

**PERCEIVED FACTORS INFLUENCING CAREER GROWTH AMONG
EMPLOYEES IN MULTIPLE HAULIERS (E.A) LTD KENYA**

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Declaration

This management project is my original work and had not been presented for award of a degree in any other university.

Signed _____ Date _____

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This management project has been submitted for examination with my approval as the University Supervisor

Signed _____ Date _____

Mr. George Omondi

Dedication

This management project is dedicated to June, Amanda and Margaret- my family and friends

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Abstract

This study sought to establish the factors perceived to influence career growth among employees in Multiple hauliers (E.A) Ltd - Kenya .Situations where some people are more successful than others in their careers make this study objective vital and valid to research on in an organization. The objective of this study was to establish the perceived factors influencing career growth among employees in Multiple hauliers (E.A) Ltd - Kenya. The study adopted a descriptive survey design. A sample of 140 respondents was drawn from the study population of 1400 employees of the organization. Stratified random sampling was employed for the selection of the sample units. Primary data was collected using self-administered questionnaires. Data was analyzed using descriptive statistics such as mean, mode and standard deviation. Tables, bar graphs, pie charts and percentages were used in presentation. From the study findings most of the respondents agreed that job commitment, training and development, job satisfaction influences, competitive rewards, personality and work characteristics influenced their career growth as well the company has more males than females, most respondents have secondary education and above. Five factors; organizational commitment, job satisfaction, training and development, competitive rewards and personality were identified as significant influencers on career growth. The study concludes that all the five factors studied in this research are instrumental in enhancing career growth of the employees in the organization. The study recommends designing and aligning of human resources strategies to support the implementation of the five factors identified to boost employees career. Further studies should take cognisance of the limitations of this study by expanding the contextual focus by using more than one company in the sample in order to have results that can be generalized.

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Today an individual's career is no longer tied to a single organization, as career changes and job mobility have become common phenomena (Rousseau 1998). Employees have to balance the relationship between their desire for career growth and their attitudes toward their current organizations. The main focus is why are some people more successful in their careers than others?. An understanding of the success factors will enable employees to have a clearer focus on their career management. Career growth is of concern for both individuals and organizations. Therefore, a study towards establishing the variables that influence career growth will eventually contribute towards a better understanding of organizational success. Organizations that provide mechanisms for employees' career growth create a mutual investment type of relationship with their employees (Porter *et al* 1997) a relationship that ties career growth to important outcomes such as organizational commitment (Weng *et al* 2010).

Besides, one would expect that any relationship between career growth and employee outcomes would depend on whether the employee is committed to pursuing a career, rather than simply holding a job. In essence, this view of career growth is an individual-level, organization specific, concept (Weng *et al* 2010). The contemporary work environment both internal and external is in constant flux. The external environment is characterized by unprecedented change, which include mergers, acquisitions, technological change and globalization. This is the reason why career growth is important and the need to keep up-to-date with changes in customers' needs and on an ever-

changing environment as mentioned by Brown and Hesketh (2004) of a complex and changing labour market, lifelong learnings to equip individuals to cope up with ongoing transitions through re-skilling, up-skilling and identification of transferable skills. Attitude and behaviour of individuals are influenced by their experiences of the environment and by changes in these experiences as they grow older (Beck and Wilson 2001).

It is through this diversity, competition and technological advancement that allow career growth to be gaining more attention from various organizations as an effort to improve job satisfaction and organizational commitment. In addition, this focus negates career commitment, which is an umbrella used to describe one's commitment to a number of work related targets; namely, to one's career, one's profession and one's occupation (Cooper-Hakim & Viswesvaran 2005). In practice however, career professional and career commitment are often used interchangeably (Lee *et al* 2000). They argue that career commitment has the right amount of specificity regarding commitment to one's line of work. That is, one does not have to be in a profession to develop a sense of commitment to that chosen line of work. Thus, they see the term professional commitment as overly restrictive.

1.1.1 Concept of Perception

According to Robbins (2004) perception can be defined as 'a process by which individuals organise and interpret their sensory impressions in order to give meaning to their environment'. Perception is not necessarily based on reality, but is merely a

perspective from a particular individual's view of a situation. (Amstrong 2006) perception is the attitude towards policies concerned with pay, recognition, promotion and quality of work life and the influence of the group with whom they identify. Perception affects our working relationships in many ways relating to the factors of organisational behaviour, such as: individual, group or structure. When individuals perceive that they are treated fairly, they express greater satisfaction with social relationships to boost their career growth (Clay-Warner *et al* 2005).

1.1.2 Career Growth

Career growth can be defined as a planned efforts to link individual's career needs with organizations' workforce (Gutteridge *et al* 1993). Hence it is hoped that employees develop themselves in ways that relates to their personal effectiveness and satisfaction with the achievement of organization's strategic goals. Employees too are seeking work that offer them more satisfaction, where they have the freedom to use their creativity and initiative to perform their jobs (Jaffe & Scott 1991). Career growth involves an organized, formalized, planned effort to achieve a balance between an individual's career needs and the organization's workforce requirements, it is important for an organization commitment in the career development program (Lips & Hall 2007). Career growth consists of objective (or extrinsic) and subjective (or intrinsic) components. Objective career as well as objective career growth consist of externally visible factors such as occupation, job level, job tasks, promotions, and family situation, whereas subjective career growth reflects a person's subjective view of the career (Arthur *et al* 2005). Subjective career growth has been described "as individual's feelings of

accomplishments and satisfaction with their careers” (Judge *et al* 1995). Objective career growth is most typically measured as promotions or salary (Arthur *et al* 2005), although for instance remuneration, job level, employability, career plateau, and job performance have also been used (Boudreau *et al* 2001; Judge, Thoresen, Pucik, & Welbourne 1999). Career growth consists of factors such as satisfaction with income, advancement, achieving career goals, and development of skills (Greenhaus *et al* 1990). A variety of other measures have also been used to assess factors reflecting subjective career success (Arthur *et al* 2006). These include ; work-life balance (Boudreau *et al* 2001), goal-specific environmental maintenance and resources that offers social and material supports for personal goals of employees (Barnett, Bradley 2009) higher income, higher job satisfaction, perceived development of knowledge and skills, personal development, perceived job stress related to lower career success perceived opportunities for professional growth and peer support at work (Burlew & Johnson 1992).

1.1.3 Factors Influencing Career Growth Among Employees

Situational changes in the external environments as well as increasingly competitive international markets in the operations of businesses pose major concerns for career planning and choice for employees thus the push for career growth. Organizations need to strengthen or expand the knowledge base, skills, and abilities of their employees. For this purpose, career growth and training must be incorporated into a systematic and formal manner, if the goals of employees and corporations are to be attained (Liu 2002). According to Tsai *et al* (2007) employees who are committed to learning showed a higher level of job satisfaction that has negated a positive effect on their performance.

According to Madiha *et al* (2009), career growth and factors influencing it is seen as “the absolute conglomeration or constellation of psychological, sociological, educational, physical, economic and chance factors which influence the nature and significance of work in the total lifespan of any given individual. Furthermore, a person’s way of reasoning may have been developed genetically or sociologically. Sociological factors that affect career growth include peer groups, role models, mentors, social networks, socio-economic status of parents and family influences considering that sociology is the study of characteristics and behaviours of individuals in association or group. Okorodudu (2006) opined that the family is the first contact of the child in this world, and that interaction of the child with members of the family which include father, mother, siblings and other relations, does internalize certain values, ideals, norms, and develop a sense of career in the child. Cutler *et al* (2006) indicated that personal factors such as prestige, personality type and lifestyle preference played an important role in future career growth.

Furthermore *Singaravelu et al* (2005) stated that significantly, others including the influence of family members, peers and loved ones, played a pivotal role in steering employees towards a career path. Career growth is dependent on various factors (Ferry *et al* (2000). Amongst the more important ones are: type of school attended; cultural factors gender; job satisfaction, experience and personal factors prestige; lifestyle preference; personality type and commitment. Other primary factors include: enthusiasm; challenge; variety in a profession; motivation to help others; financial reward and the ability to define ones own personal goals. (Kerka, 2003; Willcockson and Phelps, 2004; Ososkiet *et al* 2006, Fleming *et al* 2005 and Rubin and Biekeman 1999).

1.1.4 Multiple Hauliers (E. A) Ltd, Kenya

Multiple Hauliers (EA) Limited was formally established in 1982 as a family business with only a handful of trucks. The aim was to be the main service provider for the haulage industry in East Africa. The company was initially conceived in the early 1970's, from a small residential yard in the South C area of Nairobi. The truck enthusiasts, started with 3 brand new Leyland bodied trucks and worked hard to build the business well into the 1980's until acknowledging there was a need to fill a void in the bulk haulage, with particular focus on Petroleum Products. It has a territorial presence in Kenya, Uganda, Tanzania & Rwanda and has over 1,000 employees. Multiple Hauliers (E. A) Ltd has a fleet of above 1000 Trucks. The fleet is comprised of a mixture of general cargo trucks, skeletal for carrying containers, bulkers for carrying bulk cement, tippers for ferrying goods such as clinker, soda ash, gypsum ,fuel and gas tankers. The company operates as a subsidiaries of Multiple Group namely; RT Roadways Tanzania Ltd, Muloil Ltd, Multiple ICD Ltd, Multiple ICD Kenya Ltd, Multiple Solutions Ltd, Multiple Industries Ltd and RT (E.A) Ltd.

1.2 Research Problem

Career growth may be construed as a planned efforts to link individual's career needs with organizations' workforce. There exists a situation where some people are more successful in their career than others. Why does this happen? What influences the upward career mobility of people? This study attempts to explore the above situation by establishing the perceived phenomena where some individuals move up their career at a faster rate and to a higher level compared to their peers of similar age and attributes. People who succeed

have certain qualities, and these are attributable to work values, commitments, qualifications, job satisfaction, competitive reward and personality traits.

Perception is a process by which individuals organise and interpret their sensory impressions in order to give meaning to their environment (Robin 2004). Amstrong (2006) perception is the attitude towards policies concerned with pay, recognition, career, promotion and quality of work life and the influence of the group with whom they identify and it affects our working relationships among employees of an organization. Torrington *et al* (2005) points out that throughout employees working life, it increase their levels of knowledge, experience and skills that increase performance, opens up opportunities and personal development. Multiple hauliers (E.A) Ltd, Kenya has been grappling with career growth issues, with most employees complaining about inadequate career growth initiatives for employees and Popoola (2005) points out that employees tend to feel less committed when their career growth initiatives are less considered. It is therefore, paramount for the organization to identify individual employees' abilities, talents and educational background and develop them to enhance career progression. Intense competition in the market place and rapid changes in technology calls for more quest for career growth drives among employees (Miller 2003). Therefore, when the right people with right skills are not continuously developed, then this affects efficiency and lowers profitability (Cole 2006). Robin (2008) explained that developing a career reduces individuals' obsolescence. Alepin (2009) emphasises that, advancing a career ,opens up professional opportunities. Organizations need talented employees, contrarily employees need career developing opportunities and competence development(Prince, 2005 cited in Madiha *et al* (2009).

A review of previous local empirical studies on the factors that affect career growth have revealed various factors. According to Munjuri(2011) concluded that job performance, gender and human capital characteristics seem to have a significant impact on career growth. Kelley (2012) concluded that career growth in most organizations is shaped by employees attainment of necessary qualifications, personality, aligning to organization structure, policies, culture and availability of vacant positions. Kaburuku(2011) stated that career growth is influenced by gender disparity, organization culture, networking and work-life balance of employees. It is for this reason that more research is needed to establish perceived factors influencing career growth among employees in Multiple hauliers (E.A) Ltd, Kenya. The study will attempt to answer the following questions: What perceived factors influence career growth among employees in Multiple hauliers (E.A) Ltd, Kenya? How does job satisfaction, job training, personality, reward and organizational commitment influence employees' career growth in Multiple hauliers (E.A) Ltd?

1.3 Research Objective

The objective of this study was to establish perceived factors that influenced career growth among employees in Multiple Hauliers (E.A) Ltd in Nairobi, Kenya.

1.4 Value of the Study

The findings of this study were expected to be helpful to those in the Transport and Logistics industry as it would provide them with a better and in-depth understanding on

the demographic characteristics of the employees, likely to demand for career growth initiatives thus help in planning for training and development programmes.

It would help the management of Multiple hauliers (E.A) Ltd in managing career development needs of their diverse work force to enforce effective employees' retention strategies and policies within the industry to address the research question.

The research findings would provide vital information for future and further references for other researches in the transport and logistics industry in Kenya.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter gives a detailed literature review on the perceived factors influencing career growth among employees of different industries. Besides, it gives the background information to aid the understanding of the research objective.

2.2 Career Growth

Career growth involves an organized, formalized, planned effort to achieve a balance between an individual's career needs and the organization's workforce requirements, it is important for an organization commitment in the career development program (Lips & Hall 2007). Career growth is related to the well-being of the individual and has organizational relevance since successful satisfied workers are likely to be more productive (Sorensen & Yim 2009).

Much of the research by vocational psychologists and organizational scholars on the effects of career growth focuses on objective and subjective measures of one's career growth (Sorensen *et al* 2005) over one's work life or career stage, and across organizations, in contrast to viewing career growth experiences from the perspective of one's experiences within their current organization. Consequently, in this paper career growth will be referred to as career growth to reflect the fact that it refers to one's career growth within one's current organization, rather than one's assessment of their career growth over their total career in the workforce. Weng (2010) expanded on this notion of development and advancement by proposing that employee occupational career growth

could be captured by four factors: career goal progress, or the degree to which one's present job is relevant to and provides opportunities for one to realize their career goals; professional ability development, or the extent to which one's present job enables them to acquire new skills and knowledge; promotion speed, an employee's perceptions of the rate and probability of being promoted; remuneration growth, or employee perceptions of the speed, amount, and likelihood of increases in compensation. This multi-dimensional conceptualization implies that career growth is both a function of the employees' own efforts in making progress toward their personal career goals and acquiring professional skills within the organization and the organization's efforts in rewarding such efforts, through promotions and salary increases. This multi-dimensional view of career growth is consistent with (Rousseau 2004).

Career growth, for most people, is a life-long process of engaging the work world through choosing among employment opportunities made available to them. Career growth in an organization should be viewed as a very dynamic process that attempts to meet the needs of managers, subordinates and the organization. Increase in skills and the opportunity to manage their career successfully helps to retained valued employees (Sherman *et al* 1998). Depending on which stage of their career they have reached, the larger the gap, the higher the levels of both turnover intentions and job dissatisfaction (Tser *et al* 2004). Each individual undertaking the process is influenced by many factors, including the context in which they live, their personal aptitudes, and educational attainment (Bandura *et al* 2001). Professional growth related career progression for staff,

drives a bid to retain them (Muliawan, 2009). Career growth within the organization actually lower turnover intentions (Barbara 2012).

In the present-day society characterized by increasing global competition, life-long learning (Jarvis 2009) has become a key factor for success for individuals as well as for organizations (Beairsto & Ruohotie 2003). According to Young (2006) people go through life with their own career plans. To have a career is to engage in a series of job tasks essential for professional growth in one's occupational life. Career growth in an organization should be viewed as a very dynamic process that attempts to meet the needs of managers, subordinates and the organization. Increase in skills and the opportunity to manage their career successfully helps to retained valued employees (Sherman *et al* 1998). Depending on which stage of their career they have reached, the larger the gap, the higher the levels of both turnover intentions and job dissatisfaction (Tser *et al* 2004). Career growth through their cordial relationship with their supervisors results to organizational commitment thus low turnover as they are satisfied at work (Foong 2008). An emphasis on career growth would make employees view their jobs and their employers with a positive attitude (Sims 2006). Lack of career growth opportunities can result in frustration and the feeling of not being valued within the organization. For organizations, career development for employees ensures that they develop the necessary skills to sustain a competitive advantage (Harrison 2002). It ensures that people with good qualifications and experiences are available to the organization when needed. Career growth benefits the employee as well as the employer and therefore needs to be considered carefully by both parties (Mondy 2008).

2.3 Factors Influencing Career Growth Among Employees

Factors influencing career growth among employees of Multiple hauliers (E.A) Ltd company in Kenya, can generally be divided into five categories: personal, family, organization, organizational psychology, and social. Personal factors included demographic background variables, such as gender, age, marital status, work division, and education attainment (Lambert *et al* 2001; Peluchette 1993; Ladkin 2002) personality or personal characteristics (Lounsbury *et al* 2003) communication skills, job knowledge, work experience, and motivation (Judge *et al* 1995; Pine, 2003).

Demographic variables, such as age, gender, education, marital status, and years in the industry, were used as the moderator variables to influence career growth. The personal characteristics which included being careful, outgoing, confident, and vigorous were positively related to both job satisfaction and career satisfaction. Organization factors incorporated company background (Melamed 1996), leadership and management styles (Butler and Skipper 1983) salary, promotion opportunities, and training (Finegold *et al* 2000; Pratten 2003) the availability of mentors, networks, and resources and the job itself and its characteristics (Lambert *et al* 2001). Family characteristics may have far-reaching effects for example to the occupational achievement of an individual (Flouri 2006; Mensah & Kiernan 2010; & Reynolds, 2008; Portello & Long 2001; Sirin 2005) and even to the development of stress reactivity (Bremner & Vermetten 2001; Evans & Kim 2007; Heim *et al* 2002; Luecken 1998) and health of the offspring (Repetti, Taylor, & Seeman 2002), which might affect career growth later in life. Family factors included family structure, family and work role conflicts, and the level of support from one's

family (Judge *et al* 1995; Wang 2001). Conducive family atmosphere characterized by encouraging parents is related to indicators of occupational career growth even when examining a rather homogenous group of academically gifted (Nokelainen *et al* 2007). Similarly, negative family atmosphere is related to indicators of lower career growth. Individual factors may affect career success through several pathways. For instance, temperament traits have been associated with academic achievement (Mullola *et al* 2011) which in turn is predictive of future educational attainment (Huurre *et al* 2006; Schmitt, *et al* 2009) that is an important predictor of career growth. Furthermore, individual factors may be related to different interests, achievement motivation and goals. For instance, temperament traits have been shown to be relevant in selecting achievement related goals (Elliot & Thrash 2002). In the present study, objective career growth was assessed with continuous employment vs. unemployment, whereas subjective, career growth was assessed with subjective perceptions of work characteristics.

Although individual dispositions have been shown to play an important role in organizational behavior (Herold *et al* 1996) few studies have examined the associations between individual dispositions and career growth and even fewer studies on comprehensive personality (or temperament) models and career success exist. Higher negative emotionality has been shown to be related to low social support (Katainen *et al* 1999) and some characteristics similar to negative emotionality have been found to be predictive of later unemployment (Kokko *et al* 2003). High sociability has been linked with higher social support (Katainen *et al* 1999) and traits sharing resemblance with sociability have been related to higher job search behaviour (Kantrowitz *et al* 2001).

Lower personality-related resources, characterized by lower optimism, lower self-efficacy and lower explorative tendencies, have been associated with downward or erratic downward career paths (Reitzle *et al* 2009).

Previous research examining traits included in a comprehensive personality model (as opposed to detached traits or factors). These studies have consistently shown that extraversion (a concept resembling activity and sociability) is related to higher career growth, and neuroticism (a trait conceptually similar to negative emotionality) is associated with lower occupational career success (Boudreau *et al* 2001; Lounsbury *et al* 2012; Seibert & Kraimer, 2001; Wu, Foo, & Turban 2008). Associations with other Five-factor Model traits have also been reported but the results have been mixed (Boudreau *et al* 2001; Judge *et al* 1999; Lounsbury *et al* 2012; Seibert & Kraimer 2001). It has been shown that traits conceptually similar with low negative emotionality, high activity or sociability are associated with higher occupational career success as assessed with work conditions (Hintsa *et al* 2010) linked with job satisfaction (Macklin *et al* 2006). More specifically, a trait resembling high activity and high sociability as high novelty seeking) has been associated with higher decision latitude as higher skill discretion and higher decision authority. This trait has also been associated with lower job strain. Similarly, a trait resembling high negative emotionality has been linked with lower occupational career growth in terms of lower decision latitude and higher job strain (Hintsa *et al* 2010).

2.3.1 Organizational Commitment

Organizational commitment is defined as the collection of feelings and beliefs that managers have about their organization as a whole (Jones *et al* 1998). The commitment of employees that arose from organization's concern towards their career growth and thus , retaining them from leaving the organization. Enhanced reward system in organization also improves the satisfaction level (Boyt *et al* 2000 cited in Nawab&Bhatti 2011). If an employee is happy with the organization, it is quite likely that this employee may be committed to the organization in which he or she is currently working (Slattery and Selvarajan 2005). Organisations are continuously faced with the demand and supply challenges of the changing market. In order for the organisation to adapt to the intense competition in the market place and the rapid changes in technology, it requires its organisational members to be internally committed (Miller 2003). According to Greenhaus, Callanan, and Godshalk (2000) there are five stages in career growth: occupational choice: preparation for work; organizational entry; early-career: establishment and achievement; mid-career, and ; late-career. These career stages are characterized by some demographic variables like age, working experience and company tenure.

Meyer and Allen (1997) argued that one can achieve a better understanding of an employee's relationship with an organization when all three forms of commitment are considered together. These components have also been found to correlate differentially with variables purported to be antecedents of commitment (Lok and Crawford 2004; Meyer *et al* 2002; Park and Rainey 2007). Each component develops as the result of

different experiences and has different implications for on-the-job behavior and performance (Hackett *et al* 1994; Wasti and Can 2008).

Employees, whose experiences within the organization are consistent with their expectations and satisfy their basic needs, tend to develop a stronger affective attachment to the organization. The development of commitment is based on the general theories of life development which provide a framework for the study of changes in individual physiology, behaviour, and personality as a person moves from conception to death, including transactions associated with work (Beck and Wilson 2001). The relative stability of commitment level along with increased difficulties in leaving the organization weaken the relation between age and organizational commitment in the mid and late-career stages. These propositions have been confirmed in number of studies (Cohen, 1991; Morrow; Winter *et al* 2000; Kumar and Giri 2009). Organizational commitment is an umbrella used to describe one's career commitment to a number of work related targets; namely, to one's career, one's profession and one's occupation (Cooper-Hakim & Viswesvaran 2005). In practice, however, career, professional, and organizational commitment are often used interchangeably (Lee *et al* 2000). They argue that organizational commitment has the right amount of specificity regarding commitment to one's line of work; that is, one does not have to be in a profession to develop a sense of commitment to that chosen line of work. Thus, they see the term professional commitment as overly restrictive. Career commitment, on the other hand, is used by some to represent a series of jobs/occupations over the course of one's work life and is, therefore, too general. Consequently, organizational commitment may be define as the

“psychological link between a person and his or her occupation that is based on affective reaction to that occupation” (Lee *et al* 2000).

The development of affective organizational commitment begins with career choice and changes based on actual experience. Early in one's career commitment is typically low, but positive job experiences that illuminate career goals, explore different careers and achieve better person-job fit help build affective career commitment (Goulet & Singh 2002). Therefore, the degree that an organization provides for career growth via activities that meet career goals, develop one's professional abilities, and rewards individuals for those activities should enhance their emotional attachment to their chosen career. This is consistent with the works of Thomas (2000) showing that meeting career goals and developing new skills are related to career attachment.

2.3.2 Employee Job Training and Development

Ridgeway (2006) who asserts that training and development are beneficial tools to both an employee and the organization. Training is referred to as a planned and continuous effort that facilitate the learning of job-related knowledge, skill, and behavior by employee (Noe *et al* 2006). In general, training is referred to as a planned effort that facilitate the learning of job-related knowledge, skill, and behavior by employee. Training an employee at work is important as the employee will be able to meet the requirements of the organization in the present and in the future (Beardwell *et al* 2004). It has a current orientation and helps employee's master specific skills and abilities needed to be successful (Ivancevich 2007). According to (Benson 2006) the primary reason that

organizations train their new employees is to increase the level of the knowledge, skills and abilities that they possess. It can be used as one of the ways to retain its existing employees, as training will give them an opportunity to develop new skills and gain knowledge.

When talent is fostered and nurtured, competitive advantages in performance are attained (Bowling 2007; Davenport 2006). Furthermore, the organizational commitment or “the relative strength of an individual’s identification and involvement in a particular organization” (Pool 2007) depends on effective training and development programs. Employees getting more training opportunities have less intention to leave organization. This relationship is based on contingencies that intrinsic motivation is acted as moderator (Dysvik & Kuvaas 2008). Training can be used as a tool to enhance commitment that ultimately reduces turnover (Newman *et al* 2011). Huselid *et al* (1995) finds that an increasing in high-performance work practices convert decreasing in turnover (Bradley, *et al* 2004). Organizations need to strengthen or expand the knowledge base, skills, and abilities of their employees. For this purpose, occupational career and training must be incorporated into a systematic and formal manner, if the goals of employees and corporation are to be attained (Liu 2002). According to Tsai *et al* (2007) employees who are committed to learning showed a higher level of job satisfaction that has a positive effect on their performance.

2.3.3 Job Satisfaction

Job satisfaction is the pleasurable emotional state resulting from the achievement of one's job values in the work situation (Locke 2000). The literature suggests that commitment results from adequate training and development for successful job completion and an increase in job performance (Tsai *et al* 2007). In addition, the larger the gap between the skills required to perform a task and the actual skills available for performing a task, the greater the lack of job satisfaction. Conversely then, not having the skills to perform a job correctly can set up employees for failure and put the business at a less-than-competitive disadvantage. Rowden and Shamsuddin (2000) and Rowden and Conine (2005) argue that the most thoroughly trained employees will better satisfy the needs of their customers and employees hence advance in their careers. Satisfied employees are known to show higher levels of work performance in organizations and to make them satisfied they need to be provided with motivation factors such as working environment, safety, growth as pointed out by Kinnear and Sutherland (2001); Maertz and Griffeth (2004). These are the factors that really helps the employee to be motivated and these are the factors that the company should take care of in order to keep their staff motivated retain their experts as well as get maximum benefits from their work and experience. The personal satisfaction and fulfillment derived from occupation, was cited as a desirable factor (Ososkiet *et al* 2006). Employees emphasized the importance a good supervisor could make on their motivation to help others as well as their contribution to the community.

Firms that seek to increase employee morale, commitment and satisfaction, and reduce source of stress and problems at work, will improve their ability to recruit and retain talented and valued employees (Cappelli 2000). An emphasis on career development would make employees view their jobs and their employers with a positive attitude (Sims 2006). Lack of career development opportunities can result in frustration and the feeling of not being valued within the organization. For organizations, career development for employees ensures that they develop the necessary skills to sustain a competitive advantage (Harrison 2002). It ensures that people with good qualifications and experiences are available to the organization when needed.

Adherence to the government policies such as on training, recruitment, remuneration strongly influence the employees' career direction and growth in this company. This is via compliance with National Industrial Training Authority directives , Employment Act, 2007 compliance ,Ministry of Labour yearly directive on Minimum wages and compliance with Apprenticeship Act where, Technical and vocational education is broadly defined as “Education which is mainly to lead participants to acquire the practical skills, know how and understanding, and necessary for employment in a particular career, trade or group of occupations Atchoarena (2001). Such practical skills or know how can be provided in a wide range of settings by multiple providers both in the public and private sector.(Technical Training Institutes, Youth Polytechnics, Kenya Polytechnic, Mombasa polytechnic, Kisumu politechic), where they obtain certifications such as Grade III, II, I and Ungraded. These determines their level of pay thus drives

career growth and plan. Career development benefits the employee as well as the employer and thus needs to be considered carefully by both parties (Mondy 2008).

2.3.4 Competitive Reward System

Reward plays an important role to retaining employees. Multiple hauliers (E.A) Ltd upholds on to this by offering competitive remuneration to its employees. The remuneration strategy is one link in a chain of human resources initiatives and processes that support each other and the organization. The most obvious one being organizational strategy and career development are no less significant (Gill *et al* 2001). Compensation is recompense, reward, wage or salary given by an organization to persons or a group of persons in return to a work done, services rendered, or a contribution made towards the accomplishment of organizational goals. Researchers believed that displeasure with salary and pay robustly motivate employee turnover (Newman *et al* 1993). The lack of different compensation packages like fringe benefits and incentive pay (Heneman 1985) definitely create an impact on retaining employee or departing from the organization thus foster career growth.

Compensation practices are positively related with retaining and enhancing the skilled employees that are considered assets of the organization (Mondy and Noe 1993). Providing respectful and competitive compensation to the employees of an organization has soothing effect of both organization and employees performance (Jamil and Sarfaraz 2011). They argue that compensation practices are positively associated with performance of the employees in all sectors of economy. (Opkara 2004) and (Samad

2007) states that if employees are happy with their jobs as well as the organizational settings including its age group, compensation and control, they will be more loyal to the organization and would want to pursue their career further in it. Singh (2004) argued that compensation is a behaviour aligning mechanism of employees with the business strategy of a firm.

Organizations which are interested in their growth through employees' participation must pay attention to compensation practices (Marwat *et al*; Wright *et al* 2003) argued that if proper performance management is in place and is supported by compensation system then employees will exert discretionary efforts. Compensation practices affects organizations job satisfaction and thus influence the intention to leave or retain. Higher compensation leads to higher job satisfaction and retention. Katz (1987) in his research concluded that better payment not only makes the staff satisfied with their career but also help in the retention of the staffs. Akerlof (1984) also supported the above mentioned findings by Katz and also included that better payment method increases the loyalty as well as the productivity and the efficiency of the organizations.

2.3.5 Personality

Career growth is potentially the most powerful source of individual satisfaction of needs, because social and economic status depends more on an individual's occupation than anything else. An employee's personality must be a self-motivated type, as to investigate career possibilities from early on in their lives, and not the procrastinating type that waits until they are compelled to decide. Robin (2008) explains that developing a career

reduces individuals' obsolescence. Alepin (2009) emphasises that one of the important aspects of advancing a career is that it opens up professional opportunities, and is frequently used by those who seek to climb the corporate ladder. Also know-how competencies may be affected by individual traits for example through motivation and interests. In line with this, it has been shown that motivation mediates the association between dispositional factors and career success (Boudreau *et al* 2001).

Although mediating mechanisms through which individual traits are associated with career growth are not well known, there are several candidates one of which is an ability to build effective mentoring relationships. As shown by a recent study, and in line with the present findings (with the exception of activity having mixed associations with subjective career success), traits conceptually similar to high sociability and activity are related to wellfunctioning mentoring relationships that in turn are associated with higher objective and subjective career success (Wang *et al* 2008).

Helping employees in developing mentoring relationships may be one way to help especially those with lower activity and sociability towards career development and career success. By reducing career development obstacles and hindrances and promoting career development in individuals with different dispositions the maximum benefit is gotten from their talent and abilities. Cumulative career competencies presented by Defillippi and Arthur (1996) form categories that include possible mediators between individual factors and career success. These are know-why, know-how, and know-whom competencies. Know-why competencies refer to "career motivation, personal meaning

and identification” (Defillippi & Arthur 1994). Know-why competencies are related to interests and may be helpful in finding meaning in varying work and career experiences. Know-how competencies include performance-related skills, knowledge and abilities, whereas know-whom competencies are related to the work-related and private networks of the employee.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The chapter sets out the research methodology that was used to meet the objective of the study. It includes the research design, the population, sample size of the study, data collection and data analysis method.

3.2 Research Design

A descriptive survey design was used. This design described the characteristics of a particular individuals or group of people in the organization. It also allowed the collection of cross-sectional data at one point in time from the organization of study.

3.3 Population

According to Zikmund (2003) the target population refers to a group of specific population elements that are applicable to the research. The population of this study was 1400 employees of Multiple Hauliers (E.A) Ltd, Kenya (Human Resource Department- Multiple hauliers (E.A) Ltd Kenya , July 2013).

3.4 Sample

Stratified sampling design was used to select the sample size. This procedure was preferred because the entire population had an equal chance of being selected. The method ensured inclusion of small groups which otherwise could have been omitted by

other sampling methods. A sample of 10% of the the total population was used to give a sample size of 140 employees.

3.5 Data Collection

Primary data was collected by using semi-structured questionnaires. It comprised of both open and closed ended questions. The questionnaires were divided into two sections; Section A, captured demographic information of respondents and Section B sought information on perceived career growth influential factors among employees. The semi-structured questionnaires were self-administered.

3.6 Data Analysis

The study was analyzed using descriptive statistics such as mean, mode, standard deviation and presented in frequency tables, pie charts and bar graphs. Factor analysis was used to establish how the perceived factor influenced career growth among employees and ranked in order of preference.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results of the study and discussing them. First, the demographic results are presented and finally, a presentation of factor analysis results is shown.

4.2. Quantitative analysis

4.2. 1 Response Rate

Out of 140 expected questionnaires, 114 were received making a response rate of 81.4% which would be used for analysis,. A response rate of 60% and above is a good response rate for statistical reporting (Mugenda and Mugenda 2003).

4.2. 2 Demographic Characteristics of the Respondents

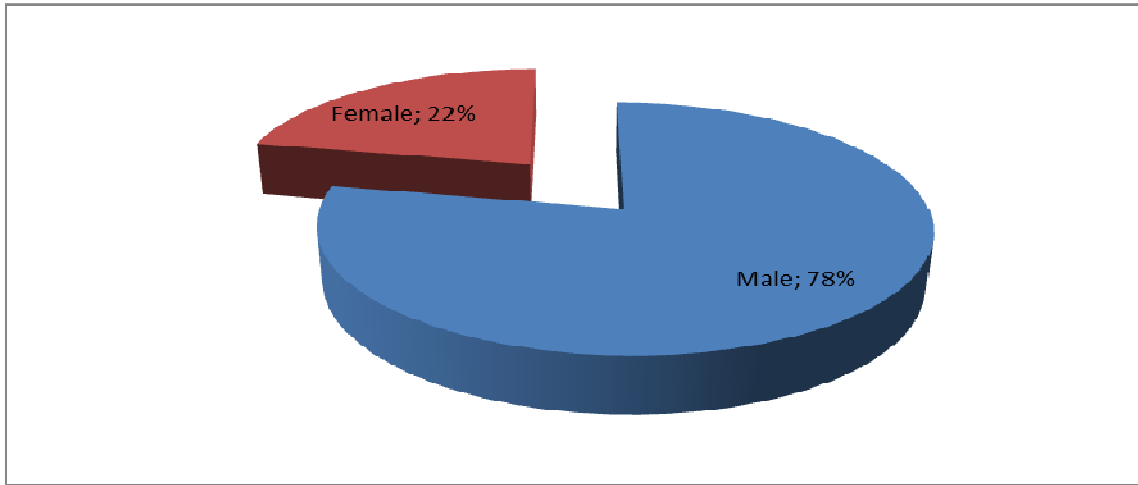
Table 1: Categories of Employees in the Company

	Frequency
Yard	27
Stores and Maintenance	31
Logistics and Security	35
Head Office	21
Total	114

The results in Table 1 show that 27 of the respondents were in the Yard category of employees (Mechanics, Electricians, Jackmen, Welders and Panel beaters), another 31 of the respondents were in stores and maintenance(Stores clerks and Cleaners), 35 of the

respondents were in logistics and security(Drivers,Watchmen and Turnmen) while 21 of the respondents were in the head office(Finance, Human resources, Operations, IT and Health and Safety).

Figure 1: Gender of the Respondents



The results in Figure 1 show that 78 percent of the respondents were males whereas 22 percent of the respondents stated that they were females.

Table 2: Age Brackets of the Respondents

	Frequency
20-30 years	32
31-40 years	55
41-50 years	20
51 years or above	7
Total	114

According to Table 2 , 32 of the respondents were between 20-30 years, 55 of the respondents were 31-40 years while 41-50 years comprised of 20 of the respondents and

7 of the respondents were over 51 years and above. This indicates that most of the respondents were of age bracket 31-40 years.

Table 3: Highest Level of Education

	Frequency
Primary	10
Secondary	53
Diploma	38
University	13
Total	114

The results in Table 3 show that 10 of the respondents stated that their highest level of education was primary, 53 of the respondents were of secondary education level, 38 of the respondents were of diploma level while 13 of the respondents were of university as their highest level of education.

Table 4: Basic Salary Range

	Frequency
11,000 - 20,000	36
20,001 - 30,000	33
30,001 - 40,000	16
40,001 - 50,000	17
50,001 or above	12
Total	114

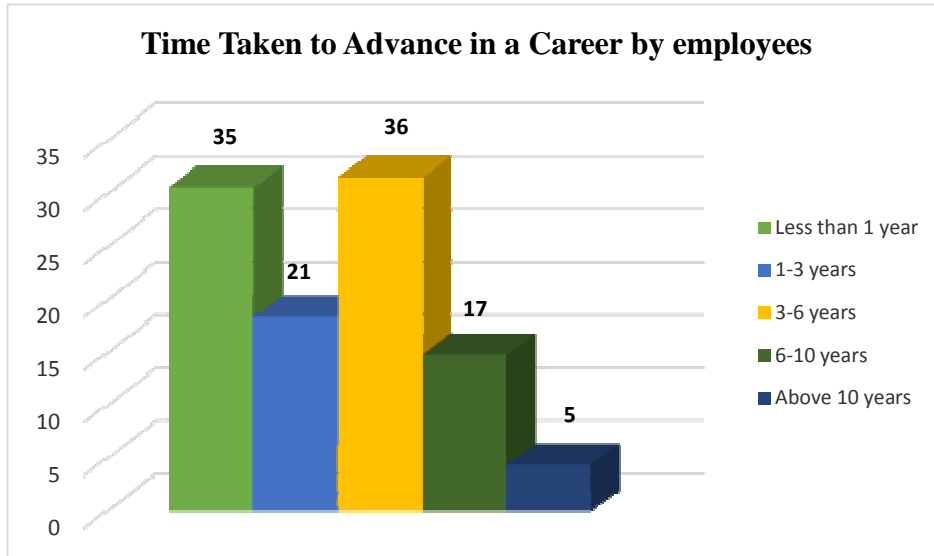
The results in Table 4 shows that 36 of the respondents stated that their basic salary ranged between 11000 and 20000, 33 of the respondents stated that their basic salary ranged between 20001 and 30000, 16 of the respondents stated that salary ranged between 30001 and 40000, 17 of the respondents stated that their basic salary ranged

between 40001 and 50000 while 12 of the respondents stated that their basic salary was 50001 and above.

Table 5: Time Taken by Employees to Advance in their Career in Multiple Hauliers (E.A) Ltd

	Frequency
Less than 1 year	35
1-3 years	21
3-6 years	36
6-10 years	17
Above 10 years	5
Total	114

Figure 2: Time Taken to Advance Career in Multiple hauliers (E.A) Ltd



The results shown in Table 5 and Figure 2 show that 35 of the respondents stated that they had taken less than one year to advance their career in multiple hauliers Ltd, 21 of the respondents stated that they had taken between one to three years to advance their

career, 36 of the respondents stated that they had taken between three and six years to advance their careers, 17 of the respondents stated that they had taken between six and ten years to advance their careers while 5 of the respondents stated that they had taken above ten years to advance their career in multiple hauliers (E.A) Ltd, Kenya.

4.3 Factors Influencing Career Growth Among Employees

This section presents the results of the analysis on questions regarding the perceived factors influencing career growth.

4.3.1 Organizational Commitment

The results of the descriptive analysis are presented in Table 6.

Table 6: Influence of Organizational Commitment on Career Growth

	Frequency
Yes	99
No	15
Non response	-
Total	114

The results in Table 6 show that 99 of the respondents agreed that the organizational commitment influenced their career growth while 15 of the respondents disagreed.

This finding suggests that the use of organizational commitment practices is positively related to career growth. While there contradictions of this evidence in this area with several alternate explanations. One is related to what Browning (2006) calls 'self-justification'. To diminish feelings of being stuck in a career, employees rationalize that the career is not as tight as it seems, hence the perceived affective ties are based on

rationalization and benefits rather than genuine affection for the organization. Kamoche (2002) explains that while progressive organizational commitment values people and invests in personal development leading to high levels of trust, participation, communication and caring. This feeling is exacerbated, especially in situations of limited job opportunities. Alternatively, in situations where choice of jobs is scarce, employees are only too grateful to be retained by an employer and a commitment which may have developed as a result of fear of lost employment evolves into an emotional attachment. This is even more likely where the organization has downsized and laid off employees. The survivors compensate by sub-consciously identifying with the organization and verbalizing their gratefulness for being committed.

4.3.2 Employee Training and Development

The study sought to examine how training and development influenced career growth of employees in Multiple Hauliers (E.A) Ltd, Kenya. The results of the descriptive analysis are presented in Table 7.

Table 7: Influence of Training and Development on Career Growth

	Frequency
Yes	96
No	17
No response	1
Total	114

Table 7 shows that 96 of the respondents agreed while 17 of the respondents disagreed and 1 of the respondents didn't answer this question. Those who disagreed stated that there was no time for training and that the company did not recognize further training.

Providing opportunities for growth and development through training and promotion may be a good motivator as many people like to grow in skills, capability and experience hence this finding concurs with Dessler (2001) found out that, many people experience satisfaction when they believe that their future prospects are good. Respondents maintained that if people feel they have limited opportunities for career advancement, their job satisfaction may decrease. The findings that respondents were unhappy with pay levels concurs with Bull (2005) which found out that, most employees were less satisfied with advancement opportunities and pay in their organization. The respondents see it as a source of achievement and recognition. This meets high order needs such as status, self-esteem and self actualization. The respondents relationship with the organization would be one of affection and emotional attachment if this practice is enhanced. According to Becker (1994) any investment on employees including training entails a risk on the part of the employer because there is no guarantee that the employee will maintain membership long enough for the results to be realized.

4.3.3 Job Satisfaction

The results of the descriptive analysis are presented in Table 8.

Table 8 : Influence of Job Satisfaction on Career Growth

	Frequency
Yes	100
No	11
No response	3
Total	114

Table 8 shows that 100 of the respondents agreed that job satisfaction influenced their career growth in the organization while 11 disagreed and 3 of the respondents didn't respond to this question. Those who disagreed stated that there was overworking and so there was little time for development and that there was no future in the company and

thus there was no job satisfaction. Promotional opportunities, good working environment, flexi-working hours therefore, have differential effects on job satisfaction, and it is essential that this be taken into account in cases where these policies are designed to enhance employees' job satisfaction. The advancement indirectly will change individual's needs. In consequential, it would help individuals to put extra effort to continuously achieve their needs and satisfaction. Locke (2000) reveals the dimensions used in the assessment of job satisfaction as the job itself, payment, promotion, working conditions, benefits of the work, fellow workers and personal values enhance employee-employer cordial relationship.

4.3.4 Competitive Reward System

The results of the descriptive analysis are presented in Table 9.

Table 9: Influence of Competitive Reward System on Career Growth

	Frequency
Yes	103
No	9
No response	2
Total	114

Table 9 shows that 103 of the respondents agreed that competitive reward system influenced their career growth in the organization while 9 of the respondents disagreed and 2 of the respondents didn't respond. Those who disagreed stated that the competitive reward system is not practiced in the company since it is discriminative on racial outfits.

These findings coincide with Luthans (1998), who found out that salaries not only assist people to attain their basic needs but are also instrumental in satisfying the higher level

needs of people. Most respondents were not satisfied with how well they are remunerated. However, the role of money as a motivator is controversial. Many employees appear to value money highly and some may be highly motivated by money. It can therefore, be deduced from the above findings that those in one departments do compared their salaries with those of other departments with the same qualifications experienced lower levels of job satisfaction.

4.3.5 Personality

The results of the descriptive analysis are presented in Table 10.

Table 10: Influence of Personality on Career Growth

	Frequency
Yes	97
No	13
No response	4
Total	114

Table 10 shows that 97 of the respondents agreed that personality influenced their career growth in the organization while 13 of the respondents disagreed and 4 of the respondents failed to respond. Those who disagreed stated that there is tribalism from the top management and that it greatly undermined their career growth. The most prevalent reason given for organizations to use personality testing was their contribution to improve employee fit with the job situation and improve career success (Rothstein & Goffin, 2006). Barrick et al (2001) investigated several different moderating variables that could influence the personality-performance relationship, such as performance dimension and occupational type hence the findings confirms what is in other literatures.

Table 11: Influence of Other Factors on Career Growth

	Frequency
Parents	31
Siblings	22
Supervisor	23
Peers/mentors/friends	25
No response	13
Total	114

The results in Table 11 show that 31 of the respondents stated that their parents influenced them in achieving their career growth, 22 of the respondents stated that their siblings influenced them in achieving their career growth, 23 of the respondents stated that their supervisors influenced them in achieving their career growth, another 25 of the respondents stated that their peers, mentors and friends influenced them in achieving their career growth while 13 of the respondents gave no response. The findings of this study concur with Amoth (2008)'s findings that parents play a key role in career growth for individuals careers. These results show that, despite efforts to attain gender equity, Africa still has a long way to go especially when it comes to career choice. Peer pressure was also indicated as a factor that influenced career choice and this concurs with Arudo (2008). According to Oyamo and Amoth (2008) studies in Kenya show that employees tend to seek help from parents more in their career choices and growth drives.

Table 12: Factors Analysis Influence Ranking on Career Growth

	Frequency		
		Mean	SD
Competitive Reward System	103	2.6020	1.3297
Job Satisfaction	100	2.3700	1.3062
Organizational Commitment	99	2.1548	1.1244
Personality	97	2.300	1.1565
Employee Training & Development	96	2.2813	1.3732

The results in Table 12 show that competitive reward system was the most influential factor for respondents career growth with a response of 103, then Job satisfaction with a response of 100, followed by organizational commitment with 99 respondents, personality had 97 respondents and finally employee training and development had 96 respondents. It could be concluded that the study recognises all the five factors studied in this research are instrumental in enhancing career growth of the employees in the organization.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter present the summary of research findings, conclusions made from the findings, limitation of the study, recommendations for policy and practice and suggestions for further research.

5.2 Summary of the Findings

The results showed that the respondents were fairly distributed from various sections in the organisation. Majority (78%) of the respondents were male. Most of them (76.3%) were aged less than 40 years suggesting that the company comprised of youthful employees. 104 of the respondents had secondary level education and above. Further, 69 of the respondents earned a salary of Ksh 30,000 or less.

The most influential factor on career growth among respondents was competitive rewards systems with 103 response. 100 of the respondents noted that job satisfaction influenced their career growth. 99 of the respondents agreed that organizational commitment influenced their career growth, 97 of the respondents noted that personality influences their career growth. Further, the results showed that 96 of the respondents agreed that employee training and development influenced their career growth.

The results of factor analysis showed that five factors were identified as being significant influencers of career growth in the organisation. These factors were employee training

and development, competitive rewards systems, organizational commitment, personality and job satisfaction.

5.3 Conclusion

This study intended to establish the factors influencing career growth among employees of Multiple Hauliers (E.A) Ltd, Kenya. The study concludes that all the factors studied in this research are instrumental in enhancing career growth viz organizational commitment, training and development, job satisfaction, competitive rewards and personality. From the factor analysis, it can be concluded that six factors affect career growth of employees in the company. These factors are training and development, rewards, organizational commitment, personality and job satisfaction.

5.4 Limitations of the Study

The study was constraint by the use of current employees as opposed to those who had left, as they would have given the real factors that influenced their career growth in the company. Secondly, the researcher found that most of the respondents were not willing to volunteer information for fear of being victimized at their workplace. However this limitation was overcame by assuring the respondents that confidentiality and integrity would be adhered to.

5.5 Recommendations

The study recommends that the company should be focused on ensuring that the factors identified in this study such as training and development, competitive rewards,

organizational commitment, personality, and job satisfaction be taken into consideration when designing human resources strategy in the organisation in order to enhance career growth of employees in the organisation.

The study also recommends that other organisations that aims to enhance the career growth of their employees should focus on the factors identified here viz. training and rewards, organizational commitment, personality, and job satisfaction for they are very important in enhancing career growth of employees.

5.6 Suggestions for Further Research

Further studies should take cognisance of the limitations of this study by expanding the contextual focus by using more than one company in the sample in order to have results that can be generalized. Secondly, multiple methodologies would be used to carry out a similar study in future as this would enhance the quality of such results as it would aid in data triangulation.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

APPENDIX II: RESEARCH QUESTIONNAIRE

Instructions

1. Kindly note that information provided in this questionnaire will be treated with confidentiality and respect.

SECTION A: (DEMOGRAPHIC DATA)

Fill in the blanks provided by a means of a cross (√) by indicating your correct Choice.

1. Please indicate your Level of Management in the Company.

Yard { } Stores & Maintenance { } Logistics & Security { } Head Office { }

2. Gender M () F ()

3. What is your Age Bracket (Years)

i. 20–30 ()

ii. 31- 40 ()

iii. 41- 50 ()

iv. 51- Above ()

4. Please indicate your Highest level of education

i. Primary ()

ii. Secondary ()

iii. Diploma ()

iv. University ()

SECTION B: (PERCEIVED CAREER INFLUENCIAL FACTORS).

5. What is your basic salary range?

i. 11,000-20,000 ()

- iii. 20,001- 30,000 ()
- iv. 30,001-40,000 ()
- v. 40,001-50,000 ()
- vi. 50,001 and above ()

6. How long have you taken to advance your career in Multiple hauliers E.A Ltd ?

Less than 1 year { } 1-3 Years { } 3-6 Years { } 6-10 years { } above 10 years { }

1. Organizational Commitment

7. In your own view, does job commitment influence your career growth in the organization?

YES { } NO { }

If NO, Explain

(a)-----

(b)-----

8. How do you rate the following aspects of organizational commitment’s effect to your career growth in the organization?

1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree

Organizational Commitment	1	2	3	4	5
I take this organization as my own					
I do feel emotionally attached to this organization					
I would be very happy to spend the rest of my career in this organization					
The organization also listens to my problems when in need					
I have a sense of belongingness to this organization					

2. Employee Training and Development

9. Does Training and development affect your career growth ?

YES { } NO { }

If NO, Explain

(a)-----

b)-----

10. How do you rate employees training and development in Multiple hauliers E.A Ltd?

1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree

Employee Training and Development	1	2	3	4	5
Training and development policy is followed					
I do attend trainings on my related profession					
Employees are trained according to training calender					
Training and development adds value into the quality of my work					

3. Job Satisfaction

11. Does Job Satisfaction influence your career growth in the organization?

YES { } NO { }

If NO, Explain

(a)-----

(b)-----

12. Indicate your level of agreement with job satisfaction on these statements.

1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree

Job Satisfaction	1	2	3	4	5
My contribution is well recognized by the management					

I have the room for independence in all that I do					
My job offers me flexibility					
The organization also listens to my problems when in need					
I have a security of tenure in my job					
The working conditions are favourable					
The dress code provides satisfaction for me in this company					

4. Competitive Reward System

13. Does competitive reward system influence your career growth in the organization?

YES { } NO { }

If NO, Explain

(a)-----

(b)-----

(c)-----

14. How do you rate the following aspects of competitive reward in influencing your career growth?

1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree

Competitive Reward System	1	2	3	4	5
Salaries and benefits offered are fair					
I receive yearly bonuses based on my performance					
Salaries and benefits are yearly reviewed					
I get paid based on my qualifications and experience					
Overtime payments are equitably done					

5. Personality

15. Does Personality influence your career growth in the organization?

YES () NO ()

If NO, Explain

(a)-----

(b)-----

16. How do you rate the following personality aspects in terms of influencing your career growth?

1. Strongly agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree

Personality	1	2	3	4	5
Extroversion improves my networking thus acquire opportunity					
Agreeableness/teamwork					
Conscientiousness					
Emotional resilience					
Openness					
Introversion					

17. Were you influenced by any of the following factors in achieving your career growth?

Parents ()

Siblings ()

Supervisor ()

Peers/Mentors/Friends ()

Thank you for taking part in this Research Project