# THE PERCEIVED EFFECT OF CAREER DEVELOPMENT PRACTICES ON EMPLOYEE RETENTION AT THE SAFARICOM CALL CENTERS IN KENYA

BY

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# DECLARATION

This research project is my original work and has not been presented to any other University or institution for academic purposes.

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# DEDICATION

I dedicate this project to my parents Mr. Joseph and Mrs. Hellen Amdany for their unwavering support and the high value they have placed on Education. May God continue blessing you .

# ACKNOWLEGEMENT

I give all the glory to God for seeing me through this project and for providing everything i needed. Lord I am grateful.

I also convey my appreciation to Dr. Mercy Gacheri Munjuri my supervisor for her guidance, counsel and advise without which this work would not have been possible. I'm truly grateful.

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# ABSTRACT

Employee retention is a pivotal factor to the prosperity of any business as it ensures business continuity, customer satisfaction, employee satisfaction, good employer image as well as giving competitive advantage to an organization. The costs associated with employing and growing new employees can also be lessened considerably if skilled workers are kept longer through sustained career development. One of the key challenges faced in the call center industry is the high voluntary turnover of its frontline staff which in turn affects delivery of quality service to customers. The objective of this study was to examine the perceived effect of career development practices on employee retention at the Safaricom call centers in Kenya. Herzberg's dual-factor theory and Vroom's Expectancy theory formed the theoretical foundation of the study. Descriptive survey research design was found appropriate to study the research problem. The target population was the 2400 call center staff working in the three Safaricom call centers. A representative sample of 240 was obtained through stratified random sampling to ensure every segment of the target population was represented. Primary data was obtained from the respondents through self-administered semi-structured questionnaires. The data was analyzed using descriptive statistical tools with the aid of Statistical Package for Social Sciences (SPSS) and multiple regression analysis was carried out to explore the extent to which the variables were related. The research findings showed that career development practices do influence employee retention to a great extent. The study proposes that Safaricom look for ways to create more growth opportunities for its call center staff for this will considerably improve its employee retention. The findings of this study are applicable to Safaricom call centers only and cannot be generalized to the whole Company nor all other organizations having call centers. Further research is therefore recommended to validate the effects of career development practices and employee retention in call center industry in Kenya.

# CHAPTER ONE: INTRODUCTION

## 1.1 Background of the Study

In the current highly competitive business context, organizations need to constantly look for ways to outperform its peers. One of the strategies that can be adopted to achieve this end is through the retention of skilled and experienced employees to enable the organization meet its objectives. Career development practices in the workplace have been found to help organizations attract and retain high performing employees (Laabs, 1996; Simonsen, 1999). Research has also shown that good career development programs can help minimize the cost of high employee turnover (Byars & Leslie, 2011).Furthermore, Human Resource practices which promote employee development have been linked to employee commitment and decreased employee turnover (Grawitch, et al., 2006).

In spite of the benefits listed above, retention of key talent remains a major worry for several organizations today. According to the Price Water Coopers (PwC) Annual Global CEO Survey (2009), the employee retention challenge can be imputed to various factors such as high competition for talented staff from bigger, more established industry players, emergence of employers providing more comprehensive benefits above pay, poaching of staff by competitors, demand for higher pay from younger employees and an increasing demand for better terms of employment by workers. It has also been attributed to the changing nature of the workforce. The challenge according to Solnet et al., (2012) is that today's workers particularly the millennials have different perspectives than those from previous generations and it is unlikely for them remain with the same company or industry for their entire careers.

The study aimed to determine the perceived effect career development practices have on employee retention at the Safaricom call centers in Kenya and was guided by two major theories: Herzberg's two factor theory and Vroom's Expectancy theory. Herzberg's dual factor theory posits that certain elements in the work environment can elicit job satisfaction while another group of factors may cause discontent. Opportunities for growth and development in an organization for example, are cited as some of the factors promoting job satisfaction. The Expectancy theory on the other hand which aims to bring an understanding on human decision-making process has been established by

previous research to be a predicting factor of employee satisfaction and employee turnover intention. Because the theory helps in explaining human decision making process, it was important in this study in bringing out what motivated the call center agents to stay at their current jobs and not look for other jobs.

High attrition rate is one of the biggest challenges faced in the call center industry. According to the global call center survey (Holman et al., 2007), a regular call center reports a total turnover rate of up to 20% per year. High attrition has been a major pain point in Safaricom call centers. The company currently has three call centers in Kenya located in Mlolongo, Westlands and Thika town. Compared to other departments in the company, the call centers have had the highest employee turnover rate and this has been a major management challenge. The high employee turnover has not only put a strain on the management to hire and train new employees but has also impacted on customer satisfaction as callers are forced to deal with agents who are too new to know how to adequately respond to their queries. In addition, it puts a strain on the remaining employees in terms of increased workload as fewer call center agents are left to handle the increasing number of customers thus affecting the employees morale.

The staff retention problem in Safaricom call centers can be attributed to two major factors: First being the composition of its call center workforce which is largely made up of millennials i.e. Generation Y and Generation Z who are characterized by job- hopping according to the literature on Millennials; the second factor is the growth of the call center industry in Kenya meaning more competition and poaching of skilled and experienced call center agents and also more opportunities and options for the call center agents. The said growth of the call center industry in Kenya has seen parastatals such Kenya power, NHIF, KRA and other private firms set up call centers and the industry is expected to grow according to the Deloitte global call center survey (2013) due to the increasing demand for customer centered services in the highly competitive business environments globally. Hence, Safaricom will need to review its employee retention strategies, career development being one aspect.

### 1.1.1 The Concept of Perception

Perception refers to an individual's unique understanding of a situation which may not necessarily reflect the objective reality of the situation. It refers to how people give meaning or interpret what is going on around them .The interpretation is heavily influenced by personal characteristics such as intelligence, awareness of facts and past experience (Cole, 1995). According to Nelson & Quick (1997) perception is also influenced by an individual's personality, attitude, interests and expectations. Hence, the opinion formed by an individual regarding an issue largely relies on the amount of data available to him and the length to which the individual is able to accurately interpret the information. This explains why a group of people exposed to the same information on a particular issue may arrive at different conclusions because people interpret issues differently.

The concept of perception is important in understanding human behavior because a person's conduct is founded on his perception of reality and not the reality itself (Robbins, 2005).According to Rao & Narayan (1998) perception is one of the leading psychological elements of human behavior that enables a person to understand his surroundings. Keith Davis (1991) noted that the way an employee reacts to a job is affected by perception which is the individual's world view based on his own experiences or values. Therefore, in an organization, managers should consider the role played by perception for example when drafting policies to avoid misinterpretation by its employees. Incorrect employee perception could affect the employees and consequently the organization through high employee turnover.

### 1.1.2 Career Development Practices

Career development is a structured approach utilized to assist employees meet the requirements of different positions within the organization through their career life with consideration of the organizations needs and requirements (Greenhaus et al., 2000).It is also viewed as a chance for people to plan for their lives by contemplating their skills, interests and goals and aligning them to their career paths (Saviks, 2003). The primary goal of career development according to Torrington (2008) is to meet the present and prospective needs of both the organization and its employees. Some of the interventions organizations use for career development include training, career plans, seminars, job rotation, assessment centers, mentoring and coaching (Baruch, 2000).Career

development practices are significant in ensuring continuous upgrading of the employees' knowledge, skills, attitudes and competence (Price,2007).

Career development is mutually beneficial to the individual employee and to the organization. For example, through employee development for positions that will arise in future, the management is guaranteed of supply of qualified and dedicated employees to help in its succession planning (Torrington, 2008). Furthermore, career development permits an organization to grow and position employees in jobs matching their career aspirations and objectives. Therefore, an effective organizational career development plan should not only attain the strategic needs of the firm but also fulfill the employees by including them in the career development exercise. It has also been found that employee development increases an organization's competitive advantage. (Byars & Leslie, 2011).

In career development, each party i.e. the employees, the managers and the organization plays a role (Desslor, 2008).The process therefore should be owned by the employee, facilitated by the managers and supported by the organization. Although it is the employee's duty to manage his own career, it is the organizations task to give employees the tools and opportunities to enhance their skills. The manager's role is to support the career development plans for example by identifying the employee's knowledge, skills and abilities so that they can train them accordingly. Career development programs have been proven to boost the career satisfaction of employees as well as improving organizational effectiveness (Bernardin, 2010). Providing constructive career development opportunities to employees has also been found to be one of the most cost-effective ways an organization can embrace to retain top talent.

### 1.1.3 Employee Retention

Glen (2006) views employee retention as the policies and strategies organizations use to prevent valuable employees from leaving. According to Griffeth & Hom (2001) employee retention involves the actions taken to influence people to stay in an organization for the longest length of time. Cascio (2003) views employee retention as the combinations of strategies and schemes taken by an organization to keep employees from leaving. According to Frank, Finnegan & Taylor (2004) employee retention is an employers' endeavor to design a work environment that engages

the employees for the longest time while ensuring that the organization retains employees with the desired skill in order to meet business goals.

The exit of key employees has a negative impact on a business. Some of the disadvantages associated with employee turnover according to Torrington (2008) include the high recruitment costs associated with replacing the staff who leave; Secondly**,** the organization will have invested time and money in developing these employees hence a loss to the organization if they leave; thirdly, high employee turnover is a symptom of a poorly managed organizations hence reflects poorly on the employer brand. This in turn creates a bad reflection in the labor market making it tougher for the organization to enlist the best potential employees in future.

Some of the factors influencing employee retention according to Cappelli (2000) include career openings, organizational culture, work context, work-life balance, compensation and leadership styles. Previous research has attributed voluntary employee turnover in call centers to job monotony, salary dissatisfaction, over supervision, stress brought by irate customers, lack of agent empowerment and lack of career advancement. There's little an organization can do to improve employee retention unless there's an understanding of the reasons its employees leave. Literature on employee retention has cited among other things career opportunities as one of the value proposition that can be offered to improve employee retention.

### 1.1.4 Safaricom Call Centers in Kenya

Safaricom Limited is the leading telecommunication services, broadband Internet and financial services provider in Kenya and it is proclaimed as the largest company in East and Central Africa in terms of profits, resources and innovations. As of June 2016 Safaricom had a total of 25Million subscribers**.** Safaricom has had to withstand sustained change at both strategic and operational levels to react to the challenge of new competitors, markets, and technologies as well as remain competitive and realize the achievement of the organization's mission of transforming lives (www.safaricom.co.ke/about/about-safaricom).

Safaricom arguably has the biggest in-house call centers in Kenya employing over 2400 call center agents to serve its 25million subscribers. The 3 call centers located in Mlolongo, Westlands and Thika and are all managed from a central point. The call centers act as the main interface between

Safaricom and its customers. It is through the call center that customers give Safaricom feedback on its products and services, the network and suggestions on how it can improve. Customers contact safaricom through lines 100(prepay customers), 200(postpay customers), 234(M-Pesa), 191(directory services) and line 300 for dealers. Customers also contact Safaricom via Email, SMS and the social media (Kariuki, 2013).

Safaricom has not only invested in the infrastructure of its state of the art call centers but has also hugely invested on its employees. To ensure that its employees get job satisfaction and motivation to serve customers, the company has not only provided competitive salaries in the market but has also provided other facilities such as in-house clinics, resource centers, gym, free transport and a crèche. In addition, The employees also go through a rigorous one month training before starting work in the call center and are trained regularly as new products or technology emerge (Safaricom sustainability report 2016).

The call center is made up of 4 main sections: The first and the largest is made up of customer care agents who receive and handle customer queries either through voice calls,SMS,Email or the social media; the second line is made up of the Support staff who deal with support/back office roles at the call center; the third line is the quality analysts team whose role is evaluating monthly performance of the call center employees and the last group is made up of the team leaders whom the call center agents report to (Oruta, 2012).


## 1.2 Research Problem

Employees are a valuable resource to any organization as they contribute to the attainment of the organization's targets hence the retention of such employees is noteworthy to the growth and the achievement of an organization's aims and objectives and especially in building competitive advantage in the advent of globalization (Armstrong, 2006). Career development interventions have been proven to boost the career contentment of workers as well as bettering organizational effectiveness (Bernardin, 2010). Providing constructive career development opportunities to employees has been found to be one of the most cost-effective ways an organization can embrace to retain top talent. According to Prince (2005) organizations need skilled employees to maintain a competitive edge and these employees in turn desire growth opportunities to enable them mature

and ascend in the career ladder. Yet, the challenge most organizations are faced with now is the invention of an effective strategy to strengthen employee retention.

In a call center, chances of career advancement are quite limited and this has been attributed to its flat organizational structure. Flat organizational structure translates to fewer opportunities for promotion. Moreover, most call centers do not have clearly defined career paths and the lack of career paths is a frequently cited cause of employee turnover in contact centers (Belt &Korczynski, 2001). Deloitte global call Center Survey (2013) found that large contact centers suffer from very high annual employee turnover rates. Safaricom Ltd owns a large call center employing over 2400 call center agents and though it has invested heavily on its call centers and its employees, it is still faced with the employee retention challenge. This has negatively affected the business performance due to arising challenges linked with recruiting and training new workers, separation for exiting staff as well as affecting customer satisfaction because it means fewer agents are available to help customers. The company's structure at the call center is flat and the career prospects of the call center employees is limited and this could be the cause of employee attrition in the call centers.

Separate studies have been carried out in the area of employee retention some linking career development to employee retention. Nyanjom (2013) in studying the factors that influence employee retention in Kenyan state corporations concluded that training, career development, performance appraisal, employee empowerment and  compensation  had an effect on employee retention; Diriye (2015) in a study investigating the perceived link between career development and employee commitment and engagement at the Nairobi city county government found that career development practices (i.e. career planning, coaching, counselling and mentoring) greatly affected employee commitment and engagement at the County Government; Foday (2014),in surveying the  perceived link between career development and employee retention at Deloitte, Kenya found that among other factors, career planning, training and development, coaching, mentoring, career counselling, succession planning and talent management were key influences of employee retention at Deloitte Kenya. Wane (2013) in studying the effect of career development interventions on employee retention in international non-governmental organizations in Kenya found that career development programs did affect employee retention.

Though the studies cited above have indicated career development as a factor in employee retention, none has focused on the relationship between career development practices and employee retention in a call center environment and this study aims to fill this research gap by attempting to respond to the question: What is the effect of career development practices on employee retention at the Safaricom call centers in Kenya?

## 1.3 Research Objective

The research objective was to investigate the perceived effect of career development practices on employee retention at Safaricom call centers in Kenya.

## 1.4 Value of the Study

The study will be important for Safaricom Limited in evaluating and reviewing its employee retention strategies and career development policy. This will in turn improve employee retention in its call centers and consequently cut costs associated with high employee turnover in the call centers while also retaining the company's brand as the employer of choice. Additionally, the findings will be useful to other mobile service providers, banks, parastatals, business process outsourcing firms and other organizations that operate call centers in crafting strategies of retaining employees since the challenges faced in the call center industry are of a similar nature;

The study will also assist policy makers and especially human resource managers in the call center industry as they make continuous re-evaluation and revision of career development policies. This study will help them review and determine whether the correct retention strategies are being employed and ultimately guide them in formulating, documenting and implementing more relevant policies on career development which can be applied across all sectors in Kenya since employee turnover is a universal problem;

In addition, the research findings will be useful for further research as a source of reference material especially to those researchers who would want to do more studies on employee retention in call centers. It will also contribute to the existing literature by finding more insights regarding the result of career development practices on employee retention in the call center domain.

# CHAPTER TWO: LITERATURE REVIEW

## 2.1 Introduction

This section covered the study's theoretical foundation. The literature reviewed included the theoretical framework, career development practices, factors affecting employee retention and finally a review on the correlation between career development and employee retention.

## 2.2 Theoretical Foundation

Vroom's (1964) Expectancy theory and Hertzberg's (1959) two-factor theory formed the theoretical foundation of the study.

### 2.2.1 Herzberg's Two-Factor Theory

This theory was put forward by an American psychologist Frederick Herzberg (1959).According to this theory, employee satisfaction is affected by two vital elements i.e. Motivators and Hygiene factors .The motivators are seen to lead to increased job satisfaction if present in an organization while the Hygiene factors are predicted to cause job dissatisfaction if absent. The Motivating factors, according to this theory pertain to the work itself and include such things as achievement, recognition, responsibility, advancement and growth possibility while the Hygiene factors have to do with the work setting and these include company policies, supervision, work conditions, pay, status, and job security (Ruthankoon, 2003).

The implication of this theory is that employee motivation involves two steps. The first being the elimination of job discontent followed up by the creation of terms which prompt satisfaction. For example, while eliminating unhelpful company policies, the presence of competitive wages and job security must be ensured. Furthermore, the theory implies that if an organization desires to increase job satisfaction and consequently the retention of its employees, then it needs to address those factors which affect an individual's job satisfaction and this can be done by putting focus on the job content factors. (Armstrong, 2009).

This theory was relevant to the study especially in identifying the variables that cause employee dissatisfaction and consequently lead to high employee turnover in the call centers. This will in

turn help the Human resource managers to create conditions for job satisfaction by addressing the motivating factors connected with job content through job enrichment, availing advancement opportunities in the organization through promotions from within, availing training and development programs so that employees can work towards the positions they desire within the organization. Although the theory does not give much attention to pay, status or interpersonal relationships which are also great motivators, it remains a valuable reminder that jobs have two significant components i.e. job content and job context and both should be given equal attention.

### 2.2.2 Expectancy Theory

The expectancy theory, originally developed by Vroom (1964) attempts to explain the process people use to arrive at decisions when presented with various alternatives. According to this theory, behavior is a product of conscious choice from alternatives whose purpose it is to optimize gratification and to minimize discomfort. The theory has three key elements: Expectancy which refers to the perception that an effort give rise to an acceptable performance; Instrumentality which refers to the perception that the performance will be recompensed and Valence which is the belief that the rewards will be valuable. Basically, the theory argues that the inclination to behave in a certain way depends on the value attached to the reward. That the attractiveness of an outcome to the individual will determine how he will act (Robbins, 1993).

Expectancy theory is founded on four premises. First that people join organizations bringing certain expectations which influence how they will react to the organization; Secondly, that a person's behavior such as the intention to stay is a deliberate choice; Thirdly, that individuals have varied expectations from an organization e.g. good pay, job security, career growth and challenging work and lastly that from the alternatives presented, people will select outcomes that are personally beneficial to them (Lunenburg, 2011).The thought behind this theory is that people are stimulated to behave in a certain way thinking that their actions will lead to a desired consequence (Redmond, 2009).

Although the theory has been criticized as being a perception based model, it helped this study in explaining an individual's decision-making process and guided the study in identifying some the issues that cause voluntary turnover among staff. Expectancy theory further highlights the

necessity for organizations to link rewards to performance and make sure that the rewards it provides are those expected by the recipients. Hence, an organization must discover what employees' value to provide relevant rewards (Valence), discover what resources, training or supervision employees need (Expectancy) and ensure fulfillment of the promised rewards (Instrumentality).

## 2.3 Career Development Practices

Career development practices refer to a range of practices used by organizations to guide its employees in identifying and determining the areas of interest to pursue in their career. According to literature from different sources, some of the career development practices used in organizations include career counselling, career planning, employee coaching and mentoring, succession planning, training and lateral moves (Baruch, 2000; Armstrong, 2009).Some of the career development practices have been discussed as follows:

### 2.3.1 Career Planning

Career planning as defined by Pagsolingan (2012) is a conscious process of knowing oneself in order to be sure of where you want to go career-wise or what you want to be in future. In her view, career planning is a five step process involving self-assessment, exploration of career options, narrowing down a list of career options, deciding/choosing the best options and finally setting a career goal. Career planning is about the clarification of career pathways i.e. the courses people can take to progress their vocations within the organization (Armstrong, 2009).Though career planning is a shared responsibility, the employees execute a remarkable role in the growth of their own career.

Career planning has been found to reduce employee turnover intentions and absenteeism. Research has shown that employees get emotionally committed to an organization if they discern that the organization is safeguarding its employees' positions by making them valuable through proper planning of their careers and this motivates their bond to the organization (Gantasala & Padmakumar, 2011; Adekola, 2011). The purpose of career planning is to develop a career and to achieve a career goal.

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### 2.3.2 Training

Training is any attempt to better an employee's performance on the job he currently holds or one related to it and this means growth in specific knowledge, skills, attitudes and behaviors (Bernardin, 2010). It is defined by Armstrong (2001) as an organized development of an individual's required knowledge, skills and attitudes to enable him effectively execute a given task. By offering training, employers assist its employees to achieve set objectives and ensure that they grasp what the job requires (Maul, 2008). Training plays a key role in the attainment of organizational goals by merging the interests of organization and its workers (Stone, 2002).

Several studies have shown a correlation between training activities and employee retention. Shaw et al. (1998) found that organizations with significant training opportunities experienced lower rates of employee turnover. Hocquet (1999) & Ranger (2002) agree that training whether on-the-job training, vocational or definite training was crucial for employee retention and development. A survey of public and private sector organizations in South Africa by Kassa (2015) showed training and development to be a key aspect in employee retention. Walker (1980) notes that training for career development as distinct from other forms of training because it integrates both the immediate and future needs of employees with those of the organization.

### 2.3.3 Employee Coaching and Mentoring

Coaching, according to Parsloe (1999) is a process that allows learning and development to take place and consequently improves performance. Coaching strategies involve clarifying expectations, uncovering problems and providing feedback (Schneier, MacCoy & Burchman, 1988).In the workplace, coaching is comprised of three main components including face to face counselling on job related issues, provision of feedback on an employee's areas of strength and weakness and improving the employees' work effectiveness (Feldman &Moore, 2001).Employees need to know their strong points plus the areas they need to work on to be able to progress well. Coaching therefore works on this information and gives supervision and support to permit the employees to work on the feedback received during coaching (Michaels et al., 2001).

Mentoring on the other hand is a relationship between a more skilled person (a mentor) who works as a guide or role model to a less experienced person (Mentee). In this arrangement, the

organization pairs an experienced person in a certain field with a less experienced person interested in the same field with the aim of developing some particular competencies, give performance feedback and come up with an individualized career development plan (Goldenson, 2007).A mentoring program targets work-life psycho-social aid and activities  outlined to assist in career and employment related situations (Garvey & Galloway, 2002).Through mentoring, a manager builds the employee's self-esteem by expressing approval, encouragement and support by trusting in the individuals capacity to exceed expectations. Employees involved in mentoring have been found to experience greater career satisfaction and commitment (Michaels et al., 2001). Mentoring is plays a key role especially when employees are making transitions at key points in their careers.

### 2.3.4 Career Counseling

Career counselling is a personalized process that enables a person understand himself, explore his career options and pursue desired career goals (Nthangi, 2007). Counselling involves offering an employee help and advice in determining possible career moves, preparing resumes and advising on how to make a lasting impression during interviews (Armstrong, 2009).The role of the career counsellor is to advise the employees in the process of making and validating career decisions and choices. The role of a counselor is also important to employees coping with such changes as redundancy or a new career.

 Career counselling helps employees to understand their career goals in a one-on-one counselling session through the use workbooks and other self-assessment exercises and through discussions of the employee's interests, goals, current job activities and performance and career objective (Bernardin, 2010). The goal of counselling according to Fuster (2002) is to prompt a behavior change in the employee, improve the employee's coping skills, promote decision-making, improve relationships and the employee's potential. Career counseling helps employees to clarify their career goals and aspirations, understand their self-identity, make informed decisions and in managing career changes both planned and unplanned in line with institutional objective (Morgan, 2008).

### 2.3.5 Job Rotation

Job rotation is the lateral shift of employees across jobs within the organization frequently used as a way to develop employees, allow the employees learn about their abilities as well as to motivate them (kampkotter, 2016). It involves taking an employee through pre-arranged series of job placements to prepare him for a bigger role within an organization. The provision of the periodic, planned job rotations helps the employee to create a more realistic picture of what he is good at and what the kind of career moves would be best for him (Dessler, 2008).The rationale behind the lateral job movements arises from the fact that career growth requires that people meet new challenges that are within their coping responses (Schein, 1977) and the sequential job movements also beneficial for career development (Morrison & Hock, 1986).

Previous research has shown the importance of job rotation in career development. Job rotation is perceived as a contextual master plan for career development (Hall, 1984; Wexley & Latham, 1981). This is agreed by Morrison & Hock (1986) who observed that the sequential job movements are indeed important for career development. Many other researchers have also acknowledged that job rotation can augment career development (Brett, 1984; Louis, 1982). Literature on executive development has suggested that job rotation could be linked to development of career as it adds job experience (Mintzberg, 1973).

### 2.3.6 Career Paths and Ladders

Career paths and ladders refer to steps or job positions an employees might follow over a period of time in the organization. These paths are used to record possible  job movement benchmarks including vertical or lateral transfers (Bernardin, 2010).According to Torrington(2008) a career path refers to a sequence of work related roles or positions connected through work content or the skills needed through which an employee can progress. Career paths provide the details regarding the order of jobs employees can do or competencies they can obtain in the organization plus the details on the farthest the path reaches, possible lateral moves, the required qualifications/skills and experience (Redman, 2009).

A picture of career paths and ladders in an organization is helpful in responding to employees queries about their career advancement and possible future job opportunities within the

organization. The illustration of a career path demonstrates a career model showing the end goal, mid steps and time span for attaining the goal (Bernardin, 2010).Observations from literature show the end result of offering career paths for employees as higher employee retention. Research has also shown that employees become more committed when they see that the organization is concerned about their progress by providing avenues to enable them meet their career intentions while at the same time fulfilling the company's objectives.

## 2.4 Factors Affecting Employee Retention

Previous research has shown that human resource management practices in work expectations, organizational culture, work environment, leadership styles, compensation, training and career development, career advancement and work life balance can help decrease absenteeism, improve employee retention and the better quality of work (Meyer & Allen,et al (1991).The following is a discussion of some of the factors affecting employee retention.

## 2.4.1 Compensation

Compensation is the sum total of all forms of financial and non-financial benefits employees gain from the employment relationship (Bernardin, 2010).According to Bamberger & Meshoulam (2000) an organization's reward structure can influence employee performance and their desire to remain in the organization. According to Lawler (1990) the main concern in employee retention is the sum of total compensation relative to what other organizations are offering for the same job and position. Organizations that have high compensation levels, he says, have lower employee attrition rates and a large number of people applying to work for them.

Research has shown that one-off recognition awards are not successful in preventing employee turnover but rather a combination of non-cash rewards plus sustained salary increases would be most effective in reducing the possibility of employee turnover (Farris 2000).This implies that organizations should tailor its compensation package to suit the workforce needs. Organizations with an older workforce for example might find its retention efforts best realized through benefit plans that cover health-related expenses while companies with younger workers may find education subsidies or tuition rebates to be more effective retention drivers.

**2.4.2 Job Characteristics**

The inherent features of a job may influence an employee's resolve to leave or stay in an organization. Job characteristics e.g. skill diversity, task significance and independence are well founded predictors of organizational commitment (Mottaz, 1988).Job autonomy refers to feeling of personal responsibility. It's the level to which a job provides freedom, independence and discretion to an individual to plan his work and decide the best way to execute it (Hackman & Oldham, 1980). According to Marsh & Mannari (1977) more job autonomy correlated negatively with employee turnover.

Research from different sources indicate that intangible rewards are as important as material rewards (Thomas & Tymon, 1997).The implication of this is that workers value their jobs not only if they ae well-paying but also if doing the job itself is a fulfilling experience i.e. challenging, interesting and stimulating. Harris & Brannick (1999) cite giving employees some level of liberty to take charge of their work as a best practice in employee retention. Ashby & Pell (2001) found that organization cultures characterized domination, autocracy and inflexibility reported the highest employee turnover rates.

**2.4.3 Training and Development Opportunities**

Investing in employee training and career development is viewed as a key factor in boosting employee retention. Training furnishes employees with the skills and knowledge they require to do their jobs well causing employee satisfaction because they feel well equipped (Armache, 2014). This implies that if an employee lacks the necessary skills and knowledge attitudes he requires to effectively perform his job, it may cause frustration and dissatisfaction with the job. Training and development have also been noted to provide openings for employees to grow in their career (Van Dyk & Coetzee, 2012).

Observations from literature link training to a level of employee retention. Dockel et al. (2006) observed that employees will remain in organizations which provide growth opportunities to its employees through training and development while also allowing the employees to apply the newly acquired skills and knowledge. Meyer et al (2003) suggests that training and development contributes to employee retention by nurturing employee devotion through a show of support from

the organization, equips the employee with the ways to handle stress caused by job demands and change and also serves as a motivation to stay. Employees remain for long in organizations which stimulate career development through learning and availing the opportunities to practice the learned skills (Cataldo et al., 2000; Jiang & Klein, 2000).

### 2.4.4 Supervisory Support

Leadership and supervision is critical in employee retention (Beardwell, 2007).Research from different sources has shown that employees leave managers not companies. Armstrong (2010) for example, notes that employees join companies and leave managers. Frank &Taylor (2004) cite bad leadership as the leading reason employees opt to leave an organization. The nature of the relationship a worker has with his line manager has been found to elongate an employee's stay in an organization (Ferreira, 2007; Michael, 2008). Research has shown that supervisors have a huge influence on whether employees exit or stay (Branham, 2000) hence negative interactions pose bigger impact than positive ones.

Supervisor support is also important because Human Resource development programs cannot be sustained without the line manager's support. For any Human Resource initiative to succeed, it must be backed by great support from the top management who must serve as positive role models to their juniors (Zenger, Ulrich &Smallwood, 2000).It can therefore be concluded that the quality of the relationship an employee has with his manager elongates the employee's tenure in an organization as noted by Ferreira (2007) while bad leadership resulted in poor employee performance, low job commitment and high employee turnover (Gwavuya, 2011).

### 2.4.5 Career Opportunities

According to Rodriguez (2008), employees who see career opportunities in an organization are less likely to leave. It is when they feel that they have plateaued in the organization that they feel the need to look for new opportunities elsewhere. Dockel (2006) observed that an organization's belief in career-orientated practices and job security improved employee commitment considerably. A survey done by Kochanski &Ledford (2001) found that career opportunities gave strong prediction of employee retention compared to others forms of reward followed by opportunities for training and the employee's relationship with his supervisor.

Lack of growth opportunities could lead to job discontent making the employees seek for better and more challenging work elsewhere. In call center work, the employees may fail to acquire the necessary skills required for advancement to other areas as the job is characterized by routinized tasks (Harry & Coetzee, 2013). But if the employees feel that there are better chances to grow or to progress within the organization then they are likely to perform better and minimize their plans to leave.

### 2.4.6 Work-life Balance Policies

Work-life balance is state of synchronized balance between work and family life with no clash between the two aspects of an employee's life (Mafini & Dlodlo, 2014).The three major organizational policies often introduced by organizations to help its employees in their work-life incorporation include special leave policies such as parental leaves; benefits for dependents e.g. sponsored childcare and flexible working arrangement e.g. part time or shift work (Redman, 2009).

Work and family policies have been recognized as crucial for organizations as a way of attracting and retaining a dedicated employees (Van Rensburg et al., 2013).This is supported Bashir & Ramay (2008) who agree that work-life policies enhances employee commitment which positively influenced employee retention. Thus many employers are beginning to implement work-life balance initiatives in their workplace out of the belief that issuing such benefits to its employees could substantially improve their productivity, commitment and employee retention (Withers, 2001).An empirical study done by Grover & Crooker (1995) summarized that employees who had access to work-life policies projected significantly higher organizational commitment and expressed significantly lower intentions to resign from their jobs.

### 2.5 Career Development Practices and Employee retention

The absence of career development practices continues to be the prime cause of employee dissatisfaction and turnover and several empirical studies linking career development and employee retention have been done both globally and locally. Globally,a research on the determining factors of employee retention in the Telecom sector of Pakistan by Shoaib et al (2009)

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indicated a positive connection between career growth opportunities, supervisory care, job context, total rewards and work-life balance with employee retention; In another study done by Vos & Meganck, (2008), whose purpose was to examine managers and employees views on the determinants of employee retention using the perspective of the psychological contract, one of the key findings showed availability of career opportunities to have the biggest impact on employee commitment while financial rewards had a smaller impact.

The findings of a study done by Bigliardi et al (2005) whose objective was contrast the relative effects of organizational socialization and career ambitions on the turnover intents of design engineers revealed that the design engineers reported lower rate of the turnover intention when organizational socialization was notable and a good variety of openings to gratify career desires existed in the organization. Kwenin (2013) in a study on the analysis of factors affecting employee retention in Vodafone Ghana Limited concluded that all the research variables tested had significant relationship with employee retention but only reward and career development opportunities strongly predicted employee retention in the telecommunications company.

Locally, Sitati et al., (2016) who strived to examine the effects of career development interventions on employee retention in hotels in Kenya found that career development had a positive and a notable impact on employee retention in the hotel industry in Kenya; Akala (2012) in studying factors affecting employee retention in the non-teaching staff at the University of Nairobi found that employee retention among the non-teaching employees at the University was affected by training and development, performance appraisal, welfare benefits, disciplinary procedure and prospects for career growth. The employees attributed employee retention to career development practiced such as institutional support for the staff career growth, promotions based on merit, well defined career paths, Staff mentorship and coaching and succession planning practices.

# CHAPTER THREE: RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter focuses on the methodology adopted in the study. It describes the research design, population of the study, the sampling method and finally how the data was gathered and analyzed.

## 3.2 Research Design

Descriptive survey design was employed to help determine the relatedness level of the research variables. Its structured design allowed the researcher to statistically make inferences from the collected data and measure the significance of the results on the overall population under study.

## 3.3 Population of the Study

The study targeted the 2400 employees working at the three Safaricom call centers in Nairobi.

## 3.4 Sampling Design

Stratified sampling was used to obtain a representative sample. A sample of 10% of the total population was used based on Mugenda &Mugenda (2003) findings that 10% of a population size was a sufficient sample size. This yielded a sample size of 240 employees as shown in Table 3.1 below.

**Table 3.1: Sample size**

| Category | Population | Sample size (10%) |
|---|---|---|
| Team leaders | 122 | 12 |
| Support analysts | 94 | 9 |
| Quality analysts | 28 | 3 |
| Call center Agents | 2156 | 216 |
| **Total** | **2400** | **240** |

**Source: Author (2017)**

## 3.5 Data Collection

The data was obtained from the call center staff through semi structured, closed ended questionnaires which were personally administered to the respondents through drop and pick method. The questionnaire was split into three sections: A which covered the demographic data of the selected respondents; section B which focused on career development practices and section C which covered employee retention and intention to quit.

## 3.6 Data Analysis

The collected data was interpreted using descriptive statistical tools comprising of frequencies, mean scores, standard deviations and percentages with the help of Statistical Package for Social Sciences (SPSS). The analyzed data was presented in form of tables. Multiple regression analysis was done to determine the effects of career development practices on employee retention.

**Regression Model:**

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \varepsilon$$

**Where:**

$Y$= Employee retention

$X_1$=Career Planning

$X_2$=Training

$X_3$=Coaching and Mentoring

$X_4$=Career counselling

$X_5$=Job Rotation

$X_6$=Career paths and Ladders

$\beta_0$= Constant

$\beta$=Regression Coefficient

$\varepsilon$ = Error Term

# CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

## 4.1 Introduction

This section depicts the data analysis regarding the perceived effects of career development practices on employee retention at the Safaricom call centers in Kenya. The data was received from the respondents through self-administered questionnaires.

## 4.2 Response Rate

From the 240 questionnaires administered to the respondents, 197 were duly completed and returned forming an 82% response rate. The response rate was considered sufficient for generalization based on Mugenda & Mugenda (2003) conclusion that a response rate of over 70% was excellent for data interpretation and reporting.

## 4.3 Demographic Data

This section captured the respondent's background data in terms of gender, age bracket, and level of education, job position and duration of service. The demographic data helped in determining how close the sample resembled the target population as well as in determining the respondents' suitability for the research.

### 4.3.1 Gender of the Respondents

Table 4.2 below is a presentation of the gender distribution at the call centers.

**Table 4.2: The Respondents' Gender**

| Gender | Frequency | Percentage % |
|--------|-----------|--------------|
| Female | 102 | 52 |
| Male | 95 | 48 |
| **Total** | **197** | **100** |

**Source: Research data (2017)**

The research findings on table 4.2 above show that 52% of the respondents were female while 48% were male. This indicates a fair representation of both genders in the sample and the research findings were therefore not be biased to a particular gender.

### 4.3.2 Age Bracket

This aim of this section was to establish the age of the respondents. Table 4.3 below presents the findings.

**Table 4.3: Age Bracket**

| Age | Frequency | Percentage % |
|---|---|---|
| Under 30 | 49 | 25 |
| 31 - 40 | 116 | 59 |
| 41 - 50 | 28 | 14 |
| Over 50 | 4 | 2 |
| **Total** | **197** | **100** |

**Source: Research data (2017)**

From table 4.3 above, 59% of the call center employees are aged between 31-40 years, 25% are under 30 years, 14% are aged between 41-50 while 2% are over 50 years of age. This shows that majority of the call center staff are below 40years of age indicating that the call center is largely made of millennials and generation Z employees.

### 4.3.3 Level of Education

Table 4.4 below presents the level of education results.

**Table 4.4: Level of Education**

| Level of Education | Frequency | Percentage % |
|---|---|---|
| Diploma | 67 | 34 |
| Degree | 97 | 49 |
| Postgraduate degree | 32 | 16 |
| Others | 1 | 0.5 |

| | | |
|---|---|---|
| **Total** | **197** | **100** |

**Source: Research data (2017)**

The findings showed that 49%, i.e. a majority of the call center staff had undergraduate degrees, 34% were diploma holders, 16% had postgraduate degrees and 0.5% had doctorate degrees. This means the respondents were well educated and could understand the concepts under study and give accurate information.

### 4.3.4 Job Category

The respondents were drawn from different job groups for the researcher to ensure a fair representation of each category. The feedback on job categories is presented on table 4.5 below.

**Table 4.5: Job category of the respondents**

| Job category | Frequency | Percentage % |
|---|---|---|
| Team leader | **10** | **5** |
| Support analyst | **8** | **4** |
| Quality analyst | **2** | **1** |
| Customer care reps. | **177** | **90** |
| **Total** | **197** | **100** |

**Source: Research data (2017)**

The job category results showed that 90%, a good majority of the call center staff were customer care representatives, 5% were team leaders, 4% were support analysts and the quality analysts formed 1% of the sampled population. The researcher was able to get a representative sample from each category. Although majority of the respondents appear to be the customer care representatives, it is in line with the composition of the call center as constitute a majority of the call center staff.

### 4.3.5 Length of Service

Table 4.6 below is a presentation of the length of service findings.

**Table 4.6: Length of Service**

| Length of service | Frequency | Percentage % |
|---|---|---|
| Less than 1 year | 51 | 26 |
| 1-5 years | 97 | 49 |
| 6-10 years | 33 | 17 |
| Over 10 years | 16 | 8 |
| **Total** | **197** | **100** |

**Source: Research data (2017)**

The research findings showed the majority of the respondents 49% had worked in the call center between 1-5 years, 26% had been in the call center for less than a year, 17% had worked between 6-10 years while 8% had been at the call center for over 10 years. The duration of service meant that the respondents had worked in the company long enough to comprehend the Human Resource practices and policies found in the company to give accurate feedback. It is also an indicator of employee retention at the call centers.

### 4.4 Career Development Practices

To establish if there existed a link between career development practices and employee retention, the respondents were asked to give their perception on the career development practices found in Safaricom call centers in a 5 point Likert scale. The responses were based on a scale ranging between 1-5 where: 1- Strongly Disagree, 2- Disagree, 3- Neither Agree nor Disagree, 4- Agree and 5- Strongly Agree. The score of very little extent was used to represent a variable which had a mean score ($1.5 \leq x \leq 2.4$). The score of moderate extent was used to represent variables which had a mean score of ($2.5 \leq x \leq 3.4$) and the score of great extent was used to represent variables which had a mean score of ($3.5 \leq x \leq 5.0$). A standard deviation greater than 0.9 indicates a significant difference on the effect of the variable among respondents.

### 4.4.1 Career Planning

Career planning is a significant career development practice as it not only enables the employee grow but also enables the organization meet its objectives. The findings on career planning are presented on Table 4.7 below.

**Table 4.7: Career planning**

| Statements | N | Mean | Std. Deviation |
|---|---|---|---|
| I have control of my career& have set my goals | 197 | 4.16 | 0.658 |
| I have individual development plan | 197 | 2.37 | 1.374 |
| The company Enables me manage my career effectively | 197 | 3.11 | 1.047 |
| Management assistance to match personal goals and opportunities | 197 | 2.24 | 0.999 |
| Average Mean Score | | 2.97 | |

**Source: Research data (2017)**

From the table 4.7 above, the respondents affirmed to a great extent with a (4.16) mean score and a (0.658) standard deviation that they had control of their careers and had set their career goals. The respondents agreed to a moderate extent that the company enabled its employees to manage their careers effectively with a (3.11) mean score and a standard deviation of (1.047), Individual development plan gained a (2.37) mean score and a (1.374) standard deviation. The company's management assistance in matching personal goals and available opportunities scored a (2.24) mean and a (0.999) standard deviation. The average mean score for Career planning practice was (2.97) indicating the employees' were satisfied with the practice to a moderate extent. The analysis above shows that the company has a policy in place for career planning practices and its employees have set their own goals.

### 4.4.2 Training

Training improves the employees' knowledge, skills and competence consequently improving the employees' performance. The respondents' feedback on the training programs offered in the Company are illustrated in the table 4.8 below.

**Table 4.8: Training**

| Statements | N | Sum | Mean | Std. Deviation |
|---|---|---|---|---|
| Company has well designed training policy | 197 | 743 | 3.77 | 0.731 |
| Sufficient money and time is allocated for training | 197 | 756 | 3.84 | 0.717 |
| The training programs offered are relevant to my career growth | 197 | 685 | 3.48 | 1.048 |
| I understand the training programs can speed up my career progress in the desired direction | 197 | 746 | 3.79 | 0.786 |
| Every employee undergoes relevant training to prepare them for upward mobility | 197 | 549 | 2.79 | 1.288 |
| Average Mean Score | | | 3.53 | |

**Source: Research data (2017)**

From table 4.8 above, the respondents agreed to a great extent that the company allocated sufficient funds and time for training with a (3.84) mean score and a (0.717) standard deviation .They further agreed that the training programs sped up their career progress in the desired direction with a (3.79) mean score and a (0.786) standard deviation. The respondents noted that the training programs offered were relevant to their career growth with a (3.48) mean and a (1.048) standard deviation. Further, the respondents to a moderate extent agreed that every employee underwent relevant training to prepare them for upward mobility with a (2.79) mean and a (1.288) standard deviation. Training as a career practice scored an average mean score of (3.53) implying that the respondents affirmed to a great extent on the effectiveness of the training programs offered by the Company.

### 4.4.3 Coaching and Mentoring

Coaching and mentoring nurtures employee's individual abilities to improve productivity hence the need to establish the extent to which the company undertakes this practice. The results on coaching and mentoring practices in the company are illustrated in table 4.9 below.

**Table 4.9: Coaching and Mentoring**

| Statements | N | Mean | Std. Deviation |
|---|---|---|---|
| Employee coaching and mentoring is a fundamental human resource policy in the company | 197 | 3.52 | 0.890 |
| My last coaching/mentoring program helped me improve my performance | 197 | 3.65 | 0.664 |
| Coaching and mentoring is undertaken in company to help the employees grow and develop | 197 | 3.59 | 0.813 |
| I am well mentored and ready to assume greater responsibilities | 197 | 2.73 | 1.176 |
| Coaching and mentoring in the company helps employees take ownership and responsibility for their careers | 197 | 3.25 | 1.061 |
| Average Mean Score | | 3.34 | |

**Source: Research data (2017)**

From table 4.9 above, the respondents to a great extent agreed that their last coaching/mentoring session helped improve their performance with a (3.65) mean and a (0.664)standard deviation; Coaching and mentoring being undertaken in the company to help the employees grow and develop scored a mean of (3.59) and a (0.813) standard deviation; Employee coaching and mentoring as a fundamental human resource policy scored a (3.52) mean and a (0.890) standard deviation ;on Coaching and mentoring helping employees take ownership and responsibility of their careers scored a (3.25) mean and a (1.061) standard deviation .To a moderate extent, the respondents agreed that they were well mentored and ready to assume greater responsibilities with

a (2.73) mean and a (1.176) standard deviation. Coaching and mentoring got an average mean score of (3.34) .The analysis showed that coaching and mentoring were practiced in the company and these practices improved the employees' performance, developed the employees as well as enabling the employees to take ownership of their careers.

### 4.4.4 Career Counselling

The results on career counselling in the company are as shown in table 4.10 below.

**Table 4.10: Career Counselling**

| Statements | N | Sum | Mean | Std. Deviation |
|---|---|---|---|---|
| Career counselling is fundamental human resource policy in the company | 197 | 590 | 2.99 | 1.150 |
| The company has established a functioning career counselling unit | 197 | 603 | 3.06 | 1.013 |
| Employees are frequently given counselling to give them sense of direction in their career path | 197 | 604 | 3.07 | 1.011 |
| Average Mean Score | | | 3.04 | |

**Source: Research data (2017)**

From table 4.10 above the respondents agreed moderately that employees were frequently given counselling to give them sense of direction in their career path with a (3.07) mean score and a (1.011) standard deviation; if the company had an established a functioning career counselling unit scored a (3.06) mean and a (1.013) standard deviation; Career counselling as a fundamental human resource policy in the organization scored a (2.99) mean and a standard deviation of (1.150). The average mean score on Career Counselling was (3.04) implying that the employees were satisfied with the practice to a moderate extent.

**4.4.5 Job Rotation**

The respondent's perception on job rotation in the company was sought and the findings are as displayed in the table 4.11 below.

**Table 4.11 Job Rotation**

| Statements | N | Sum | Mean | Std. Deviation |
|---|---|---|---|---|
| There is a clear job rotation policy in the company | 197 | 763 | 3.87 | 0.543 |
| We all have equal opportunity for job rotation | 197 | 571 | 2.90 | 1.187 |
| Job rotation provides me with a chance for promotion | 197 | 744 | 3.78 | 0.743 |
| Job rotation provides me with opportunities to learn through new experiences | 197 | 753 | 3.82 | 0.688 |
| Average Mean Score | | | 3.59 | |

**Source: Research data (2017)**

From table 4.11 above, to a large extent the respondents agreed that there was a job rotation policy with a (3.87) mean and a (0.543) standard deviation. They further affirmed that job rotation provided them with opportunities to learn through new experiences with a (3.82) mean and a (0.688) standard deviation; on job rotation providing them with a chance of promotion score a (3.78) mean and a (0.43) standard deviation. To a less extent the respondents agreed that they did not have equal opportunity for job rotation with a (2.90) mean and a (1.187) standard deviation. The average mean score on job rotation practice was (3.59) implying that that the employees were satisfied with the practice to a great extent.

**4.4.6 Career Paths and Ladders**

The ultimate result of availing career paths and ladders for employees is higher retention. The study sought to find the employees perception on career paths and ladders in the company and the results are as shown in table 4.12 is below.

**Table 4.12: Career Paths and Ladders**

| Statements | N | Mean | Std. Deviation |
|---|---|---|---|
| The company has policy that governs career progress for all staff | 197 | 3.62 | 0.828 |
| I am aware and have access to the skills needed to advance | 197 | 3.57 | 0.910 |
| I know the criteria for promotion in the company | 197 | 3.59 | 0.734 |
| I will be consider for advancement if I meet the criteria for promotion | 197 | 3.49 | 0.935 |
| Average Mean Score | | 3.56 | |

**Source: Research data (2017)**

From table 4.12 above, the respondents agreed to a great extent that the company had a policy that governed career progress for all staff with a (3.62) mean and a (0.828) standard deviation; they agreed to know the criteria for promotion within the company with a (3.57) mean and a (0.910) standard deviation; being aware and having access to the skills needed to advance scored a (3.57) mean and a (0.910) standard deviation; being considered for advancement for meeting the criteria for promotion scored a (3.49) mean and a (0.935) standard deviation. The average mean score on Career Paths and Ladders was (3.56) implying that the employees were satisfied to a great extent with career paths and ladders in the company.

## 4.5 Factors Affecting Employee Retention

The study also sought to get the respondents' perception regarding the factors affecting employee retention at the safaricom call centers. The factors studied were Compensation, Job Characteristics, Training and development opportunities, supervisory support, career opportunities and work life balance.

### 4.5.1 Compensation

The findings on the employees' perception on compensation are as shown in in the table 4.13 below.

**Table 4.13 Compensation**

| Statements | N | Mean | Std. Deviation |
|---|---|---|---|
| My total reward package is fair for what I do | 197 | 3.39 | 1.076 |
| I am paid relatively well compared to other employees in the same position in the other organization | 197 | 3.45 | 1.075 |
| The company makes use of other forms of reward other than money to improve employee retention | 197 | 3.95 | 0.668 |
| My work is appreciated enough | 197 | 3.49 | 1.038 |
| Average Mean Score | | 3.57 | |

**Source: Research data (2017)**

From the table 4.13 above, to a great extent the respondents agreed that the company used other forms of reward other than monetary forms with a (3.95) mean and a (0.688) standard deviation; that the employees work was well appreciated scored a (3.49) mean and a (1.038) standard deviation. The respondents agreed with a (3.45) mean and a (1.076) standard deviation that they were paid relatively well compared to other employees in the same position in other organizations. To a moderate extent respondents agreed that the total reward they received was a fair package for what they do with a (3.39) mean of and a (1.076) standard deviation. The average mean score on compensation was (3.57) implying that the employees were satisfied with compensation to a great extent.

### 4.5.2 Job Characteristics

Research has shown skill diversity, task identity and importance, autonomy and feedback as the key constituents which makes a job fulfilling. The respondents were asked to indicate the perception on job's characteristics and the finding are illustrated in the table 4.14 below.

**Table 4.14: Job characteristics**

| Statements | N | Mean | Std. Deviation |
|---|---|---|---|
| My manager trusts me to use my judgement in the execution of my work | 197 | 2.98 | 1.282 |
| I have control over my work that I do throughout the work day | 197 | 2.32 | 1.176 |
| My job makes use of my skills and abilities | 197 | 2.54 | 1.067 |
| Average Mean Score | | 2.61 | |

**Source: Research data (2017)**

From table 4.14 above, to a moderate extent the respondents agreed that their managers trusted them to use personal judgement in the execution of their work with a (2.98) mean and a (1.282) standard deviation; they also agreed to a moderate extent that their jobs made use of their skills with a (2.54) mean and a (1.067) standard deviation; the respondents also agreed they had control over the work they did throughout the day with a (2.32) mean and a (1.176) standard deviation. Job characteristics scored an average mean score of (2.61) implying that the respondents were satisfied to a moderate extent.

### 4.5.3 Training and Development Opportunities

The findings on training and development opportunities are illustrated in the table 4.15 below.

**Table 4.15: Training and development opportunities**

| Statements | N | Mean | Std. Deviation |
|---|---|---|---|
| I am empowered to do my job well | 197 | 3.73 | 0.894 |
| I have the equipment, tools, resources I need to do my job effectively | 197 | 3.59 | 0.919 |
| There are opportunities for me to receive training to enhance my skills | 197 | 3.64 | 1.033 |

| Statements | N | Mean | Std. Deviation |
|---|---|---|---|
| The training and development offered is relevant to my career | 197 | 3.62 | 0.847 |
| Average Mean Score | | 3.64 | |

**Source: Research data (2017)**

From table 4.15 above, to a great extent the respondents agreed that they were empowered to do their jobs well with a (3.73) mean and a (0.894) standard deviation; The respondents noted that there were opportunities for them to get training to enhance their skills with a (3.64) mean and a (1.033) standard deviation; They further agreed that the training and development programs offered were relevant to their career with a (3.62) mean and a (0.847) standard deviation. Further agreement from respondents showed that they had equipment, tools and resources they needed to do their jobs effectively with a (3.59) mean and a (0.919) standard deviation. Training and development opportunities scored an average mean score of (3.64) implying that the employees were satisfied to a great extent.

### 4.5.4 Supervisory Support

Supervisory support plays a significant role in employee retention. The study sought to get the respondents' perception on the nature of supervisory support existing in the Company and the findings are a displayed in table 4.16 below.

**Table 4.16: Supervisory Support**

| Statements | N | Mean | Std. Deviation |
|---|---|---|---|
| I regularly receive constructive feedback from my manager | 197 | 3.08 | 1.230 |
| My manager helps to remove obstacles to enable me to do my job well | 197 | 2.48 | 1.137 |
| My manager shows genuine interest in my well being | 197 | 2.57 | 1.152 |
| My manager sets high and achievable standards | 197 | 2.95 | 1.039 |
| Average Mean Score | | 2.77 | |

**Source: Research data (2017)**

From table 4.16 above, the respondents agreed to a moderate extent that they regularly received constructive feedback from their managers with a (3.08) mean and a (1.230) standard deviation; they also agreed that their managers set high and achievable standards with a (2.95) mean and a (1.039) standard deviation; on whether the managers showed genuine interest in employees well-being scored a (2.57) mean and a (1.152) standard deviation; if manager helped to remove obstacles to enable the employees do their job well scored a (2.48) mean and a (1.137) standard deviation. Supervisory Support scored an average means score of (2.77) inferring that the employees were satisfied to a moderate extent.

### 4.5.5 Career Opportunities

The respondents' feedback on Career opportunities is illustrated in table 4.17 below.

**Table 4.17 Career Opportunities**

| Statements | N | Mean | Std. Deviation |
|---|---|---|---|
| I understand opportunities that exist to grow my career | 197 | 3.01 | 1.116 |
| I believe that most competent people are promoted in the company | 197 | 2.70 | 1.272 |
| The company upholds its promotion from within policy | 197 | 3.01 | 1.076 |
| Average Mean Score | | 2.90 | |

**Source: Research data (2017)**

From table 4.17 above, to a moderate extent the respondents agreed that the company upheld its promotion from within policy with a (3.01) mean and a (1.076) standard deviation; they further agreed that they understood the opportunities that existed to grow their careers with a (3.01) mean and a (1.116) standard deviation; they believed the best competent people were promoted within the company with a (2.70) mean and a (1.272) standard deviation. Career Opportunities scored an average mean score of (2.90) implying that the employees were satisfied to a moderate extent.

### 4.5.6 Work-life Balance

The employees' perception on work life balance in the company was sought and the results are displayed in Table 4.18 below.

**Table 4.18 Work-life Balance**

| Statements | N | Mean | Std. Deviation |
|---|---|---|---|
| The company has an efficient work life management policy | 197 | 3.87 | 0.859 |
| The company gives family welfare programs to attract and retain employees | 197 | 3.81 | 0.960 |
| My work arrangement allows sufficient flexibility to meet my personal family needs | 197 | 3.46 | 1.062 |
| Average Mean Score | | 3.71 | |

**Source: Research data (2017)**

From table 4.18 above, the respondents affirmed to a great extent that the organization had an efficient work-life management policy with a (3.87) mean and a (0.859) standard deviation; they also affirmed that the company gave family welfare programs to attract and retain employees with a (3.81) mean and a (0.960) standard deviation; the respondents also agreed that their job schedules allowed sufficient flexibility to meet their work and family needs with a (3.46) mean and a (1.062) standard deviation. Work-life Balance scored an average mean score of (3.71) implying that the employees were satisfied to a great extent.

### 4.5.7 Intention to Quit

Here, the researcher asked the respondents to indicate the possible reasons that could make them quit their jobs. The findings are illustrated in table 4.19 below.

**Table 4.19: Intention to Quit**

| Statements | N | Mean | Std. Deviation |
|---|---|---|---|
| I am actively looking for a new job | 197 | 2.90 | 1.018 |
| Lack of career development opportunities would be my reason for leaving | 197 | 3.33 | 1.146 |
| Poor pay would be my reason for leaving | 197 | 2.19 | 1.216 |
| The nature of my job would be my reason for leaving | 197 | 3.67 | 1.014 |
| Lack of training would be my reason for leaving | 197 | 2.81 | 1.134 |
| My supervisor would be my reason for leaving | 197 | 2.72 | 1.169 |
| Absence of work-life policies would be my reason for leaving | 197 | 2.39 | 1.090 |

**Source: Research data (2017)**

From table 4.19 above, to a great extent the employees agreed that the nature of their jobs would be the reason for leaving with a (3.67) mean and a (1.014) standard deviation; to a moderate extent they agreed that lack of career development opportunities would cause them to leave with a (3.33) mean and a (1.146) standard deviation; The respondents moderately agreed that they were actively looking for a new jobs with a (2.90) mean and a (1.018) standard deviation; Lack of training as a reason for employees leaving their jobs scored a (2.81) mean and a (1.134) standard deviation; The supervisors being a reason for leaving scored a (2.72) mean and a (1.169) standard deviation; To a little extent the respondents agreed that the absence of work life balance would be a reason for them to quit their jobs with a (2.39) mean and a (1.090) standard deviation; Poor pay being a reason for leaving scored a (2.19) mean and a (1.216) standard deviation. The findings show the nature of the job as the leading possible cause of voluntary employee turnover with a (3.67) mean score followed by lack of career development opportunities with a (3.33) mean score.

## 4.6 Regression Analysis

A beta coefficient was run to identify how career development practices (the independent variable) influenced employee's retention (the dependent variable).Table 4.20 below illustrates the findings.

**Table 4.20 Factors that influence employee's retention**

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | | |
| (Constant) | 3.163 | 0.598 | | 5.289 | 0.000 |
| Career Planning | 0.089 | 0.058 | 0.111 | 1.543 | 0.024 |
| Training | 0.028 | 0.056 | 0.036 | .501 | 0.017 |
| Coaching and Mentoring | 0.086 | 0.066 | 0.095 | 1.311 | 0.091 |
| Career counselling | 0.078 | 0.067 | 0.084 | 1.171 | 0.243 |
| Clear rotation policies | 0.061 | 0.062 | 0.070 | .986 | 0.025 |
| Career path and Ladder | 0.069 | 0.068 | 0.073 | 1.016 | 0.311 |

**Source: Research data (2017)**

Table 4.20 above shows the factors which have an effect on the employees' retention. From the findings, career planning had (beta = 0.111 and significance = 0.024). This indicates that a change of one standard deviation, holding other factors constant would change the dependent variable (employee retention) by 11.1%. Training had (beta = 0.036 and significance = 0.017), indicating that a change of one standard deviation, holding other factors constant would change the dependent variable (employee retention) by 3.6%. Coaching and mentoring had (beta = 0.095 and significance = 0.091), this indicating that a change of one standard deviation, holding other factors constant would change the dependent variable (employee retention) by 9.5%. Career counselling scored (beta = 0.084 and significance = 0.243) indicating that a change of one standard deviation, holding other factors constant would change the dependent variable (employee retention) by 8.4%. Job rotation scored a (beta = 0.070 and significance = 0.025) indicating that a change of one standard deviation, holding other factors constant would change the dependent variable (employee retention) by 7.0% and Career paths and ladders scored (beta = 0.073 and significance = 0.311) this indicating that a change of one standard deviation, holding other factors constant would change the dependent variable (employee retention) by 7.3%.

Coefficient of determination was done to gauge how effectively the statistical model was likely to forecast future results. Coefficient of determination $r^2$ refers to the square of the sample correlation

coefficient between results and the forecasted values. It therefore describes the contribution of the independent variables (Career Path and Ladder, Career Planning, Career Rotation Policies, Training, Career Counselling, Coaching and Mentoring) to the dependent variable (Employee Retention). This information is summarized on table 4.21 below.

**Table 4.21: Testing multiple regression coefficients**

| Model | R | R Square | Adjusted R Square | Std. Error of Estimate |
|---|---|---|---|---|
| 1 | .532[a] | .345 | .215 | .58856 |

**Source: Research data (2017)**

Multiple regression coefficients showed a prediction ratio of 34.5%. This indicates that 34.5% of the variance in the dependent variable (Employee Retention) is predicted by the independent variable (career development practices). This show a moderate prediction rate.

The outcome of the analysis of variance are summarized in the following table 4.22

**Table 4.22 Analysis of variance**

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 3.086 | 6 | .514 | 1.485 | .035[b] |
| | Residual | 65.817 | 190 | .346 | | |
| | Total | 68.904 | 196 | | | |

**Source: Research data (2017)**

The ANOVA table 4.22 above describes the overall variance accounted for in the model. The F statistics tests the null hypothesis that the expected values of the regression coefficients are equal to each other and that they equal zero. The F-score (F = 1.485) with a significance of (0.035). The higher the F-score the lower the significance and the lower the F-score the higher the significance. The table provides the effect of individual predictor variable on the dependent variable (Employee Retention). The results suggest that all independent variables i.e. career Paths, career planning, job

rotation, training, career counselling, coaching were significant since the value of significance is 0.035 which is less than 0.05. This infers that the independent variables coefficients in the model are not equal to each other and influence the dependent variable in varying extent.

## 4.7 Discussion of the Results

The research findings showed that career development practices indeed affect employee retention in varying extents. The analysis on table 4.21 indicate that 34.5% of the variation in the dependent variable (Employee Retention) was forecasted by the independent variable (career development practices). These findings are supported by the literature review. The research findings for example are in line with Adekola (2011) findings that career planning encouraged an employee's attachment to an organization in the sense that when an employee realizes that the management was interested in his growth through proper career planning, then the employee is likely to remain. These findings also align with Lam, Dyke & Duxbury (1999) assertion that career development should be a shared responsibility between the organization and its employees. In addition, the findings support Hock (2011) in arguing that career planning must link the individual's needs and aspirations with the organizational needs and opportunities. Hence each party should play its role to ensure the success of the program.

The findings on training as a career development practice in the organization showed that the Company had adequately invested in training in terms of allocating sufficient time and funds. Shaw et al. (1998) found that organizations with well-established training opportunities experienced lower employee turnover rates. The findings also agree with Hocquet (1999) & Ranger (2002) that training was vital for the retention and development of employees.

The findings also show that the Coaching and Mentoring was a fundamental human resource policy in the company and the employees agreed that it was being undertaken to help the employees grow and develop. This is supported by Yang (2006) who concluded that coaching provided great opportunities for learning and growth. These finding are also in line with Michaels et al., (2001) findings that mentoring build the self-esteem of the employee through encouragement and support offered by the mentor hence employees involved in mentoring were found to experience greater career satisfaction and commitment.

The findings showed that the company had a functioning career counselling practice and the employees were frequently given counselling to give them a sense of direction in their career path. This is important as noted by Morgan (2008) in helping the employees clarify their own career goals and ambitions and in managing their career transitions. The findings are also in line with McAuley (2011) observation that professional career counselors can be of help to individuals having career related challenges.

The findings confirmed that job rotation was being undertaken in the company and the employees agreed that the practice exposed them to new learning experiences. This supports previous research findings by Brett (1984) and Louis (1982) that job rotation can enhance career development. The study also found that Career Paths and Ladders were being used in the company and a policy governing career progress for all staff was in place. The employees confirmed to know promotion criteria in the company and perceived that they would be considered for advancement if they met the criteria. This implies that the employees perceived that they had equal opportunity for promotion if they met the requirements. This finding is consistent with Cheong & Feinberg, (2012) findings that career paths reduced turnover intentions.

In regards to employee retention, the findings showed that the employees were satisfied with the company's compensation package and agreed to being paid relatively well compared to other employees in the same position in the other organizations. This is in agreement with Lawler (1990) argument that the main issue in employee retention was the aggregate total compensation in relation to the levels offered by other companies. The Job Characteristics findings indicated a moderate to low satisfaction from the employees supporting Harris & Brannick (1999) observation that allowing employee's freedom to control their work as a major best practice in boosting employee retention.

The findings on training and development opportunities indicated a general satisfaction from the employees. This supports Dockel et al. (2006) observation that employees will stay in an organization that provided them with an opportunity to grow through training and development. The findings on supervisory support indicated a moderate satisfaction from the employees this

consequently affects employee retention. According to Ferreira (2007) the quality of relationship an employee has with his or her immediate manager elongates employee's stay in an organization.

The findings on career opportunities showed moderate satisfaction from the employees and this could have an effect on employee retention in line with Rodriguez (2008) conclusion that employees with growth opportunities were less likely to leave an organization and vice versa. The finding on work life balance indicated a general satisfaction from the employees. This is supports Bashir & Ramay (2008) argument that work life policies increase employee commitment which in turn positively affects retention.

# CHAPTER FIVE: SUMMARY, CONCLUSION & RECOMMENDATIONS

## 5.1 Introduction

This chapter gives a summary of the research findings, conclusions and recommendations, as well as the limitations of the study and suggestions for further research.

## 5.2 Summary of Findings

The objective of this study was to examine the perceived effect of career development practices on employee retention at the Safaricom call centers in Kenya. A representative sample of 240 respondents drawn from the three Safaricom call centers yielded a good 82% response rate. From the research findings, 59% of the respondents indicated that they were aged between 31-40 years, 25% responded that they were below 30 years, 14% responded that they were between 41-50 years and 2% responded that they were over 50 years of age. This shows that the call center staff is made up of a relatively young workforce with a total 84% falling under the age of forty. Out of the 197 respondents, 52% were female and 48% male indicating a fair gender representation. Although the female respondents were slightly more than the male respondents, the difference was not so huge as to slant the findings to gender.

The findings further showed that the call center staff were well educated with 49% being degree holders, 34% diploma holders and 16% having postgraduate degrees. This indicated that the respondents were well educated to understand the concepts under study and give accurate information. In regards to job category, 90% of respondents comprised of the customer care representatives followed by the team leaders at 5% .The customer care representatives had a big share in the sample in line with the composition of the call centers where they form the biggest majority. The findings further showed that 49%, a majority of the call center staff had worked in the company for between 1-5 years while the least, 8% had been employed for 10 years and above. This indicated that the respondents had worked in the company long enough to understand the Company's policies and procedures and give accurate information. This was also a pointer to the rate of employee retention at the call centers.

From the findings, the respondents confirmed the existence of Human Resource policies on career development practices such career planning, training, coaching, mentoring, career counselling, job rotation, career paths and ladders in the company. The respondents were also aware that career planning was shared responsibility between the employer and the employee and hence a majority with a mean score of (4.16) as indicated in table 4.7 had set their career goals. The company scored a mean score of (3.11) in terms of helping the employees manage their careers. From the data analysis, career planning had (beta = 0.111 and significance = 0.024) indicating that a change of one standard deviation, holding other factors constant would change the dependent variable (employee retention) by 11.1%.

The findings further confirmed that the company had invested well in training programs for its employees. The respondents agreed to a great extent that sufficient money and time had been allocated for training by the company. The respondents also agreed that the training programs offered were relevant to their career growth. The data analysis showed training as a career development practice had (beta = 0.036 and significance = 0.017) indicating that a change of one standard deviation, holding other factors constant would change the dependent variable (employee retention) by 3.6%.

The respondents agreed that coaching and mentoring was being undertaken in the company to help the employees develop and grow. The respondents agreed moderately that employees are frequently given counselling to give them sense of direction in their career path. From the data analysis, coaching and mentoring had (beta = 0.095 and significance = 0.091) indicating that a change of one standard deviation, holding other factors constant would change the dependent variable (employee retention) by 9.5%.Career counselling scored (beta = 0.084 and significance = 0.243) this indicates that a change of one standard deviation, holding other factors constant would change the dependent variable (employee retention) by 8.4%.

Job rotation scored (beta = 0.070 and significance = 0.025) indicating that a change of one standard deviation, holding other factors constant would change the dependent variable (employee retention) by 7.0%. In regards to job rotation, the respondents agreed that the practice not only provided them with opportunities to learn through new experiences but also provided them with a

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chance for promotion. The respondents however felt that they did not have an equal opportunity for job rotation in the company.

In regards to Career Paths and Ladders, the respondents confirmed the existence of a company policy governing the career progress of its staff. The respondents confirmed they had access to the skills required for advancement an also believed that they will be considered for promotions if they met the set criteria. Based on the data analysis, Career paths and ladders scored (beta = 0.073 and significance = 0.311) indicating that a change of one standard deviation, holding other factors constant would change the dependent variable (employee retention) by 7.3%.

In regards to employee retention, majority of the respondents seemed satisfied with the company's compensation system, the training and development opportunities offered and the work-life balance policies put in place by the Company. However, the respondents seemed dissatisfied with the job characteristics and supervisory support. On job characteristics, the respondents did not perceive that their jobs gave them autonomy in terms of making their own judgements and they also felt that the knowledge, skills and abilities they had were not being utilized fully in the job execution. Regarding supervisory support, although the respondents agreed with an average mean of (3.08) that they received constructive feedback from their supervisors, they agreed to a less extent that the managers showed genuine interest in their wellbeing and in removing obstacles to help them perform well. In regards to intention quit where the respondents were asked on the possible reasons they would opt to leave the company, the nature of the job and the lack of career development opportunities was found to be the chief reasons for voluntary turnover with a mean score of (3.67) and (3.33) respectively.

## 5.3 Conclusions

The purpose of this study was to investigate the perceived effect of career development practices on employee retention at the Safaricom call centers in Kenya. Based on the regression analysis that was done, the study found that career development practices influenced the employee retention to a great extent at the call centers. The findings also indicated that Safaricom Limited had invested in career development practices and it can therefore be concluded, based on the findings that the employees were satisfied with the company's Training programs, Coaching and Mentoring, Job

Rotation, Career Counselling and Career Paths and Ladders. In regards to the factors affecting employee retention, it can be concluded that the employees are satisfied with the company's compensation system, Training and Development Opportunities and Work-life Balance Policies but dissatisfied to some extent with the Job Characteristics and supervisory support.

It can therefore safe to conclude that if Safaricom Limited improved the administration of its job rotation program, improved on job characteristics e.g. by adding variety and autonomy and availed more growth opportunities to its call center staff then employee retention would considerably improve.

## 5.4 Recommendations

The study identified three key areas the company needs to address in order to improve employee retention in its call centers. These areas are supervisory support, career development opportunities and job characteristics. These were noted as the key reasons employees would opt out of the company.

The demographic data findings showed that the call center staff were relatively young and are well educated and for this reason, the Company should find ways to ensure that they are given opportunities to apply their knowledge and skills as well as well as opportunities for advancement. The employees also perceived that there were no equal opportunities for job rotation. The company should therefore find a strategy of ensuring that all its employees have an equal access to job rotation programs because the rotation would help improve the perception on job characteristics and consequently improve retention.

Herzberg (1959) Two-Factor Theory on which this study was based views employee satisfaction as a two-step process involving the elimination of job dissatisfaction and the creation of conditions which lead to satisfaction. Safaricom Limited should therefore strive to create a balance between the job content and job context factors for its call center employees in order to boost the employee retention of its call center agents.

In addition, the Company can also draw from Vrooms Expectancy theory to discover what its employees' value to provide relevant rewards (Valence), discover what resources, training or supervision the employees need (Expectancy) and ensure promises of rewards are fulfilled (Instrumentality).This therefore means that the company has strived to offer relevant rewards to its employees.

## 5.5 Limitations of the Study

The study is limited by the fact that it focused on one section of the company, that is the Safaricom call centers only and the findings cannot therefore be generalized to the whole company nor the call center industry in Kenya.

Secondly, the use of structured questionnaires with closed statements to obtain data from the respondents limited the respondents from expounding their answers and the researcher from getting clarifications to the answers given.

## 5.6 Suggestion for Further studies

This research was limited to the Safaricom call centers only. Future research should focus on more organizations or focus on other sectors such as the banking sector, business process outsourcing firms, the airline sector, tourism sector or other telecommunication companies for better generalization of the findings.

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# APPENDICES

## APPENDIX I: INTRODUCTION LETTER

# UNIVERSITY OF NAIROBI
## COLLEGE OF HUMANITIES & SOCIAL SCIENCES
### SCHOOL OF BUSINESS

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Telegrams: "Varsity" Nairobi
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P.O. Box 30197
Nairobi, KENYA

31 October 2017

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

**INTRODUCTORY LETTER FOR RESEARCH**
**MONICA JEPCHIRCHIR AMDANY– REGISTRATION NO. D64/77156/2015**

This is to confirm that the above named is a bona fide student in the Master of Science in Human Resource Management (Msc. Human Resource Management) option degree program in this University. She is conducting research on *"The Perceived Effect of Career Development Practices on Employee Retention at the Safaricom Call Centers in Kenya"*.

The purpose of this letter is to kindly request you to assist and facilitate the student with necessary data which forms an integral part of the research project. The information and data required is needed for academic purposes only and will be treated in **Strict-Confidence**.

Your co-operation will be highly appreciated.

Thank you.

**Jane Muturi**
**For: Msc. Human Resource Management Co-Ordinator,**
**School of Business**

JK/nwk

# APPENDIX II

## QUESTIONAIRE

Instructions for completing the questionnaire:

*To indicate your response, tick (√) on the answer that most closely represents your opinion.*

*Do not indicate your name/identification anywhere in this questionnaire for confidentiality purposes.*

*The questionnaire will take approximately 20 minutes to complete.*

### SECTION A: DEMOGRAPHIC DATA

**1. Gender:** Male ( )    Female ( )

**2. Age Bracket**

Under 30 years ( )                    31 – 40 years ( )

41 – 50 years ( )                     Over 50 years ( )

**3. Level of education**

Diploma ( )                           Degree ( )

Postgraduate degree ( )               others (specify)……………

**4. Job category**

Team leader ( )                       Customer care representative ( )

Quality analyst ( )                   Support analyst ( )

**5. Length of service**

Less than 1 year ( )                  1-5 years      ( )

6-10 years   ( )                      Over 10 years ( )

**SECTION B: CAREER DEVELOPMENT PRACTICES**

Mark your level of agreement with the following statements regarding career development practices in the call center using a 1-5 scale where: 1= strongly disagree; 2= disagree; 3= Neither Agree nor Disagree; 4 = agree; 5= strongly agree

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| **CAREER PLANNING** | | | | | |
| I have control of my career and I have set my career goals | | | | | |
| I have an individual development plan | | | | | |
| The company enables me to manage my career effectively | | | | | |
| There is assistance from management to help match my personal goals and the available opportunities | | | | | |
| **TRAINING** | 1 | 2 | 3 | 4 | 5 |
| The company has a well-designed training policy | | | | | |
| Sufficient money and time is allocated for training | | | | | |
| The training programs offered are relevant to my career growth | | | | | |
| I understand the training programs that can speed up my career progress in the desired direction | | | | | |
| Every employee undergoes relevant training to prepare them for upward mobility | | | | | |
| **COACHING & MENTORING** | 1 | 2 | 3 | 4 | 5 |
| Employee coaching and mentoring is a fundamental human resource policy in the company | | | | | |
| My last coaching/mentoring helped me improve my performance | | | | | |
| Coaching and mentoring is undertaken in company to help the employees grow and develop | | | | | |
| I am well mentored and ready to assume greater responsibility | | | | | |
| Coaching and mentoring in the company helps employees take ownership and responsibility for their careers | | | | | |
| | | | | | |

| CAREER COUNSELLING | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Career counseling is a fundamental human resource policy in the Company | | | | | |
| The company has an established functioning career counseling unit | | | | | |
| Employees are frequently given counseling to give them sense of direction in their career path | | | | | |
| **JOB ROTATION** | 1 | 2 | 3 | 4 | 5 |
| There is a clear job rotation policy in the company | | | | | |
| We all have equal opportunity for job rotation | | | | | |
| Job rotation provides me with a chance for promotion | | | | | |
| Job rotation provides me with opportunities to learn through new experiences | | | | | |
| **CAREER PATHS AND LADDERS** | 1 | 2 | 3 | 4 | 5 |
| The company has policy that governs career progression for all staff | | | | | |
| I am aware and have access to the skills needed to advance | | | | | |
| I know the criteria for promotion in the company | | | | | |
| I will be considered for advancement if I meet the criteria for promotion | | | | | |

## SECTION C: FACTORS AFFECTING EMPLOYEE RETENTION

Mark your level of agreement with the following statements relating to employee retention in the call center using a 1-5 scale where: 1= strongly disagree; 2= disagree; 3= Neither Agree nor Disagree; 4 = agree; 5= strongly agree

|  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| **COMPENSATION** |  |  |  |  |  |
| My total reward package is fair for the work I do |  |  |  |  |  |
| I am paid relatively well compared to other employees in the same position in other organizations |  |  |  |  |  |
| The company makes use of other forms of reward other than money to improve employee retention |  |  |  |  |  |
| My work is appreciated enough |  |  |  |  |  |
| **JOB CHARACTERISTICS** | 1 | 2 | 3 | 4 | 5 |
| My manager trusts me to use my judgement in the execution of my work |  |  |  |  |  |
| I have control over the amount of work that I do throughout the work day |  |  |  |  |  |
| My job makes good use of my skills and abilities |  |  |  |  |  |
|  |  |  |  |  |  |
| **TRAINING AND DEVELOPMENT OPPORTUNITIES** | 1 | 2 | 3 | 4 | 5 |
| I am empowered to do my job well |  |  |  |  |  |
| I have the equipment/tools/resources I need to do my job effectively |  |  |  |  |  |
| There are opportunities for me to get training to improve my skills |  |  |  |  |  |
| The training and development offered is applicable to my career |  |  |  |  |  |
| **SUPERVISORY SUPPORT** | 1 | 2 | 3 | 4 | 5 |
| I regularly receive constructive feedback from my manager |  |  |  |  |  |
| My manager helps to remove obstacles to enable me to do my job well |  |  |  |  |  |
| My manager shows genuine interest in my well-being |  |  |  |  |  |
| My manager sets high and achievable standards |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

| CAREER OPPORTUNITIES | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| I understand the opportunities that exist to grow my career | | | | | |
| I believe that the most competent people are promoted in the company | | | | | |
| The company upholds its promotion from within policy | | | | | |
| | | | | | |

| WORK-LIFE POLICIES | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| The company has an efficient work life management policy | | | | | |
| The company gives family welfare programs to attract and retain employees | | | | | |
| My work schedule has sufficient flexibility to meet my personal/family needs | | | | | |

| INTENTION TO QUIT | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| I'm actively looking for a new job | | | | | |
| Lack of career development opportunities would be my reason for leaving | | | | | |
| Poor pay would be my reason for leaving | | | | | |
| The nature of my job would be my reason for leaving | | | | | |
| Lack of training would be my reason for leaving | | | | | |
| My supervisor would be my reason for leaving | | | | | |
| Absence of work-life policies would be my reason for leaving | | | | | |

**END**