**THE CONTRIBUTION OF CAREER DEVELOPMENT ON EMPLOYEE RETENTION INTHE PUBLIC ORGANIZATIONS: A CASE OF TANZANIA ELECTRIC SUPPPLY COMPANY LIMITED**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER IN HUMAN RESOURCES MANAGEMENT OF THE OPEN UNIVERSITY OF TANZANIA**

**2015**

# CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: **“The Contribution of Career Development on Employee Retention in Public Organization: A Case of Tanzania Electric Supply Company”** in partial fulfilment of the requirements for the degree of Masters in Human Resources Management of the Open University of Tanzania.

…………………………………………………

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…………………………………

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Date

# DEDICATION

I dedicate this work to my lovely mum Esther B. Mndeme, I will always cherish your motherly love, care and guidance.

# ACKNOWLEDGEMENT

I thank the Almighty God for His grace and love which enabled me to pursue this academic level and his guidance towards completion this work. In a special way, I express my sincere thanks and gratitude to Dr. William Pallangyo, (Supervisor) for his tireless supervision through regular directions, corrections and suggestions particularly on how I should undertake this work and his time spent in reviewing my work.

Accomplishment of this work would have been impossible in the absence of data; therefore many thanks should go to TANESCO Management for granting me permission to pursue this program and availing me an opportunity to collect data. I appreciate the kind cooperation rendered by all respondents from TANESCO (i.e. Arusha Regional Office, Njiro Substation and Kidatu Hydro Power Plant) towards successful completion of this work.

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# ABSTRACT

The objective of the study was to establish the contribution of career development on employee retention in the Public Organization particularly in TANESCO. The researcher employed case study research design and used both primary and secondary data collection methods. A sample of 34 respondents was covered. The primary data were collected by using questionnaires and interviews. Secondary data were collected from various sources such as books, journals, circulars and the internet. The data were analysed using Statistical Package for Social Science and presented in tables and charts. Study findings revealed that career development exists in TANESCO though not transparent enough, further the study revealed that career development programs contribute on employee retention as it gives employee confidence on their job, made them to feel cared and inculcate a sense of recognition. In order to improve the career development programs, the study proposes allocation of enough time on career development programs, jointly conduct of career development by HR and user department. Given the contribution of career development on employee retention it is high time for an organization to have a policy on retention and ensure that career development programs helps employee to grow career wise. The study recommends a review of the career development programs in the organization so as to improve it, also the study recommends allocation of adequate resources e.g. time, finance and personnel.

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# LIST OF ABBREVIATIONS

BU Business Unit

HRM Human Resources Management

HRO Human Resources Officer

MEM Ministry of Energy and Minerals

PHRO Plant Human Resources Officer

PDE Principal Distribution Engineer

RFO Regional Financial Officer

RHRO Regional Human Resources Officer

SPSS Statistical Package for Social Science

SMHR Senior Manager Human Resources

TANESCO Tanzania Electric Supply Company Limited

TANHRP TANESCO Human Resources Policy

# CHAPTER ONE

# INTRODUCTION AND BACKGROUND TO THE PROBLEM

# 1.1 Introduction

This chapter covers background to the problem, statement of the problem, research objectives, research questions and significance of the study. The study aimed at establishing the contribution of career development programs on employee retention in public organization a case study of TANESCO. TANESCO is the parastatal organization under the Ministry of Energy and Minerals (MEM) established in 1964.

It is incorporated under the Companies Ordinance Cap 212 (now the Companies Act) and its core function is to Generation, Transmission and Distribution of electricity. Basing on its core functions TANESCO needs to have the right number of employees, with the right skills and knowledge at the right time and place. In order to ensure that the required number and of the required quality TANESCO has a Policy on employee training and development as contained in the TANHRP. The policy provide for staff training and development career wise where various tools are put into use to ensure that the Organization achieve its goal of training its employees and facilitate their development career wise. The company has a succession policy which provide for staff development to high job positions in the future.

Also the company has a career ladder as a tool used to facilitate employee progression career wise basing on the performance demonstrated (See appendix V). TANESCO also has a policy on long service where various prizes are being given to employees to reward their long continuous service in the organization and to attract them to remain in the organization (See appendix IV). The study was carried out following an increased voluntary turnover for several reasons including search for greener pasture and career development regardless of the aforementioned strategies and initiatives to develop and retain employees.

# 1.2 Background to the Problem

Organizations throughout the world strive to acquire skilled and knowledgeable workforce to perform its duties. In order to remain competitive organizations focus on means to ensure that these skilled and knowledgeable workers are available all the time to facilitate continuity of production or service delivery. In the global context, employee retention is considered immensely important and significant as Waleed et al (2013), argued that globally most of the companies are judged on the basis of their turnover rate.

The rate of turnover affects the performance of an organization. Low turnover ensures that organization is retaining their competent employees by providing them superior environment which increases the performance of individual employee. The concept of Employee Retention entails management initiative to provide work environment where employees feel comfortable to work and stay. Griffeth & Hom (2001), as cited by Ghansah (2011), puts forth that employee retention involves taking measures to encourage employees to remain in the organization for the maximum period of time.

The concept of employee career development on the other hand details management endeavours to develop the skills of an employee in an attempt to quench career growth and advancement needs of the employees. Mwanje (2010), argues that employee career development plays great role in facilitating the accommodation of growth need of an employee hence increase the likelihood of them to remain in the organization.

Most of the organization now days have a particular department that concentrates its effort in meeting career development needs of employees. Business Dictionary (2015), states that many universities have a career development [department](http://www.businessdictionary.com/definition/department.html) that [offers](http://www.businessdictionary.com/definition/offer.html) informational and [placement](http://www.businessdictionary.com/definition/placement.html) assistance to graduates who are looking to start their [careers](http://www.businessdictionary.com/definition/career.html) in the [business sector](http://www.businessdictionary.com/definition/business-sector.html). Undoubtedly, recruiting and retaining potential employees has remained to be a challenge and almost all organizations globally are facing the challenge of maintaining and retaining their employees.

Mugera (2012), states that, technology can be purchased in the market place or become obsolete while human resources with high cognitive ability and highly committed to the firm are valuable, rare and cannot be imitated. Furthermore Holtom, et al (2008), states that, estimates of the losses for each employee vary from a few thousand dollars to more than two times the person’s salary depending on the industry, the content of the job, the availability of replacements and other factors.

Developing Countries, Tanzania being among them also faces the challenge of retaining potential employees as most organizations lose their employees for various reasons, the search for career growth and development being one of them a situation which make organizations to incur cost of recruiting new staff to replace those who leave the organization.

Similarly TANESCO being the parastatal organization is facing the challenge of retaining its workforce. A notable number of its staff leaves the organization in search for various personal needs including career growth and development as well as greener pasture just to mention a few. Due to this a number of employees have been reported to have quitted in search of career growth and development elsewhere.

Though a firm can endeavour to recruit new employees to replace those leaving still the problem will arise due to predictability of retention to those recruited and the issue of finding a proper successors. The situation calls for a keen effort to investigate and strategize on appropriate measures that can make them remain in the organization.

# 1.3 Statement of the Problem

For an organization to grow, survive and operate successful towards the attainment of its set objectives, it needs to have human resources with the required knowledge, skills, experience and attitude to perform their jobs accordingly. This can only be achieved if the organization will manage to recruit human resources with the required capabilities and retain its human resources so as to have them produce and provide related services. On the other hand organization needs to develop its human resources so that they can acquire necessary skills, knowledge, experience and attitude required to perform their job for the benefit of the organization which in turn will allow them room to grow and develop career wise. As Mwanje (2010), puts that in today’s competitive market successful business regardless of the size need employees who have the necessary knowledge and skills to make an effective contribution as drivers towards achieving a competitive advantage.

However in most cases organizations fail to develop their employees and thus experience labour turnover as employees flee in search of career growth and other developmental needs. Ng’ethe et al (2012), puts forth that by offering training and development opportunities the academic staff will feel that the university is investing in him or her and that there are opportunities for growth within the organization and hence gives meaning to the current job.

Organization incurs a lot of costs to recruit, maintain and develop its workforce. Once an individual leaves an organization his quit has a great implication in terms of cost of the investment that the company has made on its employees as well as disruption of work schedules. As Kerner (2008), argued that organizations that fail to maintain aggressive and effective employee retention program will allow their talent to walk out of their doors taking with them training and job experience that will benefit the gaining organization.

Despite the outstanding TANHRP and a number of motivation packages that are at the disposal of employees example; policy on long service awards, training and development of its workforce, annual salary increment and the like, still TANESCO faces a threat of losing its key manpower due to increasing labour turnover as employees leave the organization for various reason career growth and development being among them.

For example up to October 2012, number of employees was 5936 among them 4742 were males and 1194 were females. This number is an increment of 260 employees as compared to 5896 employees, who were up to October, 2011. This increment is 0.7%. TANESCO HR Report, (2013). However in that period a total of 203 employees left the Company due to various reasons 52 died, 34 resigned, 2 absconded, 6 expiry of their contract, 67 retired voluntarily and compulsory, 1 seconded, 38 terminated and 3 took leave without pay. TANESCO HR Report, (2013). It is therefore the focus of the study to establish whether career development contributes to employee retention or not.

# 1.4 Research Objective

# 1.4.1 General Objective

To establish the contribution of career development on employee retention in the Public Organizations.

# 1.4.2 Specific Objective

1. To determine the existence of career development programs in the public organizations
2. To analyse how career development contributes on employee retention in the public organization
3. To suggest methods/approaches of career development that will contribute in employee retention in the public organizations.

# 1.5 Research Questions

1. Does career development programs exist in public organizations?
2. How does career development contribute on employee retention in the public organizations?
3. What are the methods/approaches of career development which if used will contribute in employee retention in the public organizations?

# 1.6 Significance of the Study

Upon completion, the study will help HR practitioners and decision makers to understand the relation between career development and retention thus they will rethink their career development programs. The study is expected to fill the gap in research showing the relevance of the topic in Tanzania Public Organizations. Furthermore, the study will open room for future researchers as it will be useful in terms of literature review and a reading source in the libraries.

# CHAPTER TWO

# REVIEW OF LITERATURE

# 2.1 Introduction

In this chapter the researcher has covered definition of key terms, theoretical literature review, conceptual framework, empirical literature review and the research gap.

# 2.2 Definition of Keyterms

# 2.2.1 Career

Career refers to a particular occupation for which one is trained and the general progression in one’s professional life. Ngirwa (2005), defines career as all the jobs held by a person during his working life. He further stresses that career consists a series of properly sequenced role experience leading to an increasing level of responsibility, status, power and rewards. On his side Flippo (1984), as quoted by Khanka (2011),states that a career is a sequence of separate but related work activities that provide continuity, order, and meaning in a person’s life.

# 2.2.2 Career Development

Career development entails systematic advancement and growth in one’s career. This development can be achieved through training and workplace exposure. Khanka (2011), defines career development as a process that consist a series of actions undertaken by the individual employee and the organization to meet career aspirations and job requirement. Ngirwa (2005), states that career development refers to a process of activities performed in order to implement career plans. He furthermore insists that the human resources department may sponsor these activities or they could be activities undertaken by individual employees in the work organization.

# 2.2.3 Employee Development

Employee development is a phenomena detailing advancement availed to an employee to enable him acquire high job responsibilities. Ngirwa (2005), states that, employee development can be thought of as growing capabilities that go beyond those required by the current job; it represents efforts to improve employees’ ability to handle a variety of assignments. He further stresses that in the development process, the individuals ‘careers also gains focus and evolve.

# 2.2.4 Employee Retention

Employee retention refers to the situation in which employees remain in a particular organization for the maximum period possible. Chaminade (2007), defines employee retention as the rate at which employee remains in a particular organization. He further states that employee retention is a voluntary move by an organization to create an environment which engages employees for long term. Employee retention can also be looked at as a process of making employees to stay in an organization as Hom & Griffeth (1995), states that employee retention is a process in which employees are encouraged to remain with the organization for the maximum period of time or until the completion of a particular project.

# 2.3 Theoretical Literature Review

In the existing literature various scholars have written on the subject of motivation as a determinant of a number of decisions that can be taken by an employee. For example the decision to exert full effort in performing their duties can be a result of employee being motivated and exert less effort in performing their duties can be a result of lack of motivation. Also the decision to stay or leave the organization can be influenced by motivation or lack of motivation. Herzberg (1959), two factor theory as cited in Bassett-Jones& Lloyd (2005), argued that employees are motivated by internal values rather than values that are external to the work. In other words, motivation is internally generated and is propelled by variables that are intrinsic to the work which Herzberg called “motivators”.

These intrinsic variables include achievement, recognition, the work itself, responsibility, advancement, and growth. Conversely, certain factors cause dissatisfying experiences to employees; these factors largely results from non-job related variables (extrinsic). These variables were referred to by Herzberg as “hygiene” factors which, although does not motivate employees; nevertheless, they must be present in the workplace to make employees happy. The dissatisfiers are company policies, salary, co-worker relationships, and supervisory styles.

Herzberg (1959), as cited in Bassett-Jones & Lloyd (2005), argued further that, eliminating the causes of dissatisfaction (through hygiene factors) would not result in a state of satisfaction; instead, it would result in a neutral state. Motivation would only occur as a result of the use of intrinsic factors. Therefore if the organizational policy encourages and provides opportunities of advancement, and growth to its staff through career development there is a likely hood of employee to be motivated and remain in the organization. On the other hand if the organizational policy does not provide opportunities of advancement, and growth to its staff then employees will be demotivated and thus increase the likely hood of their departure from the organization.

# 2.3.1 Conceptual Framework

**Career Development**

**Career Development Programs**

* Employee Training & Development
* Succession Planning
* Mentorship/apprenticeship
* Career Ladder Assessment
* Career Guidance
* Career Counselling

Succession Planning

**Employee Retention**

**Outcomes of Career Development**

* Confidence about the Job.
* A sense of recognition
* Feelings of being cared
* Enhances Commitment
* Staff motivation
* Satisfaction and loyalty
* Promotion and advancement

# 

Figure 2.1: The influence of Career Development on Retention

Source: Developed by Researcher (2015)

Conceptually employee retention is thought as a dependent variable largely depending on the intervention of career development which in this study is considered as an independent variable. By availing career development through training, development, counselling, and other packages of career development, employee feels cared and recognized. Gains confidence about his or her job, becomes satisfied, motivated and committed which increases his chances of remaining in the organization he or she finds comfort and sees a future (See Figure: 2.1).

# 2.4 Empirical Literature Review

Quitting of employees from organizations really causes great inconvenience to the survival and flourish of work organization because instead of an organization to concentrate in improving the quality of its products and services it will be concentrating its effort in recruiting new employees to replace those who have left. Gordon (2009), predicts that talent shortages are going to increase well into the next decade, limiting the ability of companies to expand and, in fact, jeopardizing their chances of survival as global competition becomes more intense. He further concluded that, these long-term shortages are the result of Baby Boomers retiring, the increasing specialization and technical demands of jobs, global competition for talent and education systems not keeping up with the demands of businesses.

Due to the need of keeping an eye at the retention of employees to ensure that the organization has at its disposal the right number of people with the right knowledge and skills at the right time it is advised that the efforts to foster employee retention need to start at the very beginning when an employee is being recruited. A review by Dibble (1999), suggests that retention starts long before an employee is recruited, that is, when describing the position intended to be filled. Job descriptions, recruitment, selection and orientation are the imperatives of retention. He further explained that if the job descriptions do not define what institutions are looking for, then recruits will not meet the requirements and, as such, will not stay.

Furthermore Dibble (1999), argues that central to institutional requirements is their direction embedded in their vision and mission. As departments within the institutions, through human resources, translate these into recruitment, training and development policies.

Particular considerations like the potential for development should also be taken into consideration when recruiting employees as they may have adverse impact in the retention of employees. Smit (1997), argues that certain considerations, such as employee potential for training and development, should, however, be taken into consideration. Strategic recruitment as a means to prevent unplanned quits by employee can only be achieved if the human resources department will receive support from the top management and gain Corporate commitment by devising appropriate strategy.

Horwitz (1991), states that competent human resources management planning that integrates policies, practices and procedures to achieve the right numbers of people in the right jobs at the right time is required. He further argued that a human resources management strategy therefore emanates from and is based directly on the corporate strategy.

Although career development helps to make employee remain in the organization as IRS Report (2000), quotes “… it appeared to me that my opportunities for self-development were very much limited and I do not intend to stay in the same position for the coming ten years …” employees not only focuses at career development as motivation factor to remain in the organization.

Other issues still has a great contribution to the retention of employees in an organization. IRS Report (2000), further reveals a study conducted amongst13 British universities which found that over a quarter of academics were in the top of their academic scale, which meant no promotion or progression beyond annual “cost of living” IRSR eport (2000), “… I went to a couple of courses but nothing evergave back into what I was doing, no promotion or salary incremental …”

Employees who feel that they have outgrown their portfolios and that further training does not enhance their career moves within the organisation opt to leave. Though remuneration and the associated benefits are considered as the principal determinants for employee retention the current practice negate that norm and advocate for more determinants thus enlarging the scope of employee retention as Hom & Griffeth (1995), states that while remuneration and other types of benefits continue to be an important factor in the retention equation, it is important to note that the current Human Resource literature treats them as only one potential area for retention, and not always in and of themselves, sufficient to ensure strong employee commitment. He further stresses that over the past 10 or 15 years, the business literature dealing with employee participation, workplace wellness, work-life balance and other topics has mushroomed, indicating a strong interest in and recognition of how other aspects of working life influence people’s decisions to stay with or leave a company

In fact employees feel cared and considered when they receive training and development packages. To them that prove that their organization values their development which in turn increases their chances of staying in that particular organization. Jackofsky (1984), states that a business that provides education and training will be more competitive and productive and will win the loyalty of its workforce. He further explain that training and development are so enthusiastically embraced as key factors to good retention is no doubt due to the fact that well-developed training programs are becoming ever more essential to the ongoing survival of most modern companies, whether or not retention is an important issue to that company.

A recent study by Duxbury& Higgins (2001), quoted in Beauregard& Fitzgerald (2000), found that over 40 per cent of small business employees are dissatisfied with the amount of training they receive. The study also found a strong correlation between the dissatisfaction and frustrations surrounding the lack of opportunities to develop skills, and both an employee’s intention to leave as well as the incidence of absenteeism.

Similarly, a 1999 Gallup poll named the lack of opportunities to learn and grow as one of the top three reasons for employee dissatisfaction Business (2001), and other studies have offered similar conclusions BHRC (2002), furthermore, Kaiser & Hawk (2001); Paré et al (2000), stress that the evidence seems to confirm that the link between training and retention is even stronger for more highly skilled workers. Meyeret al (2003), as cited in Tettey (2006), suggest that employee learning which encompasses training and development but is also related to socialization within the workplace contributes to retention by (i) building employee commitment through a show of support, (ii) providing employees with the means to deal with stress related to job demands and change, (iii) serving as an incentive to stay, and (iv) creating a culture of caring.

Thus, training and development are seen as ways of building employee commitment in that they allow employees to “see a future” where they work, and provide them with the support necessary to face the on-going challenges related to their work. Many employers will of course voice the familiar concern that there is a risk that once trained; workers may be tempted to leave the company for other opportunities.

This is no doubt a valid concern amongst many employers, particularly those in the brewery industry where even semi-skilled workers often operate in a high-demand labour market. As such, companies are only willing to provide training at the minimum level or to provide more extensive training on proprietary equipment and processes. The picture may be somewhat different for more highly-skilled skilled segments of the workforce, where employers appear to be more willing to make greater investments.

However, review of the literature suggests that the increased employability that is developed through employer-sponsored training does not inevitably lead to voluntary departures. In particular, it is doubtful that employees in whom the company invests training resources will simply gravitate to another employer because of modest differences in pay or benefit offered by the other employer. Meyer (2003), argue that, such arrangements end up being to the advantage of both parties.

The company is able to secure the skills it needs while at the same time gaining some reassurance that its skills development investments are also creating the conditions that will keep those skills in the company. The employee, meanwhile, gains the opportunity to securely move towards better pay and more challenging responsibilities. Investing in training can be interpreted as a strong signal that the employer values the employee and wishes to keep that individual with the firm. To the extent that employees perceive this to be the case, and provided that the company actually behaves in such a manner by ‘putting its money where its mouth is’ employees may in fact be more likely to stay. The training incentive is further reinforced if it falls within well-defined and adequately communicated plans for development within the company.

Butteriss (1999); Meyer et al (2003), state that, there is a good fit between training and a number of other retention-related practices, such as career development and planning, skill-based pay, and others. Taken together such practices can usefully complement one another. Training can be a particularly strong retention tool when it is combined with measures designed to allow people to develop and progress within a company. It is important for employers to put in place effective internal promotion programs that will allow even their unskilled and semi-skilled workforce to move towards positions of greater responsibility and remuneration within the company.

Mengjun (2014), argues that there are external and internal drivers in relation to employee retention. For example, labour market opportunity and organizational culture are the external factors that influence turnover. From an employee’s perspective, they aspire for career development, which is a primary motivational factor to remain in the organization. He further argue that external factors are beyond employer’s control but the employer can take some measures to improve employee retention in conjunction with the internal factors. Effective training provided is one of the ways to keep talented employees to stay longer in an organization. He further stresses that training, if utilized effectively, may increase the job satisfaction and organizational commitment and employees tend to stay longer in the organization.

Alias et al (2014), states that while, talent management practice (employee career development and rewards and recognitions) show significant contribution toward employee retention. As a result, this shows the significant direct effect between X (talent management practices: employee career development and rewards and recognitions) to Y (employee retention) (path a) were significant. Thus, these predictor variables are allowed for further mediation analyses.

He concludes that the findings for step 1, 2 and 3 (path a, b and c) confirm the direct effect between talent management practices (employee career development and rewards and recognitions) – employee engagement - employee retention were significantly found. João (2010), as quoted in Takawira (2013), found in this regard that the need for career growth and advancement opportunities and challenging work were significant factors that keep professionally qualified employees from leaving their organisations. A lack of growth opportunities (perceived career advancement, and training and development opportunities) has been found to have a negative influence on an individual’s attitude towards the organisation, which in turn influences the intention to leave, leading to turnover behaviour (Allen et al 2003; Vallabh & Donald 2001).

# 2.5 Research Gap

After going through various literatures the researcher has identified a number of research gaps emanating from the difference in methodologies employed, time taken to study the subject matter, nature of the organization studied and the geographical setting of various previous studies. For instance a study by Duxbury & Higgins (2001), as quoted in Beauregard & Fitzgerald (2000), found that over 40 per cent of small business employees are dissatisfied with the amount of training they receive. The study also found a strong correlation between the dissatisfaction and frustrations surrounding the lack of opportunities to develop skills, and both an employee’s intention to leave as well as the incidence of absenteeism.

Their study covered small business employees and focused on the aspect of dissatisfaction and frustration surrounding the lack of opportunities to develop skills as determinant factors for employee retention rates. Furthermore the arguments posed by Jackofsky (1984), states that a business that provides education and training will be more competitive and productive and will win the loyalty of its workforce. He further explained that training and development are so enthusiastically embraced as key factors to good retention is no doubt due to the fact that well-developed training programs are becoming ever more essential to the ongoing survival of most modern companies, whether or not retention is an important issue to that company.

His study was carried in Europe and concentrated on the provision of education and training by an organization as a means of gaining loyalty to its employees which is argued to have influence on the employee retention. It therefore the intention of the researcher to cover the identified gap by studying actually the contribution of career development on the employee retention showing the relevance of the subject matter in Tanzania Public Organizations.

# 2.6 Summary of the Literature Review

Generally the literature review done has offered the researcher with the understanding about the career development and employee retention concepts as they have been covered by different authors. The review about the empirical analysis and the career development conceptual framework has been explored. The study establish the contribution of career development on employee retention in the public organization, thus the next chapter develops the methods that were used in this study.

# CHAPTER THREE

# RESEARCH METHODOLOGY

# 3.1 Introduction

In this chapter researcher covers methodology of the study where research design, sample frame, sample size and data collection methods are discussed.

# 3.2 Research Design

The research design adopted was that of a case study approach. The research’s case study was TANESCO and it covered Kidatu Hydro Plant (Generation), Njiro Substation (Transmission) and Arusha Regional Office (Distribution). This design is appropriate because of the nature of the study and the research questions were designed in such a way that they address key issues on establishing the contribution of career development on employee retention at TANESCO. A case study design is a plan of intensive exploring and analysing the life of a single social unit be that of an individual, a family, an institution, culture, group or even an entire community.

Ahuja (2001), as cited by Rwegoshora (2006), states that research design is a planning strategy of conducting research. It plans what to be observed, how is it observed, when / whose is it observed, why is it observed, how to record observation, how to organize and interpret observations, and how to generalize. Research design is thus, a detailed plan of how the goals of research will be achieved. Researcher will use descriptive research design in carrying out the study where the researcher aim at describing the contribution of career development programs on employee retention.

# 3.3 Population of the Study

Population of the study included 330employees of TANESCO from Kidatu Hydro Power Plant (Generation), Njiro Substation (Transmission) and Arusha Regional Office (Distribution). Churchill & Brown (2007), states that population means all the individuals or objects that meet certain requirements for membership in the overall group.

Determining the population of the study helps the researcher to plan for sampling procedures as Marczyket al (2005), argue that the major aim of this step is to determine the specific population that would be surveyed, to decide on an appropriate sample, and to determine the criteria that will be used to select the sample.

# 3.4 Sample and Sampling Techniques

Since it is difficult to study the entire population due to limited time and financial resources, the study covered a total of 34 respondents out of expected 40 respondents. Members of the sample were drawn from Generation, Transmission and Distribution Business Units.

Ahuja (2001), defines sample as a portion of people drawn from large population. It must be representative of the population from which it is drawn. On the other hand sampling is the process of selecting the sample from the entire population. Kothari (1992), defines sampling as the selection of some part of a greater or totality of what the population is made.

# 3.4.1 Sample Frame

The sample frame of the study was 330 employees covering employees of different cadres from Generation BU, Transmission BU and Distribution BU. Where in the Generation BU sample was Kidatu Hydro Power Plant (100 employees), Transmission BU sample was Njiro Substation (10 employees) and Distribution BU sample was Arusha Regional Office (220 employees) as per the Table 3.1

Table 3.1: Sample Frame

|  |  |  |
| --- | --- | --- |
| **S/n** | **Business Units** | **Sample Frame** |
| 1 | Generation | 100 |
| 2 | Transmission | 10 |
| 3 | Distribution | 220 |
|  | **Total** | **330** |

Source: Field Data (2015)

# 3.4.2 Sample Size

Sample size of the study covered 40employees and respondents were randomly selected from the sample frame to allow researcher to get responses from a sample that is representative of the population. Also researcher employed judgmental sampling to allow him get inputs from key informants.

Table 3.2: Sample Size

|  |  |  |
| --- | --- | --- |
| **S/n** | **Business Units** | **Sample Size** |
| 1 | Genenration | 15 |
| 2 | Transmission | 5 |
| 3 | Distribution | 20 |
|  | **Total** | **40** |

Source: Field Data (2015)

# 3.5 Data Collection

Data collection methods are ways that a researcher uses in order to get information relevant to a researcher topic. Observing ethical issues in data collection, the researcher made a formal application to SMHR requesting a permit to collect data of this study (see appendix II). The permit was granted and researcher collected both primary and secondary data using a combination of data collection tools so as to allow him collect necessary data as follows:

# 3.5.1 Primary Data

Primary data are those which are collected afresh and for the first time, and thus happen to be original in character. The researcher collected primary data using the following tools.

# 3.5.1.1 Questionnaire

Researcher distributed forty (40) questionnaires to respondents both administered and non-administered questionnaires. Due to various reasons which were beyond control a total of 34 questionnaires were received (see attached appendix II). A questionnaire is a data collection tool in which written questions are presented that are to be answered by the respondents in a written form.

Researcher opted to employ questionnaire method because of the following reasons: - it encourages great honest, possibilities of enquiring absent attitude and opinions, they can be written for specific purpose, within a short time, one can collect a lot of information as well as its possibilities of mailing them make them economic in term of costs.

# 3.5.1.2 Interview

Researcher conducted interview with five (5) key informants mainly heads of departments covering the scope of the study (i.e. Generation, Transmission and Distribution). An interview is a data collection technique that involves oral questioning of respondents, either individually or as a group (see appendix III). Interview offers a great flexibility way of collecting data as both researcher and a respondent has an ample time to discuss the questions. It is a process consisting of dialogue or verbal responses between two persons or several persons.

Rwegoshora (2006), this method enable a researcher to study events that are not open to observation, reduce the time to be consumed during data collection, it is easy for the researcher to record and code data collection and enable to study abstract factors like altitudes and emotions.

# 3.5.2 Secondary Data

The secondary data are those which have already been collected by someone else and which have already passed through the statistical process. Secondary data is selected as a source of data collection for this research to enable information to be obtained for literature review for the study. The sources of secondary data for this study will consists mainly published textbooks, TANHRP, employee retention journals, reports, existing literature and other human resource publications that have close bearing to the subject matter. Secondary data has the following advantages; it is readily available and is usually quite inexpensive, collecting secondary data and analysing it saves time and effort, secondary data is unobtrusive, it is easily available and the researcher can get it without much struggle.

# 3.6 Data Quality and Validity

The quality and validity of research data is of paramount importance in ensuring that the study bare similar results or findings if carried by other researchers. To attain this the study used a mix of data collection tools (questionnaire and interview) which were pre-tested to check their effectiveness in collecting the intended data.

# 3.7 Data Analysis

The researcher analysed the collected data using SPSS (Statistical Package for Social Science). This helped the researcher to arrive at a critical and systematic analysis of the collected data.

# 3.8 Data Presentation

The researcher collected both quantitative and qualitative data. The qualitative data from interviews and secondary documents were analysed using content analysis and logical analysis techniques. Whereas the quantitative data was analysed using Microsoft word 2013 and the SPSS software. The researcher presented the study findings in tables so as to allow easy and clear understanding of the study.

# CHAPTER FOUR

# DATA ANALYSIS, PRESENTATION AND DISCUSSION

# 4.1 Introduction

This chapter entails the analysis, presentation and discussion of the study findings with the purpose of depicting demographic profile of the respondents and establishing the contribution of career development on employee retention in the public organizations as a core aim of the study. Specifically the study determined the existence of career development programs in the public organizations; analysed how career development contributed to employee retention in public organizations.

Lastly the study suggested methods/approaches of career development that will contribute to employee retention in the public organizations. The information contained in this chapter is largely derived from questionnaire, interview with key informants from TANESCO and various documents regarding the contribution of career development on employee retention.

# 4.2 Descriptive Findings

The study illustrates the descriptive findings of the respondents in terms of demographic profile i.e. age, marital status, gender and organization profile i.e. department, experience and level of education. These details are important in showing involvement of respondents from all departments, age groups, gender, and experience in the company which largely influence their level of understanding and seeing issues and in this case their responses to the research study.

# 4.2.1 Distribution of Respondents by Age

The researcher saw it is important to study the age distribution of respondents so as to ensure that various age groups are involved.

Table 4.1: Age of Respondents

|  |  | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- | --- | --- |
| Valid | 20-30 years | 3 | 8.8 | 8.8 | 8.8 |
| 31-40 years | 12 | 35.3 | 35.3 | 44.1 |
| 41-50 years | 9 | 26.5 | 26.5 | 70.6 |
| 51-60 years | 10 | 29.4 | 29.4 | 100.0 |
| **Total** | **34** | **100.0** | **100.0** |  |

Source: Field Data (2015)

Study findings showed that those with age between 31 – 40 were 12 which is 35.3 %, those aged 51 -60 were 10 which is 29.4%, those aged 41-50 were 9 which is 26.5% and those aged between 20 – 30 were 3 which is 8.8%.There was no respondent with 60+years. The analysis shows that the age group of 31 - 40 and 41 -50 is dominant of other age groups. This implies the organization has a number of employees who are middle aged and who are fit for production. Also the age group of 51- 60 show that the organization has a significant number of employees who are late aged and who will retire soon, thus making it necessary for the organization to arrange for their succession (see Table 4.1).

# 4.2.2 Distribution of respondents by gender

The researcher included the gender of respondents in order to establish inclusion of gender aspect in the study as the findings may be influenced by gender of respondents.

Table 4.2: Gender of Respondents

|  |  | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- | --- | --- |
| Valid | Male | 28 | 82.4 | 82.4 | 82.4 |
| Female | 6 | 17.6 | 17.6 | 100.0 |
| **Total** | **34** | **100.0** | **100.0** |  |

Source: Field Data (2015)

On the aspect of gender profile of the respondents, the findings showed that 28 respondents which is 82.4% were males and 6 respondents which is 17.6% were female. This shows that there is a big number of male employees in the company than the female employees which may be attributed to the nature of the functions of the organization (i.e. technical and field work). Further the findings portray an image regarding the proportion of inclusion and participation of female in the public organizations (see Table 4.2).

# 4.2.3 Distribution of Respondents by Marital Status

The researcher aimed to include the analysis of marital status of the respondents because the marital status plays an important in influencing employees’ retention in the organization.

Table 4.3: Respondents’ marital status

|  |  | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- | --- | --- |
| Valid | Single | 3 | 8.8 | 8.8 | 8.8 |
| Married | 31 | 91.2 | 91.2 | 100.0 |
| **Total** | **34** | **100.0** | **100.0** |  |

Source: Field Data (2015)

The findings showed that 31 respondents which is 91.2% are married and 3 respondents which is 8.8% are single. There was no any respondent who is divorced or widowed. This shows that the organization has more employees who are married than those who are single. This influences their tendency of staying in the organization due to the family obligations. Further their marital status can play a role in determining the level of commitment to their employer given the family commitments (see Table 4.3).

# 4.2.4 Distribution of Respondents by Department/Business Unit

The researcher included the analysis of respondents’ business units/department to reflect the sample from which the respondents were show in Table 4.4.

Table 4.4: Department of Respondents

|  |  | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- | --- | --- |
| Valid | Generation | 9 | 26.5 | 26.5 | 26.5 |
| Transmission | 5 | 14.7 | 14.7 | 41.2 |
| Distribution | 20 | 58.8 | 58.8 | 100.0 |
| **Total** | **34** | **100.0** | **100.0** |  |

Source: Field Data (2015)

The analysis of which department members of the sample belong indicated that 20 respondents which is 58.8% were those from distribution department, 9 respondents which is 26.5% were from generation department and 5 respondents which is 14.7% were form transmission department. This shows that the organization has a big number of employees in the distribution department than in generation and transmission. This can be attributed to the nature of the functions of company whereby there is a need of having a considerable big number of distribution staff required to staff the distribution offices located all over the country specifically set to distribute, supply and sell the generated and transmitted electricity from the generating plants (see Table 4.4).

# 4.2.5 Distribution of Respondents by Academic Qualification

Researcher included the analysis of respondents’ academic qualification because the academic level of a respondent plays a vital role in influencing individual respondent’s opinion towards the study.

Table 4.5: Respondents’ Academic Qualification

|  |  | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- | --- | --- |
| Valid | Certificate | 6 | 17.6 | 17.6 | 17.6 |
| Diploma | 12 | 35.3 | 35.3 | 52.9 |
| University Degree | 14 | 41.2 | 41.2 | 94.1 |
| Masters Degree | 2 | 5.9 | 5.9 | 100.0 |
| **Total** | **34** | **100.0** | **100.0** |  |

Source: Field Data 2015

The academic qualification profile of the respondents indicated that 14 respondents which is 41.2% holds bachelor degree, 12 respondents which is 35.3% holds diploma level, 6 respondents which is 17.6% holds certificate level and 2 respondents which is 5.9% holds masters degree. From these findings one can see that organization is composed with a big number of staff who are having bachelor degree and diploma level of education than those with certificate and masters degree. This can be attributed to the nature of the function and dispersion of function of the organization country wide (see Table 4.5).

# 4.2.6 Distribution of Respondents by their Position in the Company

The researcher studied the respondents’ position in the company so as to reflect the inclusion of different cadres in the company.

Table 4.6: Respondents Position in the Company

|  |  | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- | --- | --- |
| Valid | Technician | 10 | 29.4 | 29.4 | 29.4 |
| Accountant | 6 | 17.6 | 17.6 | 47.1 |
| System Operator | 5 | 14.7 | 14.7 | 61.8 |
| HR Officer | 3 | 8.8 | 8.8 | 70.6 |
| Engineer | 8 | 23.5 | 23.5 | 94.1 |
| Stores Officer | 2 | 5.9 | 5.9 | 100.0 |
| **Total** | **34** | **100.0** | **100.0** |  |

Source: Field Data (2015)

The findings showed that 10 respondents which is 29.4% were technicians, 8 respondents which is 23.5% were engineers, 6 respondents which is 17.6% were accountants, 5 respondents which is 14.7% were system operators, 3 respondents which is 8.8% were human resources officers and 2 respondents which is 5.9% were stores officers.

This shows that a big number of staff in the organization are from technical cadre i.e. engineers, technician and system operators as compared to non-technical cadre i.e. Accountants, HR Officers and stores Officers. This is mainly attributed to the nature of business operations i.e. technical cadre forms core staff while non-technical cadre forms supporting staff (see Table 4.6).

# 4.2.7 Distribution of Respondents by Work Experience

Researcher analysed work experience of the respondents because the work experience depict the actual retention status (i.e. years that an individual has served in the organization) in the company as well as enhances knowledge of the subject matter.

Table 4.7: Respondents’ Work Experience

|  |  | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- | --- | --- |
| Valid | Less than 4 years | 8 | 23.5 | 23.5 | 23.5 |
| 5 -10 years | 8 | 23.5 | 23.5 | 47.1 |
| Above 14 years | 18 | 52.9 | 52.9 | 100.0 |
| **Total** | **34** | **100.0** | **100.0** |  |

Source: Field Data (2015)

The work experience profile of the respondents indicated that 18 respondents which is 52.9% had an experience of above 14 years, 8 respondents which is 23.5% had a work experience of less than 4 years and 8 respondents which is 23.5% had a work experience of 5 – 10 years. Here one can see that the organization is comprised of staff who have worked for a considerable long period of time hence making them conversant with various organization undertakings including the career development programs. On the other hand the organization is having staff who are new to the organization (see Table 4.7).

# 4.3 Findings as per the Research Objectives

# 4.3.1 Existence of Career Development Programs in Workplace

The researcher was interested to determine the existence of career development programs in workplace.

Table 4.8: Existence of Career Development in Workplace

|  |  | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- | --- | --- |
| Valid | Yes | 32 | 94.1 | 94.1 | 94.1 |
| No | 2 | 5.9 | 5.9 | 100.0 |
| **Total** | **34** | **100.0** | **100.0** |  |

Source: Field Data (2015)

The findings revealed that 32 respondents which is 94.1% said yes and 2 respondents which is 5.9% said no. From this findings researcher is convinced that there are career development programs in the organization. Though the significant number of respondents has agreed that there are career development programs, still there is few number of respondents who say that there is no career development programs in the organization. This can be attributed to insufficient communication of various HR programs (see Table 4.8).

The interview with Human Resources Officer – TANESCO Arusha revealed that though there exist career development programs in the organization, it is only theoretical and its applicability is only limited to few staff and sometime depends on the particular cadre. Basing on the findings from the respondents the organization needs to ensure that the career development programs are carried out practically/formally covering each and every staff.

# 4.3.1.2 Did the Respondents Received Career Counselling

The study was interested to establish if the respondents did receive career counselling.

Table 4.9: Respondents who have Received Career Counselling

|  |  | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- | --- | --- |
| Valid | Yes | 25 | 73.5 | 73.5 | 73.5 |
| No | 9 | 26.5 | 26.5 | 100.0 |
| **Total** | **34** | **100.0** | **100.0** |  |

Source: Field Data 2015

The findings indicated that 25 respondents which is 73.5% said yes they received career counselling and 9 respondents which is 26.5% said no they have not received career counselling. From the findings it shows that majority of respondents have received career counselling. On the other hand it is seen that a significant percentage of respondents have not received career counselling a situation which can be attributed to insufficient involvement of staff in matters pertaining career development programs (see Table 4.9).

# 4.3.1.3 Who Counselled You?

The study was interested to find out who counselled employee in order to establish as to who is primarily involved in counselling employees regarding their career development.

Table 4.10: Who Counselled Staff on their Career Development?

|  |  | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- | --- | --- |
| Valid | Supervisor | 8 | 23.5 | 23.5 | 23.5 |
| Head of department | 11 | 32.4 | 32.4 | 55.9 |
| Co - worker | 7 | 20.6 | 20.6 | 76.5 |
| Not applicable | 8 | 23.5 | 23.5 | 100.0 |
| **Total** | **34** | **100.0** | **100.0** |  |

Source: Field Data (2015)

Findings showed that 11 respondents which is 32.4% mentioned Head of Department, 8 respondents which is 23.5% mentioned supervisor and 7 respondents which is 20.6% mentioned co –worker. Basing on the study findings it is seen that head of department plays a great role in giving career counselling to staff. On the other hand it is seen that also co – workers take charge in giving career counselling to their fellow staff which help in harmonizing the situation though it may be challenged as to the quality of the counselling received from fellow co-workers (see Table 4.10).

# 4.3.1.4 How is Career Development Carried Out?

The researcher was interested to study as to how career development is being carried out in the organization. The modality through which career development is carried largely affects its contribution on employee retention.

Table 4.11: How is Career Development Carried?

|  |  | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- | --- | --- |
| Valid | Provision of career counselling | 3 | 8.8 | 8.8 | 8.8 |
| Provision of education | 1 | 2.9 | 2.9 | 11.8 |
| Provision of training | 13 | 38.2 | 38.2 | 50.0 |
| None of the above | 2 | 5.9 | 5.9 | 55.9 |
| Seminar and Workshops | 3 | 8.8 | 8.8 | 64.7 |
| Provision of career counselling, education and training | 12 | 35.3 | 35.3 | 100.0 |
| Total | 34 | 100.0 | 100.0 |  |

Source: Field Data (2015)

Findings showed that, 13 respondents which is 38.2% said it is carried through provision of training, 12 respondents which is 35.3% said it is carried through provision of career counselling, education and training, 3 respondents which is 8.8% said it is carried through provision of career counselling, 3 respondents which is 8.8% said it is carried through seminar and workshops and 1 respondent which is 2.9% said it is carried through provision of education.

Basing on the study findings it is seen that the organization uses training as a basic means of carrying out career development. On the other hand it also shows that organization uses a mix of approaches (i.e. career counselling, education and training) of carrying out career development (see Table 4.11).

The interview with System Supervisor (Njiro Substation) revealed that previously when a new employee was recruited was put on probation as a trainee for about two years there after he or she was confirmed and then his or her title and pay package changed to reflect a change in his or her employment status. He further said:

“*Now days there is a career ladder assessment which is done after every two years though it takes too long to implement its outcome a situation which demotivate staff*”.

# 4.3.2 How Career Development Contribute on Employee Retention

The study evaluated the contribution of career development on employee retention where researcher asked respondents whether the career development they have received has increased their chances to remain in the organization.

Table 4.12: Does Career Development Increases Your Chances to Remain in the Organization?

|  |  | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- | --- | --- |
| Valid | Yes | 27 | 79.4 | 79.4 | 79.4 |
| No | 7 | 20.6 | 20.6 | 100.0 |
| Total | 34 | 100.0 | 100.0 |  |

Source: Field Data (2015)

The findings indicated that 27 respondents which is 79.4% said yes and 7 respondents which is 20.6% said no. Basing on these findings it seen that the career development increases the chances of employees to remain the organization. On the other hand a significant percentage of respondents said it does not increase their chances to remain in the organization. This may be attributed to the existence of other factors that contribute to employee retention in the organization. Also in the practical view their responses can be attributed to the quality and effectiveness of career development given to them i.e. if it was carried out effectively or not (see Table 4.12).

# 4.3.2.1 Can you Master your Job Even if not Developed Career Wise?

The researcher wanted to establish whether employees can master their jobs even if they are not developed career wise.

Table 4.13: Can your Master your Job Even if not Developed Career Wise?

|  |  | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- | --- | --- |
| Valid | Yes | 17 | 50.0 | 50.0 | 50.0 |
| No | 17 | 50.0 | 50.0 | 100.0 |
| **Total** | **34** | **100.0** | **100.0** |  |

Source: Field Data (2015)

The findings showed that 17 respondents which is 50% said yes and 17 respondents which is 50% said no. Basing on these findings it is seen that it is sometime possible for an employee to master his/her job even if not developed career wise because half of the respondents say they can master their job duties without even being developed career wise. On the other hand it is seen that in some cases it is not possible for an employee to master his/her job without being developed career wise as the second half of the respondents said they cannot master their job without being developed career wise (see Table 4.13).

# 4.3.2.2 Does Career Development Received Contribute to your Retention?

The researcher further sought to establish if the career development received contributed to loyalty/retention in the organization.

Table 4.14: Does the Career Received Contribute to your Retention in the Organization

|  |  | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- | --- | --- |
| Valid | Yes | 30 | 88.2 | 88.2 | 88.2 |
| No | 4 | 11.8 | 11.8 | 100.0 |
| **Total** | **34** | **100.0** | **100.0** |  |

Source: Field Data (2015)

The findings showed that 30 respondents which is 88.2% said yes and 4 respondents which is11.8% said no. Basing on the study findings it is clear that the career development contribute to loyalty and retention in the organization (see Table 4.14). The interview with the Plant Human Resources Officer – Kidatu, revealed that basing on the manner that career development programs are being carried out they does not contribute to retention of the employees. He said:

*“The career development programs are mainly extended to very few staff and who are of the technical cadre example each Region and Plant is required to nominate two engineers who are included in the succession plan pool and start to receive various training and mentorship in effort to prepare them to take those position of Regional or Plant Manager leaving aside other employees especially non-technical cadre”.*

# 4.3.2.3 How Career Development Contributed To Retention?

The researcher wanted to study how the career development contributed to loyalty/retention.

Table 4.15: If Yes in Question 7 above, how it contributed?

|  |  | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- | --- | --- |
| Valid | Feel cared and recognized | 1 | 2.9 | 2.9 | 2.9 |
| Provided me with confidence about my job | 10 | 29.4 | 29.4 | 32.4 |
| Helped to develop career wise | 3 | 8.8 | 8.8 | 41.2 |
| None of the above | 1 | 2.9 | 2.9 | 44.1 |
| Not applicable | 2 | 5.9 | 5.9 | 50.0 |
| Confidence, Develop Career, Felt Cared and recognized | 17 | 50.0 | 50.0 | 100.0 |
| **Total** | **34** | **100.0** | **100.0** |  |

Source: Field Data (2015)

The findings showed that 17 respondents which is 50% said that it provided them with confidence about their jobs, helped to develop career wise and made them to feel cared and recognized, 10 respondents which is 29.4% said it provided them with confidence about their jobs, 3 respondents which is 8.8% said it helped to develop career wise, 1 respondent which is 2.9% said it made him feel cared and recognized.

Basing on the study findings it is seen that employees who have been developed career wise gain confidence of their jobs and as a result they are more willing to stay and feels more comfortable to remain in the organization (see Table 4.15).

# 4.3.2.4 Why it didn’t Contribute to Retention?

The researcher was interested to know the reason that made career development not to contribute to employee retention.

Table 4.16: If No in Question 7 above, why it didn’t contribute?

|  |  | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- | --- | --- |
| Valid | Time was not sufficient | 1 | 2.9 | 2.9 | 2.9 |
| None of the above | 2 | 5.9 | 5.9 | 8.8 |
| Not applicable | 29 | 85.3 | 85.3 | 94.1 |
| Time was not sufficient, poorly planned, poorly coordinated | 1 | 2.9 | 2.9 | 97.1 |
| it came late, incompetent facilitators | 1 | 2.9 | 2.9 | 100.0 |
| **Total** | **34** | **100.0** | **100.0** |  |

Source: Field Data (2015)

The findings showed that 1 respondent which is 2.9% mentioned time was not sufficient, 1 respondent which is 2.9% mentioned that it came late and facilitators were incompetent and 1 respondent which is 2.9% mentioned time was not sufficient, and it was poorly planned and poorly coordinated.

Basing on these findings it is seen that time spent in carrying out career development matters a lot in making it effective. Also the timing, planning, coordination of the career development as well as the competence of the facilitators also matters in influencing the career development contribution on retention (see table 4.16).

# 4.3.3 Recommendation on how to Improve Career Development

The researcher wanted to suggest ways to improve career development. The researcher asked the respondents if there are ways that can be used to improve the career development programs.

Table 4.17: Ways to Improve Career Development Effectiveness in the Organization?

|  |  | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- | --- | --- |
| Valid | Yes | 34 | 100.0 | 100.0 | 100.0 |

Source: Field Data (2015)

The study showed that 34 respondents which is 100% said yes. There was no any respondent who said no. Basing on these findings it is seen that respondents full agree that there are ways to improve career development programs and if implemented in full they can help to make it more effective (see Table 4.17). The above responses concur with an interview with Regional Financial Officer Arusha who also agreed that yes there are ways that can be used to improve career development programs. She went further saying:

“*If there will be an improved transparency in the career development programs then it will make its contribution toward retention effective*”

# 4.3.3.1 Suggestion on How to Improve Career Development

The researcher was interested to know exactly what are the ways that if implemented can improve career development.

Table 4.18: If Yes in Question 10 above, what should be Done?

|  |  | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- | --- | --- |
| Valid | Should be done jointly by HR department and user department | 4 | 11.8 | 11.8 | 11.8 |
| Provide in-depth information about one's job | 1 | 2.9 | 2.9 | 14.7 |
| Sufficient time should be allowed to ensure employee is well informed | 3 | 8.8 | 8.8 | 23.5 |
| done by human resources and user department ,in - depth information, employee adjust and sufficient time | 25 | 73.5 | 73.5 | 97.1 |
| Through Forum | 1 | 2.9 | 2.9 | 100.0 |
| **Total** | **34** | **100.0** | **100.0** |  |

Source: Field Data (2015)

The findings showed that 25 respondents which is 73.5% said that career development programs should be done jointly between human resources and user department, it should share in depth information about one’s job, it should facilitate easy adjust and sufficient time should be allocated. 4 respondents which is 11.8% said it should be done jointly between human resources department and user department.

3 respondents which is 8.8% said sufficient time should be allocated so as to ensure employee are well informed. 1 respondent which is 2.9% said it should ensure it allow an employee to easily adjust at workplace. 1 respondent which is 2.9% said it should be done through forums. These findings insist on the need to use a combination of ways i.e. collaboration between human resources and user department, ensure that in-depth information is provided to employee, facilitate easy adjustment of an employee and allocate enough time in effort to improve the career development (see Table 4.18).

The interview with Principal Distribution Engineer suggested that as one way to improve career development programs is that it should prepare individual in their area of specialties and not move staff from one specialty to another because moving an employee here and there interfere continuous mastery and full career development in that particular specialty.

# 4.3.3.2 Does the Company Need to put Emphasis on Career Development?

The researcher wanted to assess whether employees consider the organization efforts toward career development programs is worthwhile due to its contribution on employee retention.

The findings showed that 25 respondents which is 73.5% strongly agreed that company should put much emphasis on career development. 7 respondents which is 20.6% agreed, 1 respondent which is 2.9 was undecided and 1 respondent which is 2.9% disagreed. These findings shows that employees consider career development worth for it contribute on employee retention (see Table 4.19).

Table 4.19: Company should put much Emphasis on Career Development

|  |  | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- | --- | --- |
| Valid | Strongly agree | 25 | 73.5 | 73.5 | 73.5 |
| Agree | 7 | 20.6 | 20.6 | 94.1 |
| Undecided | 1 | 2.9 | 2.9 | 97.1 |
| Disagree | 1 | 2.9 | 2.9 | 100.0 |
| **Total** | **34** | **100.0** | **100.0** |  |

Source: Field Data (2015)

# 4.3.3.3 Is Company’s Effort on Career Development Wastage of Resources?

The researcher wanted to see if the employees consider company’s effort on career development important or just a mere wastage of resources.

Table 4.20: Company’s Effort on Career Development is Wastage of Resources

|  |  | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| --- | --- | --- | --- | --- | --- |
| Valid | Disagree | 13 | 38.2 | 38.2 | 38.2 |
| Strongly disagree | 21 | 61.8 | 61.8 | 100.0 |
| **Total** | **34** | **100.0** | **100.0** |  |

Source: Field Data (2015)

The findings indicated that 21 respondents which is 61.8% strongly disagreed and 13 respondents which is 38.2% disagreed. Basing on the findings it is seen that employees consider company’s effort on career development important due to its contribution on employee retention (see Table 4.20).

# 4.4 Summary of Data Analysis

Study findings revealed that career development exists in TANESCO though not transparent enough, further the study revealed that career development programs contribute on employee retention as it gives employee confidence on their job, made them to feel cared and inculcate a sense of recognition. In order to improve the career development programs, the study proposes allocation of enough time on career development programs, jointly conduct of career development by HR and user department.

Given the contribution of career development on employee retention it is high time for an organization to have a policy on retention and ensure that career development programs helps employee to grow career wise. The study recommends a review of the career development programs in the organization so as to improve it, also the study recommends allocation of adequate resources e.g. time, finance and personnel.

# 4.5 Discussion of the Study Findings

The findings of the study have the following implication:

1. There exist the career development programs in the organization, but although the career development programs exist yet some of the employees have not received career development. This implies that it is either negligence of the enforcers to implement the career development programs or lack of the required knowledge necessary to implement career develop programs.
2. The career development programs have a significant contribution on the employee retention but is seen that there is small number of staff who does not see its contribution on employee retention. Of course the main hindrances have been spelled as the shortage of time, lack of competency by facilitators and the timing of the programs. This implies for the career development to have a desired contribution on employee retention a lot need to be done in strengthening the selection of facilitators be it supervisors, head of departments or external trainers. Also the organization should ensure that enough time is allocated in the career development programs.

The joint conduct of career development programs by human resources and user departments, ensuring that the programs add confidence to employees, provision of in-depth information are some of the ways that were recommended as ways that can be used to improve the career development in the organization. This implies that if the aforementioned ways will be adopted by the organization then the contribution of career development on employee retention will be maximized.

# CHAPTER FIVE

# SUMMARY, CONCLUSION AND RECOMMENDATION

# 5.1 Introduction

This chapter entails the summary of the study, conclusion and recommendations basing on the study findings. The objective of the study was to evaluate the contribution of career development on employee retention in public organizations.

# 5.2 Summary

During the study the respondents’ age, sex, marital status, work experience, designation/position and department were studied. Also the study determined the existence of the career development programs, analysed how career development contribute on employee retention and further the study suggested method/approaches of career development that will contribute to employee retention. The study findings revealed that majority of respondents were male as compared to female which was directly attributed to the nature of function of the company mainly technical and field work.

The study shows that the age profile of the company is largely composed of middle aged staff (i.e. 31-40 and 41-50) though on the other side there exist a group of late aged and those who young and energetic. Also the study showed that big percentage of staffs are married and few are single with no widows. Further the study showed that most of staff had an experience of above 14 years and a good number of staff had an experience of above 4 years which is indicate the company has a well experienced manpower. Staff from different departments of the company were consulted, and majority of respondents were from the distribution department followed by generation and few respondents from the transmission department due to nature of company operations.

The findings showed that there exist career development in the company, it was also revealed that a big number of respondents have received career development. Respondents also confirmed that the career counselling received has contributed to their chances of remaining in the company. On the other hand respondents mentioned aspects of poor timing, insufficient time and incompetency of the facilitators as main reason for career counselling not to influence them to remain in the company.

Respondents further agreed that there are ways/approaches that can be used to increase contribution of career development on employee retention. Some of the ways mentioned were career development to be done jointly between human resources and user department, provision of in-depth information about one’s job and allocation of enough time. Lastly respondents confirmed that company efforts on career development are worth because of its contribution on employee retention.

# 5.3 Conclusion

The aim of the study was to establish the contribution of career development on employee retention in public organization. The study having found that career development contribute largely on employee retention, it is high time for the organization (TANESCO) to look on appropriate means of enhancing the contribution of career development on employee retention by reviewing how the career development activities are being run and if possible strengthen the career development execution including allocation of enough time, money and proper key players (HR and user department) in implementing the career development programs.

# 5.4 Recommendation

The study was centred on evaluation of the contribution of career development on employee retention in the public organization. The study findings have indicated that career development has a potential contribution on employee retention. The study findings has revealed that though career development programs exist and contribute on employee retention, there also exist some of the constraints that hinder its full effectiveness in contributing to employee retention. In that light I recommend the following so as to improve the career development programs.

1. To review the mode of carrying out the career development in the organization including the joint approach by immediate stakeholders (HR and use department).
2. Allocation of enough resources including time, personnel and financial resources to the career development programs.

# 

# 5.5 Area for Further Study

The findings of this study has concentrated on evaluating the contribution of career development on employee retention in public organization. The study provides further areas of study as follows:

1. The contribution of career development on employee retention in private organization.
2. The contribution of career development on employee retention in other industry apart from energy and utility industry (i.e. TANESCO)
3. The relevance of the study in Tanzania working organizations.

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# APPENDICES

Appendix I: Application for Data Collection

Bruno D. Mndeme

P. O. Box 8069

Arusha

10.06.2015

Senior Manager Human Resources

TANESCO

P. O. Box 9024

Dar es Salaam

U.F.S

Regional Manager

TANESCO

P. O. Box 57

Arusha

Dear Sir,

RE: APPLICATION FOR PERMISSION TO COLLECT DATA FOR AN ACADEMIC

RESEARCH

The heading above refers,

I am a post graduate student at the Open University of Tanzania Pursuing Masters Degree in Human Resources Management. As part of the fulfilment of the academic requirement for the award of Masters Degree, I am required to undertake a research in areas of my specialization.

In this regard, I am interested in researching on the “***Contribution of Career Development on Employee Retention in the Public Organizations***” a Case of TANESCO. Whereby the data which will be provided/collected will strictly be used for academic purposes of the researcher.

I have planned to collect the requested data from **Generation** (Kidatu HPP), **Transmission** (Njiro Substation) and **Distribution** (Arusha Region)

In the light of the above, I kindly request your permission for data collection so that I can accomplish this academic requirement.

Yours truly

…………………..

Bruno D. Mndeme

(The Researcher)

Appendix II: Questionnaire

**QUESTIONNAIRE INTRODUCTION FORM**

Dear respondent,

The researcher is a postgraduate student at the Open University of Tanzania Pursuing Masters Degree in Human Resources Management. As part of the fulfilment of the academic requirement for the award of Masters Degree, students are required to undertake the research in areas of their specializations.

The researcher is interested in researching on the contribution of career development on employee retention in the public organizations. The data provided will strictly be used for academic purposes of the researcher.

Kindly assist the researcher by answering the questions and items provided as honest as possible so as to enable the researcher attain the research objectives

I wish to thank you in advance for your valuable participation

Yours truly



BRUNO D. MNDEME

(THE RESEARCHER)

**QUESTIONNAIRE FORM**

**(a): Personal Information**

1. Department/Business Unit.......................................................
2. Your age (please tick the appropriate answer)
3. 20-30 years ( )
4. 31-40 years ( )
5. 41-50 years ( )
6. 51-60 years ( )
7. 60 + ( )
8. Gender (please tick whichever is relevant)
9. Male ( )
10. Female ( )
11. Marital Status (please circle the appropriate response)
    1. Single b. Married c. Divorced/Divorcee d. Widow/widower
12. Academic qualifications (Please tick the relevant answer)
13. Certificate ( )
14. Diploma ( )
15. University degree ( )
16. Master’s degree ( )
17. Any other (specify)……………………………………..
18. Position in the Company? (Tick the appropriate response)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Technician | Accountant | System Operator | HR Officer | Engineer | Stores Officer |
|  |  |  |  |  |  |

1. How long have been working at this organization? (circle the relevant answer)
2. Less than 4 years ( )
3. 5-10 years ( )
4. 11- 14 years ( )
5. Above 14 years ( )

**(b) Existence of career development programs in workplace**

1. Are there career development programs in your organization?

(i) Yes (ii) No

2. Have you received career counselling/guidance since you have been employed/promoted?

(i) Yes (ii) No

3. If Yes in question 2 above who counselled/guided you?

(i) Supervisor (ii) Head of Department (iii) Core worker

4. How is career development carried out? (More than one answer is accepted)

(i) Through provision of Career counselling

(ii) Through provision of education

(iii) Through provision of Training. (iv) None of the above

(v) Others, please specify……………………………………………………………

(**c) How does career development contributes to employee retention**

5. Does the career development you have received increase your chances to remain in the organization?

(i)Yes (ii) No

6. Can you master your job performance even if not developed career wise?

(i)Yes (ii) No

7. Does the career development you have received contribute to your loyalty/retention to the organization?

(i)Yes (ii) No

8. If Yes in question 7 above how it contributed? (More than one answer is accepted)

(i) It made me feel cared and recognized

(ii) It provided me with confidence about my job

(iii) It helped me to develop career wise

(iv) None of the above

(v) Others, please specify……………………………………………………….

9. If No in question 7 above why it didn’t contribute? (More than one answer is accepted)

(i) Time was not sufficient (ii) It was poorly planned

(iii) It was poorly coordinated (iv) None of the above

(v) Others, please specify…………………………………………………

**(d) Recommendation on how to improve career development programs.**

10. Do you think that there are any ways that can be employed to ensure career development is carried effectively in the organization?

(i) Yes (ii) No

11. If Yes in question 12 above, please suggest what should be done to improve career development programs. (More than one answer is accepted)

(i) Career development should be done jointly by HR department and user dept.

(ii) Career development should provide in-depth information about one’s job

(iii) Ensure career development help an employee adjust easily at workplace

(iv) Sufficient time should be allowed to ensure employee is well informed

(vi) Others, please specify……………………………………………………………..

12. Company should put much emphasis on career development because of its contribution towards employee job retention. (Tick the appropriate response)

(i) Strongly agree

(ii) Agree

(iii) Undecided

(iv) Disagree

(v) Strongly disagree

13. Company’s effort on career development program is wastage of resources because it does not contribute by anyhow on employee retention; (Tick the appropriate response)

(i) Strongly agree

(ii) Agree

(iii) Undecided

(iv) Disagree

(v) Strongly disagree

**THANK FOR YOUR COOPERATION**

**FOMU YA UTANGULIZI WA DODOSO**

Mpendwa mhojiwa,

Mtafiti ni Mwanafunzi wa Chuo Kikuu Huria cha Tanzania akisoma Shahada ya Uzamili katika Usimamizi wa Rasilimali Watu. Kama sehemu ya mahitaji ya taaluma wanafunzi wanatakiwa kufanya utafiti katika maeneo ya taaluma zao.

Mtafiti anapendelea kufanya utafiti juu ya mchango wa programu za maendeleo ya ‘career’ katika kubakiza wafanyakazi kazini. Taarifa utakazotoa zitatumika kwa malengo ya kitaaluma tu na sio vinginevyo.

Tafadhali msaidie mtafiti kujibu maswali na vifungu vitakavyotolewa kwa usahihi kadri iwezekanavyo ili kumsaidia mtafiti kufikia malengo ya utafiti.

Natanguliza shukrani zangu kwa ushirikiano wako.

Wako Mtiifu



BRUNO D. MNDEME

(Mtafiti)

**FOMU YA DODOSO**

**(a): Taarifa Binafsi**

1. Idara/Kitengo.......................................................
2. Umri wako (tafadhali weka alama √ penye jibu sahihi)
3. Miaka 20-30 ( )
4. Miaka 31-40 ( )
5. Miaka 41-50 ( )
6. Miaka 51-60 ( )
7. Miaka 60 na zaidi ( )
8. Jinsia (tafadhali weka alama √ penye jibu sahihi)
9. Mwanaume ( )
10. Mwanamke ( )
11. Hali ya ndoa (tafadhali weka alama √ penye jibu sahihi)
    1. mseja b. umeoa/kuolewa c. umeachana d. mjane/mgane
12. Kiwango cha elimu yako (tafadhali weka alama √ penye jibu sahihi)
13. Cheti ( )
14. Stashahada ( )
15. Shahada ( )
16. Shahada ya uzamili ( )
17. Nyingine (taja)……………………………………..
18. Nafasi/kazi yako katika Shirika? (tafadhali weka alama √ penye jibu sahihi)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Fundi | Mhasibu | Muongoza mifumo | Afisa Rasilimali Watu | Mhandisi | Afisa Bohari |
|  |  |  |  |  |  |

1. Umefanya kazi katika Shirika kwa muda gani? (tafadhali weka alama √ penye jibu sahihi)
2. Chini ya miaka 4 ( )
3. Miaka 5 mpaka 10 ( )
4. Miaka 11 mpaka 14 ( )
5. Zaidi ya miaka 14 ( )

**(b) Uwepo wa mpango wa mendeleo ya ‘career’ sehemu ya kazi**

1. Je kuna programu za maendeleo ya ‘career’ katika Shirika?

(i) Ndio (ii) Hapana

2. Je ulishapata mafunzo/malekezo nasihi juu ya ‘career’ yako tangu ulipoajiriwa au kupanda cheo?

(i) Ndio (ii) Hapana

3. Kama jibu ni ndio katika swali la 2 hapo juu, ni nani alikupa maelekezo hayo?

(i) Msimamizi (ii) Mkuu wa Idara (iii) Mfanyakazi mwenzangu

4. Progamu ya maendeleo ya ‘career’ inatekelezwaje? (Zaidi ya jibu moja inakubalika)

(i) Kwa kutoa unasihi juu ya ‘career’ (ii) Kwa kutoa elimu

(iii) Kwa kutoa mafunzo (iv) Hakuna jibu kati ya hayo

(v) Nyingine, tafadhali taja ……………………………………………………………

(**c) Ni jinsi gani maendeleo ya ‘career’ yanachangia wafanyakazi kubaki katika Shirika.**

5. Je maendeleo ya ‘career’ uliyopata yameongeza uwezekano wa wewe kubaki katika Shirika?

(i)Ndio (ii) Hapana

6. Je unaweza kumudu utendaji kazi hata bila kuendelezwa katika ‘career’?

(i) Ndio (ii) Hapana

Je maendeleo ya ‘career’ uliyoyapata yamechangia katika uzalendo na kubaki katika Shirika?

(i)Ndio (ii) Hapana

7. Kama ni ndio katika swali la 5 je ilichangiaje? (Zaidi ya jibu moja inakubalika)

(i) Ilinifanya nijisikie kuwa najaliwa na kutambuliwa uwepo wangu.

(ii) Ilinipa kujiamini katika kazi yangu

(iii) Ilinisaidia kupanua uelewa wangu wa Shirika na wafanyakazi

(iv) Hakuna jibu kati ya hayo

(v) Nyingine, tafadhali taja ……………………………………………………….

8. Kama ni hapana katika swali la 5 hapo juu, kwa nini haichangii? (Zaidi ya jibu moja inakubalika)

(i) Muda haukutosha (ii) Mpangilio ulikuwa hafifu

(iii) Uratibu ulikuwa hafifu (iv) Hakuna jibu kati ya hayo

(v) Nyingine, tafadhali taja …………………………………………………

**(e) Je wafanyakazi wanaona maendeleo ya ‘career’ yana umuhimu?**

9. Shirika liweke mkazo kwenye maendeleo ya career kwa sababu ya mchango wake katika kubakiza wafanyakazi. (Weka alama √ kwenye jibu sahihi)

(i) Nakubali kabisa

(ii) Nakubali

(iii) Sijui

(iv) Sikubali

(v) Sikubali kabisa

10. Jitihada za Shirika juu ya program za ‘career’ ni upotezaji wa rasilimali kwa sababu haichangii kwa namna yeyote katika kubakiza wafanyakazi.; (Weka alama √ kwenye jibu sahihi)

(i) Nakubali kabisa

(ii) Nakubali

(iii) Sijui

(iv) Sikubali

(v) Sikubali kabisa

**(f) Mapendekezo juu ya namna ya kuboresha programu za maendeleo ya ‘career’.**

11 Je unafikiri kuna njia zozote ambazo zinaweza kutumika kuhakikisha program za maendeleo ya career inafanyika kwa usahihi katika Shirika?

(i) Ndio (ii) Hapana

12. Kama jibu lako ni ndio kwa swali la 12, tafadhali shauri nini kifanyike ili kuboresha progamu za maendeleo ya ‘career’ (Zaidi ya jibu moja inakubalika)

(i) Maendeleo ya ‘career’ yafanywe na idara husika pamoja na idara ya rasilimali watu

(ii) Maendeleo ya ‘career’ yanapaswa kutoa taarifa ya kina kuhusu kazi

(iii) Kuhakikisha maendeleo ya ‘career’ yanasaidia mfanyakazi kuweza kubadilika kiurahisi mahali pa kazi.

(iv) Muda wa kutosha utengwe ili kuhakikisha mfanyakazi anaelekezwa ipasavyo

(vi) Nyingine, tafadhali taja………………………………………..

**ASANTE KWA USHIRIKIANO WAKO**

Appendix III: Interview Guide questions

1. Does Career Development programme exist in your organization?

…………………………………………………………………….

1. If yes kindly explain how your organization practice career development.

…………………………………………………………………………………………………………………………………………………………………………

1. If no kindly explain the possible reasons for nonexistence of career development programme

……………………………………………………………………………………………………………………………………………………………………

1. Do you think that career development contributes to employee retention?

…………………………………………………………………………….

1. If yes kindly explain how career development contributes to employee retention in the organization.

…………………………………………………………………………………………………………………………………………………………………………

1. If no kindly give the possible reasons for its non-contribution to employee retention.

…………………………………………………………………………………………………………………………………………………………………………

1. In your views in what ways can career development programme can be improved?

............................................................................................................................

1. What are the methods/approaches of career development that you think if they will be put into use will improve employee retention?

……………………………………………………………………………………………………………………………………………………………………

1. Suggest methods/approaches of career development that will contribute in employee retention in the public organizations

……………………………………………………………………………………………………………………………………………………………………

Appendix IV: List of Long Service Awards

**LIST OF LONG SERVICE AWARDS AS FROM 1ST NOVEMBER 2001**

|  |  |  |
| --- | --- | --- |
| **S/NO** | **SERVICE**  **PERIOD** | **ITEM FOR AWARD** |
| I | 10 Years | One double door refrigerator. |
| II | 15 years | 200 bags of cement, 50 Iron sheets of 26 gauge plus a certificate. |
| III | 20 years | 300 bags of cement, 50 Iron sheets of 26 gauge plus a certificate. |
| IV | 25 years | Colour TV 24”,4 burner electric cooker with oven and grill and two doors refrigerator plus a certificate |
| V | 30 years | One sofa set (not exceeding Tzs. 500,000/=), coffee table with four stools, stand fan plus a certificate. |
| VI | 35 years | Power Tiller with Accessories |

Appendix V: Career Ladder HR Matrix Form

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  |  | | |  | | |  | | |  | | |  | | |  | | |
|  | **TANESCO- HR STAFF- VALUE MATRIX-2014** | | |  | | |  | | |  | | |  | | |  | | |
|  | **WEIGHTING** | |  | |  | | |  | | |  | | |  | | |  | | |
|  | **CRITICAL** | | **10** | |  | | |  | | |  | | |  | | |  | | |
|  | **IMPORTANT** | | **5** | |  | | |  | | |  | | |  | | |  | | |
|  | **NOT RELEVANT** | | **0** | |  | | |  | | |  | | |  | | |  | | |
|  | **A OUTPUTS** | |  | |  | | | **LEVEL ASSESSED** | | | | | | | | |  | | |
|  | **WEIGHT= 80 % OR 800 PERSONAL VALUE POINTS** | |  | | **SPLIT** | | | **1** | | | **2** | | | **3** | | | **4** | | |
| **1** | **Resourcing** | | **10** | | **114** | | | **26** | | | **43** | | | **72** | | | **114** | | |
| **2** | **Performance management** | | **10** | | **114** | | | **26** | | | **43** | | | **72** | | | **114** | | |
| **3** | **Training & Development** | | **10** | | **114** | | | **26** | | | **43** | | | **72** | | | **114** | | |
| **4** | **Compensation & Benefits** | | **10** | | **114** | | | **26** | | | **43** | | | **72** | | | **114** | | |
| **5** | **Career Management** | | **10** | | **114** | | | **26** | | | **43** | | | **72** | | | **114** | | |
| **6** | **Employee relations** | | **10** | | **114** | | | **26** | | | **43** | | | **72** | | | **114** | | |
| **7** | **HR Administration** | | **10** | | **114** | | | **26** | | | **43** | | | **72** | | | **114** | | |
|  |  | | **70** | |  | | |  | | |  | | |  | | |  | | |
|  | **TOTAL POINTS FOR OUTPUTS** | | **800** | |  | | |  | | |  | | |  | | |  | | |
|  | **FACTOR** | | **11.42857143** | |  | | |  | | |  | | |  | | |  | | |
| **B** | **INPUTS** | |  | |  | | | **1** | | | **2** | | | **3** | | | **4** | | |
|  | **WEIGHT= 20 % OR 200 PERSONAL VALUE POINTS** | |  | |  | | |  | | |  | | |  | | |  | | |
| **1** | **Functional/Technical** | | **10** | | **20** | | | **5** | | | **9** | | | **14** | | | **20** | | |
| **2** | **Business acumen/Industry knowledge** | | **10** | | **20** | | | **5** | | | **9** | | | **14** | | | **20** | | |
| **3** | **Analytical & Conceptual thinking** | | **10** | | **20** | | | **5** | | | **9** | | | **14** | | | **20** | | |
| **4** | **Interpersonal effectiveness** | | **10** | | **20** | | | **5** | | | **9** | | | **14** | | | **20** | | |
| **5** | **Team working (including team leadership)** | | **10** | | **20** | | | **5** | | | **9** | | | **14** | | | **20** | | |
| **6** | **Relationship management** | | **10** | | **20** | | | **5** | | | **9** | | | **14** | | | **20** | | |
| **7** | **Impact & Influence** | | **10** | | **20** | | | **5** | | | **9** | | | **14** | | | **20** | | |
| **8** | **Customer focused results** | | **10** | | **20** | | | **5** | | | **9** | | | **14** | | | **20** | | |
| **9** | **Project management** | | **10** | | **20** | | | **5** | | | **9** | | | **14** | | | **20** | | |
| **10** | **Confidentiality & Integrity** | | **10** | | **20** | | | **5** | | | **9** | | | **14** | | | **20** | | |
|  |  | | **100** | |  | | |  | | |  | | |  | | |  | | |
|  | **TOTAL POINTS FOR OUTPUTS** | | **200** | |  | | |  | | |  | | |  | | |  | | |
|  | **FACTOR** | | **2** | |  | | |  | | |  | | |  | | |  | | |
|  |  | | **1000** | |  | | |  | | |  | | |  | | |  | | |
|  | **CORRELATION OF PERSONAL VALUE POINTS TO THE** | |  | |  | | |  | | | | | |  | | |  | | |
|  | **TANESCO GRADE STRUCTURE** | |  | |  | | |  | | |  | | |
|  | **TITLE** | | **PVP RANGE** | | **Points** | | | **Grade** | | | | | |  | | |  | | |
|  | **HR Officer Trainee** | | **<230** | | **290 - 329** | | | **D2** | | | | | |  | | |  | | |
|  | **HR Officer** | | **231 - 394** | | **330 - 380** | | | **D3** | | | | | |  | | |  | | |
|  | **Senior HR Officer/Regional HR Officer** | | **395 - 644** | | **381 - 429** | | | **D4** | | | | | |  | | |  | | |
|  | **HR Generalist/Senior Regional HR Officer** | | **645>** | | **430 - 489** | | | **C1** | | | | | |  | | |  | | |
|  | **Principle HR Generalists** | | **645>** | | **430 - 489** | | | **C1** | | | | | |  | | |  | | |