerial recognition.

2.3 Conceptual Framework

Conceptual framework shows the relationship between independent variables and dependent variable of the study.

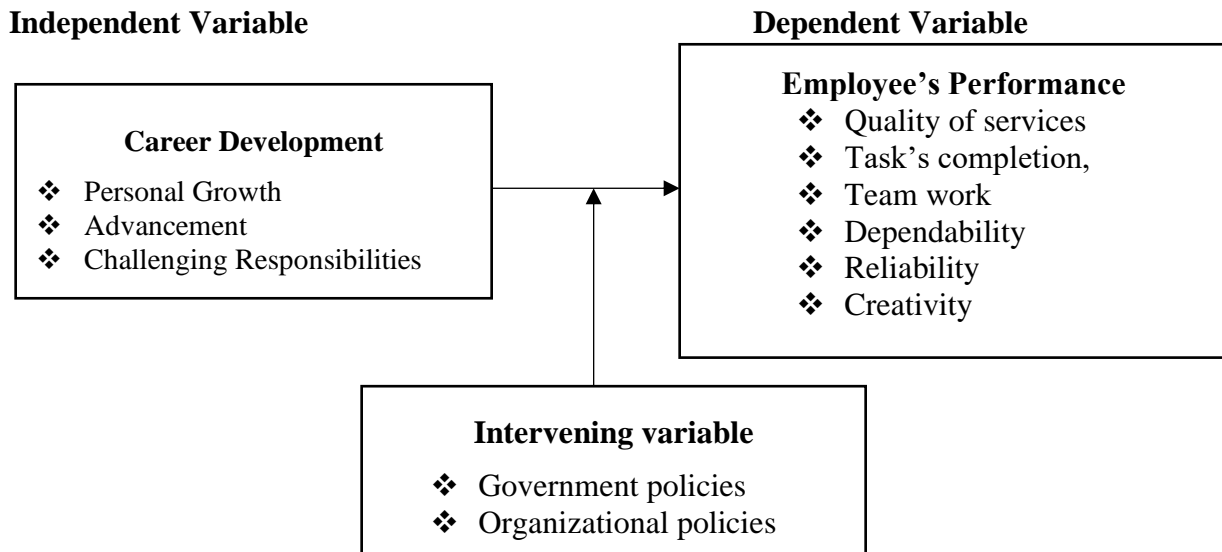


Figure 1: Conceptual Framework

In this study, the independent variable is career development system which included personal growth, advancement and challenging responsibilities while the intervening variable of government and organization policies affected the employee performance level.

3.0 Materials and Methods

The study adopted a mixed-methods design, combining a descriptive quantitative and a phenomenological qualitative approach. This method allowed for the triangulation of both numerical and narrative data, due to its flexibility in addressing numerical and non-numerical data simultaneously and its tolerance for mixing different data classes. The study included 108 employees from RHA working in various departments. The sample size was calculated using Yamane's 1967 formula, resulting in a sample of 85 respondents. Stratified and purposive sampling techniques were utilized. The study's validity was constructed and refined through expert judgment and guidance, while reliability was assured using a test-retest method. This method involved a two-week gap between tests using the same participants. The Cronbach's alpha correlation coefficient was 0.861, suggesting that the research questionnaire had stable internal consistency of 86.1% - above the accepted threshold of 0.7, indicating the reliability of the study tools. The collected data were analyzed both quantitatively and qualitatively. The quantitative data analysis was performed using descriptive statistics (frequency distribution and percentages), along with inferential statistics (correlation and simple linear regressions).

4.0 Results and Discussions

4.1 Career development and Employee performance

In attempt to explore the interlinkages between career development and staff performance in, the researcher collected data and carried out descriptive statistics

Table 1: Career development and employee performance of Rwanda Housing Authority

	SD		D		N		A		SA		Mean	St. dev
	fi	%	fi	%	fi	%	fi	%	fi	%		
RHA plans on employee career growth opportunities.	1	1.2	10	11.8	1	1.2	0	0.0	73	85.9	4.58	1.06
RHA has an active career planning policy for its staff.	4	4.7	1	1.2	4	4.7	17	20.0	59	69.4	4.48	1.00
RHA can always keep an appropriate number of desired and qualified staff.	3	3.5	6	7.1	0	0.0	14	16.5	62	72.9	4.48	1.05
RHA has provision of career mentors.	1	1.2	10	11.8	11	12.9	7	8.2	56	65.9	4.26	1.15
RHA offers profession advancement freedoms to all workers.	2	2.4	8	9.4	4	4.7	12	14.1	59	69.4	4.39	1.09
RHA gives equal opportunities for career development.	3	3.5	1	1.2	8	9.4	21	24.7	52	61.2	4.39	.96
Employee carrier development in RHA is linked to employee performance.	3	3.5	3	3.5	2	2.4	19	22.4	58	68.2	4.48	.97
Overall mean											4.45	1.04

The respondents were asked whether RHA plans on employee career growth opportunities. A majority of 85.9% strongly agreed, 1.2% strongly disagreed, 11.8% disagreed, whereas 1.2% were neutral. Evidence shows that most of respondents view that there are employee career growth opportunities at RHA. On the same note, opinion of the respondents as to whether RHA has an active career planning policy for its staff. A majority of 69.4% strongly agreed, 1.2% strongly disagreed, 1.2% disagreed, 1.2% were neutral whereas 27.1% agreed that RHA has an active career planning policy for its staff. This reveals that RHA normally trains the staff as a way of career development programs. The study also investigated whether RHA could always keep an appropriate number of desired and qualified staff. Evidence shows that 72.9% were in a strong agreement, 3.5% were in a strong disagreement, 7.1% were in disagreement whereas 16.5% were in agreement. This is an indication that RHA can always keep an appropriate number of desired and qualified staff. The data indicate a strong agreement of 65.9%, an agreement of 8.2%, an undecision of 12.9%, a disagreement of 11.8% and a strong disagreement of 1.2% with the link between career mentors and staff delivery. In other words, career mentors excite employees to work harder.

The study found out if RHA offers profession advancement freedoms to all workers. The results indicated that 2.4% disagreed, 9.4% disagreed, 9.4% were neutral, 14.1% of agreed and 69.4% strongly agreed. Evidence shows that most of respondents offer profession advancement at RHA. On whether RHA gives equal opportunities for career development, results show an 3.5% strongly disagreed, 1.2% disagreed, 9.4% were neutral, 24.7% agreed and 61.2% strongly agreed. This is an implication that RHA gives equal opportunities for career development to their staff. Lastly, an inquiry sought to understand whether employee career development in RHA is linked to employee performance. From the findings, 3.5% strongly disagreed, 3.5% disagreed, 2.4% were neutral, 22.4% agreed and 68.2% strongly agreed that employee career development in RHA is linked to employee performance. The overall view of respondents on how employee career development influence employee performance (mean of 4.45), which implies that there is evidence that RHA has effective employee career development used by RHA and SD of 1.04 which implies heterogeneity of responses.

The findings of this study underscore the crucial role of career development initiatives within an organization like RHA. The organization's efforts in planning for employee career growth, providing equal opportunities for professional advancement, and fostering a culture of mentorship have not only been recognized but also appreciated by the workforce. This level of commitment to career development is likely contributing to improved employee performance, increased satisfaction, and possibly, reduced staff turnover. The clear implication for both RHA and other organizations is the necessity of investing in employee career development as a strategy for improving performance and building a dedicated, satisfied, and stable workforce. Overall, the insights derived from this study highlight the importance of making career development an integral part of organizational strategy. A regression analysis also shows data in Table 2 below:

Table 2: Model Fitness for Career Development

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.648	0.42	0.418	0.41135

The results presented in Table 2 reveal that the coefficient of determination, R Square, is 0.420, and the correlation coefficient, R, is 0.648, at a significance level of 0.01. This suggests that 42% of the variation in employee performance can be attributed to career growth. In other words, almost half of the changes we observe in staff performance are influenced by their career development opportunities. This significant correlation indicates a robust, positive relationship between career development and staff delivery. Therefore, investing in career development can substantially impact employee performance, which is critical for organizational success.

Table 3: ANOVA for Career Development

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	33.22	1	33.22	196.33	.000a
Residual	45.855	83	0.169		
Total	79.075	84			

Table 3 presents the ANOVA data, which provide further validation for the regression model's significance in relation to the career development index on performance. With an F-value of 196.330 and a p-value less than 0.01 (precisely 0.00), the model demonstrates a high level of statistical significance. As the p-value is less than the conventional threshold of 0.05, it confirms that the observed relationship between career development and employee performance is unlikely to have occurred by chance. In other words, the significant F-statistic reinforces that career development indeed has a substantial impact on performance. It validates the regression model and substantiates the strong link between these variables. This outcome further supports the argument for the key role that career development plays in enhancing employee performance and, by extension, in influencing organizational effectiveness and success.

Table 4: Career Development and Employee Performance

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.683	0.164		10.235	0.000
Career Development	0.588	0.042	0.648	14.012	0.000

Table 4 shows the coefficient for career development. The fitted model from the result is $Y = \beta_0 + \beta_2 X + \epsilon$; $Y = 1.683 + 0.588X$. Specifically, the coefficient for career development, 0.588, implies that a single unit change in career development will lead to a 0.588-unit change in staff performance. In other words, for every increase in career development, we can anticipate an increase of nearly 0.6 units in staff performance. This highlights the powerful influence of career development on employee performance. Not only does it confirm a positive relationship between these two variables, but it also provides a quantifiable way to predict the extent of improvement in employee performance with advancements in career development. This insight strengthens the case for organizations to invest in career development initiatives, as it directly links these efforts to improvements in performance outcomes. This finding agrees with Chepkosgey (2015) who observed that career development highly influences employee performance in Kenya Commercial Bank. Based on this finding therefore, financial institution should focus on human resources development to enhance staff performance and reduce the employee turnover.

5.0 Conclusion

This study explored the relationship between career development and employee performance at Rwanda Housing Authority (RHA). The results showed a significant majority of respondents agreeing or strongly agreeing that RHA plans for employee career growth opportunities, maintains an active career planning policy for its staff, ensures an appropriate number of desired and qualified staff, and provides career mentors. Moreover, respondents acknowledged that RHA offers advancement opportunities and equal opportunities for career development to all employees, linking these to improved employee performance. These results highlight the workforce's perception of the effectiveness of RHA's career development efforts and their influence on performance, with an overall mean of 4.45 on a 5-point scale. This indicates strong agreement among the workforce about the positive impact of career development on performance.

Furthermore, the coefficient of determination (R Square = 0.420) suggested that career development explained 42% of the variance in employee performance. The ANOVA data reinforced the statistical significance of the regression model ($F = 196.330$, $p < 0.01$). The results from the regression coefficients reveal that for every single unit rise in career development, there's an associated increase of 0.588 units in employee performance. These findings from both the survey responses and regression analysis provide robust evidence that career development initiatives at RHA positively influence employee performance. These insights underline the importance of career development as an integral part of organizational strategy, and the need for similar organizations to invest in employee career development to enhance performance, satisfaction, and retention.

6.0 Recommendations

Based on the findings, the following recommendation are suggested;

- i. **Emphasis on Career Development Initiatives:** There should be a significant investment in career development programs, recognizing their integral role in enhancing staff performance.
- ii. **Customization of Development Plans:** There should be a personalized career development plan for each employee to ensure they are able to maximize their potential, thereby boosting overall performance.
- iii. **Introduction of Mentorship Programs:** There should be the initiation or enhancement of mentorship programs, providing valuable guidance and learning opportunities for employees.
- iv. **Frequent Training:** There should be regular training sessions to equip employees with updated and relevant skills, particularly in rapidly evolving industries.
- v. **Regular Performance Reviews:** There should be routine performance reviews and feedback sessions, which can serve as an avenue for identifying areas of improvement and directing career development efforts.
- vi. **Equal Access to Opportunities:** There should be assurance that all employees, regardless of their roles, have equal access to career development opportunities, fostering a sense of fairness and a well-rounded, highly skilled workforce.

- vii. Strategies for Employee Retention: There should be an emphasis on career development as a key aspect of employee retention strategies, given its positive impact on employee performance and satisfaction.
- viii. Ongoing Evaluation of Initiatives: There should be a continuous evaluation of career development initiatives to assess their effectiveness and impact on performance improvement, ensuring adjustments are made as necessary for optimal results.

Acknowledgements

I acknowledge the Almighty God for his sufficiency, Grace and Mercy over my life and for granting me the perseverance and fortitude through this Master's program. I am greatly indebted to Dr. Gitahi Njenga and Dr. Nkechi Irechukwu for their relentless support, thoughtful insights and suggestions and encouragement to the finishing of this work.

REFERENCES

- Chepkosgey, B. (2015). Effect of Training and Career Development on Employee Performance: A Case of KCB Branches in the North Rift Region, Kenya. *International Journal of Advanced Research in Management and Social Sciences*, 4(5), 38-49.
- Kasine, Y., Babenko-Mould, Y., & Regan, S. (2018). Translating continuing professional development education to nursing practice in Rwanda: Enhancing maternal and newborn health. *International journal of Africa nursing sciences*, 8, 75-81. <https://doi.org/10.1016/j.ijans.2018.03.001>
- Merchant, R. C. (2012). *The Role of Career Development in Improving Organizational Effectiveness and Employee Development*. Retrieved from http://sks.karabuk.edu.tr/kariyer/belgeler/the_role_of_career_development.pdf
- Ngabonzima, A., Asingizwe, D., & Kouveliotis, K. (2020). Influence of nurse and midwife managerial leadership styles on job satisfaction, intention to stay, and services provision in selected hospitals of Rwanda. *BMC nursing*, 19, 1-11. <https://doi.org/10.1186/s12912-020-00428-8>
- Ngenzi, J. L., Scott, R. E., & Mars, M. (2021). Information and communication technology to enhance continuing professional development (CPD) and continuing medical education (CME) for Rwanda: a scoping review of reviews. *BMC Medical Education*, 21(1), 245. <https://doi.org/10.1186/s12909-021-02607-w>
- Nimusima, P., & Tumwine, J. F. (2017). Assessing the Relationship Between Employee Motivation and Productivity in Rwanda's Nyagatare District. *Management Challenges in Different Types of African Firms: Processes, Practices and Performance*, 221-235. https://doi.org/10.1007/978-981-10-4536-3_13
- Niyivuga, B., Otara, A., & Tuyishime, D. (2019). Monitoring and evaluation practices and academic staff motivation: Implications in higher education within Rwandan context. *SAGE Open*, 9(1), 2158244019829564. <https://doi.org/10.1177/2158244019829564>

- Oduma, C., and Were, S. (2014). Influence of career development on Employee Performance in the Public University, A Case of Kenyatta University. *International Journal of Social Sciences Management and Entrepreneurship*, 1(2), 1-16.
- Ogedegbe, R. J. & Bashiru, B. (2014). Fostering employee morale through effective remuneration practices. *European Journal of Business and Management*, 6(16), 112-115.
- Ryan, N. (2013). *Reward schemes for employees and management*. Retrieved from http://www.accaglobal.com/content/dam/acca/global/PDF-students/2012s/sa_jan13_p5_reward_a.pdf
- Sibomana, I. (2022). Perceptions of teachers on the instructional leadership behaviours of secondary school principals in Rwanda. *Educational Management Administration & Leadership*, 50(1), 64-80.