THE RELATIONSHIP BETWEEN CAREER DEVELOPMENT AND STAFF MOTIVATION IN THE SOUTH AFRICAN PETROLEUM SECTOR: A CASE STUDY OF A DURBAN REFINERY

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Abstract
Lack of career advancement after training in the organization is an area of great interest and concern to both employees and management. The lack of career advancement affects motivation and performance. However, how training influences motivation is not well researched. The objectives of this study were to assess career advancement after training, identify constraints to career advancement, assess the level of motivation among trained personnel, establish strategies to minimize constraints to career advancement and assess the effect of career advancement on motivation. The study employed a case study research design where information was solicited mainly through the use of self-administered questionnaires.

Key Words: Career Development, Motivation, Petroleum Sector, Refinery, Training, Employees, Management, Strategies, Constraints

INTRODUCTION
Introduction
This thesis argues that motivation is relative to career development. I will contextualize my argument in this chapter by providing a background, aims, objectives, key concepts and definitions. It will lay the foundation for following chapters and provide a structure for the dissertation.

Definition of Concepts
Career development

Career Development is the lifelong process of managing learning, work, leisure, and transitions in order to move toward a personally determined and evolving preferred future (Armstrong, 2009: 262). It is a very broad term and this study will limit itself to the definition
of career development as the process through which an individual’s moves and experiences through the organization are seen to be rising to higher levels or otherwise, and how he/she interprets those experiences. Career development would then meet the needs of both the individual and the organization.

**Career advancement**

For purposes of this study career advancement will be taken to imply progression through the ranks of the organizational hierarchy.

**Training**

According to Armstrong, 2009, training is the process through which learning formally and systematically modifies behaviour through education, instruction, development and planned experience. In the context of this study, training is a deliberate action focused at bringing about improvement in job performance and hence facilitates career advancement.

**Motivation**

In this study, motivation will mean the process through which employees are given the enthusiasm to maintain high performance levels through among others rewards, supervision, incentives and work situations and as noted by Armstrong (2009: 182) motivation can be best described as goal directed behaviour.

**Research Objectives**

The purpose of the study was to analyse the nature of career development and staff Motivation in the Petroleum industry.

- To assess career advancement after training.
- To investigate constraints to career advancement.
- To assess the level of motivation among trained personnel.
- To discuss strategies to minimize constraints to career advancement.
- To assess the effect of career advancement on motivation

**LITERATURE REVIEW**

This section critically analyses the literature surrounding motivation and career advancement etc. Based on this, I will highlight gaps in the literature and identify key themes such as career development, lifelong learning and career advancement. Further themes such as training, the relationship between training and career advancement, hindrances to career advancement after training and motivation will also be identified. Most importantly the relationship between career advancement and motivation which my research aims to explore will be presented.

**The South African petroleum industry**

South Africa is the largest African economy with a well-developed transport and manufacturing infrastructure (World Bank, 2014). The petroleum industry is under the control of the SA Government and is regulated by the Government's Department of Mineral and Energy. There is a limited upstream exploration sector and a well-developed refining,
distribution and marketing industry with major participation by multinational oil companies. The petroleum industry contributes 2% of South Africa’s gross domestic product. Besides enabling jobs in every sector in every part of the country, the industry itself directly provides employment for over 100 000 people directly or indirectly (South African Petroleum Industry Association, 2014). South Africa has the second largest refinery capacity in Africa after Algeria. Four refineries are located in Cape Town, Durban and Sasolburg. Gases to liquid (GTL) plants are located at Sasolburg, Secunda and Mossel Bay. All of South Africa’s refineries and synfuels plants are decades old.

The different oil companies market petroleum products throughout the country. To improve efficiencies and prevent transport duplication, products are exchanged between oil companies in certain areas. The Durban refineries (Enref and SAPREF) normally supply the Natal area, Free State, neighbouring states as well as parts of the Cape Province. Chevref supplies most of the Cape Province, whilst Sasol and Natref supply the Inland Area of Gauteng, Limpopo, North West and Mpumalanga.

With companies developing and promoting from within, there is a void of more experienced staff in many organizations. Organizations are learning they cannot buy higher performance by raising employees’ salary and benefits. As an alternative, companies are considering career development programs to ensure high performance and provide challenging work for employees at different stages of their lives and career. The petroleum industry gives employees increased control over their own careers through effective career development programs. Career development and succession planning and retention strategies have become of key importance to the petroleum industry.

I will now highlight key themes that emerge from the literature on careers. These include career development, lifelong learning etc. as I will demonstrate, while authors have touched on these subjects, they have not been fully explored within the petroleum industry.

**Career development**

The term ‘career’ in the context of the workplace can be seen most simply as the sequence of work experiences an employee may have over time. Work experiences may involve moving from one job to another, but also the changing nature of work within a single job and the experience of working on different projects. Career mobility in organisations are very often sideways rather than upwards, and may cross-departmental, geographical or functional boundaries (Price, 2009: 317).

Career development is the lifelong process of managing progression in learning and work. The quality of this process significantly determines the nature and quality of individuals’ lives: the kind of people they become, the sense of purpose they have, the income at their disposal. It also determines the social and economic contribution they make to the communities and societies of which they are part. Career development holds out the possibility of growing critical skills within the organisation, which are often not available on the external labour market; of improved deployment of people in jobs where their talents are well used; of an improved ability to attract good people and possibly retain them; and of improved flexibility in the workforce and therefore the ability to respond to business change.

By attending to employees as people, the nature of the employment relationship, shifts to one of higher engagement and higher performance. “Talent management” is high on the agenda of large organisations and tends to focus on very senior people and those with the potential for such roles. Career development is embraced more enthusiastically here, and individuals often receive considerable personal career attention (Robbins, et al., 2009: 457). However
this can reinforce the assumption that “ordinary” employees don’t really have careers, and that career development is for the few not the many. It is a paradox in most developed economies that only the most advantaged employees receive structured career support at work, and only the most disadvantaged receive structured support from the state. The vast majority of employees fall down a gap between the two (Smit, et al., 2007: 494).

Career development and staff motivation are key strategic considerations for all organizations regardless of size, sector, market or profile (Price, 2009). The development of the capacity and capability of the organization’s managers has a fundamental impact on efficiency, effectiveness, morale and profitability of an organization. High performing organizations like the petroleum industry increasingly pay close attention to the validity of their recruitment practices and are becoming equally vigilant about developing their employees in order to ensure they achieve optimum performance both in the present and the future.

In today’s competitive market, successful organisations regardless of size need employees who have the necessary knowledge and skills to make an effective contribution as drivers towards achieving a competitive edge. Therefore, vision of a competent, confident, loyal and valued workforce delivering high quality, person-centred services is rightly ambitious. Armstrong, (2009: 53) agrees and points out, that today’s dynamic environment requires continuous professional and managerial development. Stakeholders should put in place, if not already available, a range of structures and processes to support the development of the workforce we need now and for the future. Boxall and Purcell, (2008:57) concur that training and development of employees should be seen as an investment, not a cost; and that bad performance, ignorance and low commitment to duty are very costly barriers in business. It is pointed out that the key to high levels of performance lies in having employees who are willing to work, are well managed, well led, well-motivated and are always re-skilling (Price, 2009: 443). Career development covers an employee’s working life. It starts with, for example staff orientation, on-job training, experience, short courses, professional courses, post graduate degrees or diplomas.

Throughout various sources of literature under review, no complete research on career development and the South African petroleum industry could be found thus making the research and findings of this study beneficial. From the literature above, it is understood that career development and lifelong learning are synonymous. In today’s workplace, knowledge and skills must constantly be updated and expanded. This has become a necessity for employees to stay competitive in today’s economy.

**Lifelong learning**

Lifelong learning is an education process throughout one’s life that is based on the changing needs to acquire knowledge, skills, experience, to increase or change one’s qualifications in accordance with the requirements of the labour market, or one’s interests or needs (Saari and Judge, 2004). Lifelong learning combines non-formal learning with formal education and develops innate skills along with new competencies. Knowledge, skills and work competencies must be provided to the unemployed, job seekers, employees and beginner entrepreneurs, primarily at working age (Mullins, 2007). Each person has his own lifetime ‘baggage’ of accumulated knowledge and skills. Its accumulation paths are different – one can study at general or vocational education institutions or higher education institutions, or acquire knowledge and skills in a non-formal way, learn from experience, learn by doing, or learn from others.
The knowledge and skills acquired during one’s lifetime regardless of how they were acquired are equally important and serve as the basis for the individual’s growth and development. Therefore, the education system provides a mechanism for the recognition of knowledge and skills acquired outside the formal education system, thereby increasing personal career development and mobility opportunities, while saving the individual’s time and financial resources (Armstrong, 2009: 407).

Lifelong learning is fundamental not only for competitiveness and prosperity but also for social inclusion, employability and personal fulfilment. Individuals must be able to update and complement their knowledge, competences and skills throughout life. Employees’ expectations change as they move through the early, middle, and late periods of their careers. Employees at the beginning of their careers want to achieve acceptance by colleagues and management while others in the mid-career stage may seek new challenges. This indicates that employees want to work for companies that will enable them to achieve a sense of intrinsic satisfaction. If organizations do not devise programs to deal with this in meaningful ways, employee turnover may increase. Employees who remain with the organization may become less motivated to "go the extra mile" for the organization and others may "die on the job" thus making lifelong learning an important factor for ensuring employee motivation and the concept of this research study. Through lifelong learning, organizations will need to provide advancement to ensure high performance and provide challenging work for employees at different stages of their lives and careers.

Career Advancement

Career advancement normally entails a clearly marked path of progression through the ranks of an organization. It is based on merit without regard for race, gender, age or ethnicity. Deserving cases become eligible for advancement. When employees get to know that each one of them has an equal chance of succeeding, it becomes easy for them to put in their best. Smit et al, (2007: 399) agree and note that the prospect of career advancement might in itself motivate employees to work hard. Mullins, (2007) also confirm that employees aspire to progress steadily in organizations for which they work.

Under common belief, career advancement would involve the existence of alternative career paths based on the individual employee’s and organizational needs. As Saari and Judge, (2004) point out lack of advancement, for any reason may damage a manager’s chance to ascending the ranks within an organization. Career advancement is significant to this study and employees involved as it presents them with the opportunity for long term success, higher pay, job security and job satisfaction. A commitment to career advancement will enable steps toward achieving a better motivated workforce and a high performing organization. It also presents employees with opportunities to further their education and undergo training, thus strengthening employees’ skill sets to receive consideration for a promotion and advance their career.

Training

Training is considered as the process of upgrading the knowledge, developing skills, bringing about attitude and behavioural changes, and improving the ability of the Trainee to perform tasks effectively and efficiently in organisations. Similarly Armstrong, (2009: 575) combines the two concepts of training and development and gives an organisation function which has the outcome of ensuring that the contribution of individuals and groups in achieving the organisational objectives through the development of appropriate
knowledge, skills and attitude of the employees. Training and development of employees is critical in organisations in this era of competition due to the fact that organizations need to survive, grow and develop. Consequentially, training and development has become an issue of strategic importance (Smit et al., 2007: 375)

Formal training programmes are an effective way of directly transferring the organisational goals and values to a whole group of people simultaneously. Appropriate training can develop managers at all levels including the knowledge and skills required to gain competency in order to manage change in organisation in any business environment. Training does bear fruitful results not only to the organisation but also to the employees. Training is an opportunity for promotion and self-improvement, improved job satisfaction through better job performance, a chance to learn new things and there is greater ability to adapt and cope with changes. The objective of any organisation training program is to train their employees to meet the needs of the optimum profit potential. The purpose of training is to empower employees with the skills necessary to make decisions and accomplish their daily tasks and skills that help them give extraordinary service to the organisation and its customers.

**Relationship between training and career advancement**

To develop skills required for the different roles an employee takes on as he/she progresses through the ranks takes time: the progress is facilitated by training and the development of managerial and professional skills. Mullins (2007), points out that training provides more opportunities for career progression because it may boost competence levels of individuals and the organization. Training is therefore seen as vital for career advancement for employees in general and managers in particular. There is no contest about the beneficial relationship between training and career advancement. Career advancement is very important, especially to employees who have been working in the same industry, perhaps even for the same company, for some time. If they were unable to finish their education, this could be the key to further success and progression in their career. They might want to take their education further.

If companies intend to maintain high levels of productivity, they must ensure their employees are properly trained for their tasks. When their employees have the drive and initiative to expand their knowledge, it is a good sign that they will be able to benefit the company further. They might be interested in taking some advancement courses provided by the company. Many businesses will offer to pay for advancement courses so that their employees will perform at a higher standard (Six Sigma Online, 2014). Anything that benefits the company should be looked into. Employees who are interested in advancing their career within a company are always willing to participate in additional training courses.

Training existing employees is a great way for employers to maintain a high job satisfaction rate among the employees and a high production rate from their extensive qualifications. According to Ariely (2009) when employees are satisfied with their job and are aware of the room for advancement, they will try hard to prove themselves so they can take advantage of that opportunity. They will also be less likely to leave the position they have for another company that pays better, has better incentives or lets them work in a manner or schedule they appreciate.

When an employee has trained hard or gone back to college for a higher degree, they feel more pride and satisfaction in the work they do. Managers and supervisors see this
confidence. It benefits the company to have knowledgeable and trained experts working in each department.

Career Development and training are two related processes that increase the capacity of employees to contribute to the organization. Training is significant to this study as it can be used to aid in career development which may lead to motivation, the relationship this study intends to prove. Inequity among racial minorities, or social class identity as Mullins, (2007) describe it, may limit career choices or even advancement in as much as promotional interviews are concerned and affect workforce motivation.

Motivation

Studying motivation, as noted by Armstrong, (2009:252) is an integral part of human resource management. They point out that motivation focuses on reasons that explain the way people behave. As Price, (2009: 14) points out, all managers should address themselves to issues of employee motivation. He concludes that the life span of organizations depends very much on their ability to achieve personal and organizational goals. Saari and Judge, (2004) confirm the issue of needs or motives. These scholars contend that our behaviour as human beings is “goal-seeking”. Armstrong, (2009:252) agrees that indeed motivation is goal-directed behaviour. Robbins et al, (2009) also concur and argue that motives direct the way employees behave at the work place. This point is also highlighted by Price, (2009: 439) who confirms that motivation energizes, directs and sustains behaviour. Motivation is a great contributor to the extent of employee commitment. They also argue that motivation cannot be in isolation it must go hand in hand with, among other things, learning and ability.

According to Robbins, et al. (2010: 396) future leaders ought to be selected on the basis of their ability to stimulate organizational motivation. It is, therefore, very important, for organizations to take the issue of motivation seriously in administration of reward systems because job satisfaction or lack of it affects productivity and the achievement of organizational goals.

Saari and Judge, (2004) note that, the force that is behind motivation drives employees to act and put in willingly their best performance towards the achievement of expected results. Managers therefore need to understand the needs and aspirations of their employees. Reward systems can motivate or demotivate employees. They argue that managers must know what motivates employees so as to bring about improvement in job performance and goes further to argue that where employees goals are not met (and organizational goals are not in conformity with personal goals of employees), employees may not identify themselves with organization goals. As a consequence, organizational goals may be put in jeopardy.

Employees to perform cannot be overemphasized. Saari and Judge, (2004) point out that rewards are vital for staff acquisition and retention. Promotion is necessary for job satisfaction and that it stands for increased incentives in recognition of the employee’s performance and contribution. Career advancement and reward systems are sources of motivation at the work place. I therefore deduce that there may be a negative impact on motivation, morale, job satisfaction and performance in instances where employee’s expectations for advancement are not met. Employees, especially young people, get apathetic when they feel there is little chance of personal growth in their career.
RESEARCH METHODOLOGY

Population of the study
At time of study, a total of 690 employees were employed by the refinery. The study population comprised of 90 employees at the refinery who had trained from January 2008 to December 2012; these are staff that had been trained by the organization and staff that had used their personal resources to further their education.

Sample Size
Total sample size was 90 respondents for the self-administered questionnaires. Respondents had to be employed by the refinery and had some form of training during the period under review.

Sampling Procedure
A sample is a part of the total population. It can be an individual element or a group of elements selected from the population. Although it is a subset, it is representative of the population and suitable for research in terms of cost, convenience, and time. Sampling is the act, process, or technique of selecting a representative part of a population for the purpose of determining the characteristics of the whole population (Thompson, 2012: 2).

The study adopted stratified random sampling. Stratified sampling is a probability sampling technique wherein the researcher divides the entire population into different subgroups or strata, then randomly selects the final subjects proportionally from the different strata (Lohr, 2010: 51). Stratified random sampling is used when the researcher wants to highlight a specific subgroup within the population. It respects the categories of employees and offers accurate results.

Data Analysis
Data was edited, coded and analysed using themes derived from the objectives of the study which are career advancement after training, constraints to career advancement and strategies that can be employed to minimize or remove constraints to career advancement. Data was analysed using the statistical package or SPSS. The data collected was checked and edited for clarity, legibility, relevance and adequacy. This involved checking for non-response and acceptance or rejection of answers, which had been pre-coded by the researcher (textual responses were allocated numerical codes or values e.g. 1, 2, 3, 4 or 5, according to the scale or range). These codes eased the process of data entry. The data was cleaned, tabulated and weighted and percentages were used to analyse the data. Bivariate analysis was done using correlational analysis to establish relationships or associations or significance tests regarding the variables under study: career.

Limitations to the study
The researcher had felt that some respondents would fear to disclose information concerning malpractices for fear of anticipated repercussions and to return questionnaires. Other respondents would have been likely to conceal vital information for fear of being accused of indulging in malpractice. The researcher convinced them of confidentiality and anonymity. Throughout this study, the researcher endeavoured to seek authorized access to information, which was declared as solely for research purposes. Other limitations were time constraints, due to number of public holidays during survey period, not all respondents were able to submit completed questionnaires. The subjects under study, the researcher believed were of great interest to the majority of trained employees. The researcher anticipated a high degree of co-operation from them and achieved it.
RESULTS, ANALYSIS AND DISCUSSION

Demographics

The study set out to cover 90 respondents through self-administered questionnaires. The researcher received responses from 50 respondents through self-administered questionnaires. Position, Department, Age, Sex, Marital status, Number of children, Years in present position, Length of service, Basis (terms) of employment, Higher Qualification and Details regarding qualification presented the demographic characteristic of the respondents. Demographic information is important to the study as it provides data regarding research participants and is necessary for the determination of whether the individuals in the study are a representative sample of the target population for generalization purposes.

Department of Employment

Respondents were asked to indicate their departments. The graph below illustrates the percentages of employees for each refinery department.

Figure 2 - Participants’ department of employment

From the findings above, the majority of respondents were from the Operations department with 30.43% compared to 8.7% for Maintenance, Human resources and Health and Safety followed by 6.52% for Refinery environmental services. 4.35% for Training and development, Process engineering, Finance. Remaining departments: Turnaround, Technical services, Rotating Equipment maintenance, Public affairs, Instrumentation control, Engineering, Emergency services, Electrical service and Business controls each represented 2.17%.

Position of Employment

Respondents were asked to indicate their position of employment. The graph below illustrates the percentages of employees and their respective position within the refinery.
The majority of respondents were supervisors 32% followed by Managers with 24%. Technical area specialist, Process control technicians, Engineers and Administrators with 4%. Turnaround Leader, Support consultant, Safety officer, Rotating Equipment engineer, process engineer, Operator, Operations training specialist, Lead control systems engineer, Human resources consultant, Fuel Scheduler, Electrical Engineer, Design analyst and Co-ordinator each held 2%.

Age

Respondents were asked to indicate their age. The graph below illustrates the percentages of employees and their ages.

Figure 3 - Participants’ position of employment

Figure 4 - Age of participants’
The findings illustrated in the graph above indicate that the majority of respondents were in the categories 31 to 40 years old and above 50 years with 28% in comparison to 14% for categories 26 to 30 and 41 to 45 years old. 10% for 46 to 50 years and 6% for 21 to 25.

**Sex**

Respondents were asked to indicate their age. The graph below illustrates the percentages of the sex of the sample.

Figure 5 - Sex of participants’

The graph illustrates that 64% of the sample was male and 34% female.

**Marital Status**

The findings regarding marital status are shown in the graph below.

Figure 6 - Participants’ marital status
The results above indicate that 68.75% of the sample is married whilst 29.17% is single with 2.08% separated.

**Number of Children**

The study established the number of children per each respondent shown in the graph below.

*Note. Missing responses for the item were removed from analysis; \(N=48\).

The results shown above indicate that 51.02% of respondents had 1 to 2 children and 24.49% had 3 to 5 children and 24.49% also having no children.

**Years Employed in Present Position**

Respondents indicated the number of years they had spent in their positions at that time or job tenure which is shown in the graph.

*Note. Missing responses for the item were removed from analysis; \(N=48\).*
In the findings above it is evident that majority of employees 45.83% held their present position for 1 to 2 years in comparison with 39.58 being in the same position for more than 5 years. 14.58% held spent 3 to 5 years in present position

**Length of Employment Service**

Length of service was assessed among the respondents as illustrated in the graph below

Figure 9 - Participants’ Length of Employment

![Length of Employment Service graph]

*Note. Missing responses for the item were removed from analysis; N=49.*

From the findings above, 2.04% served the organization for less than a year, 8.16% for less than two years. Majority of the sample served from 3 to 15 years whilst 34.69% served more than 16 years.

**Employment Basis**

Terms of employment were likely to affect the level of motivation of workers and it was assessed in this sample. The terms of service among the respondents are reflected below

Figure 10 - Participants’ Employment Basis

![Employment Basis graph]

*Note. Missing responses for the item were removed from analysis; N=49.*

All respondents under review were employed on permanent basis

**Highest Qualification**
Respondents were asked to provide their highest qualification obtained. The graph below illustrates the level of education for the sample.

Figure 11 - Participants’ highest qualification

*Note. Missing responses for the item were removed from analysis; N=46.

From findings, 26.09% had only obtained matric and 26.09% were degree educated. 19.57% had obtained diplomas, 8.70% had certificates. 8.7% had honours qualifications in comparison with 10.87% with Masters.

**Qualification and Professional Field Details**

Each respondent indicated his or her qualification and the field in which that qualification was held.

<table>
<thead>
<tr>
<th>Table 1 - Participants’ qualification and professional field details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Themes and Categories</strong></td>
</tr>
<tr>
<td>Theme 1: Qualification</td>
</tr>
<tr>
<td>Bachelor of Technology</td>
</tr>
<tr>
<td>Bachelor of Science</td>
</tr>
<tr>
<td>Diploma (National and Higher)</td>
</tr>
<tr>
<td>Matric</td>
</tr>
<tr>
<td>Certification</td>
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<tr>
<td>Master of Business Administration</td>
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<tr>
<td>Masters</td>
</tr>
<tr>
<td>Bachelor of Commerce: Honours</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
</tr>
<tr>
<td>Learnerships</td>
</tr>
<tr>
<td>Bachelor of Social Science</td>
</tr>
</tbody>
</table>
The table above illustrates the different qualifications obtained by the sample population. The findings above enable a better understanding of the level of education and diversity of individuals employed by the refinery.

Training

Type of Training Received

The respondents were asked to indicate the type of training they had had.
10.42% had benefited from undergraduate courses. Insignificant levels were been recorded for category other 2.08%.

**Most Recent Short Courses**

Respondents indicated professional courses they had attended in table 2

<table>
<thead>
<tr>
<th>Themes</th>
<th>Number of Coded Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stepping up to Management</td>
<td>7</td>
</tr>
<tr>
<td>Crucial Conversations</td>
<td>3</td>
</tr>
<tr>
<td>Management Essentials</td>
<td>3</td>
</tr>
<tr>
<td>Moderator/Assessor Training</td>
<td>3</td>
</tr>
<tr>
<td>Project Management/Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>Root Cause Analysis Technique</td>
<td>2</td>
</tr>
<tr>
<td>Performance Management</td>
<td>2</td>
</tr>
<tr>
<td>Leadership</td>
<td>2</td>
</tr>
<tr>
<td>Process Modelling</td>
<td>1</td>
</tr>
<tr>
<td>Simulation Training</td>
<td>1</td>
</tr>
<tr>
<td>Control Valve Sizing</td>
<td>1</td>
</tr>
<tr>
<td>Environmental Law Process Troubleshooting</td>
<td>1</td>
</tr>
<tr>
<td>Permit to Work</td>
<td>1</td>
</tr>
<tr>
<td>Business Processes in Plant Maintenance (SAP PLM300)</td>
<td>1</td>
</tr>
<tr>
<td>Managing Technical Objects (SAP PLAM305)</td>
<td>1</td>
</tr>
<tr>
<td>Risk Assessment</td>
<td>1</td>
</tr>
<tr>
<td>Confined Space Entry</td>
<td>1</td>
</tr>
<tr>
<td>Honeywell Experian Process</td>
<td>1</td>
</tr>
<tr>
<td>Knowledge Systems Maintenance</td>
<td>1</td>
</tr>
<tr>
<td>Regression and First Principle Modelling</td>
<td>1</td>
</tr>
<tr>
<td>New Managers Program</td>
<td>1</td>
</tr>
<tr>
<td>Pressure/Safety Relief Valves for Process Industry</td>
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</tr>
<tr>
<td>SAP Production</td>
<td>1</td>
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<tr>
<td>SAP Human Resources</td>
<td>1</td>
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<tr>
<td>Fundamentals of Process Safety Management</td>
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</tr>
<tr>
<td>Health and Safety Officer Training</td>
<td>1</td>
</tr>
<tr>
<td>Lighting and Earthing Protection</td>
<td>1</td>
</tr>
<tr>
<td>Supervisor Technical Skills</td>
<td>1</td>
</tr>
<tr>
<td>Initiating Disciplinary Procedures</td>
<td>1</td>
</tr>
<tr>
<td>Mechanical Seals</td>
<td>1</td>
</tr>
<tr>
<td>Crisis Management and Communication</td>
<td>1</td>
</tr>
<tr>
<td>Troubleshooting</td>
<td>1</td>
</tr>
<tr>
<td>Catalyst</td>
<td>1</td>
</tr>
<tr>
<td>Personal Effectiveness</td>
<td>1</td>
</tr>
<tr>
<td>Sales Skills</td>
<td>1</td>
</tr>
<tr>
<td>Negotiation Skills</td>
<td>1</td>
</tr>
</tbody>
</table>

*Note. The item analysis only included the 33 participants that responded “Short Course(s)” in Figure 11

The table above illustrates the various training courses undertaken by respondents. The findings provide an insight to the type of courses attended and its relevance to refinery employees.
Length of Courses

The respondents were asked to indicate the stage they reached in their training. The data obtained was analysed using percentages as shown in graph below. Only those that responded to “short course” in figure 11 were included in the analysis of this item

Figure 13 - Length of participants’ courses

*Note. The item analysis only included the 33 participants that responded “Short Course(s)” in Figure 11.

It has been ascertained from the results shown above that the type of training most utilized by respondents or offered was that of short courses of 1-2 weeks 62.5% whilst 21.88% of respondents undertook courses whose duration was more than 6 weeks while 15.63% benefited from courses lasting between 3-5 weeks

Start Date, Duration, and Field of Undergraduate and Postgraduate Courses

For this question, only those that answered undergraduate, postgraduate and other to question 12 (figure 11) were included in the analysis. This is indicated below the table that follows.

Table 3 - Start date, duration, and field of participants’ undergraduate and postgraduate courses

<table>
<thead>
<tr>
<th>Themes</th>
<th>Start Date</th>
<th>Duration</th>
<th>Field</th>
<th>Number of Coded Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>One Year</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Two Years</td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
The table above illustrates the Start date, duration, and field of participants’ undergraduate and postgraduate courses. These findings provide an insight as to the training period and level of training received

**Stage of Course Completion**

The respondents were asked to indicate the stage they reached in their training. The data obtained was analysed using percentages as illustrated in graph below. All participants were included in the subsequent analysis.

*Note. Missing responses for the item were removed from analysis; N=48.*
As can be seen from the findings above, 64.58% of respondents completed the course they had undertaken while 18.75% were still continuing with their courses. 4.17% abandoned their course with 12.5% being not applicable.

**Reasons for Abandonment**

Respondents were requested to give a reason for abandoning course.

Only those that specified “abandoned” in figure 13 were included in this analysis.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Number of Coded Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Constraints</td>
<td>1</td>
</tr>
<tr>
<td>Personal Constraints</td>
<td>1</td>
</tr>
<tr>
<td>Languid</td>
<td>1</td>
</tr>
</tbody>
</table>

*Note. The item analysis only included the 2 participants that responded “Abandoned” in Figure 13.*

The table above illustrates reasons why respondents abandoned their training. The relevance of these findings was to have an understanding as to what were the major causes for not completing training.

**Professional Course Involvement**

Respondents were asked to indicate if they have undertaken any professional courses that were different from their main course of study.

Figure 15 - Participants’ professional course involvement

Majority of respondents, 84% had not undertaken any professional course in comparison with 16% who did.
Type of Professional Course

Details of professional courses that were undertaken by respondents are identified in table below.

Table 5 - Participants’ type of professional course attendance

<table>
<thead>
<tr>
<th>Themes</th>
<th>Number of Coded Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Management</td>
<td>2</td>
</tr>
<tr>
<td>SAMTRAC</td>
<td>1</td>
</tr>
<tr>
<td>HIV Counselling</td>
<td>1</td>
</tr>
<tr>
<td>Computerised Speed Typing</td>
<td>1</td>
</tr>
<tr>
<td>Events Co-ordination</td>
<td>1</td>
</tr>
<tr>
<td>Writing to Influence</td>
<td>1</td>
</tr>
<tr>
<td>Personal Effectiveness</td>
<td>1</td>
</tr>
<tr>
<td>Self Empowerment</td>
<td>1</td>
</tr>
<tr>
<td>Emergency Care</td>
<td>1</td>
</tr>
<tr>
<td>New Managers Programme</td>
<td>1</td>
</tr>
<tr>
<td>Supervisory</td>
<td>1</td>
</tr>
<tr>
<td>Management</td>
<td>1</td>
</tr>
<tr>
<td>Leadership</td>
<td>1</td>
</tr>
<tr>
<td>SharePoint</td>
<td>1</td>
</tr>
</tbody>
</table>

*Note. The item analysis only included the 8 participants that responded “Yes” in Figure 14.

The Table above illustrates the various professional courses undertaken by respondents. The relevance of findings was to gain insight into various professional courses undertaken by respondents.

Course Start Date and Stage of Completion

Respondents were asked to provide details of their course start dates and of completion

Table 6 - Participants’ course start date and stage of completion

<table>
<thead>
<tr>
<th>Themes</th>
<th>Start Date</th>
<th>Stage of Completion</th>
<th>Number of Coded Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>Complete</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First Year</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second Year</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Year</td>
<td>1</td>
</tr>
</tbody>
</table>

*Note. The item analysis only included the 8 participants that responded “Yes” in Figure 14.
The table above illustrates the Start date and completion of participants’ courses. These findings provide an insight as to the training period and stages of completion.

4.3.10 Source of Course Funding

The respondents were asked to indicate the source of funding.

Figure 16 - Participants’ sources of course funding

*Note. Missing responses for the item were removed from analysis; N=47.

It is evident from above findings that majority of employees source of funding was company sponsored 80.85% in comparison with 12.77% being self-sponsored and 6.38% being a combination of company and self-sponsored.

Career Advancement after Training

Trust of Management after Training

Respondents were asked to indicate their perceptions of trust of management after training. The data obtained was analysed using percentages as illustrated in graph below.

Figure 17 - Participants’ perceptions of the trust of management following training

From the findings above, 38% of respondents were agreement and 4% strongly agreed with trust of management after training whilst 38% were neutral in their belief 16% disagreed whilst 4% strongly disagreed.
Company Values me more as its Employee after Training

Respondents were asked to rate their perceptions on the company’s value of an employee after training. The data obtained was analysed using percentages as illustrated in graph below.

Figure 18 - Participants’ perceptions of whether the company values them more as employees after training

The results shown above indicate that the majority of respondents believed that the company valued an employee after training, 44% agreed and 8% strongly agreed. 28% were neutral in their decision, in comparison with 14% who disagreed and 6% who strongly disagreed.

Company Provides Opportunities to Grow and Learn after Training

Respondents were asked to rate their perceptions on whether the company provides opportunities to grow and learn after training. The data obtained was analysed using percentages as illustrated in graph below.

Figure 19 - Participants’ perceptions of whether the company provides opportunities to grow and learn after training

The results shown above indicate that the majority of respondents believed that the company provided opportunities to grow and learn after training, 46% agreed and 12% strongly agreed. 16% were neutral in their decision, in comparison with 20% who disagreed and 6% who strongly disagreed.
There are Very Good Promotional Opportunities at Company after Training

Respondents were asked to rate their perceptions on whether there are very good promotional opportunities at company after training. The data obtained was analysed using percentages as illustrated in graph below.

Figure 20 - Participants’ perceptions of whether there are very good promotional opportunities at company after training

The results shown above indicate that the majority of respondents believed that there were very good promotional opportunities at company after training, 30.61% agreed and 12% strongly agreed. 30.61% were neutral in their decision, in comparison with 22.45% who disagreed and 12.24% who strongly disagreed.

Company has supported my Career Advancement after Training

Respondents were asked to rate their perceptions on whether the company has supported their career advancement after training. The data obtained was analysed using percentages as illustrated in graph below.

Figure 21 - Participants’ perceptions of whether the company has supported my career advancement after training

The results shown above indicate that the majority of respondents believed the company has supported their career advancement after training, 38% agreed and 6% strongly agreed. 36% were neutral in their decision, in comparison with 12% who disagreed and 8% who strongly disagreed.

I see my Current Position as a Training Ground to another Organisation
Respondents were asked to rate their perceptions on whether they see their current position as a training ground to another organisation. The data obtained was analysed using percentages as illustrated in graph below

Figure 22 - Participants’ perceptions of whether they see their current position as a training ground to another organisation

The results shown above indicate that the majority of respondents believed they see their current position as a training ground to another organisation, 38% agreed and 16% strongly agreed. 24% were neutral in their decision, in comparison with 14% who disagreed and 8% who strongly disagreed.

In Company there is Recognition for Skills and Accomplishments after Training

Respondents were asked to rate their perception on whether the company gives recognition for skills and accomplishments after training. The data obtained was analysed using percentages as illustrated in graph below

Figure 23 - Participants’ perceptions of whether there is recognition for skills and accomplishments after training

Note. Missing responses for the item were removed from analysis; N=48.

The results shown above indicate that the majority of respondents believed there is recognition for skills and accomplishments after training, 37.5% agreed and 6.25% strongly agreed. 31.25% were neutral in their decision, in comparison with 20.83% who disagreed and 4.17% who strongly disagreed.
The Nature of Your Job Changed after Training

Respondents were asked to identify their perception on whether the nature of their job changed after training. The data obtained was analysed using percentages as illustrated in graph below

Figure 24 - Participants’ perceptions of whether the nature of their jobs have changed after training

The results shown above indicate that the nature of the job had not changed for the overwhelming majority of respondents 76% while 24% of respondents registered a change in the nature of their job after training

Participants’ Explanation for the Nature of their Jobs Changing

Respondents who registered changed in the nature of their jobs provided an explanation on how their jobs had changed.

Table 7 - Participants’ Explanation for the Nature of their Jobs Changing

<table>
<thead>
<tr>
<th>Themes</th>
<th>Number of Coded Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoted to management level</td>
<td>3</td>
</tr>
<tr>
<td>Attained promotion</td>
<td>3</td>
</tr>
<tr>
<td>Superior management abilities</td>
<td>2</td>
</tr>
<tr>
<td>Improved work-related skills</td>
<td>2</td>
</tr>
<tr>
<td>Better business understanding</td>
<td>1</td>
</tr>
<tr>
<td>Increased efficiency</td>
<td>1</td>
</tr>
<tr>
<td>Heightened confidence</td>
<td>1</td>
</tr>
<tr>
<td>Obtained mentoring role</td>
<td>1</td>
</tr>
</tbody>
</table>

*Note. The item analysis only included the 12 participants that responded “Yes” in Figure 23.

The table illustrates the various explanations received by respondents as to how the nature of their jobs had changed after training. Majority of responses received were related to promotions, whilst other was related to better job performance and understanding.

Rank your Chances of Securing a Job Change in another Division or Department

Respondents were asked to rank their chances of securing a job change in another division or department. The data obtained was analysed using percentages as illustrated in graph below
The findings above show that, when asked how they ranked their chances of securing a job change in another division or department, the majority of respondents 34.21% selected the option neutral as compared to likely 26.32%, very likely 7.89% and unlikely 21.05%. 10.53% was recorded for very unlikely.

Hindrances to Career Advancement

Results regarding hindrances to career advancement as reported are given in the table below.

Table 8 - Participants’ perceptions of the hindrances to career advancement

<table>
<thead>
<tr>
<th>Themes</th>
<th>Number of Coded Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absence of vacancies</td>
<td>18</td>
</tr>
<tr>
<td>Employment regulations</td>
<td>13</td>
</tr>
<tr>
<td>Scant opportunity for growth</td>
<td>6</td>
</tr>
<tr>
<td>Management restrictions upon employees</td>
<td>5</td>
</tr>
<tr>
<td>Inadequate succession planning</td>
<td>5</td>
</tr>
<tr>
<td>Mismanagement</td>
<td>4</td>
</tr>
<tr>
<td>Discrimination</td>
<td>4</td>
</tr>
<tr>
<td>Inability to apply knowledge/skills</td>
<td>3</td>
</tr>
<tr>
<td>Lack of human resources</td>
<td>3</td>
</tr>
<tr>
<td>Promotion restrictions</td>
<td>2</td>
</tr>
<tr>
<td>Inadequate formal training</td>
<td>2</td>
</tr>
<tr>
<td>Technicality of profession restricts oppor</td>
<td>2</td>
</tr>
<tr>
<td>Poor performance</td>
<td>1</td>
</tr>
<tr>
<td>Employees’ self-imposed restrictions</td>
<td>1</td>
</tr>
</tbody>
</table>

From the findings above, majority of responses, 18 indicated that absence of vacancies was the leading hindrance to career advancement. 13 responses identified employment regulations. 6 responses were for scant opportunity for growth. Themes regarding management restrictions and discriminated each received 5 responses. 4 responses each were for discrimination and mismanagement. Inability to apply skills and lack of human resources has 3 responses each. Promotion restrictions, inadequate formal training and technicality of profession each had 2 responses. Poor performance and self-imposed restrictions had 1 response each.
Strategies to Remove or Minimise Hindrances to Career Advancement and Training

This section focuses attention on strategies that can be used to address lack of career advancement after training.

Strategies that can be used to remove or Minimise Hindrances to Career Advancement after Training at the Company

Respondents were asked to identify if there were strategies that could be used to remove or minimise hindrances to career advancement after training at the company. The data obtained was analysed using percentages as illustrated in graph below.

Figure 26 - Participants’ perceptions of the strategies that can be used to remove or minimise hindrances to career advancement after training at the company

50% believed that strategies could be used to remove or minimise hindrances to career advancement after training whilst 50% believed that were none. These results prove that the workforce is divided, some are apathetic, and others see room for change or are motivated to change.

Possible Strategies that can be used to remove or Minimise Hindrances or Constraints to Career Advancement after Training at Company

Respondents were able to identify possible strategies that could be used to remove or minimise hindrance or constraints to career advancement after training.

Table 9 - Participants’ possible strategies that can be used to remove or minimise hindrances or constraints to career advancement after training at company

<table>
<thead>
<tr>
<th>Themes</th>
<th>Number of Coded Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide various training programmes</td>
<td>5</td>
</tr>
<tr>
<td>Diversification of work exposure (e.g., cross-boundary experiences)</td>
<td>4</td>
</tr>
<tr>
<td>Succession planning</td>
<td>4</td>
</tr>
<tr>
<td>Allocate mentors/implement mentorship programme</td>
<td>2</td>
</tr>
<tr>
<td>Provide practical experience/exposure</td>
<td>2</td>
</tr>
<tr>
<td>Generate employee’ career and development paths</td>
<td>2</td>
</tr>
<tr>
<td>Provide promotion opportunities</td>
<td>2</td>
</tr>
<tr>
<td>Adding skills to performance contracts</td>
<td>1</td>
</tr>
<tr>
<td>Disseminate organisational goals and objectives to employees</td>
<td>1</td>
</tr>
<tr>
<td>Progressive reward system</td>
<td>1</td>
</tr>
<tr>
<td>Develop talent management process</td>
<td>1</td>
</tr>
</tbody>
</table>

27
Invest in longitudinal education of employees  |  1
Rectify the grievance procedure |  1

*Note. The item analysis only included the 25 participants that responded “Yes” in Figure 25.

The table above illustrates the various strategies identified by respondents that could be used to remove or minimise hindrance or constraints to career advancement after training.

**Motivation**

4.6.1 I feel a Sense of Personal Satisfaction when I do this Job Well

Respondents were asked to rate their perceptions on whether they feel sense of personal satisfaction when they do their jobs well. The data obtained was analysed using percentages as illustrated in graph below

Figure 27 - Participants’ perceptions of whether they feel sense of personal satisfaction when they do their jobs well

The findings above show that, when asked if they feel sense of personal satisfaction when they do their jobs well, the majority of respondents 52 % strongly agreed as compared to 42%

Agreed and 6% Neutral

**My Opinion of Myself Goes down When I do This Job Badly**

Respondents were asked to rate their perceptions on whether their opinions of themselves go down when they do their jobs badly. The data obtained was analysed using percentages as illustrated in graph below

Figure 28 - Participants’ perceptions of whether their opinions of themselves go down when they do their jobs badly.

The findings above show that, when asked whether their opinions of themselves go down when they do their jobs badly. The majority of respondents 46 % agreed as compared to 26% Strongly Agreed, 16% Neutral, and 8% disagreed and 4% strongly disagree.
Take Pride in Doing my Job as Well as I can

Respondents were asked to rate their perceptions on whether they take pride in doing their jobs as well as they can. The data obtained was analysed using percentages as illustrated in graph below

Figure 29 - Participants’ perceptions of whether they take pride in doing their jobs as well as they can

Note. Missing responses for the item were removed from analysis; N=49.

The findings above show that, when asked whether they take pride in doing their jobs as well as they can, the majority of respondents 69.39 % strongly agreed as compared to 26.53% Agreed and 4.08% Neutral

I Feel Unhappy when my Work is not up to my Usual Standard

Respondents were asked to rate their perceptions on whether they feel unhappy when their work is not up to their usual standards. The data obtained was analysed using percentages as illustrated in graph below

Figure 30 - Participants’ perceptions of whether they feel unhappy when their work is not up to their usual standards

The findings above show that, when asked of whether they feel unhappy when their work is not up to their usual standards, the majority of respondents 50 % strongly agreed as compared to 44% Agreed, 4% Neutral and 2% disagree.

I Like to Look Back on the Day’s Work with a Sense of a Job Well Done
Respondents were asked to rate their perceptions on whether they like to look back on the day’s work with a sense of a job well done. The data obtained was analysed using percentages as illustrated in graph below.

Figure 31 - Participants’ perceptions of whether they like to look back on the day’s work with a sense of a job well done

![Graph](image)

*Note.* Missing responses for the item were removed from analysis; \( N = 47 \).

The findings above show that, when asked of whether they like to look back on the day’s work with a sense of a job well done, the majority of respondents 46.81% strongly agreed as compared to 44.68% Agreed, 6.38% Neutral and 2.13% disagree.

**I try to Think of Ways of Doing my Job Effectively**

Respondents were asked to rate their perceptions whether they try to think of ways of doing their job effectively. The data obtained was analysed using percentages as illustrated in graph below.

Figure 32 - Participants’ perceptions of whether they try to think of ways of doing their job effectively

![Graph](image)

*Note.* Missing responses for the item were removed from analysis; \( N = 49 \).

The findings above show that, when asked of whether they try to think of ways of doing their job effectively, the majority of respondents 55.1% strongly agreed as compared to 38.78% Agreed, 6.12% Neutral.

**Motivated to do Your Very Best for the Company after Training**

Respondents were asked if they are motivated to do their best for the company after training. The data obtained was analysed using the table below.

Table 10 - Participants’ responses about whether they are motivated to do their best for the company after training
<table>
<thead>
<tr>
<th>Themes</th>
<th>Number of Coded Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>The company has made an investment in me</td>
<td>3</td>
</tr>
<tr>
<td>I feel inspired</td>
<td>2</td>
</tr>
<tr>
<td>For a short duration</td>
<td>1</td>
</tr>
<tr>
<td>If the training is job specific</td>
<td>1</td>
</tr>
<tr>
<td>Motivation does decline if growth opportunities are unavailable</td>
<td>1</td>
</tr>
<tr>
<td>Creates satisfaction</td>
<td>1</td>
</tr>
<tr>
<td>Increases confidence</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>I always do my best</td>
<td>3</td>
</tr>
</tbody>
</table>

If the participant gave a yes/no answer only, it was placed in the main category. If they gave a yes or no answer with some elaboration, this was placed under the appropriate category within a sub-theme.

The table above illustrates whether respondents were motivated to after they received training. Majority responded that they were indeed motivated.

Hygiene Factors

Company Policies

Respondents were asked to rate how influential company policies are on their decision to continue working in company. The data obtained was analysed using percentages as illustrated in graph below

Figure 33 - Company policies

Note. Missing responses for the item were removed from analysis; N=49.

The findings above show that, when asked how influential company policies are on their decision to continue working in company, the majority of respondents 55.18 % very influential as compared to 10.2% Extremely Influential, 16.33% Neutral, and 8.16% somewhat Influential and 6.12% not influential.
Quality of Supervision

Respondents were asked to rate how influential Quality of supervision is on their decision to continue working in company. The data obtained was analysed using percentages as illustrated in graph below

Figure 34 - Quality of supervision

Note. Missing responses for the item were removed from analysis; N=49.

The findings above show that, when asked how influential Quality of supervision is on their decision to continue working in company, the majority of respondents 53.06 % very influential as compared to 22.45% Extremely Influential, 12.24% Neutral, and 6.12% somewhat Influential and 6.12% not influential

Relations with Others

Respondents were asked to rate how influential Relations with others are on their decision to continue working in company. The data obtained was analysed using percentages as illustrated in graph below

Figure 35 - Relations with others

The findings above show that, when asked how influential Relations with others are on their decision to continue working in company, the majority of respondents 42 % very influential as compared to 28% Extremely Influential, 20% Neutral and 10% somewhat influential

Personal Life

Respondents were asked to rate how influential Personal life is on their decision to continue working in company. The data obtained was analysed using percentages as illustrated in graph below

Figure 36 - Personal life
The findings above show that, when asked how influential Personal life is on their decision to continue working in company, the majority of respondents 46.94% very influential as compared to 30.61% Extremely Influential, 14.29% Neutral and 8.16% somewhat influential.

**Rate of Pay**

Respondents were asked to rate how influential Rate of pay is on their decision to continue working in company. The data obtained was analysed using percentages and illustrated in graph below

![Rate of Pay Graph]

The findings above show that, when asked how influential Rate of pay is on their decision to continue working in company, the majority of respondents 38.78% extremely influential as compared to 32.65% very influential, 12.24% Neutral, 12.24% somewhat influential and 4.06% not influential.

**Job Security**

Respondents were asked to rate how influential Job security is on their decision to continue working in company. The data obtained was analysed using percentages and illustrated in graph below
The findings above show that, when asked how influential Job security is on their decision to continue working in company, the majority of respondents, and 44% Very influential as compared to 40% Extremely Influential, 8% Neutral, 6% somewhat influential and 2% not influential.

**Working Conditions**

Respondents were asked to rate how influential working conditions is on their decision to continue working in company. The data obtained was analysed using percentages and illustrated in graph below

The findings above show that, when asked how influential Working conditions is on their decision to continue working in company, the majority of respondents, 42.86% Very influential as compared to 38.78% Extremely Influential, 6.12% Neutral, 10.20% somewhat influential and 2.04% Not influential.

**Company Loans/Advances**

Respondents were asked to rate how influential Company loans/advances are on their decision to continue working in company. The data obtained was analysed using percentages and illustrated in graph below
The findings above show that, when asked how influential Company loans/advances are on their decision to continue working in company, the majority of respondents, and 36% not influential as compared to 32% Neutral, 10% somewhat influential, and 12% Extremely Influential, and 10% Very influential.

**Motivational Factors**

**4.8.1 Achievement**

Respondents were asked to rate how influential Achievement is on their decision to continue working in company. The data obtained was analysed using percentages and illustrated in graph below.

The findings above show that, when asked how influential Achievement is on their decision to continue working in company, the majority of respondents, and 46% Very influential as compared to 28% Extremely Influential, 12% Neutral, 10% somewhat influential and 4% not influential.

**Career Advancement**

Respondents were asked to rate how influential Career advancement is on their decision to continue working in company. The data obtained was analysed using percentages and illustrated in graph below.
The findings above show that, when asked how influential Career advancement is on their decision to continue working in company, the majority of respondents, and 40.43% Very influential as compared to 36.17% Extremely Influential, 10.64% Neutral, 8.51% somewhat influential and 4.26% not influential

**Personal Growth**

Respondents were asked to rate how influential Personal growth is on their decision to continue working in company. The data obtained was analysed using percentages and illustrated in graph below

The findings above show that, when asked how influential Personal growth is on their decision to continue working in company, the majority of respondents, and 51.02% Very influential as compared to 34.69% Extremely Influential, 6.12% Neutral, 4.08% somewhat influential and 4.08% not influential

**Job Interest**

Respondents were asked to rate how influential Job interest is on their decision to continue working in company. The data obtained was analysed using percentages and illustrated in graph below
The findings above show that, when asked how influential Job interest is on their decision to continue working in company, the majority of respondents, and 55.10% Very influential as compared to 32.65% Extremely Influential, 6.12% Neutral and 6.12% somewhat influential

**Recognition**

Respondents were asked to rate how influential Recognition is on their decision to continue working in company. The data obtained was analysed using percentages and illustrated in graph below

The findings above show that, when asked how influential Recognition is on their decision to continue working in company, the majority of respondents, 42% Very influential as compared to 34% Extremely Influential, 14% Neutral, 8% somewhat influential and 2% Not Influential.

**Responsibility**

Respondents were asked to rate how influential Responsibility is on their decision to continue working in company. The data obtained was analysed using percentages and illustrated in graph below
The findings above show that, when asked how influential Responsibility is on their decision to continue working in company, the majority of respondents, 56.25% Very influential as compared to 31.25% Extremely Influential, 6.25% Neutral, 4.17% somewhat influential and 2.06% Not Influential.

**Opportunity for Promotion**

Respondents were asked to rate how influential Opportunity for promotion is on their decision to continue working in company. The data obtained was analysed using percentages and illustrated in graph below

The findings above show that, when asked how influential Opportunity for promotion is on their decision to continue working in company, the majority of respondents, 36.79% Extremely influential as compared to 34.69% Very Influential, 10.2% Neutral, 10.2% somewhat influential and 8.16% Not Influential.

**Inferential Statistics**

The following inferential statistics were conducted to determine the relationship between the variables included in this study. In particular, Pearson correlations between each of the generated variables - Career Advancement after Training (Items 22, 23, 24, 25, 26, 27, and 28), Motivation (Items 35, 36, 37, 38, 39), Hygiene Factors (Items 42, 43, 44, 45, 46, 47, 48, and 49), Motivational Factors (Items 50, 51, 52, 53, 54, 55, and 56), and Total Motivation (Motivation, Hygiene Factors, and Motivational Factors combined) - were analysed to
determine the relationship between each of the domains assessed through the questionnaire. The descriptive statistics for each of the variables are presented in Table 11 which follows. Each of the variables were coded in the following manner: Career Advancement after Training (1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree), Motivation (1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree), Hygiene Factors (1 = Extremely Influential, 2 = Very Influential, 3 = Neutral, 4 = Somewhat Influential, 5 = Not Influential), and Motivational Factors (1 = Extremely Influential, 2 = Very Influential, 3 = Neutral, 4 = Somewhat Influential, 5 = Not Influential).

| Table 11. Descriptive Statistics for Computed Variables |
|---------------------------------|---|---|---|
| Variable                        | N  | M    | SD   |
| Career Advancement after Training | 47 | 19.30 | 5.29 |
| Motivation                      | 45 | 9.78  | 2.96 |
| Hygiene Factors                 | 46 | 18.24 | 5.41 |
| Motivational Factors            | 44 | 14.34 | 5.95 |
| Total Motivation                | 39 | 42    | 11.19 |

*Note. Missing data were removed from variable computation and subsequent analysis.

The results of the Pearson correlations are presented in Table 12. In particular, Career Advancement after Training was positively and statistically significantly related to Hygiene Factors, Motivational Factors, and Total Motivation, indicating that career advancement after the receipt of training is associated with greater hygiene factor, motivational factor, and total motivation perceptions and reports. Motivation was positively and statistically significantly correlated with Total Motivation, Hygiene Factors was statistically significant and positively related to Motivational Factors and Total Motivation, and Motivational Factors was positively and significantly correlated with Total Motivation. These results indicate that different forms or types of motivation appear to positively influence one another and contribute meaningfully to overall motivation. The remaining correlations were not statistically meaningful.

| Table 12. Pearson Correlations between all Variables |
|---------------------------------|---|---|---|---|---|---|---|---|
| Variable | CA | MOT | HYG | MOTF | MOTT |
|         | R  | p  | R  | p  | R  | p  | R  | p  | R  | p  |
| CA      | -  | -  | .264 | .088 | .480 | .001 | .346 | .027 | .488 | .002 |
| MOT     | -  | -  | -  | -  | .200 | .204 | .260 | .100 | .484 | .002 |
| HYG     | -  | -  | -  | -  | .817 | < .001 | .893 | < .001 |
| MOTF    | -  | -  | -  | -  | -  | -  | -  | -  | .933 | < .001 |
| MOTT    | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  |

*Note. CA = Career Advancement after Training, MOT = Motivation, HYG = Hygiene Factors, MOTF = Motivational Factors, MOTT = Total Motivation.

Reliability Estimates
As a measure of internal consistency, Cronbach’s alpha was computed for the following sections. The particular items from each of the sections that were used to compute Cronbach’s alpha are also outlined in the sections that follow.
Career Advancement after Training
Cronbach’s alpha was computed for Section C (Career Advancement after Training) questions 22, 23, 24, 25, 26, 27, and 28 (7 items). The finding indicated strong internal consistency and reliability for the Career Advancement after Training portion of the questionnaire, $\alpha = .839 \ (N=47)$.

Motivation
Cronbach’s alpha was computed for Section E (Motivation) questions 35, 36, 37, 38, 39, and 40 (6 items). The finding indicated acceptable internal consistency and reliability for the Motivation portion of the questionnaire, $\alpha = .764 \ (N=45)$.

Hygiene Factors
Cronbach’s alpha was computed for Section E (Hygiene Factors) questions 42, 43, 44, 45, 46, 47, 48, and 49 (8 items). The finding indicated acceptable internal consistency and reliability for the Hygiene Factors portion of the questionnaire, $\alpha = .786 \ (N=46)$.

Motivational Factors
Cronbach’s alpha was computed for Section E (Motivational Factors) questions 50, 51, 52, 53, 54, 55, and 56 (7 items). The finding indicated excellent internal consistency and reliability for the Motivational Factors portion of the questionnaire, $\alpha = .927 \ (N=44)$.

Discussion
This section discusses the main findings of the study regarding career advancement after training, constraints to career advancement, level of motivation among trained employees, minimization of constraints to career advancement and the effect of career advancement on motivation.

Career advancement after training
The study focused on chances of promotion, change in nature of job after training and ranking of chances of securing a job change in another division or department. The study directed its attention to whether or not they had been promoted after training, scoring chances of being promoted after training, whether or not the organization recognized skills and accomplishments after training and whether or not staff at all levels benefited from career advancement after training.

Chances of promotion
The study found out that the majority of the respondents reported low chances of promotion. Training, therefore, was generally not relevant to promotion. This finding supports that of Redman and Wilkinson, (2013) who found that promotion is not automatic as it used to be. Training, therefore, may be seen as wastage of time; yet as advanced by Armstrong (2009: 296) training is deliberately aimed at improving performance and facilitating promotions. Indeed under normal circumstances, training facilitates progress. Mullins (2007) also
confirms that training may be able to boost the level of competence of trained employees and the organization; and that training provides the possibility of salary increase and promotion. It also widens opportunities for career progression. This is confirmed further by Mullins (2007) who points out that training is expected to ensure continuity in staff career development. Indeed, as Cook (2008: 154) point out, it is every employee’s aspiration to make steady progress in organizations which employ them. Redman and Wilkinson (2013) concur with this and assert that employees expect to be rewarded after training; promotion is one of the rewards mentioned. However, when asked whether employees benefit from career advancement after training, the majority of respondents felt they did not. The respondents who reported that they did were in the minority (Figure 20).

Career advancement is normally based on merit. When employees know that each and every one of they them, at his or her level, has an equal opportunity of rising to the top, they will put in their best performance. Wilson (2012: 392) revealed that training played a very significant part in leading and enhancing career advancement for managers. The results showed that “formal off-the job courses” do positively facilitate the path from training to managerial advancement. Training enhanced and even led to career advancement in the managerial hierarchy. However, as Mathis and Jackson, (2011:75) points out, changes in the nature of organizations and the corporate belt tightening, promotions are no longer automatic. Martin (2010: 41) also pointed to the decreasing number of opportunities for upward promotion which is of great appeal to employees.

**Change in nature of job after training**

The majority of respondents reported that there had been no change in the nature of job after training (Figure 23). This has been the focus of this study. Employees have trained and stagnated in their positions. This situation is contrary to what is expected in a normal environment; this fact was presented by Redman and Wilkinson (2013) when they stated that some of today’s organizations have no clearly defined career paths. On the other hand, the minority stated that there had been a change in the nature of the job after training. This positive aspect is also highlighted by Mathis and Jackson (2011) who argue that career development has a lot to do with higher status and responsibilities. In addition, Wilson (2012: 138) points out that training are a significant factor in career advancement. Mullins (2007) also emphasizes that training employees enables them to specialize and even taken on management positions. It can also facilitate enhancement in responsibilities.

**Chances of securing a job change at the same level of job in another division or department**

The majority of respondents reported low chances of securing a job change e.g. horizontal transfer in another division or department (Figure 24). The negative aspect of this finding is that it is contrary to what Mathis and Jackson (2011: 107) proposed that trained employees can take on higher status and responsibilities in one institution or through mobility between institutions or a combination of both. Indeed, the majority of respondents felt the organization recognized skills and accomplishments after training (Figure 22). Moreover, these results are supported by Mullins (2007) who stated that training facilitates provisions of recognition. Organizations considerably invest in training because they seem to focus on motivational aspects of an
employee’s personality. However, the minority of respondents had stated that the organization does not recognize skills and accomplishments after training. Previous studies confirm that training should provide direction to employees on lateral and vertical movements within the organization. However, this does not indicate that employees have influence, control or can effectively plan the direction of their careers.

Constraints to career advancement after training

The majority of respondents stated that the structure was saturated and there were no vacancies or openings for staff after training (Table 8). This is a point that was advanced by Wilson (2012) when they confirmed that the organizational structure can indeed impact an employee’s chances as far as training and career advancement are concerned. Cook (2008: 155) went further and stated that a male dominated hierarchy may indeed negatively affect career advancement for female managers. An inflexible structure with limited openings or opportunities has a negative impact on career advancement after training and as Mathis and Jackson (2011) pointed out, this could have been the result of corporate-belt tightening. Poor policies on promotion were also reported by respondents as a constraint to the career advancement after training. Respondents also reported promotional restrictive measures as a constraint. Under normal circumstances an eligible employee would qualify for promotion; although in exceptional circumstances, enhanced promotions may be facilitated. Redman and Wilkinson (2013) argue that for the management development to be effective, focus should be directed to career paths and openings for promotion and progression. Organization politics can indeed be a real problem when supervisors manipulate and overlook ethics and talents. Organization politics in regard to aspects such as motives, positions, and competition can have a negative impact at the workplace. It was reported that poor performance and irrelevant training was a constraint to career advancement after training. Martin (2010) had warned that employee performance can only be enhanced by relevant training that addresses weaknesses exposed by an effective staff appraisal process.

Inexperience was also reported as a constraint to career advancement after training. The factors mentioned above apply to the employee as an individual. As noted by Martin (2010: 42), an employee is responsible for managing his or her career to a certain extent. Training pursued should be consistent with the goals and objectives of the organization that employs him or her-otherwise, there would not be any career advancement. Qualifications attained should be relevant to the output of employees. Training which benefits the individual should be utilized in the department he or she is working in. Lack of career path and growth was also reported as another constraint to career advancement after training. Redman and Wilkinson (2013) highlighted this point and mentioned that career paths, promotion and progression opportunities are an integral part of effective management development. Martin (2010: 217) agrees and acknowledges that training directed at the weaknesses identified can enhance employee performance.

Level of motivation among trained personnel

The study revealed that numerous respondents were not highly motivated after training. This could be due to the fact that training did not lead to promotion or career advancement. Yet, Mullins (2007) argued that training is one of the most significant motivators because it has various benefits that can be gained by both that organization and the employee(s). In addition, Mullins (2007) confirmed that opportunities for training are important to an employee’s development and career success. Mullins (2007) further observed that, for employees to benefit from training, it must be real, operational and rewarding. Training people for the sake
of it (training) leads to little advancement. Organizations must, therefore, recognize employee’s good training achievement. This can be realized through higher levels of job satisfaction, raised salaries and other similar motivation schemes of career advancement. Redman and Wilkinson (2013) stated that after training, employees expect promotion, increased pay and higher responsibilities. Armstrong (2009: 182) also points out that motivation is behaviour directed towards expectations of goal attainment and reward systems. He also emphasizes that motivation is a great factor in productivity in organizations. As Mathis and Jackson (2011: 101) discovered, even the potential benefits attributed to training are very crucial to commitment and job satisfaction. Wilson (2012: 173) pointed out that reward systems play a big part in the motivation or de-motivation of employees. Cook (2008: 86) also pointed out that promotion is indeed a vital aspect in regard to job satisfaction.

The majority of respondents reported that they take pride in the way they do their job after training (Figure 28). These findings are supported by Mullins (2007) who stated that training leads to increased confidence and a feeling of personal satisfaction. Cook (2008) noted that after training, it is an employee’s aspiration to excel at work. In addition, the majority reported as high the level of motivation of employees after training. It is apparent, for this category of respondents, that training should be, as Mullins (2007) states, one course of action that contributes to a valued goal attainment- that of satisfying employees’ needs.

Minimization of constraints to career advancement after training
The majority of respondents reported that strategies existed that can minimize constraints to career advancement (Figure 25). This is supported by Mullins (2007) who confirms that there are various schemes or systems through which the process of career advancement can go forward. However, it was stated by the minority that there were no strategies that can minimize constraints to career advancement after training. As a result, there may be no motivation for high performance achievement. Furthermore, respondents stated that setting clear and transparent policies on promotion, training and advancement was a strategy that can be used to minimize constraints to career. (Table 9)

Reviewing policy on promotion and training was also a strategy identified by respondents. Improving human resource management and relations was also identified as a possible strategy. Allocating mentors/implement mentorship programme was also presented as a strategy. The success of training as Mullins (2007) points out can only be seen from the envisaged benefits to both the organization and the staff. As Armstrong (2009: 324) confirmed, issues pertaining to equity in reward systems, opportunities for training and career advancement are crucial to any attempts to satisfy the needs of employees. Job rotation and development alternative career development paths were presented as possible strategies. Armstrong (2009) called for putting in place dynamic structures and processes to accommodate the workforce that is continuously exposed to re-skilling for present and future needs. However, Mathis and Jackson (2011: 116) argued that the way today’s organizations are constantly exposed to change and reshaping, career planning may be turned into a futile exercise in the long term. Mullins (2007) was unfazed by that argument and pointed out that opportunities for career growth should be widened to ensure fairness and equality in the treatment of all staff. He called for putting in place a reward system based on ability. This supports another identified possible strategy of a Progressive reward system. Redeveloping talent management program was another possible strategy identified by respondents. Mullins (2007) confirmed that talents should be identified and developed to facilitate optimal levels of performance and job satisfaction.
Other strategies included disseminating organisational goals and objectives to employees. Mullins (2007) supported this but stressed that as much as an employee may initiate own self development, he or she should clearly identify relevant needs and goals. In other words, needs should be compatible with the organization’s goals and needs. That would be the only way to get management support and encouragement. Martin (2010) also emphasized there would be no career advancement for training that is not in line with an organization’s goals and objectives. Normal formal career planning and guidance was put forward as a possible strategy. Career planning being a process, employees may not effectively plan their career goals and paths without guidance. On the other hand, the majority of respondents reported training and developing staff for strategies and higher responsibilities as a strategy to minimize constraints to career advancement. This point is supported by Cook (2008) argued that career development is all about higher status and responsibilities. This as Mullins (2007) pointed out would effectively enable employees to take up the widened space if opportunities came up. He went further and stressed that employees should be enabled to fully utilize their talents and abilities and directed to perform well in the right areas. Management should encourage training in professional and technical skills. Training should focus on organizational goals not government’s models of best practice.

The effect of career advancement on motivation

A Pearson correlation was computed between chances of promotion and motivation (Table 12). The results showed that there is a high significant correlation between job satisfaction and chances of promotion. These findings are supported by Redman and Wilkinson (2013) who pointed out that the mere prospect of career advancement can by itself be a motivating factor for employees to work hard. As Armstrong (2009: 251) stated, motivation is goal–directed behaviour. Career advancement leads, to among other things, a high level of job satisfaction and that it aligns work with an individual employee’s values and motivations. It is further argued that career advancement enables organizations to have employees that are well motivated.

It is, therefore, logical to conclude as Cook (2008:155) did that career advancement (promotion) is necessary for job satisfaction and motivation. It shows that an employee’s performance and contribution has been recognized. Indeed as Armstrong (2009: 342) pointed out, expectations of goal attainment, incentives and valued rewards do motivate employees. Wilson (2012: 183) highlighted this and confirmed that systems of reward can motivate or indeed de-motivate employees. De-motivation occurs when individual employee goals are not met or when goals of the organization differ from employees’ personal goals.

CONCLUSION AND RECOMMENDATIONS

The purpose of this study was to examine the factors that have hindered career advancement after training and to assess whether this has affected staff motivation. This purpose was transformed into specific objectives which were: to assess career advancement after training, to identify constraints to career advancement, to assess the level of motivation among trained personnel, to establish strategies to minimize constraints to career advancement and to assess the effect of career advancement on motivation. This has been done as presented in chapter four of this study. In this chapter, the study concludes the assessment with a conclusion and recommendations drawn from findings and discussions.
Conclusions

Career advancement after training

The fact that the majority of respondents reported low chances of promotion highlights the seeming irrelevance of training to promotion. This could and may indeed affect the motivation and performance of trained staff. These findings showed that not all employees benefit from promotion after training. Clearly, there were de-motivating factors at play here. The majority of respondents reported that the organization recognized skills and accomplishments after training, staff at all levels did not benefit from career advancement after training. A minority felt the organization did not recognize skills and accomplishments after training. These findings showed that not all employees benefit from promotion after training. Clearly, there were de-motivating factors at play here. The majority of respondents reported that the organization recognized skills and accomplishments after training, staff at all levels did not benefit from career advancement after training. These findings pointed to a lack of equality in career advancement opportunities. Moreover, the reward and incentive system did not seem to focus on all positions and employees. There was no equal opportunity of rising to the top. However, the minority stated that staff at all levels benefited from career advancement after training. These results showed that some staff benefited from career advancement on the basis of merit; and that for them, at least, there was a semblance of equal opportunities for career advancement. The majority of respondents reported average chances of promotion after training. Clearly, the majority trained knowing that employees’ chances of promotion were just average. Their expectations of the ability of the system to deliver are as they had stated, average. On the other hand, those in the minority ranked their chances of promotion after training as high and very high. These respondents had high and very high expectations respectively. They aspired to make steady career progression. They expected to be rewarded by the system.

Change in nature of job after training

The study confirmed that for the majority of respondents, there had been no job change in the nature of job after training. Trained staff had stagnated in their jobs or positions. There was a marked lack of opportunities regarding career paths. This was contrary to expectations in a normal situation. However, the minority reported a job change in the nature of the job after training. This was a positive result, albeit for a small group of employees. Training, at least for this group of employees, had yielded enhanced career advancement progression in some aspects.

Chances of securing a job change in another division or department

It was revealed through the study that a significant number of respondents reported low chances of securing a job change in another division or department. The minority reported their chances as medium and as non-existent. This implied that there was some lack of opportunity to take on higher status and responsibilities in the institution. There was a lack of opportunity for mobility throughout the organization. It was not easy to move from one division or department to another. On the other hand, another group among the minority reported as high their chances of securing a job change in another division or department. This showed that some trained employees were somehow provided with opportunity to move (laterally or vertically) within the institution.

Constraints to career advancement after training

The majority of the main sample reported that the saturated structure, with the resultant lack of vacancies or openings was the constraint to career advancement after training. The
organization structure had a negative impact on employees’ career advancement. The organizational structure with the accompanying lack of vacancies and openings was a constraint to career advancement. The study also led to conclusions that other constraints included poor policies on promotion, lack of human resources and organization politics. Respondents identified poor performance results after training and irrelevant training as constraints. Apparently, staff embarked on training programmes that are not relevant to the needs, goals and objectives. The study concluded that inexperience, lack of career path and growth, Technicality of profession restricts opportunities, and mismanagement from management not always well-informed or advised and lack of adequate planning and management were all constraints to career advancement after training. Respondents also identified promotional restrictive measures as another constraint to career advancement after training. This implied that inflexible policies in place had a negative impact on career advancement

Level of motivation among trained personnel

The findings from the study led the researcher to conclude that a significant number of respondents were not highly motivated after training. These findings are not surprising, after the study has established that training did not always lead to promotion, increased pay, higher responsibilities or other rewards. However, the majority respondents rated as high the motivation of employees after training. For these respondents took pride in the way they did their jobs, training boosted employees” confidence and satisfaction. Training, it was believed, facilitated employees' attainment of much valued goals and satisfied some of their motivation needs.

Minimization of constraints to career advancement after training

The study established that the majority believed that strategies existed that could minimize constraints to career advancement after training. These findings put to shame the belief that there was nothing the organization could do. However, the minority stated that there were no strategies that could minimize constraints to career advancement after training.

The sample identified several strategies and these included setting clear and transparent policies on promotion, training and advancement. This presupposes the existence of vague and obscure policies on those aspects. Staff felt that policies should be designed to guide management in improving its strategy regarding human resource management and relations. This study also revealed that free and fair competition for promotion is a possible strategy that could minimize the constraints. Staff felt that there was lack of equity in this field. Job rotation and developing alternative paths were all strategies put forward to protest against what was seen as an inflexible structure and system. Respondents also urged management to train and develop staff for strategies and higher responsibilities in the form of mentorship programs.

Respondents advanced appreciating employees performance through a progressive reward system as a strategy. Clearly, they felt their efforts were not appreciated. Other strategies presented such as redeveloping talent management program and disseminating organisational goals and objectives to employees. Recognizing self-development and initiative and matching organizational goals for promotion was another identified strategy .This exposed the feeling among respondents that efforts towards self-development were not recognized by management. Respondents called for succession planning and guidance. This pointed to lack of effective planning of career goals and paths.
Effect of career advancement on motivation

It was evident from the findings of the study, as reported by the sample, that career advancement had a highly positive effect on motivation. The results indicated and quite rightly so that the mere thought or prospect of promotion can motivate employees to work hard. It was also revealed by the findings that for the overwhelming majority respondents, career advancement led to motivation. These findings showed that career advancement did have a great effect on motivation.

For the minority, career advancement did not lead to motivation. The study also highlighted the fact that there had to be a steady progression not stagnation at certain levels.

Recommendations

Career advancement after training.

1. The study recommends that trained employees with a track record of good performance should be motivated through various enhanced systems of rewards. The organizations recognition for skills and accomplishments should be translated into real terms and positive outcome or gains for trained employees.

2. There is need for organization’s management to be seen to make an attempt to meet the aspirations of trained employees. The Organization should pay close attention to the demotivating effect of the failure to come up with positive results. Otherwise, the organization will have in its ranks a horde of de-motivated staff.

3. Training should enhance all (not a few) employees’ chances of advancement. Job changes should not be effected for only a small group of trained employees.

4. The study recommends that the prospects for promotion should be improved for trained employees. Their hopes and aspirations should not be choked by inflexible systems and structures. The Organization should address and correct the anomaly of lack of opportunities in as far as career paths are concerned. Trained employees should not stagnate in their jobs or positions.

5. Trained employees, some of whom have very high expectations, should be treated equally and fairly when prospects for promotion or chances of securing a job change in another division or department are identified. Those trained employees who benefit from career advancement should be seen to have done so on merit and not race or other considerations. Opportunities for mobility should also be created and widened throughout the organization.

Level of motivation among trained personnel

1. The study recommends that various new reward systems should be explored in order to motivate trained staff e.g. higher levels of satisfaction, raised salaries, higher responsibilities.

2. Training programs identified should be real and operational. Training should not be just (training) for the sake of it—which leads to little benefit to the individual or the organization.
Personnel from the Human Resources Department should make regular follow ups on trained employees.

3. Organization should continue to motivate employees through training programmes that boost their confidence and motivation.

4. Organization’s management should devise new means through which employees’ motivation levels can be sustained after training. This involves setting clear and transparent policies on promotion, training and advancement. Internal recruitment drives should always be given priority (over external recruitment).

**Minimization of constraints to career advancement after training**

1. The study recommends that organization be restructured by its management. This move calls for a more flexible structure with widened opportunities for career advancement to replace the current one that is saturated. The closed organization structure should be addressed.

2. The organization should put in place clear and transparent policies on training, promotion and advancement. Competition for promotion should be free and fair. Promotion should indicate real achievement.

3. Organization should improve the relationship between employees and management. In addition new policies should be devised to guide management on improving human resource management and relations.

4. Management should look into the reasons for poor performance among trained employees. Poor performance should not be accepted from trained employees. Performance improvement plans should focus on individual’s training needs assessment. Training gaps should be addressed by relevant courses.

5. Management should discourage incidences of irrelevant training. Irrelevant training wastes money and time both for the individual concerned and the Organization. Career advancement would only be facilitated if employees go for courses that address training needs as identified in staff appraisals according to the performance improvement plan.

6. Lack of career path and growth should be addressed by the organization. This is not good for employee performance and morale. Trained employees good performance should be rewarded. Promotional restrictive measures should be reviewed. Alternative career paths should be investigated. Possible avenues through which job enlargement can be done should be explored. Redeployment and job rotation should be implemented.

7. The reported mismanagement due to lack of proper procedures should be looked into by the Organization’s management. This would improve monitoring and evaluation of employee performance. Relevant qualifications should be matched to existing jobs. Trained staff should be placed in their areas of specialization.

8. Relevant organization management teams should reverse the slow nature of change in organizations to take into account the dynamics of change. Institutions should respond to circumstances that lure their trained staff to look for greener pastures elsewhere.
9. Lack of recognition for self-development should be stopped. Self-development and initiative that matches organizational goals be recognized and rewarded adequately by the Organization.

10. Lack of adequate planning and management should be discouraged. The Organization should be put in place succession planning and guidance. This would facilitate effective planning of career goals and paths.

11. Organization’s should train and develop staff for management strategies and higher responsibilities.

**Effect of career advancement on motivation**

1. Organization’s management should recognize that career advancement, in general, and promotion, in particular, have a highly significant effect on motivation.

2. To avoid stagnation at some levels, organization’s management should facilitate steady career progression by widening promotion opportunities and creating new openings for trained and competent staff. Options include restructuring the organization, job enlargement or developing alternative career paths.

3. Organization should appreciate the role or impact of career advancement on employees’ motivation to work hard. There should be effective planning of career goals and paths. Staff should be trained and developed for strategies and higher responsibilities.

4. Employees should be rewarded by the Organization for their successful training and hard work. Progressive reward systems or methods should have real positive gains or outcomes such as promotion, salary increase or recognition awards.

5. The potential of trained employees should be fully utilized by the organization. Policies on promotion and training should be reviewed by management. Relevant qualifications should be matched to existing jobs by Human Resource department. Staff should be placed in areas of their specialization.

**Conclusion**

The main objective of the study was to investigate the relationship between career development and staff motivation within the South African petroleum sector. Findings and discussions represented in this study revealed that career development had a highly positive correlation on motivation. However, despair among respondents and the implementation of policies that people do not believe in, has highlighted the need to focus attention on the nature of financial and non-financial rewards that can positively affect an individual’s achievements, self-esteem, personal and professional growth. Research should be carried out in the assessment of the appraisal system as a key management tool. The study should determine whether or not the appraisal system is too overloaded with errors such as recent biases, contrast between employees, halo effect and other similar factors to be an effective management tool. Further study should focus on how to ensure genuine, free and fair competition for promotion opportunities in institutions as these greatly affect employees’ motivation. Lastly, research should be carried out among other petroleum organizations in South Africa, to assess and evaluate how issues of career advancement are handled in their institutions and how they affect staff motivation.
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