MANAGERS' PERCEPTION OF THE INFLUENCE OF EMPLOYEE CAREER DEVELOPMENT PROGRAMMES ON EMPLOYEE COMMITMENT AT OXFAM INTERNATIONAL, KENYA

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DECLARATION

This Research project is my original work and has not been presented for a degree in any other university.

SARAH NAMUGANZA ONDIMU

Signature: _____ Date: _____

This research project has been submitted for examination with my approval as the university supervisor.

SUPERVISOR: PROFESSOR K'OBONYO

Signature: _____ Date: _____

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This work would not have been possible without the keen and professional guidance accorded to me by my supervisor professor K'Obonyo. I am grateful to School Of Business, University of Nairobi for giving me the opportunity to pursue my master's degree

DEDICATION

This study is dedicated to my mother whose encouragement, prayers and dedication have been unfailing.

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ABSTRACT

There is growing recognition that career development initiatives can help individuals to meet the constantly changing needs of the labor market and maintain the employability of employees. Organizations often seek to find a competitive edge that will give them even the slightest advantage. It can be as simple as early adoption of new technology, equipment, or thinking. However, soon competitors catch up and increasingly organizations are realizing that employees are the greatest competitive edge and hence investing in them provides a win win situation for both the organization and the employee. The main objective for this study was to investigate the manager's perception of the influence of employee career development programmes on employee commitment at Oxfam International, Kenya. The research problem was best studied using a survey research design and a likert scale questionnaire guide tool was used to collect primary data. The questionnaire was presented to managers at Oxfam International, Kenya by email as well as pick and drop approaches. The entire population of 25 managers within Oxfam International in Kenya comprised the respondents. Qualitative data was entered into a spreadsheet and analyzed using descriptive statistics namely frequency tallies and the corresponding percentages. The statistics was generated using Statistical Package for Social Sciences (SPSS) Version 20. Data was analyzed using regression analysis model. From the study the researcher concluded that Oxfam International in Kenya does have and actually implements career development initiatives aimed at building the careers of its employees and that employees are committed to Oxfam and are willing to work and stay with Oxfam as an employer. The researcher also concluded that managers perceive that there is a relationship between employee career development programs and employee commitment and that the existence of employee career development programs influences employee commitment positively. The researcher recommends that Oxfam International in Kenya undertakes cost benefit analysis of the staff career development investments it makes in its staff. Furthermore, the management of Oxfam needs to find ways of enhancing the use of job shadowing as a means of developing their staff competencies in preparing them for possible future roles. Job shadowing is a very practical approach and yet from the research it is evident that it is least used.

CHAPTER ONE

INTRODUCTION

1.1   Background of the study

As organizations become more dependent upon technology, as is the case in Taiwan, their ability to attract and retain competent professionals becomes increasingly important, as does the pursuit of the effective management of these highly-valued employees (Aryee and Leong, 1991). Arguably, therefore, greater effort should be placed into satisfying the needs of this particular group of professionals since they represent the organization's future potential competitive advantage (Aryee and Leong, 1991).

Organizations need to begin to realize that career development programs that are eminently suited to one particular group of professionals may be inappropriate, or even irrelevant, to another group. It is contended that, personnel will inevitably encounter career planning problems at various stages of their careers and argue that their respective career needs will come as a result of their own self-understanding, personal interests, values, professional roles and responsibilities and, moreover, the greater responsibilities that are a hallmark of the particular stage of their career that they have reached (Aryee and Leong, 1991).

1.1.1   The concept of Perception

According to Arnold, (1997) perception is the process of receiving and deriving meaning from stimuli present in an individual's internal and external surroundings made up of several interrelated activities with results in the individual giving environment. Arnold further states that to perceive is to see, hear, touch, taste smell or sense internally something, an event and to organize, interpret and derive meaning from the experience. It is therefore a process of making or deriving meaning to the environment from experience and varies from one person to another since different individuals "see" the same thing in different ways (Patton & McMahon, 2006).

Kibera and Waruingi (1988) summarize perception as the process, which attributes meaning to incoming stimuli through the human senses. Therefore, it constitutes of two factors, the stimuli and the individual factors. Knowledge of the perceptual process is essential since the

manner in which users of a product or service interpret the information is affected by their cognitive understanding that they have established in their minds. Further, perception is important especially to marketers since it involves the constitution of the users' feelings about particular stimuli and helps in developing strategies towards meeting that which the users perceive as important (Njoroge, 2003).

1.1.2 Career Development Programs

The concept of career development is one that has evolved over time, with various authorities advancing varied theories on how individuals shape their careers. First advanced by Frank Parson in 1909s and later Ginsberg et al, (1951), the concept has evolved from the mere view of career development as a developmental process by which individuals make occupational choices up to their early adulthood, to being viewed as a lifelong process of occupational decision making process that occurs at different sub-stages of one's life (Patton & McMahon, 2006).

First and fore most it is the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to influence the nature and significance of work in the total lifespan of any given individual. Secondly, it is the evolution or development of a career - informed by: experience within a specific field of interest, success at each stage of development and educational attainment. Thirdly, it's the lifelong psychological and behavioral processes as well as contextual influences shaping one's career over the life span. As such, career development involves the person's creation of a career pattern, decision-making style, integration of life roles, values expression, and life-role self-concepts (Aryee and Leong, 1991)

1.1.3 Employee Commitment

Employee commitment is the level of connection employees have with their organization and which makes them feel that they belong and have a sense of ownership. Committed employees contribute added value to the organization because they are more determined, give pro-active support, produce more and pay attention to quality. Employees without commitment can work against the organization and hinder its success. Employee commitment allows an organization to grow and gain in competitiveness and is thus a key

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variable determining employee performance. Organizations have frequently mistaken employee retention for commitment and it would be wrong for managers within an organization to assume that employees that stay with the organization are committed (Coyle-Shapiro &Kessler, 2003).

1.1.4 Oxfam International Kenya

The name "Oxfam" is a short form for the Oxford Committee for Famine Relief, founded in Britain in 1942. The group campaigned for food supplies to be sent through an allied naval blockade to starving women and children in enemy-occupied Greece during the Second World War. Oxfam International was formed in 1995 by a group of independent non-governmental organizations. Their aim was to work together for greater impact on the international stage to reduce poverty and injustice. (http://www.oxfam.org.uk/what-we-do/about-us/history-of-oxfam).

As well as becoming a world leader in the delivery of emergency relief, Oxfam International implements long-term development programs in vulnerable communities. Oxfam is also part of a global movement, campaigning with others, for instance, to end unfair trade rules, demand better health and education services for all, and to combat climate change. Today, there are 17 member organizations of the Oxfam International confederation. They are based in Australia, Belgium, Canada, France, Germany, Great Britain, Hong Kong, Ireland, India, Italy, Japan, Mexico, The Netherlands, New Zealand, Quebec, Spain and the United States. The Oxfam International Secretariat is based in Oxford, UK. The Secretariat runs advocacy offices in Brussels, Geneva, New York, Washington DC and Brasilia.

1.2 Research Problem

Organizations invest in human resource development activities in order to meet new and additional requirements due to technological development. Given the increasingly lower half-life of work-related knowledge, updating employee's knowledge continuously is imperative for organizations facing global competition (Mayo, 2000). In addition, while prior studies focused on formal development interventions such as off-the job training, a recent trend in the development literature explores the benefits of informal learning activities such as discussing work-related issues with colleagues and supervisors

In recent times, the major challenges of career development lay in the existing barriers in the advancement of mid-level managers which in nature, tend not to be obvious and are difficult to identify and remove. There is growing recognition that training and career development can help individuals to meet the constantly changing needs of the labor market and maintain their employability so that they can achieve their aspirations and participate in the community. Organizations often seek to find a competitive edge that will give them even the slightest advantage (Brown, et al. 2001).

Career development within Oxfam International is seen as a lifelong process that starts the moment staff is selected into a role and joins the organization. Oxfam believes that if staff are supported in their careers, they in turn will be able to give their best to the organization. The management at Oxfam perceives that employees want more than just a pay cheque and one of the offerings in terms of rewards that Oxfam guarantees its employees is the commitment to develop them through various learning intervention. (Oxfam staff handbook). In return, Oxfam's leadership envisions that its staff will want to willingly grow their career within the organization as well as put in their best in terms of performance after all, the work of Oxfam is heavily reliant on its staff capacity. This then implies a symbiotic relationship between Oxfam and its employees

Through an effective induction process, performance management, support in identifying personal and professional development, maintenance of good health and well-being, and effective career management, Oxfam International believes individuals are able to effectively plan their careers. Despite extensive research within the field of career development, gaps still exist especially with regards to how theory relates to practice. Lung'ung'u, (2011) studied the perception of employees relationship between training and employee performance and he undertook a case study of Ministry of Agriculture. Kinoti, (2006) undertook a study on the use of reference reports in staff selection within diplomatic and Nongovernmental organizations in Kenya. Milo, (2011) looked into the impact of training on employee performance in Kenya and he narrowed into the case of Medical Resource Institute and centers for Disease control and prevention.

Koech, (2003) researched on the relationship between Career Development and Job satisfaction within the commercial banks in Kenya. Kuria, (2011) did a survey on UNICEF staff in the area of employee perception of the training programs in the Kenya Country Office. Despite available theoretical information on the career develop as a subject; the researcher has not found any study that has been done to study the manager's perception of the influence of employee career development programmes on employee commitment at Oxfam international, Kenya. The question to be answered in this research is: What is the managers' perception of the influence of employee career development programmes on employee commitment at Oxfam international in Kenya?

1.3 Objective of the Study

To investigate the manager's perception of the influence of employee Career development programmes on employee commitment at Oxfam international in Kenya

1.4 Value of the Study

The findings of this research can be used as a basis for further research in various areas of career development or development programs, such as the relationship between career development programs and staff retention, the relationship between staff development programs and performance among many other areas of study. All further research will be made easier by the information collected on the types and kinds of career development programs used by INGO's for their staff in Kenya.

The information collected will enable the leadership of the International Non-Governmental Organizations (INGO)s better understand what other like organizations are doing to develop and empower their staff. It is assumed that these are the people within organizations that have a say in the development and adoption of various policies and practices.

As it has been said over and over, the Human Resources (HR) unit is charged with the responsibility of staff development and growth within the organization. The findings of this research will enable the HR practitioners better or improve the kinds of development programs within the organization, provide more funding for these programs and even revise policies on staff development.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the theoretical framework of the INGO sector and career development among mid-career professionals within the sector. The specific areas covered to be covered are.

2.2 Career Development

All NGO's are donor driven and different donors vary in terms of how they want their resources to be managed and this inevitably affects the kind of activities the NGO's engage in and even provision of funds for career development activities,(Oster,1995). Even though the term "non-governmental organization" implies independence from governments, most NGOs depend heavily on governments for their funding. A quarter of the US$162 million income in 1998 of the famine-relief organization Oxfam was donated by the British government and the European Union (EU). The Christian relief and development organization World Vision collected US$55 million worth of goods in 1998 from the American government. Nobel Prize winner Médecins Sans Frontières (MSF), known in the USA as Doctors without Borders gets 46% of its income from government sources. (http://en.wikipedia.org/wiki/Non-governmental_organization). By the mere fact that donors drive the agendas of the NGO's, they (donors) end up having a big say in NGO policies and practices in hence in policy areas of career development programs.

2.3 Career Development Process

The process of developing career development programs involves four main phases namely assisting employees in assessing their own internal career needs, developing and publicizing available career opportunities in the organization, aligning employee needs and abilities with career opportunities and evaluation of the program (Dessler, 2005).

2.3.1 Career Needs Assessment

This begins from the basics of assessing employees' personal interests, aims, skills and abilities (Greenhaus et al, 2000). It entails individuals finding out and discovering truly

about their ambitions, values, needs, strengths and weaknesses. The HR manager guides the employee and also gives his or her own view or opinion regarding the employee in terms of character. Some employees never give thought to their careers until its way too late. It then falls onto HR to undertake career education and awareness for the employees. Various means can be used when aiding employees in determining their primary interests, basic aptitudes to perform different types of work, for the purpose of deciding their career destinies (Dann, 1995). This career needs assessment should involve personnel from different groups such as new employees, managers, long term employees, minority employees, technical employees etc.

2.3.2 Career Opportunities

Individual career paths and promotional possibilities are largely determined by organization structures and behavior. It is commonly assumed that people undertake training or gain work experience in their late teenage years and early 20s which then assists in establishing them in secure employment in their late 20s. Currently there are a growing number of people who remain excluded from secure employment and have no choice but to accept jobs with poor conditions, fluctuating hours and little or no security. Organizations in turn are influenced by the external environment. This especially includes demographic developments, over which both individual and organization decisions effectively have no control (Baruch, 2006). Therefore, it is essential to understand today's organizational dynamics and what factors bring about changes in organization structures that affect individual wellbeing within the organization (Beardwell and Claydon, 2004).

Only by understanding these factors would individuals within the organization be able to take control of their career strategy to meet the challenge of today's changing environment. This entails charting specific career paths through the organization. As earlier stated organizations are bound to change and these changes affect personnel needs and requirements. The opportunities in existence and those that will arise in the future need to be availed. Low ceiling jobs with limited opportunities for significant progression need to be identified and made known to possible applicants (Baruch, 2006).

2.3.3 Alignment of Need and Opportunity

With the knowledge of what employees want and are capable of career wise and the available organizational career opportunities, the next step is to align these two and make a fit. Various developmental techniques can be incorporated into a planned career development program (Dessler, 2005). This alignment looks at the employee ambitions, goals, skills, strengths and limitations. All these are mapped against a given career path or higher level positions and their requirements. An effort is made to improve on what is lacking in the employee and is crucial for performance. There are basically two broad categories of techniques that are employed in need opportunity alignment, i.e. on the job techniques and away from the job techniques. Knowing which technique to select when and how to combine it with other techniques will enable the organization to put together a well thought through career development plan.

According to Greenhaus et al, (2000) here are three main learning styles; visual - learn by seeing and doing; auditory - learn by hearing and listening; and kinesthetic - learn by touching and doing. When thinking about the career development techniques to select it's important to spend some time reflecting on the preferred learning style and pick the ones that match it. At times there may be no option but to select career development methods that do not match with the preferred learning style. If this happens it's important to prepare in advance and think about what extra effort will be required during the event to get the most out of it (Beardwell & Claydon, 2004).

2.3.4 Career Development Techniques

Coaching is an on the job technique that involves an organizations coach, who is either a manager or exceptional employee's boss, assumes the role of helper and teacher. The coach helps in achieving developmental objectives, by setting goals, providing assistance in reaching the set goals and providing timely and constructive performance feedback. The coach answers questions, lets the employee make decisions and problem solving. For coaching, to be successful in preparing a candidate for promotions and bigger responsibilities, trust, cooperation and mutual respect are required (Dann, 1995).

2.4 Career Development Programs

In a bid to establish successful career development programs, firms set up staffing inventories, which is a databank of existing employees and their qualifications, skills and abilities. In some firms this databank, has information on non-employees, sourced from previous unsuccessful but "worthwhile" candidates. This ensures a continuous supply of professional, technical and managerial talent for meeting future organizational goals. A firm is able to attract and retain good personnel if applicants know that the company develops its employees and provides career development opportunities. Workers have expectations beyond the "paycheck" that need to be met by the firm (Patton & McMahon, 2006).Career development programs go to serve these expectations and fulfill the employee's career needs. Enhance motivation: In most cases career progress is related to job performance, workers may feel motivated to perform at peak levels to accomplish career goals (Patton & McMahon, 2006).

2.4.1 Career Counseling

Career counseling is the methods by which you explain the career development process and help the employee identify career goals and career plans. Career development begins with and success depends on effective career counseling. Career counseling focuses on the employee's career goals and the preparation of career plans consistent with the organization's future staffing needs. Career counseling should lead to a career plan that identifies the employee's short-term and long-term career goals and subsequently the training and development needed to achieve those goals, and the range of career options to provide flexibility for growth and development.

Counseling should be directed at getting the right people trained and developed at the right time to fill organization's staffing needs. All employees covered by a career program are to be offered career counseling at least once a year, or when requested by the employee to assist in developing realistic career plans (Baruch, 2006). Career counseling should be a continuous process that meets the continuing needs of employees. Effective career counseling is dependent on your knowledge of the career management system.

2.4.2 Coaching

Experts describe coaching as "on-the-job training." On the contrary it's a very special kind of training. It's not what a co-worker might do when showing someone how the database is set up. It's different from managing, too; it's less about directing the work and more about helping someone succeed in their plans and goals, it's about evoking Excellence in others, "it's a way of working with people that leaves them more competent and more fulfilled so that they are more able to contribute to their organizations and find meaning in what they are doing (Snell and Bohlander,2008)

Coaching is about building relationships and that takes time. For coaching to work well, it has to happen regularly. It's important to remember to spend as much time coaching strong employees as weaker ones. Sometimes managers wind up concentrating on the employee who need remedial attention to the detriment of stronger performers who don't seem to need any help. Managers must meet often with all the people they manage; individually and as a team so as to establish trusting relationships. These may be unplanned meetings to discuss a specific problem that has come up on a project or more formal sessions that are scheduled head of time (Dessler, 2005).

2.4.3 Mentoring

Mentoring involves communication and is relationship based. In the organizational setting, mentoring can take many forms. This is a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé)" (Bozeman, Feeney, 2007). There are two types of mentoring relationships: formal and informal. Informal relationships develop on their own between partners. Formal mentoring, on the other hand, refers to assigned relationships, often associated with organizational mentoring programs designed to promote employee development. Formal relationships can be seen as being forced as they are assigned relationships. As stated by Murray, "Formal dyads are assigned by a third party, while the informal ones evolve spontaneously" (Buell, 2004). The formal mentoring

relationship is structured in a fashion that can be better managed by a particular organization.

Mentoring is a worthwhile but very difficult effort. It requires qualities and even personal feelings that are not possessed by all supervisors. It is pertinent, therefore, to point out some of the problems that can block effective mentoring. By anticipating such problems, the mentor will have a greater likelihood of keeping them from diluting mentoring effectiveness. A mentor should not do the following: establish vague performance standards because they are difficult for employees to interpret, perform, and measure; do the employee's job; neglect the employee; make evaluations of employees based on personality traits (yours or the employee's); dwell on employee mistakes; try to change the employee's personality; perpetuate outmoded ideas; solve employee problems through reliance on rules and procedures and give the best performers increasingly tougher assignments without rewarding them in some manner. If carefully planned, mentoring can be very rewarding for all concerned, and it can be combined with other develop-mental assignments (Dessler, (2005).

2.4.4 On the Job Training

According to Jackson and Schuler, 2000, there are two broad categories of techniques that are employed in need opportunity alignment, i.e. on the job techniques and away from the job techniques. On the job techniques are the most commonly used in most organizations, since most jobs can be learned in a relatively short period of time. These techniques allow for supervisors or experienced coworkers to give instruction to the employees. These are not limited to non-managerial or frontline employees only; managers too are included as they learn by practical doing. These techniques enable managers to practice management skills, make mistakes and learn from them under the guidance of an experienced manger or managers (Baruch, 2006).

At the management levels, job rotation - frequently referred to as management rotation, is tightly linked with succession planning - developing a pool of people capable of stepping into an existing job. Here the goal is to provide learning experiences which facilitate changes in thinking and perspective equivalent to the "horizon" of the level of the

succession planning. It may also involve moving to a different work environment to enable mangers develop competence in general management decision making skills. Job rotation is the surest way of keeping the employee away from complacency and boredom of routine. It is difficult for an employee to sustain his interest in a given job for any substantial length of time as humans have the tendency of outgrowing their jobs through the learning and experience that they gain over a period of time.

According to Carrel et al, 1995, on the job techniques are most preferred as they are proven techniques for teaching new skills. All new employees and those transferred to new jobs should receive on the job trainings.

2.5   Challenges of Career Development Programs

There are two main problems in dealing with career development programs, i.e. "plateaued" employees and the dual career families. Plateaued employees situations often occur when employees are in jobs that offer limited upward mobility and few opportunities for expansion of growth. Human Resource needs to address this through counseling and making the employee this reality as it is. However some alternatives to mobility and expansion can be created and offered by Human Resource. These alternatives include transfers to parallel but different jobs, job enrichment options, formation of special task forces and leadership positions, e.g. mentors given to the plateaued employee.

Dual career family problems stem from the fact that today, families comprise of couples who are both working towards building their individual careers. Statistics show that toady about 42 percent of employees turn down promotions or transfers based on family grounds (Flipo, 1984). In addition, today the probability of a firm employing couples to work together and probably even pursue similar career paths is very high. This in itself causes problems as it may be termed nepotism to advance a couple into similar career routes and competition may also set in.

In summary learning and development of staff can occur through training and experience on the job. Mentoring provides guidance and monitoring of these experiences to ensure that the correct skills are learned and followed. The employee should have continuous access to the mentor's guidance, knowledge, judgment, and experience. How much guidance is needed is

based on the degree of knowledge and skill required in the position as well as with the level of ability of the employee (Koech, 2003).

2.6 Employee commitment

Commitment according to Jaw and Liu (2004) is not only a human relation concept but also involves generating human energy and activating human mind. Without commitment, the implementation of new ideas and initiatives will be compromised. High commitment work practice according to Guest (2003) is an approach to managing employees, which emphasizes the need to develop organizational commitment amongst employees based on the assumption that it will lead to positive outcomes such as low labor turn over, absenteeism, better motivation and improved performance. Employee commitment refers to the psychological bond of an employee to an organization, the strength of which depends on the degree of employee involvement, employee loyalty and belief in the values of the organization (Allen & Meyer, 1990).

Allen and Meyer (1990) developed a three-theme model of commitment. The first theme is affective commitment to the organization in which the employees have emotional attachment to the organization and they continue to remain employed by the organization because they simply want to. The second theme is continuance commitment whereby the individual commits to the organization because he/she perceives high the costs of losing organizational membership including economic costs (such as pension accruals) and social costs (friendship ties with co-workers) that could be incurred. The employee remains with the organization because he/she "has to". The third theme is the normative commitment and in this category the employee remains with the organization because they feel that they ought to. Organizations can create normative commitment by providing rewards in advance e.g. paying college tuition and these investments makes employees feel a sense of obligation to reciprocate by committing themselves to the organization until the debt has been paid

One important point is that not all forms of employee commitment are positively associated with superior performance (Meyer & Allen, 1997).For example, an employee who has low affective and normative commitment, but who has high continuance commitment is unlikely

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to yield performance benefits. The main reason such an employee remains with an organization is for the negative reason that the costs associated with leaving are too great. According to O'Reilly and Chatman (1986), there are different factors that affect employee commitment. Work place values is on such factor whereby if employees believe that their organization values quality products they will engage in behaviors' that will contribute to high quality. If employees are convinced that their organization values participation they will be more likely to feel as though their participation will make a difference. They will thus be motivated and be more willing to seek solutions and make suggestions to contribute to the organization success. Another factor is the interpersonal relationships between employees and their managers/supervisors. Supervisors behavior include sharing appropriate information, allowing mutuality of influence, recognizing and rewarding good performance and not abusing the vulnerability of others . The extent to which the supervisor displays these behaviors will thus largely determine subordinate commitment levels.

A third factor affecting employee commitment is the characteristics of the employee's job. The extent that a job is structured to provide regular feedback and autonomy as well as a sense of task completion has an impact on the job holder's commitment. When tasks are intrinsically satisfying, employees tend to be more committed. Commitment is low when employees are given repetitive routine tasks to complete. A job that allows a high degree of autonomy and the absence of close supervision increases commitment.

Another factor affecting employee commitment is demographics. A range of demographic variables have been found to be related to employee commitment Mathieu & Zajac (1990). For a variety of reasons, age has been found to be a positive predictor of employee commitment. As Mathieu & Zajac (1990) suggest, the older employees become, the less alternative employment options are available. As a result, older employees may view their current employment more favorably. With regard to gender, Mathieu & Zajac (1990) have reported women as being more committed than men. This is typically explained by women having to overcome more barriers than men to get to their position in the organization. Marital status has also been shown to relate to commitment, with married employees usually showing more commitment However, it is suggested that the reason for this is because

married employees will typically have greater financial and family responsibilities, which increases their need to remain with the organization. Note, however, that this refers to structural commitment (or continuance commitment) in that the cost associated with leaving the organization increases commitment to the organization. As mentioned previously, structural commitment does not necessarily relate to increased performance Mathieu & Zajac (1990)

Organizations that strive to attain high levels of commitment from their staff ensure the presence of the certain factors such as development of career ladders and emphasis on trainability ,high levels of functional flexibility with the abandonment of potentially rigid job descriptions, reduction of hierarchies and the ending of status differentials, heavy reliance on the team structure for dissemination of information(team building) structure work and problem solving, job design as something management consciously does in order to provide jobs which have a considerable level of intrinsic motivation, increased job security by adopting policies that ensure minimal redundancies with possible use of temporary workers to cushion fluctuation in the demand for labor, adopting new forms of assessment and pay system and more specifically merit pay profit sharing as well as high employee involvement.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter gives the methodology of the research which includes the research design, data collection, data analysis methods, ethical issues and chapter summary.

3.2   Research Design

The research problem was best studied using a survey research design because it's the best design to use when assessing the thoughts and opinions of respondents and this study aims establishing the perceptions of managers on the effects of career development programs on employee commitment; the survey approach is most suited. A descriptive research design is deemed the best design to fulfill the objectives of the study because descriptive research design enabled the researcher describe what is in existence in respect to conditions or variables that are found in a given situation.

3.3 Data Collection

The study used a likert scale questionnaire guide to collect primary data and the approach used will be a drop and pick approach for data collection. The Likert scale is appropriate as it enabled the respondents specify their extent of agreement or disagreement to a series of statements and questions in the questionnaire and the researcher was able to capture the perceptions of the respondents based on the range of the intensity of their agreement or disagreement for a given statement. The entire population of 25 managers within Oxfam International in Kenya comprised the respondents

3.4 Data Analysis

The data was coded and entered into a spreadsheet and analyzed using descriptive statistics namely frequency tallies and the corresponding percentages. The statistics was generated using Statistical Package for Social Sciences (SPSS) Version 20. Data was analyzed using regression analysis model which is ideal because it enables the demonstration of relationships among variables which in this study are career development programs and employee commitment.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.1 Introduction

This chapter discusses the data findings, analysis, presentation and interpretation. The main objective of the study is to investigate the manager's perception of the influence of employee career development programmes on employee commitment at Oxfam international, Kenya. The response rate was 92% with only 23 respondents out of the 25 completing the questionnaire.

None of the respondent was a subordinate staff (non-manager). All the respondents were managers as per classification of managers in Oxfam and were in a position to respond to the questionnaire based on their management capacity that entails directly or indirectly line managing other employees.

4.2   Information on Oxfam policies and practices

4.2.1   Information on Oxfam's staff development/talent management programs

The study sought to find out whether Oxfam have staff development/career development/talent management policies in place. According to the findings 65% agreed that Oxfam have staff development/career development/talent management policies in place 20% disagreed that Oxfam have staff development/career development/talent management policies in place while 15% were not sure whether Oxfam have staff development/career development/talent management policies in place. The findings are presented in figure 4.2.1 below.
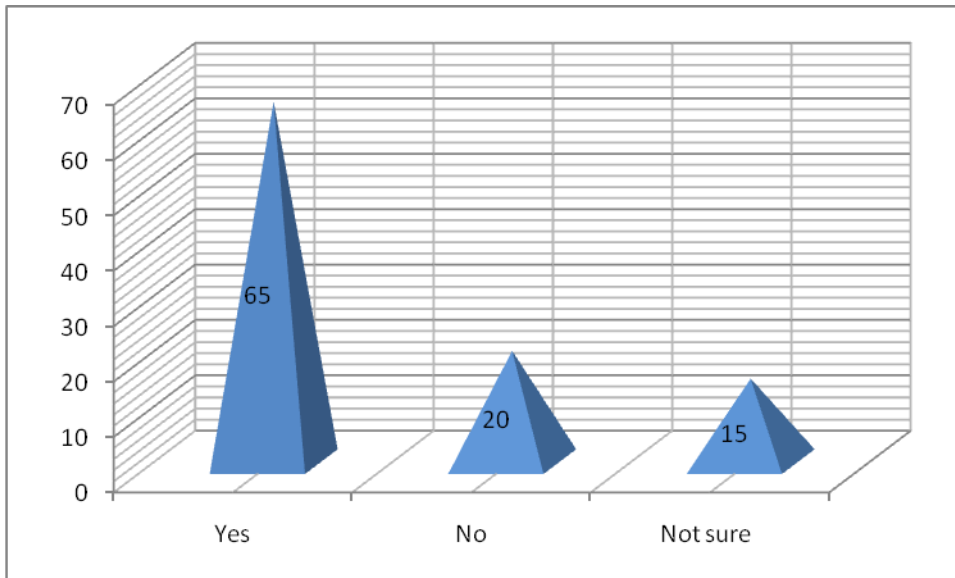
Figure 4.2.1: Oxfam's staff development/career development/talent management policies in place

Key:
Horizontal axis: Response options regarding the existence of career development policies within the organization

Vertical axis: Managers levels of agreement with the response options

4.2.2   Information on Oxfam's budgeting process for staff development programs

The study sought to find out whether the organization budget for staff development programs/career development initiatives during the annual budgeting process. According to the findings 56% agreed that the organization budget for staff development programs/career development initiatives during the annual budgeting process 27% disagreed that the organization budget for staff development programs/career development initiatives during the annual budgeting process while 17% were not sure whether the organization budget for staff development programs/career development initiatives during the annual budgeting process. The findings are presented in figure 4.2.2 below.
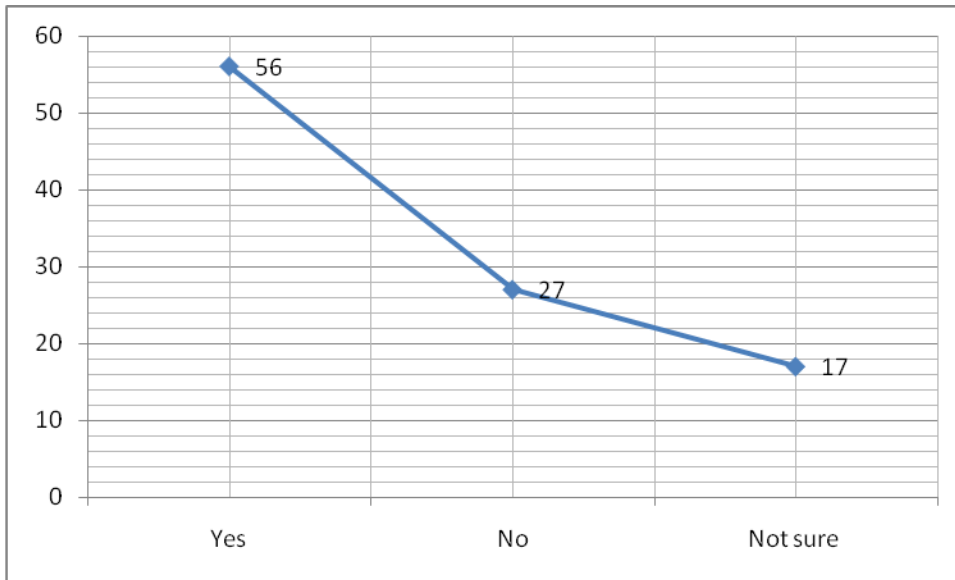
Figure 4.2.2: Information on Oxfam's budgeting process for staff development programs

Key:
Horizontal axis: Response options regarding the inclusion of costs related to staff development programs during the annual

Vertical axis: Managers levels of agreement with the response options

4.2.3 Information on staff development responsibility with regards to initiating the process

The study sought to find out who initiates the staff development activities. According to the findings 85% agreed that it's the manager who initiates the staff development activities 10% agreed that it's the staff who initiates the staff development activities while 5% were not sure who initiates the staff development activities. The findings are presented in the figure 4.2.3 below
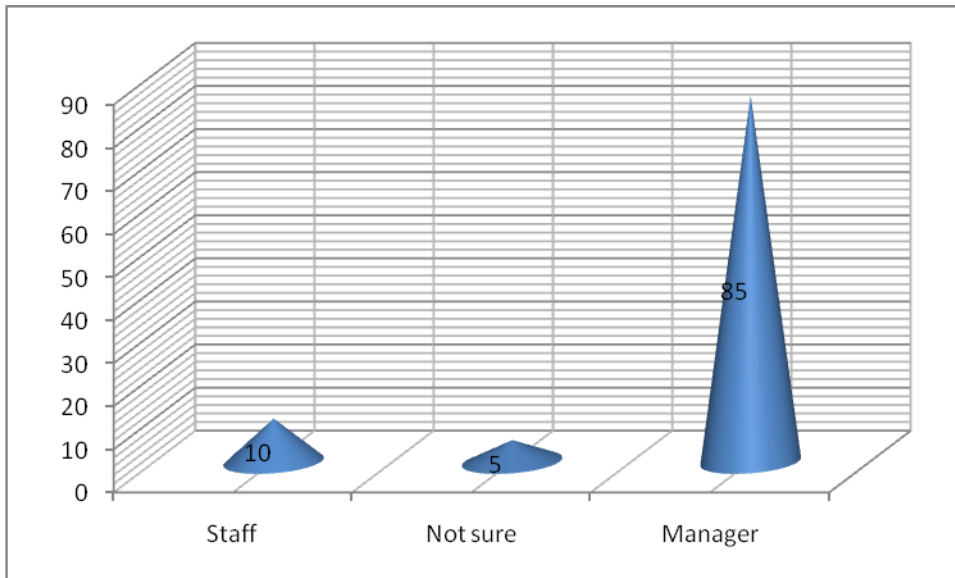
Figure 4.2 1: Who initiates the staff development activities

Key:
Horizontal axis: Response options regarding whose responsibility it is to initiate the staff development activities within the organization

Vertical axis: Managers levels of agreement with the response options

4.2.4   Oxfam's policy on employee discussions on career development

The study sought the respondent's feelings on whether the organization's policy encourages staff reporting to you to discuss their career aspirations with you or Human Resources. According to the findings, 75% agreed that the organization's policy encourages staff reporting to you to discuss their career aspirations with you or Human Resources. 20% disagreed that the organization's policy encourages staff reporting to you to discuss their career aspirations with you or Human Resources while 5% disagreed that the organization's policy encourages staff reporting to you to discuss their career aspirations with you or Human Resources. The findings are presented in figure 4.2.4 below.

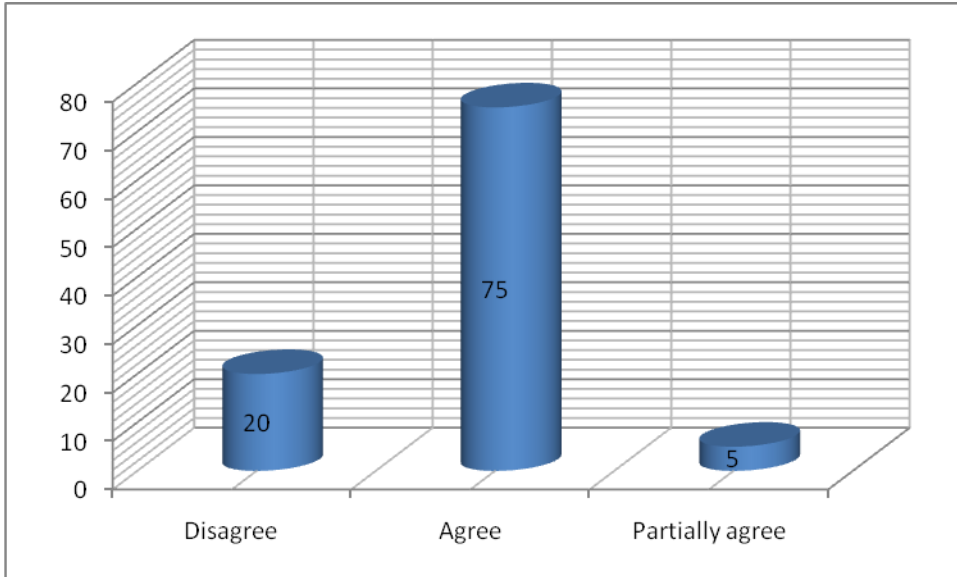**Figure 4.2.4: Oxfam's policy on employee discussions on career development**

Key:
Horizontal axis: Response options regarding whether Oxfam's policies and practices allow for employees to discuss career aspirations with their line managers and human resources staff

Vertical axis: Managers levels of agreement with the response options

4.3   Information on employee career development programs

4.3.1 Oxfam's Employee career pathing practices

The study sought to find out whether every employee has a career path/chart that has been discussed and agreed with the line manager and the Human Resources staff. According to the findings, 35% agreed to a very large extend that every employee has a career path/chart that has been discussed and agreed with the line manager and the Human Resources staff, 20% to a large extend that every employee has a career path/chart that has been discussed and agreed with the line manager and the Human Resources staff, 20% to a moderate extend that every employee has a career path/chart that has been discussed and agreed with the line manager and the Human Resources staff, 10% to less extend while 15% disagreed that every employee has a career path/chart that has been discussed and agreed with the line manager and the Human Resources staff. The findings are presented in figure 4.3.1 below.
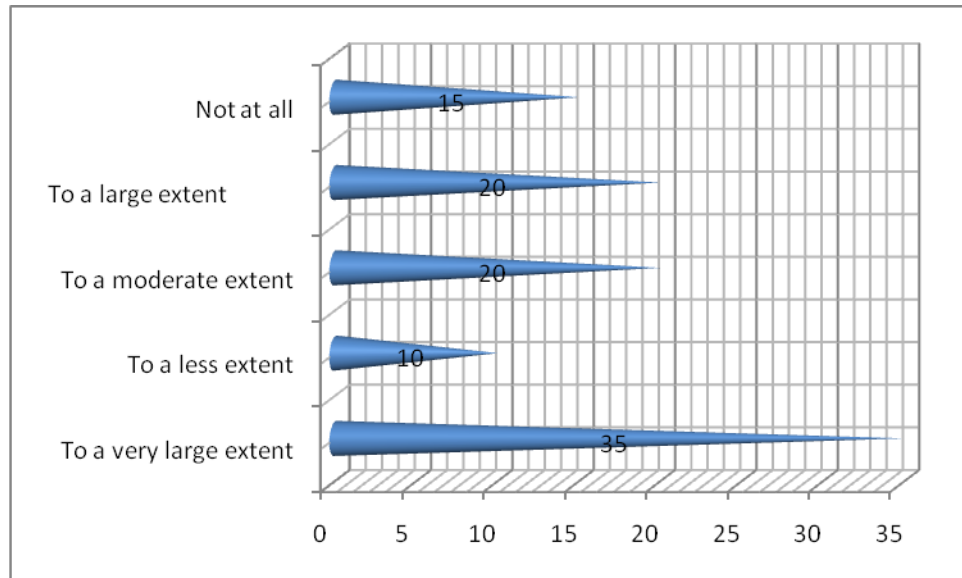
Figure 4.3.1 Information on Oxfam's employee career pathing practices

Key:
Horizontal axis: Managers levels of agreement with the response options

Vertical axis: Response options regarding whether employees have clearly discussed and agreed career paths

4.3.2   Oxfam's training practices and opportunities

The study sought to find out whether every employees undergo relevant training to prepare them for upward mobility. According to the findings, 50% agreed to a very large extend that every employee undergoes relevant training to prepare them for upward mobility, 20% to a large extend that every employee undergoes relevant training to prepare them for upward mobility, 5% to a moderate extend that every employee undergoes relevant training to prepare them for upward mobility, 10% to less extend while 15% disagreed that Every employee undergoes relevant training to prepare them for upward mobility. The findings are presented in figure 4.3.2 below.
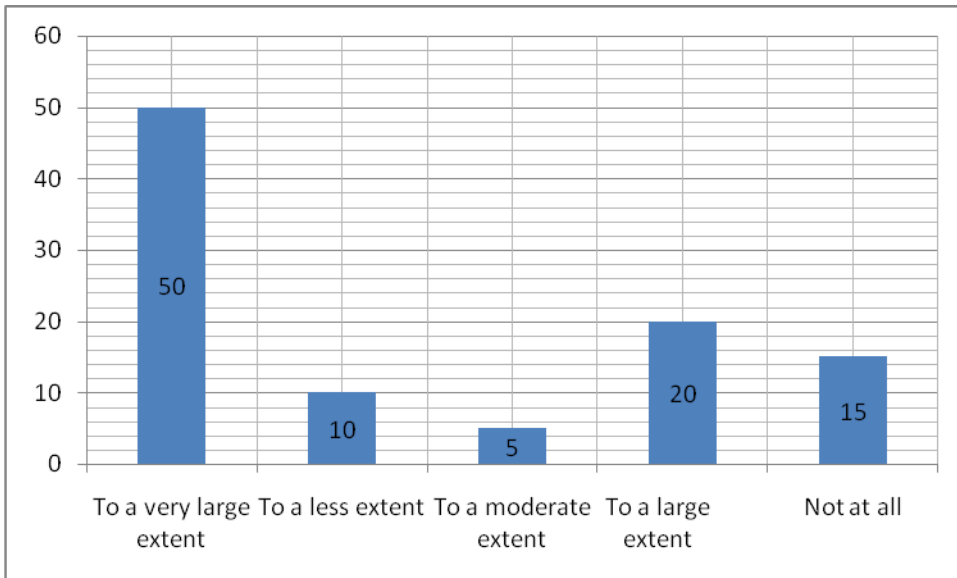
Figure 4.3.2: Oxfam's employee training practices and opportunities in preparation for upward mobility

Key:
Horizontal axis: Response options regarding the use of trainings as a means of preparing staff for upward career mobility

Vertical axis: Managers levels of agreement with the response options

4.3.3   Information on the use of Job rotations within Oxfam

The study sought to find out whether every job rotations are used regularly to encourage multi skilling of staff. According to the findings, 40% agreed to a very large extend that every job rotations are used regularly to encourage multi skilling of staff, 30% to a large extend that every job rotations are used regularly to encourage multi skilling of staff, 10% to a moderate extend that every job rotations are used regularly to encourage multi skilling of staff, 10% to less extend while 10% disagreed that every job rotations are used regularly to encourage multi skilling of staff. The findings are presented in figure 4.3.3 below.

Figure 4. 3.3: The use of job rotations to encourage multi skilling of staff.

Key:
Horizontal axis: Response options regarding the use of job rotations as a means of multi skilling staff in preparing them for career growth

Vertical axis: Managers levels of agreement with the response options

4.3.4   Information on the use of job shadowing

The study sought to find out whether job shadowing is commonly used to allow staff acquire exposure into the different career options and the required skills to grow into a particular career path. According to the findings, 20% agreed to a very large extend that Job shadowing is commonly used to allow staff acquire exposure into the different career options and the required skills to grow into a particular career path, 30% to a large extend that job shadowing is commonly used to allow staff acquire exposure into the different career options and the required skills to grow into a particular career path, 30% to a moderate extend that every job shadowing are used regularly to encourage multi skilling of staff, 10% to less extend while 10% disagreed that every job shadowing are used regularly to encourage multi skilling of staff. The findings are presented in figure 4.3.4 below.
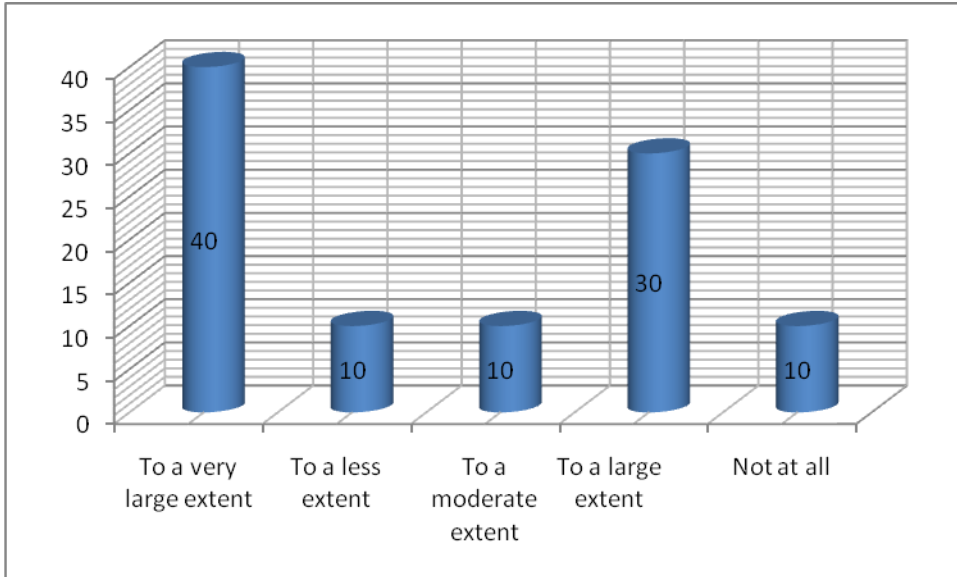
24
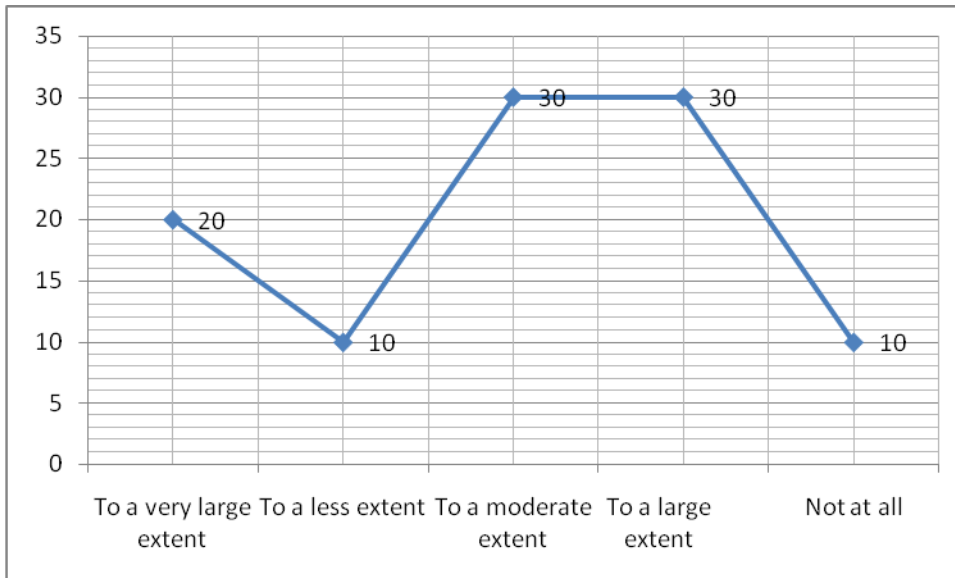
Figure 4.3.4: The use of job shadowing as an approach to allow staff acquire exposure into the different career options and the required skills

Key:
Horizontal axis*: Response options regarding the use of job shadowing as a means of allowing staff acquire exposure into the different career options and the required skills to grow into a particular career path*

Vertical axis*: Managers levels of agreement with the response options*

4.3.5 Information on the use of Seminars and Workshops

The study sought to find out whether seminars and workshops are used regularly to increase the staff competencies. According to the findings, 50% agreed to a very large extend that Seminars and workshops are used regularly to increase the staff competencies, 15% to a large extend that seminars and workshops are used regularly to increase the staff competencies, 20% to a moderate extend that seminars and workshops are used regularly to increase the staff competencies, 5% to less extend while 10% disagreed that seminars and workshops are used regularly to increase the staff competencies. The findings are presented in figure 4.3.5 below.
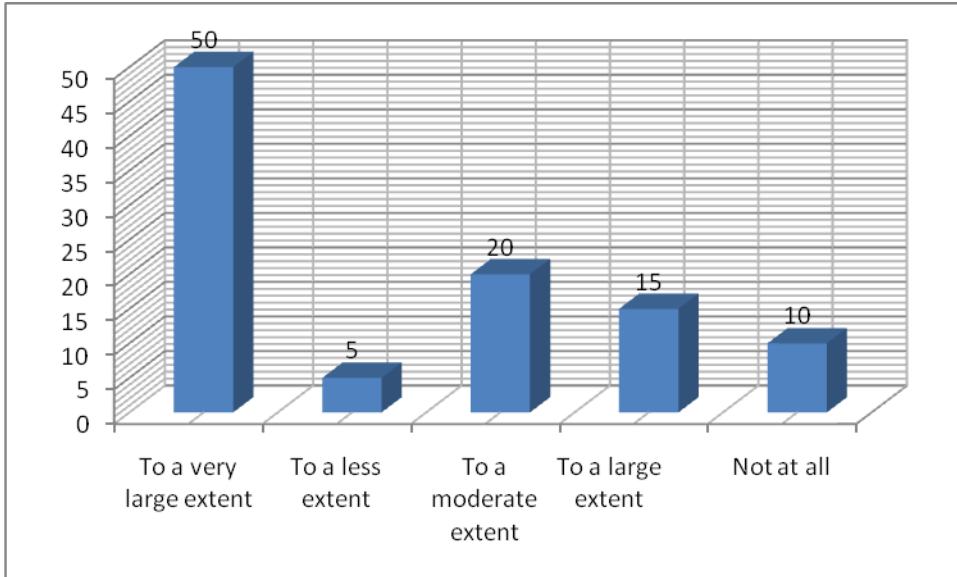
Figure 4.3.5: Use of Seminars and workshops to increase the staff competencies.

Key:
Horizontal axis: Response options regarding the use of seminars and workshops as a means of increasing staff competencies and skills

Vertical axis: Managers levels of agreement with the response options

4.3.6 Information on the use of secondments

The study sought to find out whether secondments are commonly used as a means of providing employees an opportunity to harness their skills in a specific field and or level of authority. According to the findings, 45% agreed to a very large extend that secondments are commonly used as a means of providing employees an opportunity to harness their skills in a specific field and or level of authority, 20% to a large extend that secondments are commonly used as a means of providing employees an opportunity to harness their skills in a specific field and or level of authority, 10% to a moderate extend that secondments are commonly used as a means of providing employees an opportunity to harness their skills in a specific field and or level of authority, 20% to less extend while 5% disagreed that secondments are commonly used as a means of providing employees an opportunity to harness their skills in a specific field and or level of authority. The findings are presented in figure 4.3.6 below.

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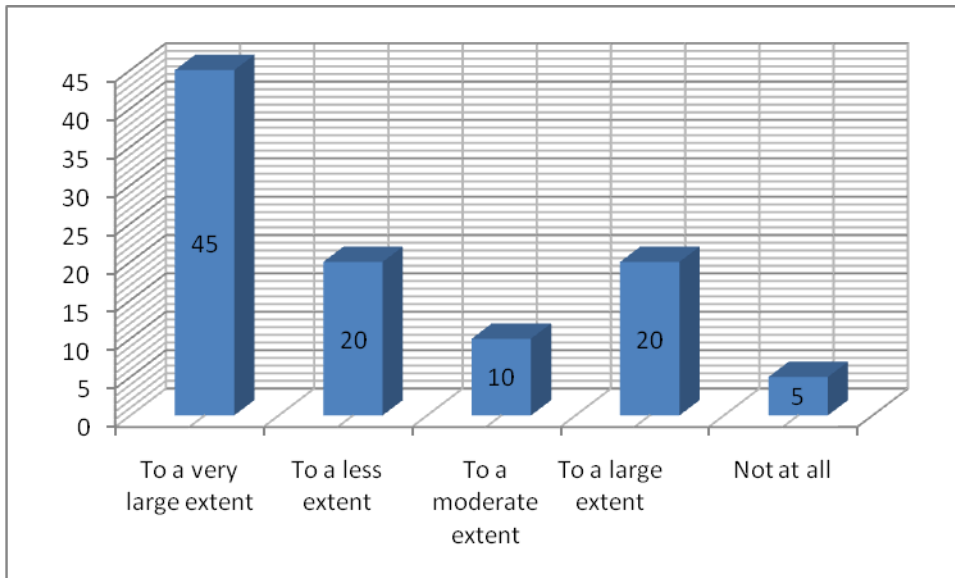
Figure 4.3.6: **Use of secondments as a means of providing employees with opportunities to build skills**

Key:
Horizontal axis: Response options regarding the use of seminars and workshops as a means of increasing staff competencies and skills

Vertical axis: Managers levels of agreement with the response options

4.3.7 Information on the use of Coaching and Mentoring

The study sought to find out whether coaching and mentoring approaches are commonly used by managers as a means of strengthening and growing employees' skills, knowledge, and abilities. According to the findings, 30% agreed to a very large extend that coaching and mentoring approaches are commonly used by managers as a means of strengthening and growing employees' skills, knowledge, and abilities, 20% to a large extend that Coaching and mentoring approaches are commonly used by managers as a means of strengthening and growing employees' skills, knowledge, and abilities, 30% to a moderate extend that Coaching and mentoring approaches are commonly used by managers as a means of strengthening and growing employees' skills, knowledge, and abilities, 20% to less extend while 5% disagreed that Coaching and mentoring approaches are commonly used by managers as a means of strengthening and growing employees' skills, knowledge, and abilities. The findings are presented in figure 4.3.7 below.

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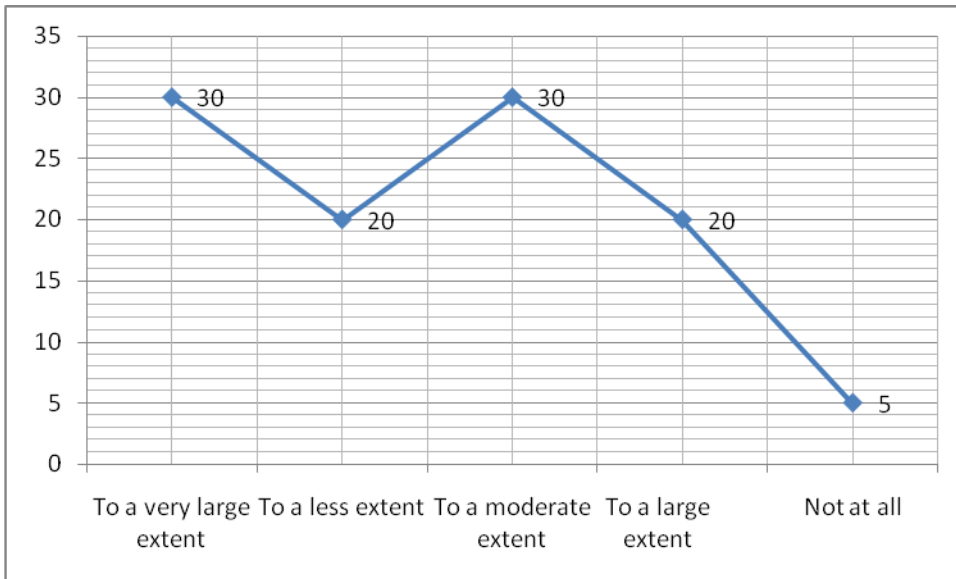
Figure 4.3.7: Coaching and mentoring as used by Managers to strengthen and grow employee skills and competencies

Key:
Horizontal axis*: Response options regarding the use of coaching and mentoring by managers as a strategy to grow staff skills and competencies*

Vertical axis*: Managers levels of agreement with the response options*

4.3.8   Information on the use of Job enrichment

The study sought to find out whether Job enrichment is used as an alternative to vertical career movement/growth. According to the findings, 50% agreed to a very large extend that Job enrichment is used as an alternative to vertical career movement/growth, 25% to a large extend that job enrichment is used as an alternative to vertical career movement/growth, 20% to a moderate extend that job enrichment is used as an alternative to vertical career movement/growth, 5% to less extend that Job enrichment is used as an alternative to vertical career movement/growth. The findings are presented in figure 4.3.8 below.
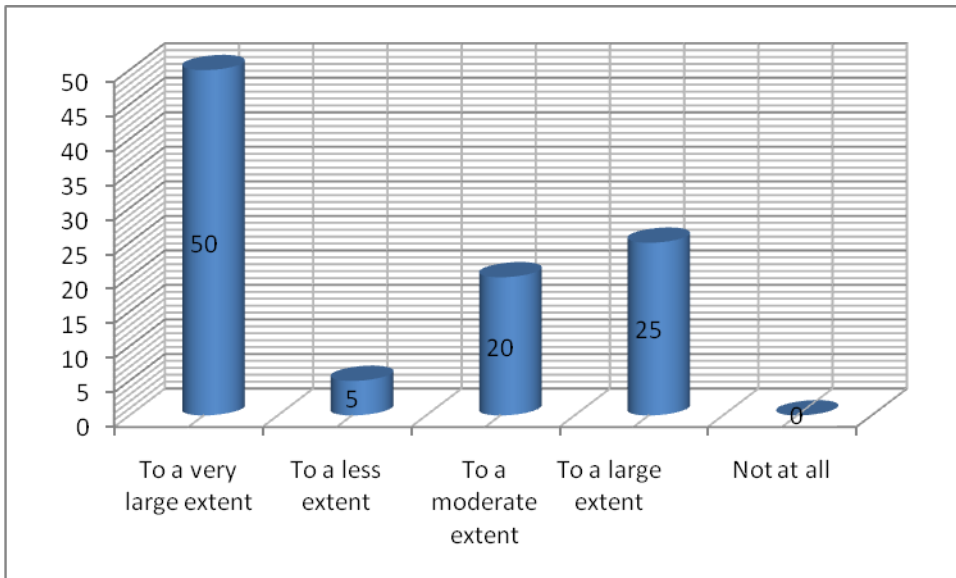
Figure 4.3.8: The use of job enrichment as an alternative to vertical career movement/growth

Key:
Horizontal axis: Response options regarding the use of job enrichment as an option to vertical career movement/growth

Vertical axis: Managers levels of agreement with the response options

4.3.9 Information on the provision of financial support to employees by Oxfam

The study sought to find out whether Oxfam provides financial support to staff in their pursuit for academic studies aimed at imparting knowledge in the staff required for their current jobs or future job opportunities. According to the findings, 40% agreed to a very large extend that Oxfam provides financial support to staff in their pursuit for academic studies aimed at imparting knowledge in the staff required for their current jobs or future job opportunities, 20% to a large extend that Oxfam provides financial support to staff in their pursuit for academic studies aimed at imparting knowledge in the staff required for their current jobs or future job opportunities, 27% to a moderate extend that Oxfam provides financial support to staff in their pursuit for academic studies aimed at imparting knowledge in the staff required for their current jobs or future job opportunities, 3% to less extend while 10% disagreed that Oxfam provides financial support to staff in their pursuit for

academic studies aimed at imparting knowledge in the staff required for their current jobs or future job opportunities. The findings are presented in figure 4.3.9 below.
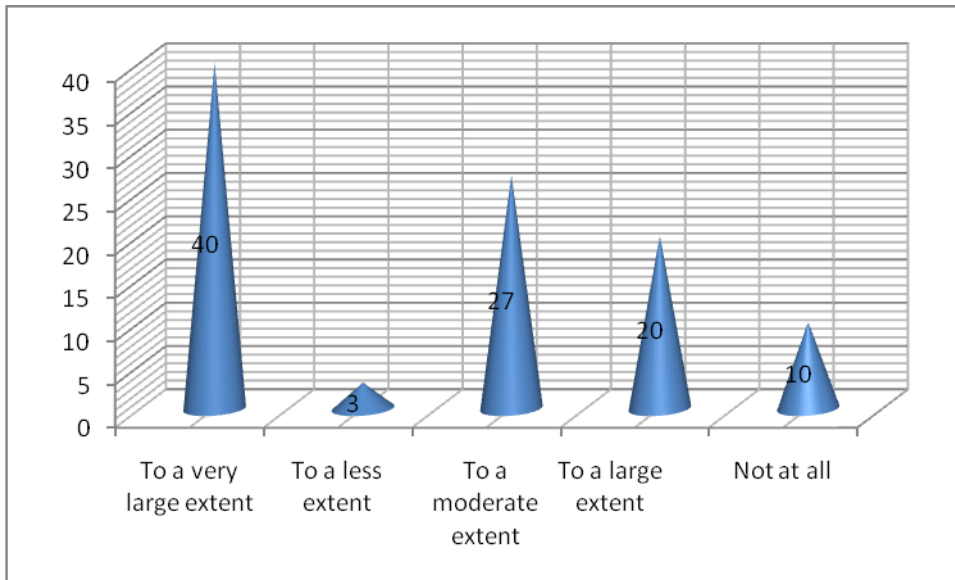
Figure 4.3.9: Oxfam provision of financial support to staff in their pursuit for academic studies

Key:
Horizontal axis: Response options regarding the financial support provided to employees that want to further their education for the purposes of increasing knowledge and skills for their current and future positions within Oxfam

Vertical axis: Managers levels of agreement with the response options

4.4   Information on Employee Commitment

4.4.1 Information on close staff supervision
The study sought to find out whether employees do not need close supervision to perform their tasks. According to the findings, 35% agreed to a very large extend that Employees do not need close supervision to perform their tasks,15% to a large extend that Employees do not need close supervision to perform their tasks, 29% to a moderate extend that Employees do not need close supervision to perform their tasks, 20% to less extend while 1% disagreed

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that Employees do not need close supervision to perform their tasks.. The findings are presented in figure 4.4.1 below.
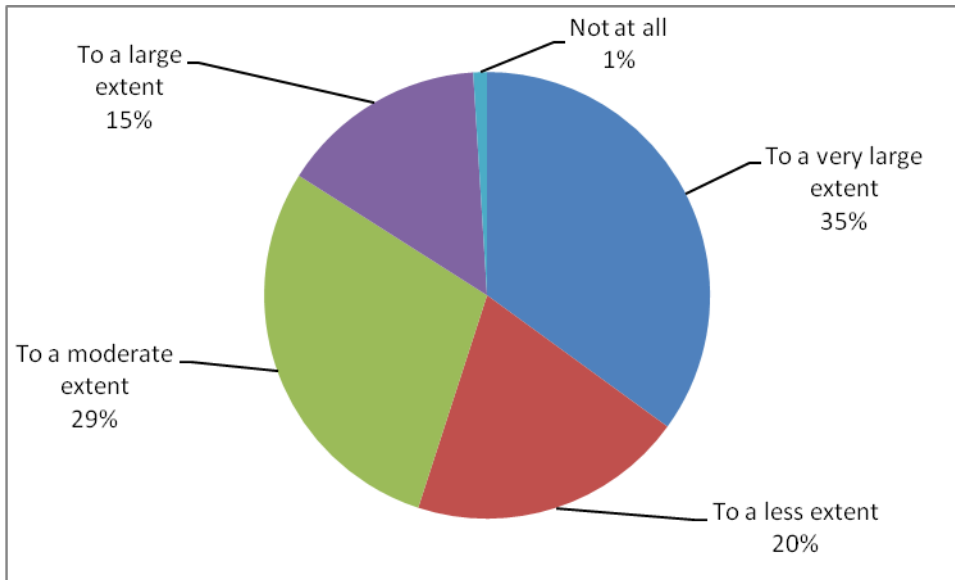
Figure 4.4.1: Information on close employee supervision during their work delivery

4.4.2 Information on staff's willingness to take initiative

The study sought to find out whether Staff are always willing to take initiative in the course of doing their work. According to the findings, 65% agreed to a very large extend that Staff are always willing to take initiative in the course of doing their work,7% to a large extend that Staff are always willing to take initiative in the course of doing their work, 13% to a moderate extend that Staff are always willing to take initiative in the course of doing their work, 10% to less extend while 5% disagreed that Staff are always willing to take initiative in the course of doing their work. The findings are presented in figure 4.4.2 below.
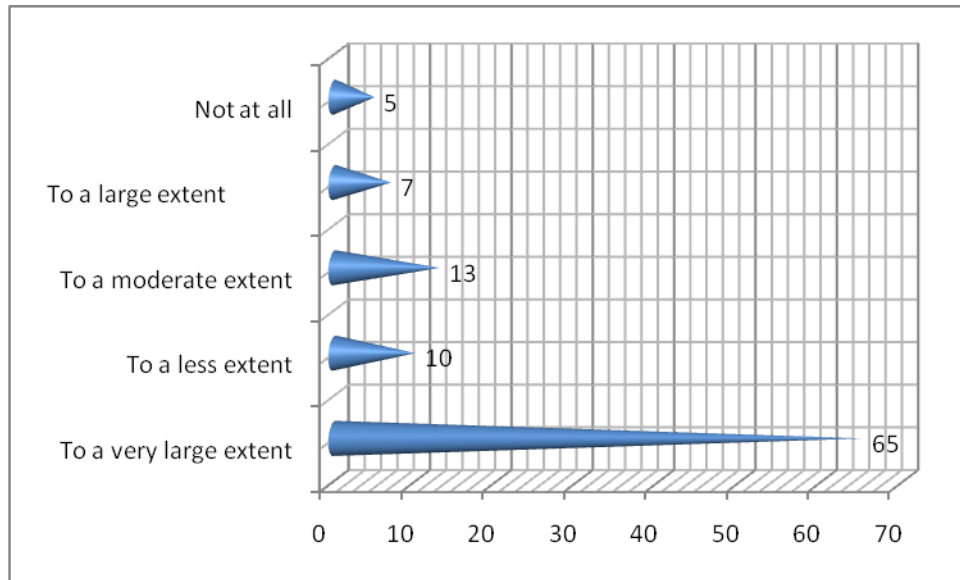
Figure 4.4.2: Staff's willingness to take initiative in the course of doing their work.

Key:
Horizontal axis: Managers levels of agreement with the response options

Vertical axis: Response options regarding the willingness of staff to take initiative in the course of doing their work

4.4.3 Information in staff turnover

The study sought to find out whether the staff turnover in Oxfam is lower than the average in the industry. According to the findings, 44% agreed to a very large extend that The staff turnover in Oxfam is lower than the average in the industry,7% to a large extend that The staff turnover in Oxfam is lower than the average in the industry, 33% to a moderate extend that The staff turnover in Oxfam is lower than the average in the industry, 6% to less extend while 10% disagreed that The staff turnover in Oxfam is lower than the average in the industry. The findings are presented in figure 4.4.3 below.
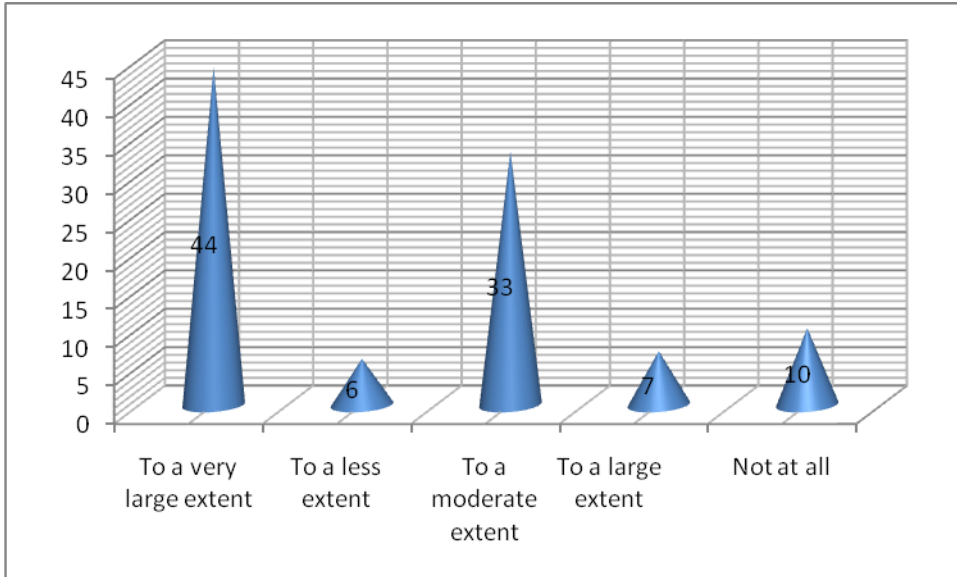
Figure 4.4.3: Staff turnover in Oxfam in comparison to industry average

Key:
Horizontal axis: Response options regarding how low the turnover rate in Oxfam in comparison to industry average

Vertical axis: Managers levels of agreement with the response options

4.4.4 Information on separated staff's willingness to be reemployed by the Oxfam

The study sought to find out whether the Staff that have previously left the organization are willing to work for Oxfam again as evidenced by the number of staff are hired and or those applying to be re-employed by Oxfam. According to the findings, 34% agreed to a very large extend that Staff that have previously left the organization are willing to work for Oxfam again as evidenced by the number of staff re hired and or those applying to be re-employed by Oxfam,10% to a large extend that Staff that have previously left the organization are willing to work for Oxfam again as evidenced by the number of staff re hired and or those applying to be re-employed by Oxfam, 30% to a moderate extend that Staff that have previously left the organization are willing to work for Oxfam again as evidenced by the number of staff re hired and or those applying to be re-employed by Oxfam, 20% to less extend while 6% disagreed that Staff that have previously left the organization are willing to work for Oxfam again as evidenced by the number of staff re

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hired and or those applying to be re-employed by Oxfam. The findings are presented in figure 4.4.4 below.
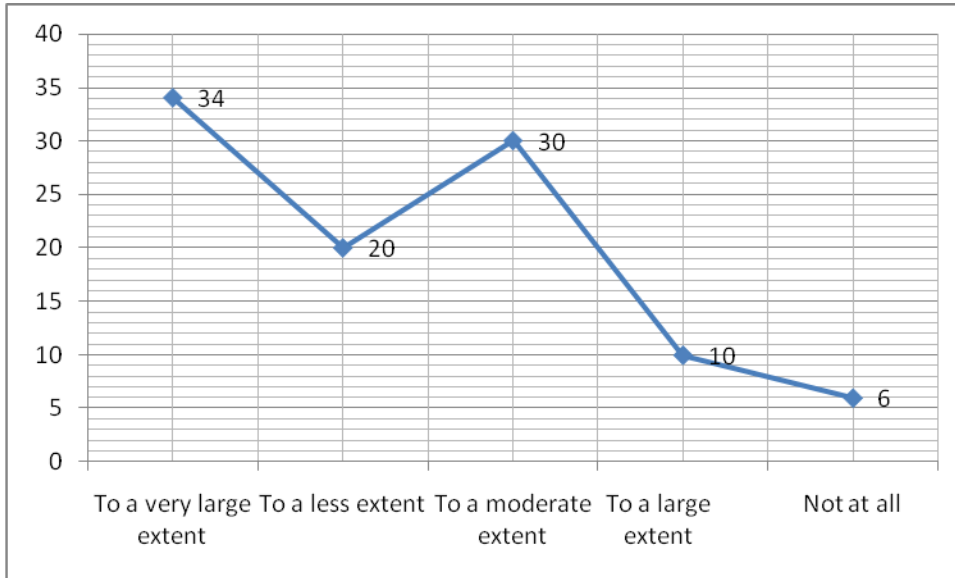
Figure 4.4.4: Staff's willingness to be reemployed by Oxfam after separating from the organization

Key:
Horizontal axis: Response options regarding the willingness of staff to be reemployed by Oxfam having separated from the organization

Vertical axis: Managers levels of agreement with the response options

4.4.5   Information on performance of staff trained and developed by Oxfam

The study sought to find out whether the staff that have been trained and developed by Oxfam performs much better in their jobs in comparison to those that have not been trained and developed. According to the findings, 43% agreed to a very large extend that Staff that have been trained and developed by Oxfam perform much better in their jobs in comparison to those that have not been trained and developed,28% to a large extend that Staff that have been trained and developed by Oxfam perform much better in their jobs in comparison to those that have not been trained and developed, 15% to a moderate extend that Staff that have been trained and developed by Oxfam perform much better in their jobs in comparison to those that have not been trained and developed, 12% to less extend while 2% disagreed

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that Staff that have been trained and developed by Oxfam perform much better in their jobs in comparison to those that have not been trained and developed. The findings are presented in figure 4.4.5 below.
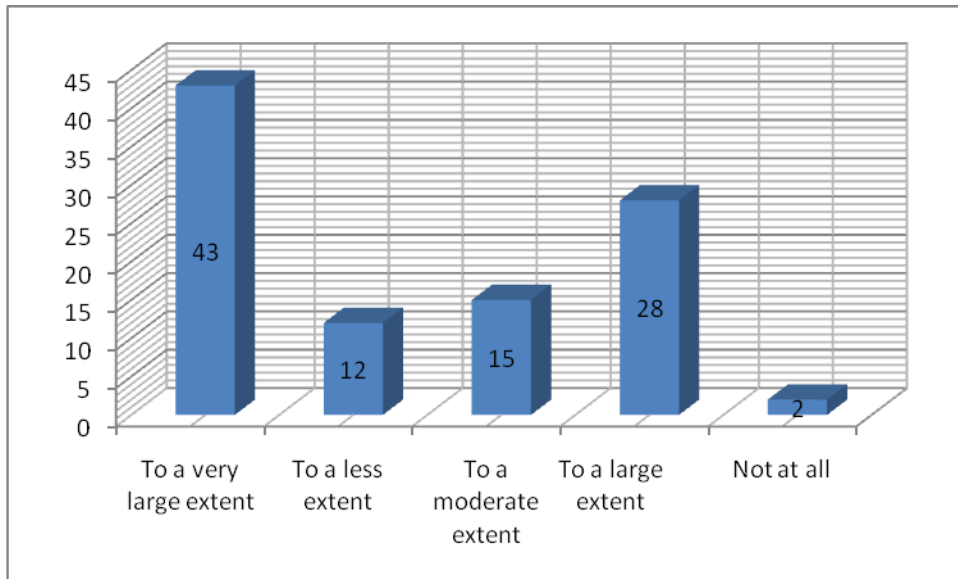
Figure 4.4.5: Performance of staff trained and developed by Oxfam in comparison to those that have not

Key:
Horizontal axis: Response options regarding how much better staff that have been trained and developed by Oxfam is in comparison to those staff that have not been trained

Vertical axis: Managers levels of agreement with the response options

4.4.6   Information on staff pursing internal career growth opportunities

The study sought to find out whether the Staff pursue internal career growth opportunities as demonstrated by the number of internal applicants that respond to job advertisements. According to the findings, 50% agreed to a very large extend that Staff pursue internal career growth opportunities as demonstrated by the number of internal applicants that respond to job advertisements,12% to a large extend that Staff pursue internal career growth opportunities as demonstrated by the number of internal applicants that respond to job advertisements, 20% to a moderate extend that Staff pursue internal career growth opportunities as demonstrated by the number of internal applicants that respond to job

advertisements, 5% to less extend while 13% disagreed that Staff pursue internal career growth opportunities as demonstrated by the number of internal applicants that respond to job advertisements. The findings are presented in figure 4.4.6 below.
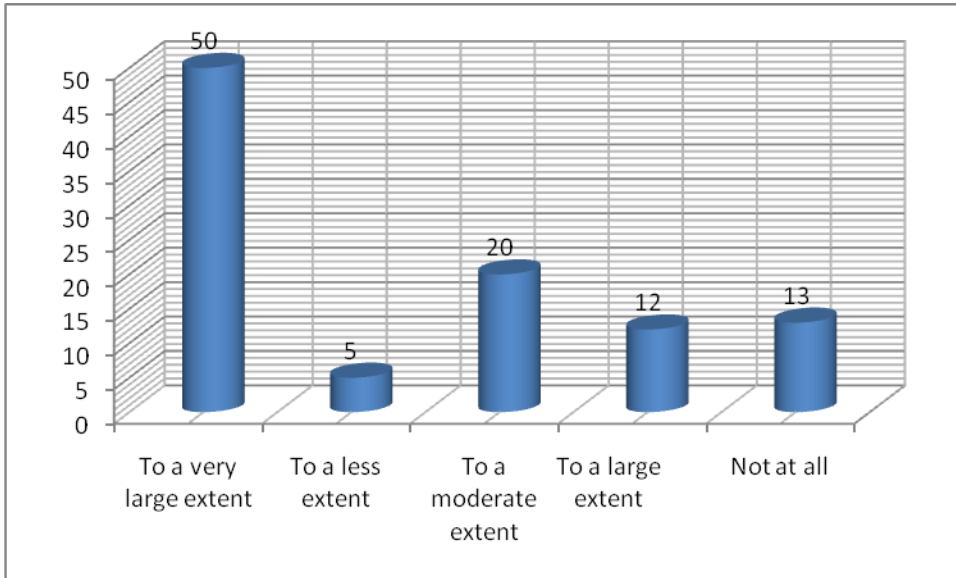
Figure 4.4.6: Willingness of staff to pursue internal career growth opportunities as demonstrated by the number of internal applicants

Key:
Horizontal axis*: Response options regarding the willingness of staff to pursue internal career growth opportunities based on the number of internal applicants*

Vertical axis*: Managers levels of agreement with the response options*

4.4.7 Information on staff's eagerness to engage and contribute to Oxfam's initiatives

The study sought to find out whether the employees are eager to engage and contribute to Oxfam's initiatives and programs geared towards bettering the organization as a whole such as employee surveys. According to the findings, 40% agreed to a very large extend that Employees engage and contribute to Oxfam's initiatives and programs geared towards bettering the organization as a whole such as employee surveys,20% to a large extend that Employees engage and contribute to Oxfam's initiatives and programs geared towards bettering the organization as a whole such as employee surveys, 27% to a moderate extend that Employees engage and contribute to Oxfam's initiatives and programs geared towards bettering the organization as a whole such as employee surveys,3% to less extend while

10% disagreed that Employees engage and contribute to Oxfam's initiatives and programs geared towards bettering the organization as a whole such as employee surveys. The findings are presented in figure 4.4.7 below.
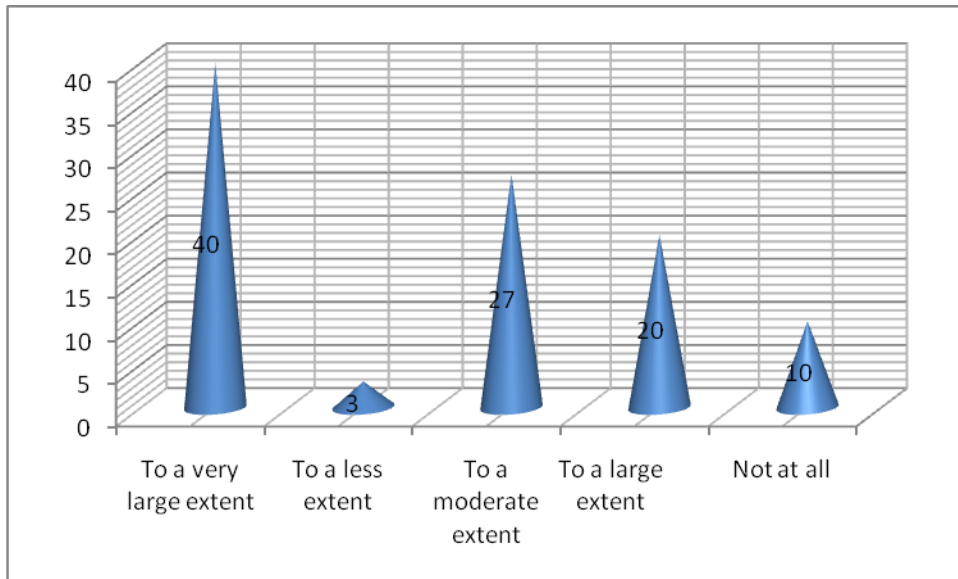
Figure 4.4.7: Willingness and eagerness of staff to engage and contribute towards Oxfam's initiatives and programs geared towards bettering the organization

Key:
Horizontal axis: Response options regarding the eagerness by staff to engage and contribute towards Oxfam's initiatives and programs

Vertical axis: Managers levels of agreement with the response options

4.4.8 Information on employee job satisfaction

The study sought to find out whether the employee job satisfaction is present as demonstrated by staff innovation and creativity as well as the tendency by staff to beyond agreed output/goals of their jobs. According to the findings, 65% agreed to a very large extend that Employee job satisfaction is present as demonstrated by staff innovation and creativity as well as the tendency by staff to beyond agreed output/goals of their jobs,7% to a large extend that Employee job satisfaction is present as demonstrated by staff innovation and creativity as well as the tendency by staff to beyond agreed output/goals of their jobs, 13% to a moderate extend Employee job satisfaction is present as demonstrated by staff

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innovation and creativity as well as the tendency by staff to beyond agreed output/goals of their jobs ,10% to less extend while 5% disagreed that Employee job satisfaction is present as demonstrated by staff innovation and creativity as well as the tendency by staff to beyond agreed output/goals of their jobs. The findings are presented in figure 4.4.8 below.
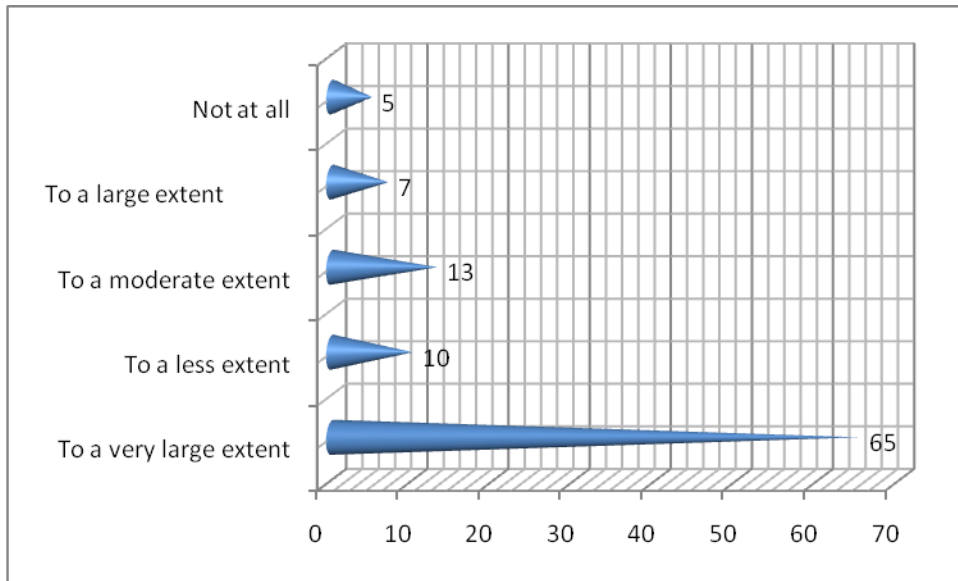
Figure 4.4.8 Measure of employee job satisfaction as demonstrated by staff innovation and creativity

Key:
Horizontal axis: Managers levels of agreement with the response options

Vertical axis: Response options regarding the level of job satisfaction among staff as demonstrated by staff innovation and creativity

4.4.9 Information on staff's willingness to work for Oxfam

The study sought to find out whether the staff continue to work for Oxfam even in the absence of assured career growth prospects/opportunities in sight. According to the findings, 40% agreed to a very large extend that Staff continue to work for Oxfam even in the absence of assured career growth prospects/opportunities in sight,30% to a large extend that Staff continue to work for Oxfam even in the absence of assured career growth

prospects/opportunities in sight, 10% to a moderate extend Staff continue to work for Oxfam even in the absence of assured career growth prospects/opportunities in sight,10% to less extend while 5% disagreed that Staff continue to work for Oxfam even in the absence of assured career growth prospects/opportunities in sight. The findings are presented in figure 4.4.9 below.
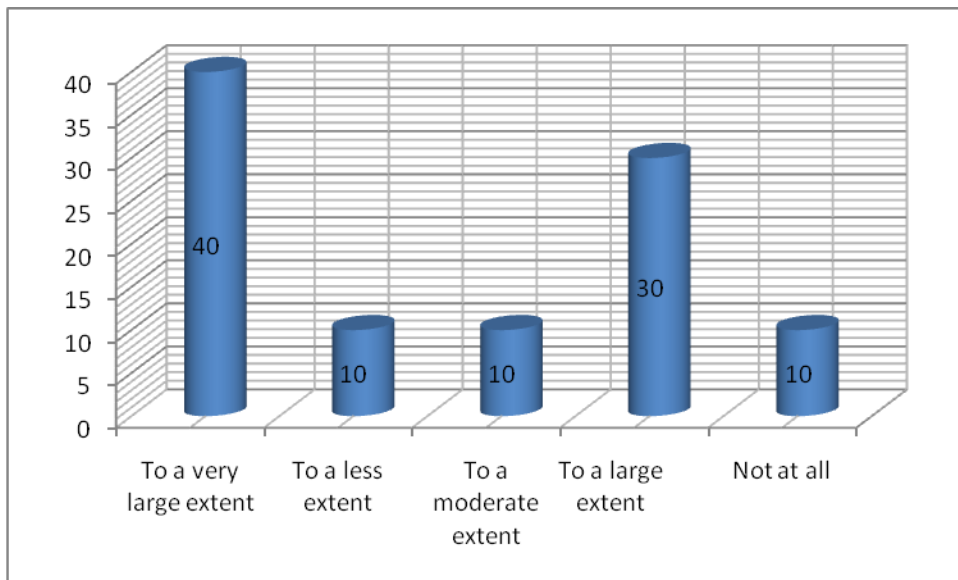
Figure 4.4.9: Staff's willingness to continue to work for Oxfam even in the absence of assured career growth prospects/opportunities in sight

Key:
Horizontal axis: *Response options regarding staffs willingness to continue working for Oxfam even in the absence of assured career growth opportunities in sight*

Vertical axis: *Managers levels of agreement with the response options*

4.4.10 Information on staff not bonded willing to work for Oxfam

The study sought to find out whether the Staff that have been trained and developed by Oxfam but are not bonded continue to work for Oxfam. According to the findings, 20% agreed to a very large extend that Staff that have been trained and developed by Oxfam but are not bonded continue to work for Oxfam,30% to a large extend that Staff that have been trained and developed by Oxfam but are not bonded continue to work for Oxfam, 30% to a moderate extend Staff that have been trained and developed by Oxfam but are not bonded

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continue to work for Oxfam,10% to less extend while 10% disagreed that Staff that have been trained and developed by Oxfam but are not bonded continue to work for Oxfam. The findings are presented in figure 4.4.10 below.
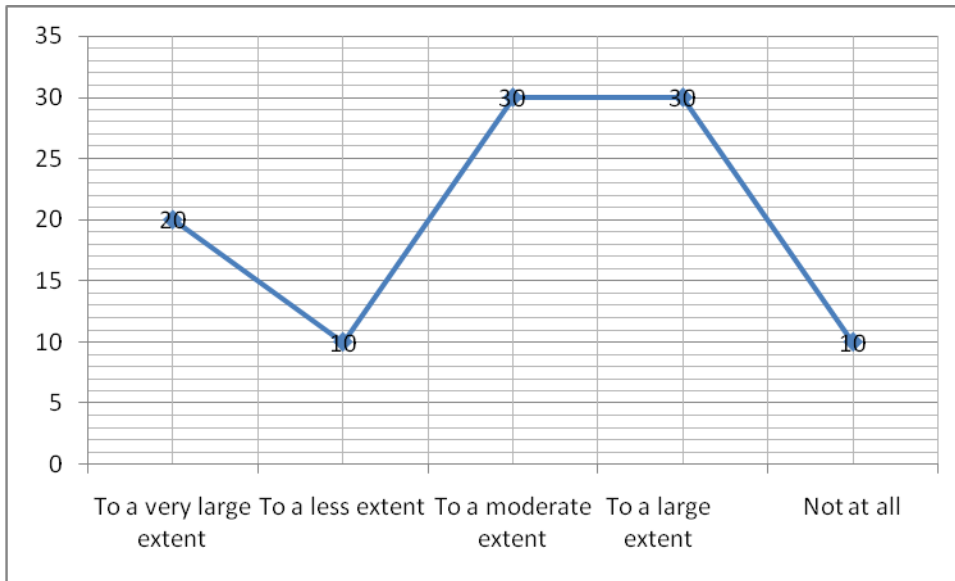
Figure 4.4.10: Willingness of staff that have been trained and developed by Oxfam but are not bonded continue working for Oxfam

Key:
Horizontal axis: Response options regarding the willingness of staff that have been trained and developed by Oxfam but not bonded to continue working for the organization

Vertical axis: Managers levels of agreement with the response options

4.5 Descriptive Statistics and Standard Deviation

4.5.1 Means and Standard deviation for measures of career development programs

Measures of employee career development programs	Not at all	To less extent	To a moderate	To a large extent	To a very large extent	Total	Mean	Standard deviation
Score	1	2	3	4	5			
Every employee has a career path/chart that has been discussed and agreed with the line manager and the Human Resources staff (in percentage)	15	10	20	20	35			
Actual staff that responded	**3**	**2**	**5**	**5**	**8**	**23**		
	3	**5**	**14**	**18**	**40**	**81**	**3.50**	0.28
Every employee undergoes relevant training to prepare them for upward mobility (in percentage)	15	10	5	20	50			
Actual staff that responded	**3**	**2**	**1**	**5**	**12**	23		
	3	5	3	18	58	87	3.80	0.28
Job rotations are used regularly to encourage multi skilling of staff	10	10	10	30	40			
	2	2	2	7	9	23		

Actual staff that responded								
	2	5	7	28	46	87	3.80	0.28
Job shadowing is commonly used to allow staff acquire exposure into the different career options and the required skills to grow into a particular career path	10	10	30	30	20			
Actual staff that responded	2	2	7	7	5	23		
	2	5	21	28	23	78	3.40	0.28
Seminars and workshops are used regularly to increase the staff competencies	10	5	20	15	50			
Actual staff that responded	2	1	5	3	12	23		
	2	2	14	14	58	90	3.90	0.28
Secondments are commonly used as a means of providing employees an opportunity to harness their skills in a specific field and or level of authority	5	20	10	20	45			
Actual staff that responded	1	5	2	5	10	23		
	1	9	7	18	52	87	3.80	0.28
Oxfam provides financial support to staff in their pursuit for academic studies aimed at imparting knowledge in the staff required for their current jobs or future job opportunities	10	3	27	20	40			

Actual staff that responded	2	1	6	5	9	23		
	2	1	19	18	46	87	3.77	0.28
Job enrichment is used as an alternative to vertical career movement/growth	0	5	20	25	50			
Actual staff that responded	0	1	5	6	12	23		
	0	2	14	23	58	97	4.20	0.28
Coaching and mentoring approaches are commonly used by managers as a means of strengthening and growing employees' skills, knowledge, and abilities	5	20	25	20	30			
Actual staff that responded	1	5	6	5	7	23		
	1	9	17	18	35	81	3.50	0.28
Total	16	21	32	41	74			
Grand mean	**1.79**	**2.30**	**3.58**	**4.60**	**8.18**			

Table 4.5.1: Measures and standard deviation for measures on employee career development programs

4.5.2 Means and Standard deviation for measures of employee commitment

Measures of employee commitment	Not at all	To less extent	To a moderate	To a large extent	To a very large extent	Total	Mean	Standard deviation
Rating	1	2	3	4	5			
Employees do not need close supervision to perform their tasks	1	20	29	15	35			
Actual staff that responded	0	5	7	3	8	23		
	3	9	20	14	40	**83**	3.66	0.26
Staff are always willing to take initiative in the course of doing their work	5	10	13	7	65			
Actual staff that responded	1	2	3	2	15	23		
	1	5	9	6	75	**96**	4.17	0.26
The staff turnover in Oxfam is lower than the average in the industry	10	6	33	7	44			
Actual staff that responded	2	1	8	2	10	23		
	2	3	23	6	51	**85**	3.69	0.26
Staff that have previously left the organization are willing to work for Oxfam again as evidenced by the number of staff re hired and or those applying to be re-employed by Oxfam	6	20	30	10	34			

Actual staff that responded	1	5	7	2	8	23		
	1	9	21	9	39	80	3.46	0.26
Staff that have been trained and developed by Oxfam perform much better in their jobs in comparison to those that have not been trained and developed?	2	12	15	28	43			
Actual staff that responded	0	3	3	6	10	23		
	0	6	10	26	49	92	3.98	0.26
Staff pursue internal career growth opportunities as demonstrated by the number of internal applicants that respond to job advertisements	13	5	20	12	50			
Actual staff that responded	3	1	5	3	12	23		
	3	2	14	11	58	88	3.81	0.26
Employees are eager to engage and contribute to Oxfam's initiatives and programs geared towards bettering the organization as a whole such as employee surveys	10	3	27	20	40			
Actual staff that responded	2	1	6	5	9	23		
	2	1	19	18	46	87	3.77	0.26

Employee job satisfaction is present as demonstrated by staff innovation and creativity as well as the tendency by staff to beyond agreed output/goals of their jobs	5	10	13	7	65			
Actual staff that responded	1	2	3	2	15	23		
	1	5	9	6	75	96	4.17	0.26
Staff continue to work for Oxfam even in the absence of assured career growth prospects/opportunities in sight	10	10	10	30	40			
Actual staff that responded	2	2	2	7	9	23		
	2	5	7	28	46	87	4	0.26
Staff that have been trained and developed by Oxfam but are not bonded continue to work for Oxfam	10	10	30	30	20			
Actual staff that responded	2	2	7	7	5	23		
	2	5	21	28	23	78	3.4	0.26
Total	17	24	51	38	100	230		
Grand mean	1.7	2.4	5.1	3.8	10.0			

Table 4.5.2 Means and Standard deviation for measures of employee commitment

4.6 Regression analysis

This section presents a discussion of the results of inferential statistics. The researcher conducted a multiple regression analysis so as to investigate into manager's perception of the influence of employee career development programmes on employee commitment at Oxfam international. The researcher applied the statistical package SPSS to code, enter and compute the measurements of the multiple regressions for the study. Findings are presented in the following tables;

Table 4. 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	. 811[a]	.701	.894	.657

Source: Research, 2013

a. Predictors: (Constant), Training, Career Management and Career Patterns

b. Dependent Variable: Employee Commitment

Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (employee commitment) that is explained by all the 3 independent variables (Training, Career Management and Career Patterns).

The three independent variables that were studied, explain 70.1% of variance in manager's perception of the influence of employee career development programmes on employee commitment at Oxfam international as represented by the R^2. This therefore means that other factors not studied in this research contribute 29.9% of variance in the dependent variable. Therefore, further research should be conducted to investigate into the

determinants of manager's perception of the influence of employee career development programmes on employee commitment.

Table 4. 2: ANOVA (Analysis of Variance)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	44.453	4	.186	12.9	.000[a]
Residual	15.652	56	.222		
Total	60.105	60			

Source: Research, 2013

a. Predictors: (Constant), Training, Career Management and Career Patterns.

b. Dependent Variable: Employee Commitment

The F critical at 5% level of significance was 1.44. Since F calculated is greater than the F critical (value = 12.9), this shows that the overall model was significant. The significance is less than 0.05, thus indicating that the predictor variables, (training) explain the variation in the dependent variable which is manager's perception of the influence of employee career development programmes on employee commitment. Subsequently, we reject the hypothesis that all the population values for the regression coefficients are 0. Conversely, if the significance value of F was larger than 0.05 then the independent variables would not explain the variation in the dependent variable.

Table 4. 3: Multiple Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.114	.47		6.754	0.003
	Training	2.762	0.174	0.212	0.234	0.001
	Career Management	1.974	0.275	0.299	0.344	0.002
	Career Patterns	1.246	0.532	0.376	0.178	0.005

From the regression findings, the substitution of the equation ($Y = \beta0 + \beta1X1 + \beta2X2 + \beta3X3 + e$) becomes:

$Y = 3.114 + 2.762X_1 + 1.974X_2 + 1.246X_3 + e$

Where Y is the dependent variable (employee commitment), X_1 is the training variable, X_2 is the career management variable, X3 is Career Patterns variable .

According to the equation, taking all factors (Training, Career Management and Career Patterns.) constant at zero, employee commitment will be 3.114. The data findings also show that a unit increase in training will lead to a 2.762 increase in employee commitment; a unit increase in career management will lead to a 1.974 increase in employee commitment; a unit increase in career patterns will lead to a 1.246 increase in employee commitment.

At 5% level of significance and 95% level of confidence, training had a 0.001 level of significance; career management had a 0.002, career patterns had a 0.005 level of significance; implying that the most significant factor is training followed by Career Management.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

The main objective of this study was to investigate the manager's perception of the employee influence of career development programmes on employee commitment at Oxfam international, Kenya.

Concerning the level of education of the respondents, all the respondents were graduates or its equivalent through professional studies such as a Certified Professional Accountant of Kenya (CPAK) while some were postgraduates. This assumption is derived from the academic requirements of Oxfam on its managers which is an undergraduate degree at least. This level of academic qualification gave the researcher the confidence that, the respondents were knowledgeable enough, to provide relevant information on the investigation on the manager's perception of the influence of employee career development programmes on employee commitment at Oxfam International, Kenya.

Based on the findings Oxfam has in place career development/talent management policies that govern the different initiatives geared towards career development programs. Oxfam not only has policies in place but also budgets and ensures that funds are set aside for employee career development programs and encourages staff to openly discuss their career aspirations with their line managers as well as their Human Resources staff.

The managers generally perceive that Oxfam provides staff the opportunities and resources to grow and build their careers within the organization. This is evidenced in the managers' responses to the nine questions on the existence and use of different career development initiatives such as coaching, job rotations, secondments, job enrichment, trainings, seminars and workshops. The managers responded positively to the 6 out of the questions acknowledging that Oxfam indeed uses the different approaches mentioned to build the skills, competencies and knowledge of its staff in preparing them for career advancement. Not only were the mentioned approaches used in developing staff, but managers also acknowledged that Oxfam provides financial support to those that want to further their

academic studies aimed at imparting knowledge in the staff required for their current jobs and future job opportunities.

On the area of employee commitment, the manager's perception is that Oxfam staff are committed to Oxfam. This is based on the positive feedback from the ten questions that were asked on employee commitment. Nine questions out of the ten had a positive feedback on staff commitment even if for some questions the degree to which the managers agreed was much lower in comparison to others. The only question that did not have a positive response was the question on the willingness of staff that have been trained and developed by Oxfam but are not bonded to stay on in the organization.

5.2 Discussion

Studies have been conducted in the area of career development programs and its impact on employees. Koech, (2003) research concluded that career development does have an impact on job satisfaction, (which is a measure of employee commitment) of the employees within the commercial banks in Kenya. Milo, (2011) studied how training programs at Medical Resources Institute and Centers for Disease control and prevention impacted on employee performance. This study by Milo revealed the existence of a positive correlation between trainings and employee performance. Lung'ung'u, (2011) also studied the relationship between employee training programs and employee performance as perceived by the staff at the Ministry of Agriculture and once again there was a perceived relationship between the two where the presence of training programs positively impacted on the performance of staff. It is worthwhile to note that in both studies (by Milo and Lung'ung'u), employee performance levels are a measure of employee commitment.

Although the industries (banking, International Organization, government ministry) in which these studies have been conducted within are distinctly different and also very different from the NGO industry research shows that employees have similar expectations from their employers and one such similarity is capacity building and being given the opportunity to develop their skills and competencies which in turn gives them leverage within the job market as well as growth within the organization.

The findings of previous researches in the area of career development and staff training and their impact on various aspects of staff commitment such as levels of staff performance and employee job satisfaction of are in tandem with the findings of this research. The research established the existence of a relationship between implementation of employee career development programs and initiatives and employee commitment. Managers feel that staff trained and developed by Oxfam perform better than others that have not been trained and developed by the organization. Overall, managers feel that the existence of career development programs contributes positively to employee commitment. They also feel that a change in the existence and the implementation of career development programs (positive or negative) would have a related effect on staff commitment, i.e. a reduction in the roll out of employee career development programs would reduce employee commitment and vice versa.

As discussed in chapter two, the career development process begins with career needs assessment. Greenhaus et al, (2000) have defined this stage as the time when individuals find out and discover truly about their ambitions, values, needs, strengths and weaknesses. It's from this process the employee and the organization get an understanding of the areas in which the investment is required in order to grow the employee into a given career direction with regards to the skills required and the knowledge. This research established that indeed within Oxfam, this assessment stage does actually take place with staff being encouraged to discuss their desired career paths with their line managers and the HR staff.

Once the assessment process has been completed and identified career paths and gaps identified, the process moves onto identifying career opportunities and aligning the need and the opportunity. It's during the needs and opportunity alignment that various techniques are used and these will be broadly on the job or off the job kinds of techniques as discussed in chapter two. The research established that within Oxfam all the techniques discussed in chapter two are used by the organization in a bid to try and grow/build the employee skills, competencies and knowledge and the variation is in the degree to which the different techniques are used.

Whereas the study did not explicitly question the respondents on the challenges encountered in the process of the implementation of career development programs, some of the questions asked implied it. In chapter two, one of the challenges highlighted in career development programs is the plateaued employees who find themselves in jobs that offer limited mobility and whose practical alternative would be to use job enrichment options, transfers to other parallel but different jobs. The study established that Oxfam uses alternative techniques such as job enrichments, job rotations and secondments as alternatives to upward mobility as regards career growth.

5.3 Conclusion

The researcher deduced from this study that career development programs and initiatives do indeed exist within and that staff are also committed to Oxfam and willing to work with Oxfam. The commonly used approaches to career development are trainings, seminars and workshops, secondments and job enrichment practices. Job shadowing is the least used approach.

In as much as the study reveals that employee commitment at Oxfam International in Kenya is positively impacted on by the presence of career development programs, it is important to note that employee commitment is not only influenced by one factor and hence the existence of career development programs is just one factor and the study did not take into account these other factors.

Furthermore what motivates staff will vary depending on the level of the staff with regards to their status within their profession. Simply put, whereas a non-managerial staff is motivated by the prospects of an employer awarding them career growth opportunities coupled with the capacity building element, a Chief Executive Officer or President of the same origination may not be motivated by the same prospects.

5.4   Recommendations

From the study the researcher, wishes to recommend that since the Oxfam invests in its employees with regards to building their capacity, they need to also invest in evaluating the cost benefit analysis of these investments they are making in their staff.

Secondly, from the research, it's apparent that job shadowing is not a very common approach to developing staff competencies in preparing them for possible future roles and yet this is a very practical approach to building skills and competencies within the staff that could be more cost effective in the long run in comparison to the traditional seminar and class trainings.

5.5   Recommendations for future studies

This study focused on the relationship between employee commitment and the existence of career development programs at Oxfam International in Kenya as perceived by the organizations managers. The researcher would recommend that a study be undertaken to understand the factors that affect employee commitment within Oxfam International in Kenya and this way the management would understand what factors influence employee commitment. Such a study would enable future researchers understand the weight placed by the staff on career development programs.

Another area of further research would be a study into the factors that influence employee commitment within the International NGO's in Kenya, of which Oxfam is one.

5.6   Limitations of the study

The study looked into the perceived influence of career development programs on employee commitment and it concluded that there was a relationship between employee commitment and the existence of career development programs. The study revealed that employees in Oxfam are committed to the organization. There is a realization that commitment is affected by many other factors and what motivates one employee will not necessarily motivate another based on the employees age, nature of job, personal traits such as personality, career levels etc. This study did not look into the personal attributes and factors affecting each individual respondent so as to see the pattern of motivation levels among homogenous groups of staff.

The questions posed to the respondents in the study did not require the managers to give their perception of the employees' commitment for those employees that had specifically benefited from Oxfam's career development programs but rather for all employees, whether

or not they had benefited from the career development programs opportunities within Oxfam. This meant that there was a possibility that there were some staff that had never benefited from Oxfam's career development programs, but whose managers perceived them to be motivated by other factors that were not related to Oxfam's career development programs.

The nature of questions in the questionnaire did not allow the respondents to expound on their choice of response hence the respondents felt 'compelled' to pick a response even in instances when there may not have been a close response to the question based on their knowledge of the staff and the organization.

Finally, the study hinged on the perception of the managers, and as stated in chapter one, perception is shaped by the factors, experiences and environment surrounding an individual. This implies that different people perceive the same thing differently. In this research managers responded to the questions based on their perceptions which then introduced subjectivity to the process. There is a high likelihood therefore that the findings of this research have personal prejudices of the managers that responded.

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Appendix I: Research interview guide

Sarah Namuganza   28th August 2013

P.O. Box 5735

00200, Nairobi

Email: snamuganza@yahoo.com

Dear Sir/madam,

RE: RESEARCH SURVEY ON MANAGERS' PERCEPTION OF THE INFLUENCE OF EMPLOYEE CAREER DEVELOPMENT PROGRAMMES ON EMPLOYEE COMMITMENT AT OXFAM INTERNATIONAL

I am a student at the University of Nairobi, undertaking a Master's Degree in Business Administration (MBA). I am undertaking the above research project as part of the academic requirements of the degree course. I would be grateful if you could take some time and complete in the attached questionnaire.

All the information provided by you shall be treated with utmost confidentiality and will only be used strictly for this study. However, upon completion of this study, the findings of this study will be availed to you.

Please do not hesitate to contact me should you require any further clarification that relates to this questionnaire or and the study. Kindly mail me back the completed questionnaire on the indicated email address above.

I appreciate the time and effort taken in completing this questionnaire.

Yours Sincerely,

Sarah Namuganza

SURVEY INTERVIEW GUIDE ON MANAGERS' PERCEPTION OF THE INFLUENCE OF EMPLOYEE CAREER DEVELOPMENT PROGRAMMES ON EMPLOYEE COMMITMENT AT OXFAM INTERNATIONAL, KENYA

SECTION A: Background Information –About the respondent

1. What is your position in Oxfam? …………………………………………..

2. How many people do you line manage? …………………………………….

SECTION B: Information on Oxfam policies and practices on career development Programs/Initiatives

1. Does Oxfam have staff development/career development/talent management policies in place?

   a) Yes   [ ]   b) No [ ]   c) Not sure   [ ]

2. Does the organization budget for staff development programs/career development initiatives during the annual budgeting process?

   a) Yes [ ]   b) No [ ]   c) Not sure   [ ]

3. Who initiates the staff development activities

   a) Staff   [ ]   b) Manager   [ ]   c) Not sure   [ ]

4. Do you feel that your organization's policy encourages staff reporting to you to discuss their career aspirations with you or Human Resources?

   a) Agree [ ]   b) Partially agree   [ ]   c) Disagree   [ ]

SECTION C: Information on employee career development programs

Rate the extent to which the following statements apply to Oxfam

5. Every employee has a career path/chart that has been discussed and agreed with the line manager and the Human Resources staff

a) Not at all   [ ]

b) To a less extent   [ ]

c) To a moderate extent   [ ]

d) To a large extent   [ ]

e) To a very large extent   [ ]

6. Every employee undergoes relevant training to prepare them for upward mobility

a) Not at all   [ ]

b) To a less extent   [ ]

c) To a moderate extent   [ ]

d) To a large extent   [ ]

e) To a very large extent   [ ]

7. Job rotations are used regularly to encourage multi skilling of staff

a) Not at all   [ ]

b) To a less extent   [ ]

c) To a moderate extent   [ ]

d) To a large extent   [ ]

e) To a very large extent   [ ]

8. Job shadowing is commonly used to allow staff acquire exposure into the different career options and the required skills to grow into a particular career path

a) Not at all   [ ]

b) To a less extent   [ ]

c) To a moderate extent   [ ]

d) To a large extent   [ ]

e) To a very large extent   [ ]

9. Seminars and workshops are used regularly to increase the staff competencies

    a) Not at all   [ ]
    b) To a less extent   [ ]
    c) To a moderate extent   [ ]
    d) To a large extent   [ ]
    e) To a very large extent   [ ]

10. Secondments are commonly used as a means of providing employees an opportunity
    to harness their skills in a specific field and or level of authority

    a) Not at all   [ ]
    b) To a less extent   [ ]
    c) To a moderate extent   [ ]
    d) To a large extent   [ ]
    e) To a very large extent   [ ]

11. Coaching and mentoring approaches are commonly used by managers as a means of
    strengthening and growing employees' skills, knowledge, and abilities

    a) Not at all   [ ]
    b) To a less extent   [ ]
    c) To a moderate extent   [ ]
    d) To a large extent   [ ]
    e) To a very large extent   [ ]

12. Job enrichment is used as an alternative to vertical career movement/growth

    a) Not at all   [ ]
    b) To a less extent   [ ]
    c) To a moderate extent   [ ]
    d) To a large extent   [ ]
    e) To a very large extent   [ ]

13. Oxfam provides financial support to staff in their pursuit for academic studies aimed at imparting knowledge in the staff required for their current jobs or future job opportunities

    a) Not at all   [ ]

    b) To a less extent   [ ]

    c) To a moderate extent   [ ]

    d) To a large extent   [ ]

    e) To a very large extent   [ ]

SECTION D: Information on employee commitment

Rate the extent to which the following statements apply to Oxfam

14. Employees do not need close supervision to perform their tasks

    a) Not at all   [ ]

    b) To a less extent   [ ]

    c) To a moderate extent   [ ]

    d) To a large extent   [ ]

    e) To a very large extent   [ ]

15. Staff are always willing to take initiative in the course of doing their work

    a) Not at all   [ ]

    b) To a less extent   [ ]

    c) To a moderate extent   [ ]

    d) To a large extent   [ ]

    e) To a very large extent   [ ]

16. The staff turnover in Oxfam is lower than the average in the industry

    a) Not at all   [ ]

    b) To a less extent   [ ]

    c) To a moderate extent   [ ]

    d) To a large extent   [ ]

    e) To a very large extent   [ ]

17. Staff that have previously left the organization are willing to work for Oxfam again as evidenced by the number of staff re hired and or those applying to be re-employed by Oxfam

a) Not at all   [ ]

b) To a less extent   [ ]

c) To a moderate extent [ ]

d) To a large extent   [ ]

e) To a very large extent [ ]

18. Staff that have been trained and developed by Oxfam perform much better in their jobs in comparison to those that have not been trained and developed?

a) Not at all   [ ]

b) To a less extent   [ ]

c) To a moderate extent [ ]

d) To a large extent   [ ]

e) To a very large extent [ ]

19. Staff pursue internal career growth opportunities as demonstrated by the number of internal applicants that respond to job advertisements

a) Not at all   [ ]

b) To a less extent   [ ]

c) To a moderate extent [ ]

d) To a large extent   [ ]

e) To a very large extent [ ]

20. Employees engage and contribute to Oxfam's initiatives and programs geared towards bettering the organization as a whole such as employee surveys

a) Not at all   [ ]

b) To a less extent   [ ]

c) To a moderate extent [ ]

d) To a large extent   [ ]

e) To a very large extent   [ ]

21. Employee job satisfaction is present as demonstrated by staff innovation and creativity as well as the tendency by staff to beyond agreed output/goals of their jobs

a) Not at all   [ ]

b) To a less extent   [ ]

c) To a moderate extent   [ ]

d) To a large extent   [ ]

e) To a very large extent   [ ]

22. Staff continue to work for Oxfam even in the absence of assured career growth prospects/opportunities in sight

a) Not at all   [ ]

b) To a less extent   [ ]

c) To a moderate extent   [ ]

d) To a large extent   [ ]

e) To a very large extent   [ ]

23. Staff that have been trained and developed by Oxfam but are not bonded continue to work for Oxfam

a) Not at all   [ ]

b) To a less extent   [ ]

c) To a moderate extent   [ ]

d) To a large extent   [ ]

e) To a very large extent   [ ]