ORGANIZATIONAL FACTORS AFFECTING EMPLOYEE'S CONTINUOUS PROFESSIONAL DEVELOPMENT: A CASE STUDY OF SCODE ORGANIZATION IN NAKURU COUNTY

By

BENEDETT MUGWE

This Dissertation is submitted in partial fulfilment of the requirements for the award of a

Master of Developmental Studies (MDS) from St. Paul's University

September 2016

ST. PAUL'S UNIVERSITY

ORGANIZATIONAL FACTORS AFFECTING EMPLOYEE'S CONTINUOUS PROFESSIONAL DEVELOPMENT: A CASE STUDY OF SCODE ORGANIZATION IN NAKURU COUNTY

By

BENEDETT MUGWE

This Dissertation is submitted in partial fulfilment of the requirements for the award of a

Master of Developmental Studies (MDS) from St. Paul's University

SUPERVISORS:

DR. Paul Gesimba

Dr. Peter Koome.

September 2016

ST. PAUL'S UNIVERSITY

DECLARATION

This dissertation is a product of my work and is not the result of anything done in collaboration. It has not been previously presented to any other institution. I agree that this dissertation may be available for reference and photocopying at the discretion of the University.

BENEDETT MUGWE
MDS/NKR/1514/15

Signature of the student…….Date……

I/We confirm that the work reported in this project have been done by the student under our supervision.

Dr. PAUL GESIMBA

(Lead supervisor)

Signature of the Supervisor ……..Date……

DR. PETER KOOME

(Co- Supervisor)

Signature of the Supervisor……Date……...……

ST. PAUL'S UNIVERSITY

ACKNOWLEDGEMENT

I would like to thank all those who contributed in one way or another to enable completion of this research project. I sincerely appreciate the roles of supervisors Dr. Paul Gesimba and Dr. Peter Koome for the effective guidance and support in preparing this report.

Special gratitude goes to my siblings who have encouraged me and supported me emotionally and have ensured I have completed this work on time. I would also like to recognize the role played by my fellow colleagues and friends. Finally I thank God who has given me strength to get this far by granting me an able mind and good physical health. To all who stood with me God bless you.

ST. PAUL'S UNIVERSITY

ABSTRACT

This study sought to evaluate on organizational factors that affect continuous professional development of employees of SCODE a non-governmental organization in Nakuru North sub-county. The study was guided by the following objectives; to determine the effects of organizational bureaucracy on continuous professional development of employees, to establish the nature of association between organizational structure and continuous professional development of employees, and to determine to what extent organizational leadership affects continuous professional development of employees. The major theory used was Albert Bandura Social learning theory. A case study was used in this study. Continuous professional development (CPD) is a skill and knowledge gained from within or outside organization and in this study the focus was that knowledge obtained when at social places which employee gains to optimize her/his personal development and job growth and development. CPD includes learning opportunities, such as attending conferences or training sessions or social networking with others who are in the same field. The target population was 140 comprising of directors, supervisors and all employees of SCODE. Research instrument used were questionnaires and discussion guide for interview and were self-administering through dropped, filled and picked. Purposive and Simple random sampling methods were used in sampling design and procedure. Content analysis was used for qualitative data and descriptively from quantitative data then analysed through SPSS and presented through tables and bar graphs. The study concludes that Organizational bureaucracy, Organizational structure and level of Organizational leadership predicated continuous professional development hence influenced continuous professional development of employees in organizations. The study recommends that organizations should reduce the unnecessary bureaucracy in their operation and management. Communication should be easily flowing and accurate, reduce the gap between the high ranked staffs and the low ranked staffs through adopting a lean and friendly structure, and ensure that leadership is participatory involving delegation of duties, motivational forums and team-building activities to motivate the employees hence ensure Continuous Professional development strong positive relationship. The study also recommends further studies on other external factors influencing the continuous professional development of employees in organizations.

ST. PAUL'S UNIVERSITY

LIST OF ACRONYMS

CPD- Continuous Professional Development

IM- Institute of Management

IPD- Institution of Personnel and Development

NGO- Non- Governmental Organization

SPSS- Statistical Packages for Social Sciences

ST. PAUL'S UNIVERSITY

DEFINITION OF KEY WORDS

Case study: Research that involves a single subject.

Culture: A term referring to a complex blend of language, beliefs, customs, values, and traditional development by a group of people and shared with others in the same environment.

Development: Is the process or result of making a basic design gradually better and more advanced.

Interaction: A process by which forces work together or influence each other- as in interaction between two individuals in a social place. (Nurture interaction).

Motivation: Any emotional or desire which so conditions ones wills that their individual is propelled to act.

Out-group: Those outside the group with which an individual identifies.

Reinforcer: A condition (involving either the presentation or removal of a stimulus) that occurs after a response and strengthens the response.

Social learning: A form of cognitive learning in which new responses are acquired after watching others behaviour and the consequences of their behaviour.

Theory: A testable explanation for a set of facts or observation.

(Source: Psychology Core Concepts, 4th edi, 2003, by Philip G. Zimbardo)

ST. PAUL'S UNIVERSITY

TABLE OF CONTENT

ACKNOWLEDGEMENT ..... **iv**

ABSTRACT ..... **v**

LIST OF ACRONYMS ..... **vi**

DEFINITION OF KEY WORDS ..... **vii**

LIST OF TABLES ..... **xiii**

LIST OF FIGURES ..... **xiii**

CHAPTER ONE: **1**

1.1 Background of the Study 1

1.2 Statement of the Problem 5

1.3 Purpose of the Study 6

1.4 General objectives 6

1.5 Specific Objectives of the Study 6

1.6 Research Questions 7

1.7 Scope of the Study 7

1.8 Justification of the Study 7

1.9 Assumption 8

CHAPTER TWO: **9**

LITERATURE REVIEW **9**

2.1 Introduction 9

2.2 Theoretical Literature 9

2. 2.1. Social Learning Theory 9

2.2.2 Organizational Bureaucracy 13

ST. PAUL'S UNIVERSITY

2.2.4 Organizational Leadership and Employee's Continuous Professional Development 20
2.3. Empirical Literature 25
2.3.1 Job satisfaction 27
2.3.2 Working Conditions 30
2.3.3 Personal Development 32
2.3.4 Leadership contribution 33
2.4 Conceptual Framework 37
2.5 Research Gap 38

CHAPTER THREE: 39
RESEARCH METHODOLOGY 39
3.1 Introduction 39
3.2 Research Design 39
3.3 Target Population 39
3.4 Sample Design and Procedures 40
3.5 Sampling technique, Sampling size and Sampling frame 40
3.6 Data Collection Tools and Procedures 41
3.6.1 Validity and Reliability 41
3.6 Data Analysis Methods and Presentation 42
3.7 Ethical Consideration 42

CHAPTER FOUR: 43
DATA ANALYSIS, PRESENTATION, AND DISCUSSION 43
4.1 Introduction 43
4.2 Demographic Characteristics of the Respondents 43
4.2.1 Distribution of Respondents by Gender 44

ST. PAUL'S UNIVERSITY

4.2.2 Distribution of Respondents According to their Age 44
4.2.3 Distribution of Respondents According to their Level of Education 45
4.2.4 Length of Service in the Organization 46
4.4 Organizational Structure and Employee's Continuous Professional Development 49
4.5 Organizational Leadership and Employee's Continuous Professional Development 52

CHAPTER FIVE: 56
5.0 SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS 56
5.1 Introduction 56
5.1.1 General Respondents Information 56
5.1.2 Findings on the effects of Organizational Bureaucracy on Employee's Continuous Professional Development 56
5.1.3 Findings of the nature of association between Organizational Structure and Employees Continuous Professional Development 57
5.1.4 Findings on the extent of Organizational leadership and employee's Continuous Professional Development 58
5.2 Conclusions 58
5.3 Recommendations 59
5.3.1 Recommendation on organizational bureaucracy on employee's continuous professional development. 59
5.3.2 Recommendation on nature of association between organizational structures and employees continuous professional development 60
5.3.3 Recommendations on organizational leadership in employee's continuous development. 60
5.4 Suggestions for Further Studies 61

ST. PAUL'S UNIVERSITY

REFERENCE **62**

APPENDICES ..... **i**

APPENDIX (A): Introduction Letter ..... **i**

APPENDIX (B): Research Questionnaire for Employees ..... **i**

APPENDIX (C): Interview Schedule Guide for Top Management ..... **i**

APPENDIX (D): NACOSTI Research Authorization Letter ..... **i**

APPENDIX (E): Research Authorization Letter from Ministry of Education ..... **i**

APPENDIX (F): Research Authorization Letter from Deputy County Commissioner ..... **i**

ST. PAUL'S UNIVERSITY

LIST OF TABLES

Table.1 Respondents involved in interview schedule.....40

Table 2: Response Return Rate.....43

Table 3: Length of Service in the Organization.....46

Table 4: Organizational Bureaucracy and Continuous Professional Development.....47

Table 5: Organizational Structure and Continuous Professional Development 50

Table 6: Organizational leadership and continuous professional development.....53

ST. PAUL'S UNIVERSITY

LIST OF FIGURES

Figure 1: Continuous professional development Approaches 12

Figure 2: Factors affecting employee's continuous professional development in a Non- Governmental organization. 37

Figure 3: Distribution of eespondents according to Gender 44

Figure 4: Distribution of respondents according to their Age 45

Figure 5: Distribution of respondents by their Education Levels 45

ST. PAUL'S UNIVERSITY

CHAPTER ONE:

1.0 Introduction

This chapter introduces the organization background, shows the statement of the problem, purpose of the study, general objectives, specific objectives, research questions, scope of the study, justification of the study and the assumption of the study.

1.1 Background of the Study

Continuous professional development (CPD) is a very important learning process outside or inside the organization where individual's skills and knowledge is improved and this brings change both to individuals and to organizations. When there is learning, people tend to become more competent in their assigned duties and this helps organizations in reaching their set objectives as planned within the set timeframe. The organizational practitioner community is a versatile group and they come in many forms and often carry multiple roles. Some act as sounding board, partner guide, coach, some are designers and methodology leaders, some are facilitators, custodians, group process consultation specialist, group dynamic monitors, trainers. The list can go on. Some organization development practitioners work as internal change agents, others are external consultants.

Others focus on intrapersonal work, some focus at the group levels, and others work at the organization level. As the world comes out of the recession, organizations see a new workforce, one that's younger, more demanding and more dynamic than ever. A survey conducted for over 2,500 organizations in more than 90 countries identified that some critical trends are driving the human capital agendas (Deloitte, 2014). The reports included that: the quest for workforce capability –create a global skills supply chain, corporate learning redefined- prepare for a revolution, race to the cloud-integrate talents, HM and business technologies, reskill the HM team-accelerate the development of human resource professionally into business consultation investment and focus. Companies are struggling to engage the 21st century workforce. This is the worldwide issue. The survey shows that only 13% of employees around the world are

ST. PAUL'S UNIVERSITY

actively engaged at work and more than twice that number are so disengaged they are likely to spread negatively to others.

SCODE as an organization is no difference being an international non- governmental organization that deals with people, its vision is to envision itself to be the lead non-governmental organization in the promotion and development of the most efficient and effective cleaner energy technologies and sustainable land use approaches for sustainable livelihoods of both men and women. SCODE mission is to facilitate adoption of cleaner energy technologies and sustainable land use approaches through capacity building, market development and applied research for enhanced livelihoods of both men and women. The poverty level of people living in the SCODE neighbourhood in this organization is still the same as before and it shows that SCODE has not been able to reach its objective at all and that needs to be addressed.
This study will try to evaluate those factors that deny employees opportunities to develop. Specifically the organizational bureaucracy, organizational structures and organizational leadership and how they influence employees CPD. Employees and OD practitioners are encouraged to focus on a continuous process of learning about ones conscious and unconscious reactions in different settings with different people (Berg, 1990). In doing this you will soon expand your presence. Presence is an elevated level of the use of self. In this study, there was a flow of thought about employee's continuous professional development, its process, its advantages and what it does to an individual. Continuous professional development is viewed in a natural manner whereby it's seen as that learning process where people learn through observing others and then model what they have seen, learn through sharing with others about their experiences, and through getting feedbacks and this takes place only in a social environment. In this study, the natural way of learning process was supported by social learning theory of A. Bandura as the main theory that anchored the study.

As supported by other researchers, employee's continuous professional development acknowledged centrally important in maintaining and enhancing the quality of employees and working in organizations (Craft, 2000). The international research literature has consistently shown that professional development is an essential

ST. PAUL'S UNIVERSITY

component of successful organizational level change and development (Day 2009b). It has confirmed that where workers are able to access new ideas and to share experiences more readily, there is greater potential for organizations to improve. Improving organizations invest in the development of their staffs and create opportunities for employees to collaborate, network and to share best practice. Continuous professional development is increasingly seen, then, as a key part of the career development of all professionals which is a shared responsibility with their employers because it serves the interests of both. The concept is often left ill-defined being in many cases conflated with the related concepts of in-service training and on the job learning. Both are more limited than CPD, as continuous professional development can encompass a wide variety of approaches and teaching and learning styles in a variety of settings (inside or outside of the workplace). It is distinguishable from the broader concept of lifelong learning, which can include all sorts of learning. It is seen primarily as being related to people's professional identities and roles and the goals of the organization they are working for (Galloway, 2000).

An institute of personnel development (IPD, 2004), indicates that continuous professional development should be owned and managed by the learner while reflecting appropriate corporate needs. Thus continuous professional development cannot be divorced from business driven perspective. Madden and Mitchel (1993), defines CPD as the maintenance and enhancement of the knowledge, expertise and competence of professionals throughout their careers according to a plan formulated with regards to the needs of the professional, the employer and society. The breadth of CPD is confirmed by the recent statement of the institute of management (IM) on the continuing professional development of managers. This notes that: CPD includes everything which has the effect of developing the professional individual in the course of their career (Munford, 2003). It is not therefore surprising that the IPD, 2004 stresses a wide range of CPD opportunities by means of which competence can be promoted. However, there is a clear indication that the purpose of all CPD is to promote effective performance at work. Welsh and Woodward (2008), for example, describes CPD in the context of "activity which helps to maintain and improve professional competence" again Madden and Mitchel (2003), states that the aim of effective continuous professional development is to improve a professional where

ST. PAUL'S UNIVERSITY

members are fully trained and competent to perform the tasks expected of them throughout their careers.

The chartered institute of personnel and development (CIPD) defines CPD as the "need for individuals to keep up to date with rapidly changing knowledge". Other organizations refer to structured processes to maintain, develop and enhance skills, knowledge and competence both professionally and personally in order to improve performance at work. The chartered institute of management states that effective continuous professional development is a commitment to professionalism. It shows that you have taken personal responsibility for ensuring that you have the skills and knowledge necessary to meet the challenges of an ever changing world. The process should benefit the individual and the institute at large. Many professional bodies require members to provide evidence that are in touch with the latest developments and techniques. All individuals who take a professional interest in their jobs should be alert to the need to enhance their skills and competencies for the following reasons: maintain a capability and competence to perform well in their current role, effective leaders and managers will recommend or organize activities for their staff, but it is the individual's responsibility to anticipate charge, keep updated, build on strengths and develop new skills, ensure you and your employer comply with legal and other mandatory requirements (such as health and safety, including fire safety, equal opportunity and diversity legislation), preparation for additional responsibilities in current and future roles, promoting yourself as meeting the requirements of your current job, having the potential to take on further responsibilities and showing excellence in performance, registration with your professional body, and maintenance of your membership is relevant.

The point of emphasis is that ensuring quality, flexibility, innovation and responsibilities depends on having employees who are competent, have the necessary knowledge, experience and skills, who are given the opportunity to express that competence, are empowered to make decisions, and use their skills and knowledge, and who are willing, have the commitment, to ensure that the services which they are involved with are of high quality, respond to changes in customer demands, contains innovative nature and have no negative impact on the wider community. (Madden

ST. PAUL'S UNIVERSITY

and Mitchel, 2003). However, in the past, the dominant thrush has been to use direct forms of control, to reduce workers skills and make decisions for workers. In response, it is hardly surprising that the workers show little commitments to the organization. There is, therefore, a contradiction in much current organizational practice. On the one hand, success is seen to depend on people actually fully developing and using their skills and abilities to work towards organizational success. Hence the current fashion for organizations to include in their mission statement a sentence such as; 'people are our greatest asset' unfortunately, in many organizations these are little more than empty words. On the other hand, people are put in jobs which are stressful and discriminative whose end result is discouragement and lack of work morale.

1.2 Statement of the Problem

Human capital is the key asset to productivity in any organization. Unfortunately in organizations they have been losing their employee's day in day out through "unstable revolving door" as a result of turbulence and unsteady forces leading to employees quitting their profession. The employees are professional's individuals employed by the Non-Governmental Organization to serve. The main objective of employees in organizations is to help the organizations to attain their set goals as planned at initial stage, these employees are vital aspects of organizations whose values and significance cannot be refuted. Individuals who have served in almost all organizations have suffered in many ways. Most organizations don't allow their employees to attend continuous trainings or even networking forums happening outside their organizations setups as leaders have different notions about what can be the outcome when their employees meet with other employees from other different organizations and have time to share about how their organizations works and more so how the human resources are treated. There is a great fear as employees tend to insight each other on different issues happening to them. This leads to situations where people only know about their organizations and nothing more from outside. Socialization is important and people tend to learn a lot when in social places through sharing experiences and observing others and also getting feedbacks from other people. SCODE organization is no different as it deals with people. SCODE has

ST. PAUL'S UNIVERSITY

really taken too long to attain its set objectives. The internal organizations environment plays a significant role in affecting professional development, the environment may be also external (Pearce and Robinson, 2011). This study sought to investigate some of the internal organizational factors that affect employee's continuous professional development in SCODE organization of Nakuru north sub-county. These factors evaluated included, Organizational Bureaucracy, Organizational Structures, and Organizational Leadership which were thought to be having a great influence on professional development of employees and may hinder employee's professional development.

1.3 Purpose of the Study

The purpose of the study was to evaluate organizational factors affecting continuous professional development of employees at SCODE a Non-governmental organization of Nakuru north sub-county. The specific factors evaluated were organizational bureaucracy, organizational structure and organizational leadership and how they affect employee's continuous professional development. The findings and recommendations of this study will help organizations to understand some of the organizational factors that hinder employees CPD.

1.4 General objectives

The goal of the study was to understand the organizational factors that affect continuous professional development of employees.

1.5 Specific Objectives of the Study

The specific objectives of this study were:

1. To determine the effects of organizational bureaucracy on employee's Continuous professional development in SCODE organization.
2. To establish the nature of association between organizational structure and employee's continuous professional development in SCODE organization.
3. To determine to what extent organizational leadership affects employee's continuous professional development in SCODE organization.

ST. PAUL'S UNIVERSITY

1.6 Research Questions

The Study sought to answer the following research questions:

1. What are the effects of organizational bureaucracy on employee's continuous professional development in SCODE organization?
2. What is the nature of association between organizational structure and employee's continuous professional development?
3. To what extent does organizational leadership affect employee's continuous professional development?

1.7 Scope of the Study

Nakuru County located at Heshima Estate along Nakuru Nyahururu highway. The study evaluated organizational factors affecting employee's continuous professional development. In Nakuru County there are many organizations but SCODE was selected as a case study. The study focused to interview directors and supervisors and questionnaires were filled by other staffs. A population of 140 individuals was targeted. Data was collected in April 2016. The independent factors covered were organizational bureaucracy and its effect on CPD of employees, the nature of association between organizational structure and CPD, and organizational leadership and its effect on CPD of employees. Dependent variable was Continuous professional development of employees.

1.8 Justification of the Study

The study findings on empirical evidence on factors affecting employee's continuous professional development will be a point of reference for many organizations as a source of information. The findings and recommendations of this research will help SCODE as an organization and other organizations to understand some of the factors that hinders employee's continuous professional development. The findings will also help organizations on how to solve staffing competence which in turn will help retain employees and reduce costs involved in continuous recruitment of employees and organizing new trainings for newly employed employees in any organization to equip them with the right skills and techniques. The study will be of great significant to

ST. PAUL'S UNIVERSITY

other researchers who would undertake further research on the same subject on continuous professional development of employees which is an important issue to be understood by all organizations dealing with people. The study will also facilitate individual researchers to identify gaps in the current research, be able to understand and appreciate the effects of employees' turnover in the county at large.

1.9 Assumption

The study assumed that there would be good response from the respondents. In addition, that the SCODE official's would be open and support the researcher with the information required. It was also assumed that the recommendations given should be taken into consideration.

ST. PAUL'S UNIVERSITY

CHAPTER TWO:

LITERATURE REVIEW

2.1 Introduction

This chapter introduces the literature review in which the study used to identify the gaps to fill in this research. It sought to explore on organizational factors that affects employee's continuous professional development. In order to achieve this, the researcher used relevant publications, journals, internet sources, reports and books to evaluate those factors that affect employee's continuous professional development at SCODE organization in Nakuru North Sub-county. Theoretical and empirical literature viewed to identify and justify the existing gap. The conceptual framework was used for guiding the flow of thought. The main theory which anchored the study was Social Learning theory by A. Bandura (1963) and in the context of CPD learning is defined as natural learning experience.

2.2. Theoretical Literature

2. 2.1. Social Learning Theory

This research adapted social learning theory which is described by Albert Bandura (1963) of Stanford University and illustrated how people acquire new behaviour by imitating role models (Vicarious learning). Social learning refers to the fact we acquire much of behaviour by observing and imitating others in a social context. Bandura inspired view of behaviour is that it is a function of both personal characteristics and environmental conditions. According to Bandura, social learning theory explains behaviour in terms of continuous interactions between cognitive, behavioural and environmental determinants (Bandura, 1977). Bandura stresses the point that cognitive functioning must not be ignored in explaining, understanding, and modifying individual's behaviour (Robert et al., 1989). The opening vignette on stock options emphasizes that social learning among employees may be positive or negative (Robert et al., 1984).

ST. PAUL'S UNIVERSITY

A central part of social learning theory is the concept of self-efficacy defined as the belief that one can perform adequately in a particular situation (Bandura, 1977). Self – efficacy has three dimensions: magnitude, the level of task difficulty a person believes she can attain; strength, referring to the conviction regarding magnitude as strong or weak; and generality, the degree to which the expectation is generalized across situations. An employee's sense of capability influences his perception, motivation and performance (Narda et al., 2007). Simulation is the best practice because it provides employees with a strategy to assess their knowledge, skills, and attitudes in comparison to established evidence, enable employees to demonstrate their abilities across the key areas of topics or scenario, provide detailed feedback to participants on their performance to enable the identification of any area requiring improvement through the development of a future learning plan.

In a continuous professional development context, learning is defined as natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individuals group of people (Day, 2000 b). The benefits of adopting and adapting the social learning theory can help organization to affect the motivation of employees by addressing the three causative elements: observation, learning from others shared experiences and receiving feedbacks from others. This theory also reminds organizations to strengthen the expectancy (effort-performance) relationship by equipping employees through training and empowering them to accomplish their work goals. Expectancy beliefs may be challenges to achieve because employees and organizational levels due to line-of-sight difficulties or relativity may prevail (Day, 2000b). An employee may wonder whether their efforts will eventually lead to the desired level of group or organizational performance due to multi-dimensional factors rather than individual efforts that influence performance. It's in this the responsibility of the managers or leaders to clarify how group efforts will culminate to desired level of performance by placing the right employees in right positions.

ST. PAUL'S UNIVERSITY

Learning is an enduring change in behaviour or in the capacity to behave in a given fashion which results from practice or the forms of experience, (Schunk, 2008). Psychologist would say that learning results from experience, our interaction with objects and events. So learning in brief can be defined as a process through which experience produces a lasting change in behaviour or mental processes of employees. Goals of learning theory for continuous professional development is to create explanation and frameworks about what phenomenon facilitate learning, under what circumstance and for what reason.

ST. PAUL'S UNIVERSITY

CPD PROCESS

This includes review, planning, engagement in learning opportunities and activities, assessment of outcomes and implementation of the learning in the work place. Employees overall plan should have helped them to identify specific learning needs, based on expectations of their job role, appraisal, objectives, performance, professionalism and career aspirations. The next move is to meet those needs. The recommended approach is: assess your current skill, identify learning skills, define expected learning outcomes with dates and milestone, identify appropriate learning activities (Verify resources required), undertake learning activity, reflect on actual outcomes and apply to work place, gather evidence to support improved work practice, identify other needs.

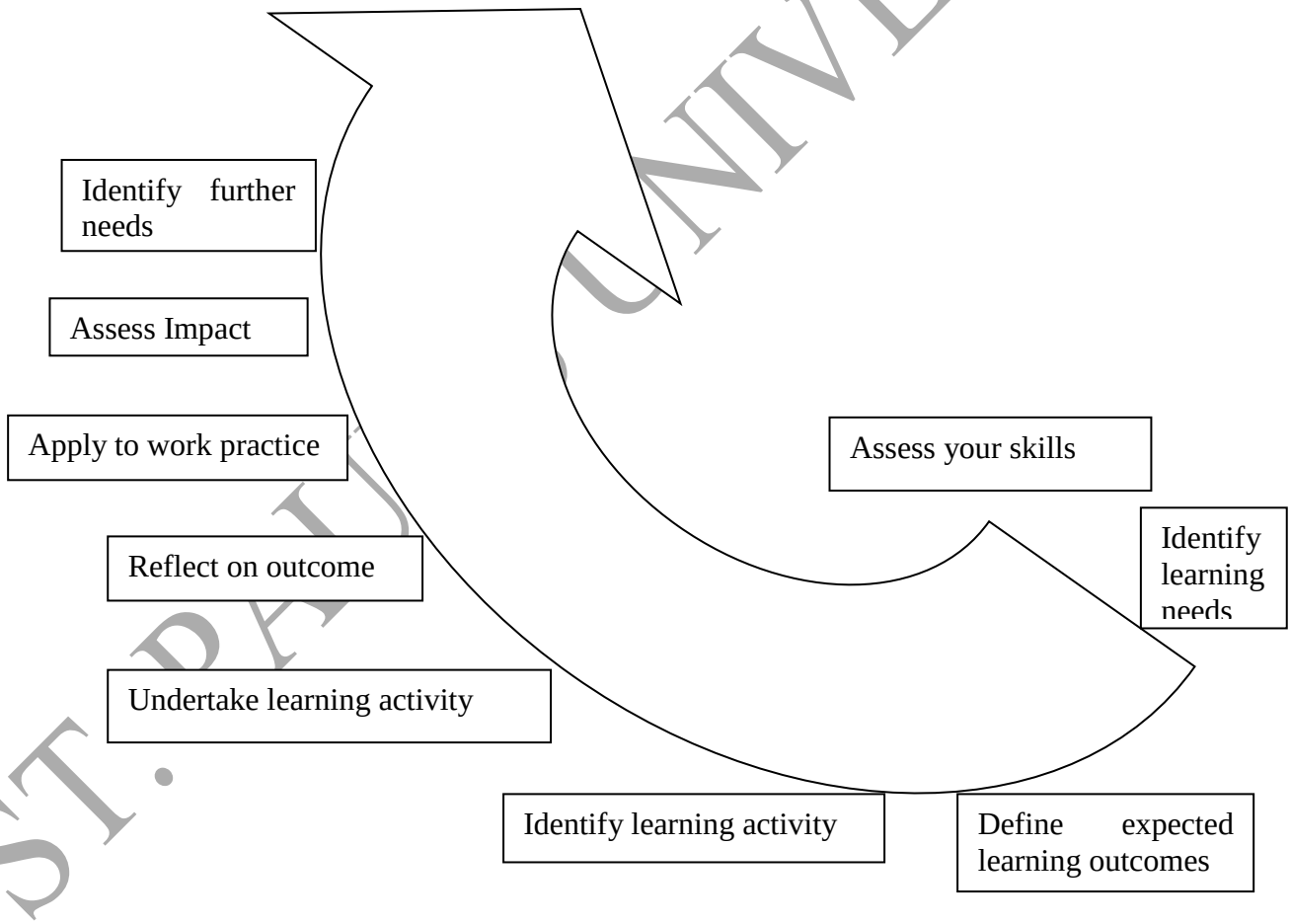


Figure 1: Continuous professional development Approaches

ST. PAUL UNIVERSITY

Peter Senge (1990), says that in learning people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people continually learn to see the whole together. Learning can take place in different setups in formal or informal.

2.2.2 Organizational Bureaucracy

In a bureaucratic organization, work is much formalized, with many routine, policies, procedures and standards. Clearly articulated job levels establish a well-defined career path in each functional area of the organization. Usually, there are fairly rigid vertical structures, so a performance review typically results in a promotion within the department but usually not into other departments, limiting growth and development. These bureaucratic factors, which could affect employees continuous professional development in an organization include: the complexity of organizational culture which is demonstrated by the wide variety of 'makers' that scholars use to investigate it. Simply stated culture is the way we do things around here. Which results from 'the pattern of shared beliefs and values that reflect 'the way people think about things around here' what is perceived, and the way it is perceived, becomes reality for the individual or groups (Louis, 1983).

Culture is the shared assumption, beliefs, values and norms of the company that give members of an institution meaning, and provide them with the rules for behaviour in their organization (Davis, 1984). These are reflected in shared memory –people's history and experiences, in what people feel and think about organizations and the ways people behave. This drives shared patterns of behaviour like the way people do things here. These shared patterns of behaviour include strategic behaviour, operational behaviour, decision making behaviour, information flow behaviour, managerial and leadership behaviour. Beyer and Trice (2007), argue that an organization's culture is revealed through its rites and they differentiate among rites of passage, rites of degradation, rites of enhancement, rites of renewal and rites of integration. Dandridge (2006), looks at organizational ceremonies as indicators of culture. Today challenging business context makes us understanding organizational

ST. PAUL'S UNIVERSITY

culture and how to bring culture change more relevant than ever. Since we can confidently predict that the context is going to keep on challenging, organizations must be "change able" that is agile, flexible, innovative capable of operating with speed and intense customer focus if they are not to become obsolete. Culture is one of several components of an organization and one of the many variables that affect an organization. Organizational culture can deny employees an opportunity to go on with their career development. Bureaucracy in organizations can hinder employee's socializing opportunity. Culture dictates what should be done, when and by who.

Organizational values which are the beliefs in what is best for the organization, what should or ought to happen is other factors. Organizational values and norms can hinder employee's continuous development. The 'values set' for an organization may only be recognized at a top level, or it may be shared throughout the business, in which case it could be described as value driven. When values are acted on, they are called 'values in use' some of the most typical areas in which values can be expressed, implicitly or explicitly are: performance, competence, competitiveness, innovation, quality, teamwork, care and considerations for people. Norms are the unwritten rules of behaviour, 'the rules of the game' which provide formal guidelines on how to behave. Norms tell people what they are supposed to be doing, saying, and believing. The organizational values have a great influence of personal development as this is when one is allowed to exercise the rules of the game which sometimes it's very hard to understand what needs to be done and what should not be done.

Organizational politics is a critical factor that affects an employee's professional development because politics often interferes with organizational processes such as decision making, promotion and workers reward (Vigoda, 2003). It seems to be relevant to regard training as an organizational process that is affected by organization factors because it refers to application of gained knowledge, skills and attitudes on the job. People who play politics in organizations get their way by machinations, wire-pulling, exerting more or less subtle pressure, influencing people and events 'behind the scene' and generally adopting a scheming approach that includes the beliefs that in the end justify the means. Politics play an inevitable part in organization that contain individuals who, while they are ostensibly there to achieve a common purpose, are at the same time, driven by their own needs to achieve their own goals.

ST. PAUL'S UNIVERSITY

Some individuals genuinely believe that using political means to achieve their goals is the only way to get things done and will benefit the organization as well as themselves. Dirty politics within the organization can hinder professional development as one is intimidated and not allowed to give his or her opinion because power has been denied from them. Power is the intentional influence over the beliefs, emotional, and behaviors of people. Potential power is the capacity to do so, but kinetic power is the act of doing so. One person exerts power over another to the degree that he is able to exert compliance as desired (Siu, 1979). Power is typically equated with the related construction and dominance (Pierce and Dougherty, 2002). The traditional approach considers power to be a relatively stable entity that organizations possess. This approach equates power with control over resources or with hierarchical status in the organization (Hardy and Clegg, 2006).

Organizations exist to get things done, and in the process of doing this, people or groups exercise power. Whether it is exerted by managers, specialists, informal groups or trade union officials. With power, as an inherent feature of pluralistic organizations, those who are interested in helping the organization to work better will be ill equipped to do the job if they do not understand power. The organizational leaders have clearly articulated this necessity: organization development signifies change, and for change to occur in an organization, power must be exercised. For the purpose of organizational development, therefore, the consultant must understand the nature of power, from both a personal and an organizational perspective, and able to determine, within an organization, who has power, how power is exercised, and where the leverages for change (exercise power) is likely to be (Burke, 1982). Power and politics, indisputable facts of organizational life, must be understood if one is to be effective in organization. The organizational practitioner needs both knowledge and skills in the arenas of organizational power and politics (French et al,. 1999).

According to Nietzsche (2003), power has 'crooked legs', and (Mark et al,. 2006), proposed that power is the central concept in management, as the disinclination to talk about it suggests. The positive face of power is characterized by a socialized use of power, where the user tends to have an empowering impact. Such people are conscious that when they use power and influence, not only will they reach their goals

ST. PAUL'S UNIVERSITY

but in the process they will help others reach their goals. Therefore the positive face of power is characterized by a balanced pursuit of self-interest and the interest of others, as the users tends to view situations in win-win terms as much as possible., engaging in open problem solving followed by action and influencing. Mitnzberg's (1982), theory of power is built on the premise that organizational behavior is a power game in which various players, called influencers, seek to control the organization decisions and actions.

2.2.3 Organizational structures

Bureaucracy theory

Weber theory (1968), on bureaucracy includes topics such as specialization of the work force, the merit system, standardization principles and the structure and hierarchy in the work place. In his writings, Weber focused on the idea of a bureaucracy which differs from a traditional managerial organization because workers are judged by professional, rule-based activities and promotion is based on merit and performance rather than on immeasurable qualities. Weberian bureaucratic is also characterized by hierarchical organization, delineated lines, of authority in a fixed area of activity, action taken on the basis of written rules and bureaucratic officials requiring expert training. In a bureaucratic career, advancement depends on technical qualifications judged by an organization, not individuals. Weber's studies of bureaucracy contributed to classical management theory by suggesting that clear guidelines and authority need to be set in order to encourage an effective work place. Weber did not see any alternative to bureaucracy and predicted that this would lead to a situation in which people would not be able to avoid bureaucracy, and society would thus become increasingly more rational.

Weber viewed this as a bleak outcome that would affect individual's happiness as they would be forced to function in a highly rational society with rigid rules and norms without the possibilities to change it. An organization is a group of people who exist to achieve a common purpose. Effective communication is very important as it's the glue that holds people together in management. The manager's role can be said to be 20 % doing and 80 % putting it across that is, communicating. Managers must

ST. PAUL'S UNIVERSITY

strive not only to be understood but also to understand (Ernest, 1985). People recognize the need to communicate but find it difficult. All sorts of barriers exist between the communicators and the receivers. Unless these barriers are overcome, the message will be distorted or will not get through. It will fail to persuade or convince. When there is poor communication between employees and management, there is no exchange of ideas and this hinders employee's opportunity to express their opinions and this affects their potentials hence no development at all. The way employees are treated can affect them. Communication should be two ways. Employees should be heard by their leaders and their needs be considered especially need for training as it improves their skills and knowledge. While managers in various organizations may be separated by education, position experience level, age and lifestyle, sooner or later they must make decisions (Max, 2005). Managers should encourage their subordinate to participate in decision making (Richard, 2004). Managing human resources often requires making decisions in which fairness plays a role. One candidate is hired while another is rejected, one is promoted and another is demoted, one candidate is paid more and another is paid less, and settles one candidates grievances while rejects another's. How employees react to these decisions depends, to some extent, on whether they think the decision and the process that led up to they were fair. Fairness is inseparable from what most people think of as "justice".

A company that is just among other things is equitable, fair, impartial and unbiased in how it does things. With respect to employee relations, experts generally define organizational justice in terms of three components- distributing components, procedural justice, and professional active justice (Michael et al,. 2008). Michael Armstrong (2009), advances that explicit policies, practices and procedures which are organized and well managed culminate to reward systems which comprise of grading jobs, deciding on rates of pay and reviewing pay levels, grade and pay structures, methods of progressing pay according to performance, contribution or service and employee service such as pension schemes and sick pay (Medicare). The group level should imply similar characteristics within a group so that members are sufficiently the same in respect to the variable of interest to be characterized on a whole (Klein et al,. 1994). This is further supported by equity theory where individual perceptions of compensation are viewed as fair (Adams, 1965).

ST. PAUL'S UNIVERSITY

Factors influencing choice of reward (feedback from others) are mainly categorized into two: employer objectives and employee objectives, whereby employer objectives like reward strategies and the initiatives developed as part of those strategies should be judged according to their ability to meet certain core objectives such as: attracting staff, the reward package on offer must be sufficiently attractive vis-à-vis that of an organization's labour market competitors to ensure that it is able to secure the services of the staff it needs. Retaining staffs, the costs associated with recruiting and developing people, as well as the growing importance of specialist organizational knowledge in creating value and maintaining competitive advantage, means that retaining effective performances is a central aim of rewarding various organizations, particularly those competing in knowledge-intensive industries where highly qualified people are in short supply. This requires a package that is good enough to prevent employees from becoming dissatisfied and looking elsewhere for career development opportunities. To be effective, feedback needs to be engaging, responsive and direct toward a desired outcome (Cravens et al., 2010).

Motivating staffs, aside from helping to ensure that the effective performers are recruited and retained, in more general terms is vital that the reward package they are given serves to motivate them positively. Ultimately, the aim is to reward people in such a way and to create the conditions in which they are prepared to work hard to help achieve their employer's objective and, if possible to demonstrate discretionary effort. Driving change, pay can be used especially as one of a range of tools under pinning change management processes. The approach used is to tie higher base pay, bonuses or promotion to the development of new behaviours, attitudes or skills gained by employees. Pay works for more effectively than simple exhortation it provides material incentives to those whose natural inclination is to resist change. Corporate reputation, apart from the aim of developing and maintaining a reputation as a good employer in the labour market, organizations are increasingly concerned to establish a positive corporate reputation more generally. Some the idea of 'prestige' is something they aim at as a part of a business strategy that helps to produce high quality, high-value added or innovative goods and services. Affordability, the extent to which a particular objective is affordable also varies overtime and tends to be unpredictable as so much depends on the current financial performance of the organization. It is thus

ST. PAUL'S UNIVERSITY

wise to remember the remark of Henri Ford, one of the most successful businessmen in history, that doubling his workers wage was one of the finest cost-cutting moves he made (Bryson et al,. 2008). Employee objective on the other hand can be recognized through the following: purchasing power, the absolute level of weekly or monthly earnings determines the standard of living of the recipient, and will therefore be the most important consideration for most employees. Employees are rarely satisfied about their purchasing power. Enhanced satisfaction only occurs when a pay rise is given which surpasses expectations. It is important to remember, however, that surveys satisfaction invariably shows that while a good majority of employees are dissatisfied with the level of their pay, most are satisfied or very satisfied with other aspects of their jobs (Kesley et al,. 2005,). Fairness (Kersley et al,. 2006) averred that every employee had a strong feeling about the level of payment that was fair for the job.

In most cases this is a rough, personalized evaluation of what is appropriate, bearing in mind the going market rate and their personal contribution Vis-as-vis that of fellow employees. Those who may feel to be underpaid may take a clean step of moving elsewhere. Those who feel they are overpaid (as some do) may simply feel guilty, or may seek to justify their existence in some way by trying to look busy. This is not necessarily productive. Rights, a different aspect of relative income is that concerned with the rights of employee to a particular scheme of the company's profit, or the nation's wealth. The employee is here thinking about whether the decision of earnings is providing fair shares of the gross national product or not. Recognition, most people have objective for their payment arrangements, that their Personal contribution is recognized. This is partly seeking assurance, but also away in which people can make their behaviour and their career thinking to produce progress and satisfaction. It is doubtful if financial recognition has a significant and sustained impact on performance, but providing a range of other forms of recognition while the pay package is transmitting a different message is certainly counterproductive (Thomas, 2009).

ST. PAUL'S UNIVERSITY

The other factor in the organizational structure that can have effect on employees continuous development is the organizational size as the larger the organization becomes, the more complicated its structures are. It depends on the organizations size and overall technical complexity, opportunities to involve subordinates' in the decision making process (Patrick, 1999). In reality if the organization is very small, it may not even have a formal structure. Instead of following an organizational chart or specified job functions, individuals simply perform tasks based on their likes, dislikes, abilities or needs. Rules and guidelines are not prevalent and may exist only to provide the parameters within which organizational members can make decisions. Small organizations are very often organic systems. An organization grows, however it becomes increasingly difficult to manage without more formal work assignments and some delegation of authority.

Therefore, formal organizations develop formal structures. Tasks are highly specialized and detailed rules and guidelines dictates work procedures. The larger organizations have got a lot of activities going on within the organizations hence there is no opportunity for trainings unlike small organizations. Inter-organizational communication flows primarily from superior to subordinate and hierarchical relationship serve the foundation for authority, responsibility and control. Organizations like humans tends to progress through stages known as a life cycle. Depending on which stage an organization is, the employee can either have an opportunity to develop or remain stagnant. Most organizations go through birth stage, youth stage, midlife stage and maturity phase. The more the mature organization is the more its structures are complicated. Young organizations they tend to take good care of their employees including taking them for trainings.

2.2.4 Organizational Leadership and Employee's Continuous Professional Development

Leadership is the process of getting people to do their best to achieve a desired result. It involves developing and communicating a vision for the future, motivating people and gaining their engagement (Ivancevich et al,. 2008) defines leadership as a process of influencing people to enable the achievement of relevant goals. Leadership

ST. PAUL'S UNIVERSITY

functions include being visionary, exploratory, innovative and motivational which involves facilitating of the creation of the most appropriate structures of operation and governance. Such structures seek to organize, inspire, and motivate people towards their optimum use of skills and talents for attaining their development. Leadership occurs when one group member modifies the motivation or competencies of others in the group (Bernard, 1990). The leadership definition implies that it involves the use of influence and that all interpersonal relationships can involve leadership.

In a theory of Leader –Member exchange theory by Graen (1976), it focuses on the two way relationship between supervisors and subordinates. It is linked to social exchange theory, which explains social exchange and stability as a process of negotiated exchanges between parties. Leaders usually have special relationships with an inner circle of assistants and advisors, who often get high levels of responsibilities and access to resources. This is called the in-group and their position can come with a price. These employees work harder, are more committed to the task objectives and share more administrative duties. They are also expected to be totally committed and royal to their leaders. Conversely, subordinate in the out-group are given low level of choice or influence and put constraints on the leaders. This relationship starts very soon after a person joins a team and follows these three stages: Role-taking- the member joins the team and the leader evaluates their abilities and talents. Based on this, the leader may offer opportunities to demonstrate capabilities. The benefit for employees who develop high-quality leader-member relationships include preferential treatment, increased job-related communication, ample access to supervisors, and increased performance-related feedback (Harrison et al,.2009). The disadvantages for those with low-quality LM relationships include limited trust and support from supervisors and few benefits outside the employment contract (Harrison et al,. 2009). Although the relationship between manager and a subordinate can be pressed at a specific point in time, it is also important to acknowledge that relationship are not static and that a person's working relationship with another person often changes over time.

ST. PAUL'S UNIVERSITY

Therefore, in addition to examining the impact the LMX has on the effectiveness of influence tactics in producing subordinates commitment to immediate tasks, it is also worthwhile to explore what role influence tactics play in forming strong relationship. Research has found numerous benefits for a manager of achieving high LMX relationships, including increased subordinate performance, high subordinate satisfaction and stronger subordinate commitment to the organization (Graen et al., 1995). Therefore it's desirable for manager to determine which actions he or she can employ to further strengthen his/her relationship with each subordinate. Despite some studies that dispute the claim that leadership makes a difference, there is plenty of evidence that leadership can affect employee's performance (Hogan et al., 2002). An important leadership factor is delegation of duties within organization set up. Leadership is one key factor that has an impact on employees. You can't do everything yourself, so you have to delegate. It is one of the most important things leaders do. At first word delegation looks simple. Just tell people what you want them to do and then let them get on with it. But there is more to it than that. It is not easy; it requires courage, patience and skills. And it is an aspect of your work in which you have more freedom of choice than in any other of your activities. What you choose to delegate, to whom and how, is almost entirely at your discretion. Delegation takes place when you deliberately give someone the authority to carry out a piece of work that you could have decided to keep and carry out yourself. This means you are still accountable for the results achieved. The person who is delegated duties to be given an opportunity to self-develop themselves as they are in control and can make choices. When to delegate is when you want to develop a member of your group.

Another leadership factor that has impact on employee's continuous professional development is coaching which is done by the leaders to their employees. Coaching is professional (usually one-on –one) on the job approach used by managers and trainers to help develop their skills and levels of competence. As a leader, you are there to get results through people, this means that you have a professional responsibility for ensuring that they acquire and develop the skills they need. Other people in the shape of learning and development specialists may help, but because by far the best way of learning is on job, the onus is mainly on you. Every time you delegate a new task to someone, a coaching opportunity is created to help the individuals learn any new

ST. PAUL'S UNIVERSITY

skills or techniques that are needed to do the job. Every time you provide feedback to an individual after a task has been completed, there is an opportunity to help that person do better next time.

According to Mulwa (2010), participative leadership style is the most appropriate where leaders work with their members to plan, implement and evaluate their decisions made about their objectives. Participative leadership encourages self-esteem and people are motivated by higher level needs for social interaction achievement and self- actualization, creativity and innovation. They can quickly size-up situations and reach the right conclusion about what should be done about it. To say someone (he or she) is decisive is praise indeed, as long as the decisions are effective. To be decisive it is first necessary to know something about the decision–making process. Summarized decision making is about analyzing the situation or problem, identifying possible courses of action, weighing them up and defining a course of action. Peter Drucker (1967) says, a decision is a judgment. It is the best choice between almost right and probably wrong- but more often a choice between two courses of action neither of which is probably more nearly right than the other. Employees who are allowed to make organizational decisions are empowered and this is a sign of professional development and satisfaction.

Motivation is another leadership factor and is concerned with the factors that influence people to behave in a certain ways. Motivating influences people to behave in certain ways. Motivating other people is about getting them to move in the direction you want them to go in order to achieve a result. Motivating can be described as goal-oriented behavior. Motivating supervisors is a key factor in professional development effectiveness by (Beausart et al,. 2011). Research has confirmed that employees undertake more learning activities and perform better if they receive support from their supervisors who support their efforts and create a non-controlling environment that encourage self-development, Lodons and Smither (2009). According to Coldham and Cummings (2006), a motivating supervisor is someone who is concerned about his/her subordinates feelings and needs, provides them with constructive feedback and encourage employees to undertake learning activities in order to improve their skills (Bullock et al,. 2007). Leadership is about

ST. PAUL'S UNIVERSITY

getting people into action and ensuring that they continue taking that action in order to complete the task. It is therefore very much about motivation. This can be defined as a whole provides the context within which high levels of motivation can be achieved, through rewards systems and the provision of opportunities for growth and development. But managers still have a major part to play in deploying their motivating skills to ensure that people give to their best. The aim is to get people exert the maximum amount of positive discretionary effort. They often have a choice about how they carry out their work and the amount of care, innovation and productive behavior they display. To motivate employees leads to professional satisfaction hence development.

Leaders have a way of motivating them. These include: agree demanding but achievable goals, create expectations that certain behaviors and outputs will produce worthwhile rewards when people succeed, provide feedback on performance, design jobs that enable people to feel a sense of accomplishment, to express and use their abilities and to exercise their own decisions making power, make good use of the organizations reward systems to provide appropriate financial incentives, provide recognition and praise for work well done, communicate to your team and its members to link between performance and reward, these enhancing expectations, give people the guidance and training that will develop the knowledge and skills they need to improve their performance and rewarded accordingly, leaders should offer opportunities for learning and development that will enable employees to advance their careers. When there is feedback and instructions given (Beausart et al,. 2001) says, is an important element of the successful Professional development plan.

According to Astleiner (2005), effective instructions should increase positive and decrease negative feelings and motivate their learners, establish respect and responsibility, arouse interest in the topic and help the learner to identify strengths and weakness fostering self-directed learning. According to Noe (1996), the more information employees receive from their managers or from other sources, the more they will be motivated to take learning activities. Regarding feedback, information given by the supervisor to the employee regarding their perception about

ST. PAUL'S UNIVERSITY

performance, Shute, (2008), research found that feedback should be task-focused. If feedback is given well, it will contribute to professional development (Alder, 2007).

Proactive influence tactics from leaders are actions taken in an effort to persuade someone to carry out an immediate task objectives, such as influencing someone to complete a new task (Yulk,2010) and the success of an influenced attempt depends greatly on the tactic used (Yulk,2008). The prior literature has found support from a few proactive leader influence tactics: rational persuasion, exchange, inspirational appeals, legitimating, ingration, consultation, personal appeals and coalition tactic. Rational persuasion is defined as using logical arguments and factual evidence to show a proposal or request is feasible and relevant for attaining important task objectives. Appraisal is defined as how carrying out of a request or support a proposal will benefit the target personally or help advance the target person career (Yukl, 2010), and consultation refers to the target to suggest improvements in a proposal or to help an activity or change the target persons support and for which are desired, (Yukl, 2010). Leader's collaboration is defined as to provide relevant resources and assistance if the target will carry out a request or approve a proposed change. When the leaders influence their employees in a positive manner, the organizations set objectives are attained.

2.3. Empirical Literature

Bandura social learning theory can be seen as internal fate that causes an individual to behave in a way to ensure an accomplishment of goals. The theory did not consider other factors like professional commitment, interest of individual to enable them learn. Very few people learn through observation. Studies conducted later reflect that the theory was greatly supported and a valid representation of work-related attitudes and behaviours (Nair, 2010). Apart from good working condition and security, people desire a good pay and promotion according to their skills, knowledge, ability and experience of work. Thereon, for the stresses that people should be awarded to their work, sometimes many people agree to work for less money if their work is rewarded (Nair, 2010). When this happens, the employee's development is boosted. Leadership is so mystical that it seems to elude many without them cracking it. Hong (2011),

ST. PAUL'S UNIVERSITY

defines leadership as a process of influencing group members in achieving targets as well as the art of driving them towards specific goals. Lussier (2010), asserts that organizational goals can only be realized by the impact leaders create in their followers through introduction of change.

Leaders perceive the diversity of their followers in their organizations and are able to realize their goals and values through non-destruction means and innovations. Followers can be prompted by leaders in growing together through use of internal resources, training and support in achieving the set organizational goals (Bruce and Kathleen, 2008). Individual connect himself/herself together with a social and organizational environment (Duen, 2013). Various researchers have highlighted leadership styles as the major environmental factor that contributes to employee's morale, satisfaction and lastly the organizational performance (Haung, 2007). Organizations that have good leadership have better employee contentment levels because leadership is all about power to convince and persuade those that the leader leads (Newstrom, 2007). Therefore the contented employees tend to experience continuous professional development as a result of good leadership within the organization. This is supported by the fact that some employees comply with leaders directions when such a leader uses reward power to win their hands on the job. In general, leader's power is deemed to increase if such a leader gets employees into accepting him/her ideas and decisions. However, the dark side of leadership is the element of abuse and corruptions especially in the dark continent as it is deemed (Africa) where people are title sick (Oyedepo, 2010). Some studies have shown that when they become leaders, they began to embrace the 'self-syndrome' that is where everything revolves about themselves and as a result, their behaviours change and they end up becoming insensitive to the needs of others (Kinkland, 2008). Leaders must realize that they do not work in isolation, in that they need people to lead (their followers) and that they usually work within a set of formal structures called organization. The success of any organization however is determined by its team-people, their attitude and potentials as they give their inputs (Mumford and Stoke, 2013). Leadership in an organization is one factor that can affect continuous professional development of employees either positively or negatively.

ST. PAUL'S UNIVERSITY

2.3.1 Job satisfaction

Job satisfaction is obtained by gratifying the higher order of needs, social aspects, esteem needs as well as actualization (Debbie's, 2007). Debbies further notes that employees with higher responsibilities especially those compensated in terms of work, time or and administrative positions had a significant higher levels of job satisfaction. Thus greater responsibilities can lead to job satisfaction hence employee's continuous development due to greater involvement, challenges and control. Job satisfaction is strongly and negatively associated to labour turnover as asserted by Lepak (2007). Satisfied employees take their duties with a lot of seriousness and commitments and this can lead to promotion. Continuous professional development is seen when employees are promoted to a position where they are allowed to make organizations decisions, higher duties are delegated to them making them exercise their knowledge maximally.

Similarly King (2009), noted a strong casual association between job satisfaction and stress. Therefore high level of stress would result to low job satisfaction. He further highlighted a strong causal relationship between job satisfaction and organization commitment where low job satisfaction level led to reduced organizational commitment. If people develop a feeling that they are unfairly or inequitable rewarded, they begin to show some signs of dissonance leading to absenteeism, low employee trust relations become job shakers and turn over cases arise, leading to reduced quality and quantity of work output. It is quite disturbing to find that many employees today are dissatisfied with their jobs yet employees are known to be the most vital category of professionals in the future growth of any organization. Thus greater responsibilities can lead to job satisfaction due to greater involvement, challenges and control. Job satisfaction is strongly and negatively associated to labour turnover in all organizations. Similarly King (2009), noted a strong casual association between job satisfaction and stress. Thus higher levels of stress would result to low job satisfaction. He further highlighted a strong causal relationship between job satisfaction and organizational commitment where low job satisfaction levels led to reduced organizational commitments by employees.

ST. PAUL'S UNIVERSITY

There exist a strong association between employees motivation and employees self-esteem (King, 2009). Byekwaso (2006), supports this statement and suggests that one of the main way of supporting employees would be to pay their salary commensuration in accordance to their worth. Smith (2006), further justifies these statements by stating that the salary of employees should reflect their importance to the organization for their roles and other kinds of responsibilities that befall them from time to time, not to mention their key responsibilities of being the most important human resource. This should be done in relation to their other counterparts of similar qualification, but in different cadres of life. Mutungi (2011), assesses that many of the employees leaving their employer are frustrated from higher external pressures from the organization which employees find to be a professional paradox. Thus the society see employees as poor compared to self-employed individuals hence devalue employee's efforts. He further ascertains that organizations will enjoy consistency and hence more stability in their operations hence lower levels of labour turnover. At times people (employees) develop the feeling that they are unfairly or inequitably rewarded, they begin to show some signs of dissonance leading to failure to report to work, no intrapersonal relationship among workers, become job shirkers and turnover cases arise, leading to reduced quality and quantity of work output.

If employees on the flipside feel that their reward is equitable, they will automatically be motivated and satisfied to execute their duties at the same level of output. In case they feel the rewards are higher than what is considered equitable, or are deemed over- rewarded, they will work harder and there is a possibility of some of them discounting the reward (Armstrong, 2009). Morale is very pivotal at work being a service provision sector, hence the need for nurturing such an environment to help employees get replenished. Torrington et al,. (2005), however suggested that there exist a strong debate in the existing literature in determining the degree to which raising the pay package motivates employees and reduces turnover. On the other hand (Robbins 2006), suggested that majority of the people work for pay and money which has their purchasing power. He further asserted that as much as people have other expectations, they basically worked for pay. Drucker (2007), however contended that for a long duration of time, money alone does not motivate employees to perform.

ST. PAUL'S UNIVERSITY

Job satisfaction and well-being of workers causes them to willingly dedicate themselves to their assignments thus culminating to higher productivity (IDS, 2007). There is therefore the need for all employers as well as employees to work together towards a common goal in solving out workers problems; else the organization will continue to suffer erosion of its critical personnel. The solutions outlined by Herzberg on both satisfaction and dissatisfaction can help managers in preventing employees dissatisfaction. They can formulate employee welcoming policies, ensuring provision of supportive and good supervision without micromanagement, ensuring job security for employees, creating situations where compensation and wages remain competitive and by creating an innovative culture with well support which ensures respect to all workers of the team. Herzberg further indicated that improving motivation factors within the work environment would lead to job satisfaction. This could be enhanced by providing opportunities for achievement, creating opportunities where employee-promotions would be advanced, recognizing employee contributions, involving every member in responsibilities towards productivity within the prevailing work conditions. He also cited allocation of duties which match a workers ability and skills and creating opportunities for employees training and self- development in order to remain at competitive edge in various positions of the organization.

King (2009), pointed out that once employees are not satisfied, they result to absenteeism, they develop stress related illnesses about the work and they display low commitment level hence poor productivity. According to Shields (2007), studies shows that there is strong relationship between job dissatisfaction and behaviour like misuse of drugs, retirement, low morale and lateness. Job satisfaction on the other hand displays a weak relationship with turnover and absenteeism. Similarly Newstrorm (2007), aligns himself with this theory and says besides working environment, overall workload, employee personality, security, autonomy, and availability of modern facilities motivate people to work and derive satisfaction. Setting of the above situations in organizations is termed as ‘conditions of working’ which has note worthy effect on job satisfaction of the workers as noted by (Debbie, 2007). Following the cited review literature, job satisfaction for employees cannot be ignored.

ST. PAUL'S UNIVERSITY

2.3.2 Working Conditions

Werner and Densimore (2011), concluded that there exist a strong relationship between working conditions and labour turnover. Housing facilities is one major issue that cuts across the need for every worker around the globe (Emmolt, 2006). Working conditions as revealed by many researchers raised a key factor leading to labour turnover of employees. Player et al,. (2007), asserted that working conditions as well as job satisfaction were correlated in relation to working set up. Major causes of workers turnover rates were highlighted as large workloads, indiscipline cases from customers, unfavourable working environment, supervisions issues, poor community support and activities that were not compensated for (Erik, 2012). Supervision issues like bureaucratic led to frustrated work environments that leave workers with no option but the desire to seek for better environments they deemed friendly. It's clear that employees in a good working environment and are satisfied with what they do, in return tend to develop themselves by enrolling themselves back to school for knowledge addition whose goal is to improve the employee's professional development.

Shaw et al., (2009), contents that employees of any organization will terminate their services if they are not well compensated. Handelsman (2009), similarly agree with this fact and confers that harsh working conditions will definitely lead to decreased turnover. He felt that employees ought to work in a healthy and safe environment with working facilitations such as building and furniture. (MacDonald, 2012), highlighted those harsh working environments for employees can only make them leave such institutions once they are a bit financially stable if they joined those institutions in desperation for job. Such working conditions are quite common in SCODE organization. This fact however is to be tested in the questionnaire to check on the degree to which it leads to high labour turnover. Lack of job security in a related study in Chicago in June 2009, was established as a cause for workers turnover rates, (Emmolt, 2006). In good environment employees have a room to be creative and they are committed to their duties which they perform in a competent way. This is an environment where employees are able to learn from each other through sharing of experiences, get feedback and imitate what they see others doing.

ST. PAUL'S UNIVERSITY

Time working programme as chosen by employees have a direct relationship to productivity as urged by King, (2009). King asserted that circumstances where employees had the freedom to choose working hours led to higher productivity as employees displayed contentedness and displayed a committed work force. Emmolt (2006), similarly agrees with this assertion in indicating that reduced working hours led to improved relative market competitiveness due to increased performance from reduced working hours. Thus, the situation under which a work/task is executed had a direct strong relationship. Similarly King (2009), concurs with this statement and expounds that the environment where a task in executed, is directly related to the knowledge, skill, action and perception of the employees carrying out the task in question, (Lapak, 2007). A good working environment has resulted to reduced negligence and complains thus increasing productivity (Cheng and Hampson, 2008). This confirms true to the fact that employee's satisfaction is majorly determined by the conditions and the type of environment they thrive while at work. They further asserted that there is a direct relationship between the working conditions and organization's work place. Similarly a related research indicated that the quality of a work environment impacted attitude of its workers and influence productivity (Hudghen, 2007). Welfare schemes such as holidays, maternity and paternity leave, rest periods as scheduled by the employer motivate employees resulting to increased commitments in their assignments which culminate to high productivity (Cushway, 2008). He further affirmed that some employees join and remain in such organizations due to existence of such programmes.

Generally employee's welfare is all about the total well-being both at work and while at home. The welfare programmes are carried out within and with an expectation that employees will improve their morale and expectations leading to increased productivity in the organization. Financial welfare for this matter has insurance schemes, property purchase, pension scheme, stock purchase and saving pensions that help employees in obtaining credit(s) in cooperative societies. Employee's welfare facility has transport to and from work among others, medical services housing and cafeteria among others. Recreational welfare on the other hand includes access to television, facilities like sports, among other recreation activities and facilities (Cushway, 2008).

ST. PAUL'S UNIVERSITY

2.3.3 Personal Development

Personal development includes activities that improve an individual self-awareness and identity, developing talents and potential as well as improving human capital thus enhancing one's productivity and employability, improving quality of life thus culminating to one's realization of aspirations and dreams. The wellbeing of any organization is tied to its employees training and development programmes which help such organization in changing its internal dynamics both for its employees and itself (Reilly and brown, 2008). Similarly Torrington (2008), supports this statement and argued that employers of organizations need to understand and sponsor training and development for their employees which in turn helps the organizations in achieving culture change. Pearce and Robinson (2011), indicated that employee training and development would increase job satisfaction and motivation and in turn reduce dissatisfaction and de-motivation which causes turnover, absenteeism and job restrictions. This is because employees are enabled through the training and end up in experiencing a direct job satisfaction which is associated with the knowledge and sense of achievement on the process of developing their capabilities in their interest at work.

Thomas (2009), asserts that employee development has many advantages some of which are increasing organizational stability because it creates a reservoir of skilled employees who easily can replace those who exit or transfer from such organisations. Employee development and training too helps in reducing work related accidents or incidents as safety and skill techniques equips employees ability to handle work-related equipment's with care. According to sales et al,. (2007), he defines professional development as "a range of endeavour's which results to best skills and talents, thus improving high-quality professionals as well as ensuring continuing growth and job satisfaction and retention of employees. Therefore when individual develop personally, they are in a high possibility of having crave of acquiring knowledge, skills resulting to continuous professional development.

ST. PAUL'S UNIVERSITY

2.3.4 Leadership contribution

Leadership is so mystical that it seems to elude many without them cracking it. An article by (Wale, 2013), in his Daily Nation Column on Friday was amusing when he was in a discussion with most noble African statement i.e. vice-presidents, mayors and ministers of different states who when asked to name African presidents they considered leaders where they highlighted only Three: - Two alive and One dead. Leadership is known to be an interpersonal and social process. Different cultures define leadership differently as they identify "leaders effectiveness differently". An effective leader in one country may be considered a dictator in another country (Meyerson, 2008). Hong (2011), defines leadership as the process of influencing group member in achieving targets as well as the art of driving them towards specific goals. Lussier (2010), asserts that organizational goals can only be realized by the impact leaders create in their followers through introduction of change. Leaders perceive the diversity of their followers in their organizations and are able to realize their goals and values through non-destruction means and innovations. Followers can be prompted by leaders in growing together via use of internal resources, training and support in achieving the set organizational goals (Bruce and Kathleen, 2008).

Outstanding leaders are self-developed. They are driven by and committed to a conviction that self-development of people is possible and necessary, allied to a value set that gives primacy to achieving public good with and through others, not individual. These leaders have an ability to communicate values ties to an inspiring, motivation, vision or agenda, conveyed through how people read the integrity of leader's commitments. They also posses good political insight and contacts, built up without patron- age or erosion of principles. These leaders possess a personality structure that means that caring and respect are second nature, complemented by a conviction that power is best employed and enjoyed when it is shared. A leader demonstrates a deep knowledge of and insight into the nature of social processes and systems. They call for a capacity to read environments with accuracy care and speed. Leaders need a mental capacity to link micro and macro information, see their interplay and select viable points of intervention. They also exhibit a nature that is both curious and adaptive, and have a capacity to be good readers and re-designers of

ST. PAUL'S UNIVERSITY

organizations. Therefore leaders have to fulfil psychological contract with their followers, hence they are both creative, inspirational civic artisans and competent organizational artisans, (IFDM, 2009).

Leadership is the most essential ingredient in organizational sustainability and the most important determinant of organizational performance. Key elements of leadership are vision, innovation, decisiveness, and a strong people orientation (Vasant, 2003). He further asserts that leadership is the controlling force in organizational development and that the leader with vision defines a clear and compelling agenda that is communicated effectively within the institution and leads to broad alignment with that agenda. Vandyck (2014) argues that absence of a leadership culture that promotes performance and succession planning on the whole, leadership within organizations is not adequately results-oriented. Pourdehnad and Bharathy (2004), argue that transformational leadership requires the ability to encourage and facilitate the formulation of an inspiring vision, but it also requires the ability to implement pursuit of that vision. Kathleen (2007), asserts that organizations can be on a trajectory towards sustainability when enough people possess the ability and choose to pursue sustainability. When peoples' enthusiasm inspires a sufficient number of people to become engaged the multiplier effect becomes activated. Arnim et al,. (2010) states that conflicting institutional cultures in terms of "bottom-up," vs. "top-down", leadership by the administration (hierarchical structure) impede collaborative efforts and the appropriate involvement of all relevant stakeholders at the right time.

Development of leadership skills in individuals is necessary because it creates capacity within a community to share learning with others. It is this cascade effect that builds and sustains a learning community. Leadership development helps employees to help themselves, through learning how to learn and in the process developing problem-solving and other lifelong learning skills (Judith, 2012). By this kind of learning employees develop in their professionalism. Michael (2004), states that most local organizations lack power; that is the ability to set their own agenda and to exert influence over others to achieve it. This absence of power structures among organizations, she states, has undermined development, and eventually has implication on employee's continuous development. In summary, this research adopts

ST. PAUL'S UNIVERSITY

a conceptual definition of leadership as "the art of getting someone else to do something the leader want done, simply because the followers want to." It adopts the definition quoted by (Dwight et al,. 2010). There are different types of leadership but among them transformational and transactional leadership yields better results in effectiveness and efficiency when put together as they lead to better output on condition that leaders make use of good communication skills to all the followers (Duren, 2013).

According to Bass the best of these two is transformational leadership which occurs through four steps of training and development support**:** Intellectual stimulation which points out the view on development of employees**,** Inspirational motivation which helps in building followers and their organizations, Individual consideration which motivates employees by empowering their self -esteem and operations that makes them believe in the like of the organization and Idealized frame which works on the organizational structure and involves everyone in the mission. Hong (2011), suggested that there are four types of leadership styles: Be spoken attention, these are leaders who personalize their guidance and attention (concern) on the needs of their employees as they attend to them**,** Inspiring communication: These are leaders who drive their employees in realizing their potentials to even go extra miles in attaining the organizational goals by offering effective communication and offering timely encouragement**,** Managers by exception: These leaders execute two roles, they offer timely correction or give punitive measures incase employees display wrong behaviour; and lastly the discretionary rewards: these leaders stipulates the work targets and rewards method to their employees.

Leadership development is known to be a complex process which results when an individual connects himself/herself together with a social and organizational environment (Duren, 2013). Various studies have highlighted leadership style as the major environmental factor that contributes to employee's morale, satisfaction and lastly the organizational performance (Haung, 2007). Transactional leadership is noted to be steady in that it converts organizational set tasks into achievable goals. This is because it is a charismatic style of leadership that motivates its members to see behold their personal gains in order to achieve better organizational progress (Huang,

ST. PAUL'S UNIVERSITY

2011). This fact is supported by (Ling and Hong 2010), who suggested that organizational performances are seen as the attainment of overall set goals of an institution as an input from its various units and department within the stipulated deadlines. Organizations that have good leadership have better employee contentment levels because leadership is all about power to convince and persuade those that the leader leads (Newstrom, 2007). This is supported by the fact that some employees comply with leader's directions when such a leader uses reward power to win their hands on the job. In general, leader's power is deemed to increase if such a leader gets employees into accepting his/her ideas and decisions.

However the dark side of leadership is the element of abuse and corruptions especially in the dark continent as it is deemed (Africa) where people are title sick (Oyedepo, 2009). Studies have shown that when some individuals becomes leaders, they begin to embrace the "self-syndrome," that is where everything revolves about themselves and as a result, their behaviour changes and end up becoming insensitive to the needs of others (Kinkland, 2008). A good example is Lord John Brown whose behaviour was not in accordance to organisation's principles which he had claimed guided the British Petroleum actions and had to leave office (Sonnenfeld, 2007). Leaders opt to realize that they do not work in isolation, in that they need people to lead (their followers) and that they usually work within a set of formal structures called the organization. The success of any organization however is determined by its team – its people, their attitude and potentials as they give their inputs. (Mumford & Stoke, 2013). Many studies conducted on leadership and management suggest that workers given an opportunity to contribute to a plan of action does performs better as compared to those who do not (Lee, 2012). On the other hand (Akinleye, 2010), suggested that leadership behaviour are "like the house paint that shows off the beauty of a house", and that they are "signs and symbols of the organization that points out the direction in which the leaders are convinced of going." Leadership is one pivotal factor that can cause increased labour turnover. Employees appreciate leadership that is characterized by mutual respect and understanding between them and that of their superiors. This includes cordial relationship between them and their supervisors, colleagues and appreciation of their efforts and the administration (Blundell, 2007).

ST. PAUL'S UNIVERSITY

2.4 Conceptual Framework

Independent variables **Intervening variable** **Dependent variable**

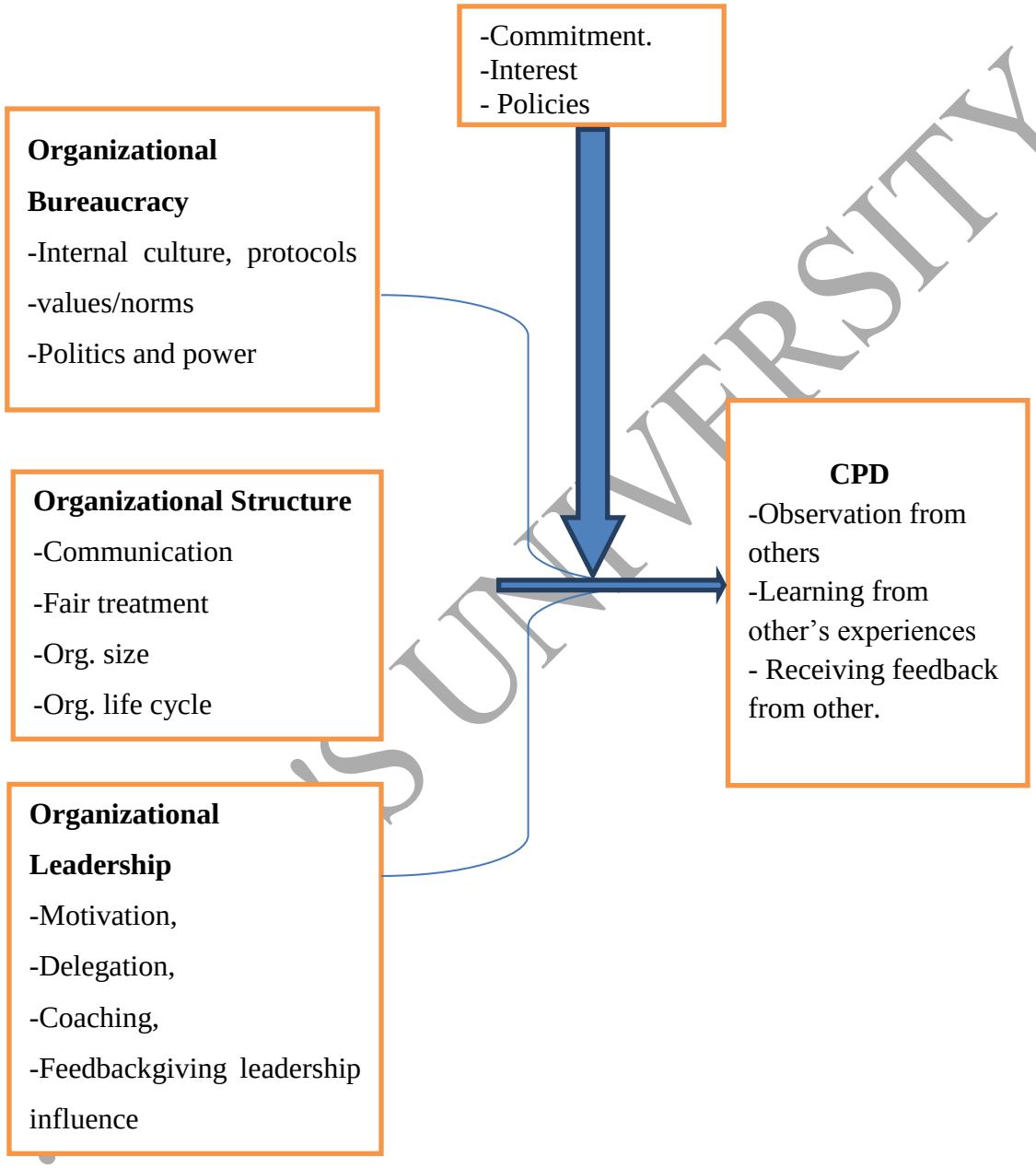


Figure 2: Factors affecting employee's continuous professional development in a Non-Governmental organization.

ST. ... UNIVERSITY

2.5 Research Gap

Empirical evidence shows that continuous professional development is faced with a lot of challenges as captured through other studies done before, as reflected in this study. Theoretical literature gives the desire of every employee, that is to develop professionally but many are the times this does not happen at all. Since professional development is a process, organizational factors that affect employees need to be studied and tested whether they affect employee's continuous professional development.

ST. PAUL'S UNIVERSITY

CHAPTER THREE:

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented methods used in carrying out the study. It was organized into various sections such as research design, target population, instrumentation, data analysis techniques, validity and reliability of data.

3.2 Research Design

This study used a case study design and adopted a mixed research approaches where both qualitative and quantitative approaches were considered. Quantitative approach records information by ways of numbers while qualitative research records the data that cannot be reduced to numbers from words. Williams (2011), argues that qualitative data cannot be accurately measured and counted, while quantitative data can be measured, more or less accurately. Both were used to complement each other. Kothari (2004) defines a research design as a conceptual structure within which a research is conducted. Trochim (2002), further alludes that the research design provides the glue that holds the research project together, in that it shows how the various components of the study work together. The goal is to describe or be able to explain participant's opinions or preferences in relation to some phenomena the participants understand well (Dillman, 2007).

3.3 Target Population

The target population was 140 individuals. The respondents included SCODE directors, supervisors and other staffs in this organization. Total numbers of interviewed directors were 3, total numbers of supervisors interviewed were 6 and total number of staffs who filled in the questionnaires was 51 respodents.

ST. PAUL'S UNIVERSITY

Table.1 Respondents involved in interview schedule.

Respondents	Number interviewed	Percentage
Directors	3out of 3	100%
Supervisors	6 out of 10	60%

Mugenda and Mugenda (2003), defines target population as the members of a real or hypothetical set of people, events or objects the researcher would wish to generalize the results of the research. After selecting a good number of respondents, the researcher narrowed down to 50% of the total population.

3.4 Sample Design and Procedures

The study used both purposive sampling and simple random sampling method. For purposive sampling only the selected members who are into management positions included directors and supervisors participated in interview who gave in-depth information on employee's continuous professional development issues. Simple random sampling was applied to get the sample from other staffs of SCODE.

3.5 Sampling technique, Sampling size and Sampling frame

In total for purposive sampling 13 subjects were selected but only 9 respondents were interviewed selected from the position they hold. Coolican (2014), indicates that purposive sampling is not random and that choices are made by the researcher on the basis of those who are most representative for the issues involved in the research or who are likely to have appropriate expertise in the matter. This data was complemented with quantitative data collected from a simple random sampling of other employees where by a number was given to every subject which was not selected purposively, the remaining subjects were 127, each subject was given a number then numbers from 1 - 57 were placed into a container and then staffs picked any number at random**.** Those subjects corresponded to numbers picked were included in the sample. The researcher targeted 50% of the entire population to be involved as sample size. According to Mugenda and Mugenda (2012), any sample greater than 30% is considered large. Trochim (2002), defines sampling as the process of selecting

ST. PAUL'S UNIVERSITY

units from a population of interest so that by studying the sample there may be a fair generalization of the results back to the population from which they were chosen. The sampling units in this study were drawn from directors, department leaders and other members.

3.6 Data Collection Tools and Procedures

This study employed the use of two research tools; a questionnaire with both (open and closed ended questions) and a discussion guide for interview. The interview schedules were applied only to the people on top management of SCODE. These methods were both economical and efficient thus the choice. The interview schedule chosen for the depth of qualitative information given allowed the subjects to give deeper insights without inhibition. The questionnaires were easy to analyse and allowed both in-depth responses and deeper insights through the open ended questions. The interview schedule was chosen for the depth of qualitative information it gave as it allowed the subject to give deeper insight without inhibition. An introductory letter was obtained from the department of post graduate studies in order to obtain permit from the National Council for Science and Technology.

3.6.1 Validity and Reliability

To ensure of credibility of the instruments, the researcher conducted a pilot exercise of the tools to be used before the actual research was undertaken. 19 individuals who are employees from other organizations were involved in filling the questionnaires and other 3 top leaders from the same organizations were interviewed. Piloting was conducted while these employees were in a network forum representing the area advisory committee for sub-county organizations. Questionnaires were given to the respondents and they answered on the sport. For interviews, it was conducted individually as they were only 3. This exercise helped address impeding issues relating to the data collecting tools to ensure they realized the intended purpose and more to be able to establish reliability coefficient. Rubin and Barbie (2011), contend that validity is the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration. Jackson (2011), also describes validity as an indication of whether the instrument measures what it claims to measure.

ST. PAUL'S UNIVERSITY

Further, Rubie and Barbie describe reliability as a matter of whether a particular technique, applied repeatedly to the same object, would yield the same result each time. Jackson (2011), also argues that reliability is an indication of the consistency or stability of a measuring instrument. The coding of the interview notes was also done carefully to avoid overlaps in coding.

3.6 Data Analysis Methods and Presentation

Data from quantitative approach was analysed descriptively. However content analysis was used for qualitative data according to their themes. The data collected was coded and then analyzed using SPSS (Statistical Package for the Social Science) computer software application. The data from the interview schedule was analyzed qualitatively and the responses formed a basis of the recommendations of the study.

3.7 Ethical Consideration

Proper acknowledgement of the works of other authors used in this study was done, with proper citation. Proper consent was sought with the relevant authority before the study embarked in the field. Jackson (2011), intimates that when conducting research with human or non-human participants, the researcher is ultimately responsible for their welfare and protects them from harm. The researcher observed the highest levels of ethics in the course of the study and was guided by the following principles as outlined by MacDonald and Headlam and Coolican (2014), of integrity and quality, informed consent, confidentiality of the information given by subjects and the anonymity of the respondents, privacy and the independence of the research.

ST. PAUL'S UNIVERSITY

CHAPTER FOUR:

DATA ANALYSIS, PRESENTATION, AND DISCUSSION

4.1 Introduction

The main purpose of this study was to evaluate organizational factors affecting continuous professional development at SCODE a Non-governmental organization of Nakuru north sub-county. This chapter presents the findings, results and discussions related to the objectives of the research. The following were the objectives of the study: to determine the effects of organizational bureaucracy on continuous professional development, to establish the nature of association between organizational structure and continuous professional development and to determine to what extent organizational leadership affects continuous professional development in SCODE organization of Nakuru North sub- County, Kenya.

4.2 Demographic Characteristics of the Respondents

The study targeted directors, supervisors and other staff in SCODE organization of Nakuru North sub-County, Kenya. A total of 9 respodents were interviewed and 51 respondents returned their questionnaires giving a response rate of 85.7 %, which was considered very good for survey research not only according to Babbie (2005), (Horn and Green 2009), but also according to the findings of (Asch *et al*,.2007).

Table 2: Response Return Rate

Respondents	Administered	Returned	Percentage return rate
Directors	3	3	100.0
Supervisors	10	6	60.0
Other Staff	57	51	89.4
TOTAL	70	60	85.8

This section gives a summary of the distribution of the respondents' demographic characteristics.

ST. PAUL'S UNIVERSITY

4.2.1 Distribution of Respondents by Gender

Gender was conceptualized as male and female. The distribution of the respondents is presented in Figure 3.

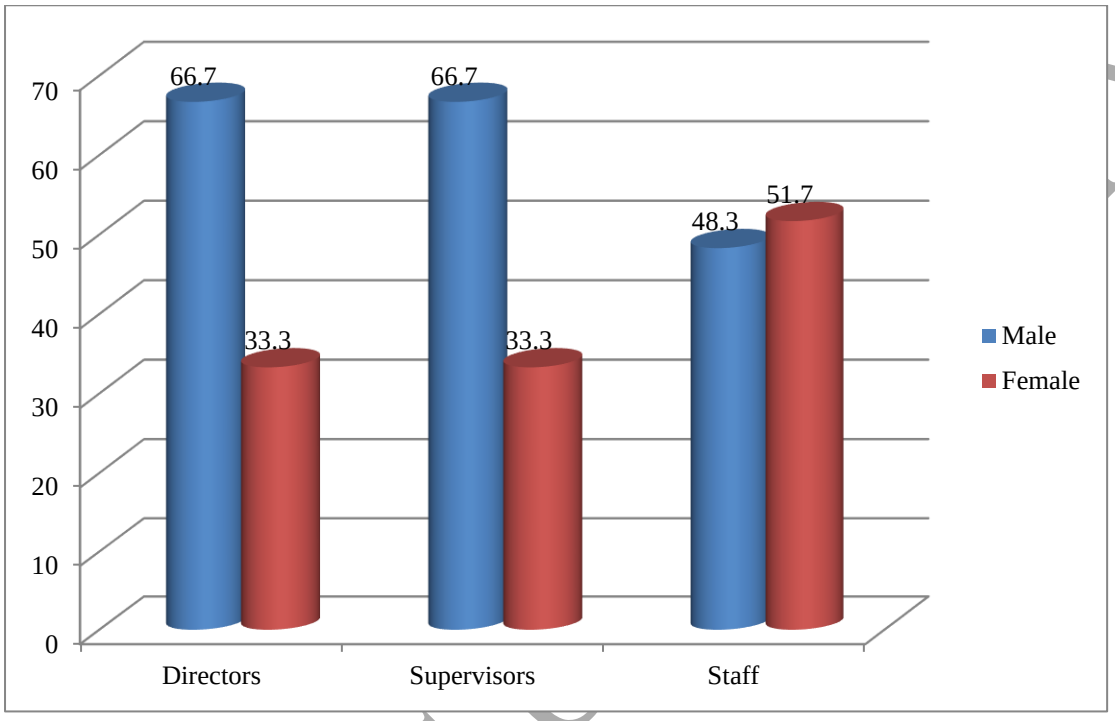


Figure 3: Distribution of Respondents According to Gender

Figure 3 indicates that 58.3 % of the total sample was accounted for by male and 41.7% by female respondents respectively. Majority of the directors, supervisors and other staff members were male at 66.7%, 66.7%, and 48.3% respectively. Female, directors were 33.3%, supervisors 33.3% and staffs were 51.7%.

4.2.2 Distribution of Respondents According to their Age

Age was clustered into 4 categories ranging from 22 - 32 years to 55 years and above with interval of 10 years for each category. The findings are presented in Figure 4.

ST. PAUL'S

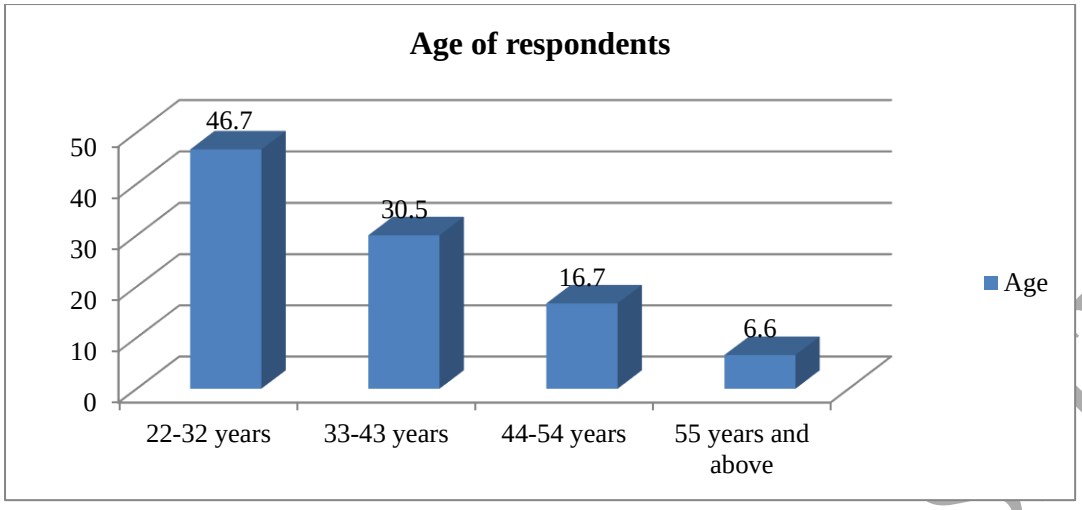


Figure 4: Distribution of respondents according to their Age

According to Figure 4, 46.7% of the total sampled respondents were aged between 22 - 32years, 30.5 % were aged 33 - 43 years, and 16.7% were between 44-54% and finally, 55 and above years cluster accounted for 6.6 % and of the total sample.

4.2.3 Distribution of Respondents According to their Level of Education

Respondent's educational level was made operational as *Masters*, *Degree*, *Diploma*, *Secondary*, *primary* or *other*. The distributions are presented in Figure 5.

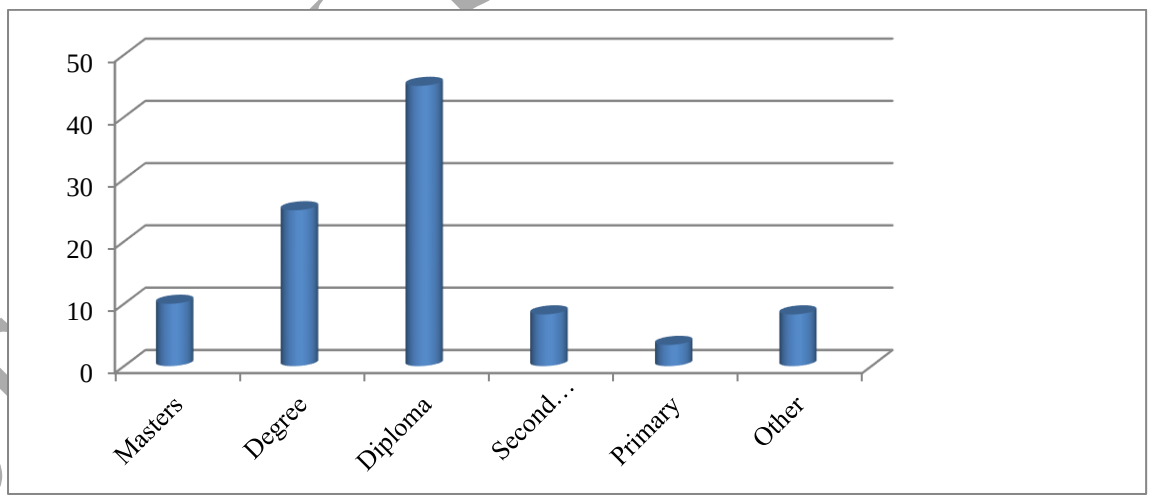


Figure 5: Distribution of Respondents by their Education Levels

From figure 5, it can be observed that 10 % of the sampled respondents had Masters Degree and 25 % were educated up to Bachelors degree level. The respondents who were educated up to Diploma level accounted for 45.0 % of the total sample, those who reached only secondary and primary level of education at 8.3% and 3.4% respectively, while 8.3 % came from other types of background.

4.2.4 Length of Service in the Organization

Length of work experience in the organization was clustered into 4 categories between 1-10 months, 1-2 years, 3-4years and above 5 years. The distribution is as presented in Table 3.

Table 3: Length of Service in the Organization

AGE	Frequency	Percentage (%)
1-10 months	9	15.0
1-2 years	17	28.3
3-4 years	23	38.3
Over 5 years	11	18.3
Total	60	100

Table 3 indicates that 15.0 % of the sampled respondents had been with the organization from 1-10 months, 28.3% had served for 1-2 years, and 38.3% had been in the organization between 3-4 years while 18.3% of the total samples respondents had been in the organization for 5 years and above.

ST. PAUL'S UNIVERSITY

4.3 Organizational Bureaucracy and Employee's Continuous Professional Development

The first objective sought to determine the effects of organizational bureaucracy on Continuous professional development in SCODE organization. Respondents were required to state their level of agreement by rating on a five point Likert scale ranging from *Strongly Agree (SA) =1*, *Agree (A) = 2*,*Neutral (N) = 3*, Dis*agree (D) =4* and *Strongly Disagree (SD) = 5*. The findings are indicated in Table 4.

Table 4: Organizational Bureaucracy and Continuous Professional Development

Statement	SA(1)	A(2)	N(3)	D(4)	SD (5)
Organizational protocols affect professional development of employees.	29.1%	31%	16%	16%	7.9%
Organizational values and beliefs can hinder continuous professional development.	39%	30.8%	0%	21.2%	9%
Norms are important in all organizations. Do you believe norms affects employees professional development?	20.5%	42 %	7.5%	13%	17%
Organizational politics and power has the greatest effect on professional development.	28 %	53%	2%	10%	7%
Organization's set policies influence employees interest hence may hinder CPD.	25%	43%	3%	10%	19%

Source: Field data (2016)

ST. PAUL'S UNIVERSITY

As indicated in Table 4, majority 60.1% of the respondents agreed with the statement that "*Organizational protocols affect professional development of employee"*.while 23.9% disagreed. Another 16% were neutral. Another majority 69.8% of the respondents agreed with the statement that "*Organizational value and beliefs can hinder continuous professional development"* but 30.2% disagreed. Further a majority 62.5% of the respondents agreed with the statement that" *Norms are important in all organizations. "Do you believe norms affects professional development"* 30% disagreed while the remaining 7.5% was neutral. On the statement "*Organizational politics and power has the greatest effect on professional development*", a significant majority 81%, of the respondents agreed, 17% disagreed and only 2% was neutral. Finally, 68% of the respondents agreed with the statement *"Organization's set policies influences employees' interest hence may hinder employee's continuous professional development,"* 29% disagreed while 3% were neutral.

On the effects of organizational bureaucracy and employee's continuous professional development, majority of the respondents agreed that bureaucracy hinders their growth and development. One respondent code G said:

> It's very true, this organization has some bureaucracies that makes us not to enjoy some privileges, there is no training that has been given to us this year, the last time we had one was during the introduction of a new product we were supposed to know how to produce it, there are already set standards in this organization and we cannot challenge them, they have been in place since decades, who are we to change them, they dictate what needs to be done, by who and when.

This confirmed the contribution by Dandridge (2006) who views organization ceremonies (cultures) as indicators of organizational protocols. Organizational protocols can deny employees opportunities to go on with their career development. Further Code M responded said:

> Internal politics is very powerful in this organization, we rarely share our concerns because we fear we might be misquoted and get punished for no good reason. Those in power humiliate the ones under them by misusing the power they have; some use abusive language and majority are antisocial.

Pierce and Dougherty (2002), confirms this as he says, power is typically equated with the related construction and dominance. Mark et al; (2006) confirms that power is the central concept in management, as the disinclination to talk about it suggest. In

ST. PAUL'S UNIVERSITY

summary, the majority of the respondents felt that the organizations protocols, set values , norms, politics and power has really messed up with their opportunities to be trained as before. Those decision made concerning them are passed by those in power without their contribution and mostly the decisions takes a lot of time to be concluded.

According to the director and supervisors interviewed, organizations have bureaucracies which are in place. In the words of the respondent Code F he said:

> Politics is seen to play an inevitable part of the organization. Some individuals genuinely believes that using political means to achieve their goals is the only way to get things done and will benefit the organization as well as themselves. The organizations have norms and values that they hold unto, and they must be followed to make sure things go well. Protocols put in place shows the employees what to do when and how. Yes protocols may hinder outside training of employees in a way but they must be followed.

These finding agreed with Vigoda, (2003) who found that organizational politics is a critical factor that affects employee's professional development because politics often interferes with organizational processes such as decision-making, promotion, and reward. Mark et al,. (2006) posit that in a bureaucratic organization, work is formalized, with many routine, policies, procedures, and standards. Mark et al,. (2006), further asserted that organizations exists to get things done, and in the process of doing this, people or groups exercise power. It was showed clearly that majority of the supervisors and directors commented that those in powerful levels of making decisions misuse power when making decisions about employee in off job training and seminars attendance as they have a notion that when these employees get more skilled they might take their positions. Because of that employees training is not considered so important by those in leadership positions.

4.4 Organizational Structure and Employee's Continuous Professional Development

The second objective of the study sought to establish the nature of association between organizational structure and continuous professional development in SCODE organization. Respondents were also required to state their level of agreement by rating on a five point Likert scale ranging from *Strongly Agree (SA) =1, Agree (A) =*

ST PAUL'S UNIVERSITY

2, Neutral (N) = 3, Dis*agree (D) =4* and *Strongly Disagree (SD) = 5*. The findings are as indicated in Table 5.

Table 5: Organizational Structure and Continuous Professional Development

Statement	SA(1)	A(2)	N(3)	D(4)	SD(5)
Communications is vital in all organization, but the way it is done may hinder professional development of employees.	35%	37%	5%	13%	10%
Feedback given to employees by their leader's enable them improve in their skills and techniques leading to professional development.	25%	33%	13%	10%	19%
Reporting lines at work places discourages employees due to their long processes leading to lack of employees self-development	30 %	44%	10%	4%	12%
The Organization size may affect professional development of employees due to the many activities involved leading to lack of opportunity for trainings and seminars.	24%	24%	5%	21%	26%
Life cycle (stage) of an organization can influence the level of employees CPD	25%	40%	13%	3%	19%

Source: Field data (2016)

Table 5 indicates that a majority 72% of the respondents agreed with the statement that *"Communications is vital in all organization, but the way it is done may hinder professional development of employees"*, only 23% seemed to be disagreed with this assertion while another 5% were neutral. Another 58% equally agreed that *"Feedback given to employees by their leader's enable them improve in their skills and techniques leading to professional development*". The other 29% disagreed while 13% were neutral. Additionally majority 74% agreed with the statement that *"Reporting*

ST. PAUL'S UNIVERSITY

lines at work places discourages employees due to their long processes leading to lack of employees self-development" with 16% of the respondents disagreeing while 10% was neutral. Further, only 48% of the respondents agreed with the item *"the organization size may affect professional development of employees due to the many activities involved leading to lack of opportunity for trainings and seminars "*while 46% disagreed with this statement. Finally, another 65% majority of the respondents agreed with statement*"Life cycle (stage) of an organization can influence the level of employees continuous professional development"* with 22% disagreeing and 13% being neutral.

Respondents about effects of organizational structure on employee's continuous professional development from questionnaires indicated that the communication structure of SCODE organization is very limiting and the hierarchies to be followed are not friendly due to their long processes respondent. Respondent U said:

> We get feedback is only when we have done a mistake and in most cases this is when we are getting a warning When there is a positive feedback, it does not come to us directly but we hear it being told to visitors who have visited the organization first time, they are told of how employees have been doing well in the organization.

Majority said that equal treatment of staffs should take place, no one should have more favours than others, this is confirmed by (Michael et al,. 2008) who supports that with respect to employees relations, experts generally define organizational justice in terms of three components- distributing components, procedural justice and professional active justice. Therefore its showed clearly and concluded that organizational structures were not in any way contributing to employees continuous development at SCODE organization if anything they were not friendly at all. From the interviews respondent both directors and supervisors had an opinion that hierarchy in organization affects employee's productivity and development. Majority of the respondents indicated that organization structure should be more favorable to all employees and the gap between the top most and lower level employees should be narrowed. Communication should be direct from directors to staffs, to supervisors and vice versa. Supervisors were recorded saying that confidentiality should be observed and sincere feedback given to the employees about their areas of strength and

ST. PAUL'S UNIVERSITY

weakness. They further said that the organization should help them to attain trainings outside their organizations in those social places. These findings conquer with (Michael *et al*,.2008) who found out that company that is just is among other things, equitable, fair, impartial and unbiased in how it does things. Feedback helps the employees to realize where to improve or where to slow down.

4.5 Organizational Leadership and Employee's Continuous Professional Development

Finally, the third objective the study sought to determine to what extent organizational leadership affects continuous professional development in SCODE organization. Respondents were equally required to state their level of agreement by rating on a five point Likert scale ranging from *Strongly Agree (SA) =1*, *Agree (A) = 2,Neutral (N) =3*, Dis*agree (D) =4* and *Strongly Disagree (SD) = 5*. The outcome is as indicated in Table 6

ST. PAUL'S UNIVERSITY

Table 6: Organizational leadership and continuous professional development

Statement	SA(1)	A(2)	N(3)	D(4)	SD (5)
When there is no delegation of duties by top leaders to trusted employees there is no likely hood of professional development since one is given power to make decision where need be.	32%	43%	10%	8%	7%
Top leaders when they take time to coach their employee's leads to competence and one develops professionally.	50%	29%	3%	15%	3%
To involve workers in decision making makes them have a sense of belonging and have self-confidence. This promotes employees continuous development.	44%	22%	0%	30.%	4%
To motivate employees improves their commitments at work hence they try to do everything in an appropriate manner.	59.8 %	19%	1.1%	2.1%	18%
Feedback received by employees improves their professionalism whose end result is competence.	60%	29%	3%	5%	3%

Source: Field data (2016)

Table 6 indicates that 75% of the respondents agreed with the statement that *"When there is delegation of duties by top leaders to trusted employees there is likely hood of professional development since one is given power to make decision where need be".* Only 15% of the respondents disagreed while 10% were neutral. Another 79% of the total sampled respondents agreed with the statement that *"Top leaders when they take time to coach their employees this leads to competence and one develops professionally"* while 18% disagreed and 3% took a neutral point. Furthermore 66% of the total sampled respondents agreed with the statement that *"To involve workers in decision making makes them have a sense of belonging and have self-confidence. This promotes employee's continuous professional development"* while 34% disagreed with the statement and another majority 78.8% agreed with the statement

ST. PAUL'S UNIVERSITY

"To motivate employees improves their commitments at work hence they try to do everything in an appropriate manner" However 21.1% of the respondents disagreed with this assertion. Finally a big majority 89% of the oral sampled respondents equally agreed with the statement that *"Feedback received by employees improves their professionalism"*18% disagreed while 3% were neutral. These findings were also confirmed by open ended questions about effects of organizational leadership on employee's continuous professional development. The response was that there is no one at that organization who have been delegated to do any duty by supervisors in their presence. As recorded one respondent said:

> Our position as employees is to report to work early, do our assigned duties and go home. We don't have any opportunity to share with the directors as the supervisors are a big hindrance in between. They further indicated that rarely do we get consulted when decisions are being made, we only receive already made decisions and our position is to follow decisions made.

Peter Drucker (1967), confirms that decision making is about analyzing situations, identifying the possibly courses of action, weighing them up and defining a course of action.

A few staffs who have served here for long indicated that when the organization was young, they used to be treated well, they were taken for outdoor trainings and trips to interact with others, but now they no longer have the opportunities. By this it was clear that leadership in this organization does not give its staffs an opportunity to develop themselves as the staffs are only recipient's from their leaders. These findings were also confirmed by the interviews responded by directors who felt that delegation, coaching classes, motivations forums and activities and rewards of employees has an influence of satisfying and promoting growth to employees involved. Leadership style has a great influence on how employees are treated and this determines whether they are taken for outdoor training or not. Motivating employees is important and it's confirmed by (Bullock 2007), who agrees that a motivating supervisor is someone who is concerned about their subordinate's feelings, and needs, construct them with constructive feedback and encourage them to undertake learning activities in order to improve their skills. A number of studies also explored this relationship between Organizational leadership and continuous professional development. According to Ivancevich *et al,*. (2008) leadership is a

ST. PAUL'S UNIVERSITY

process of influencing people to enable the achievement of relevant goals. Further studies by (Mulwa 2010), indicated that participative leadership style is the most appropriate where leaders work with their members to plan, implement and evaluate their decisions made about their objectives. Participative leadership encourages self-esteem and people are motivated by higher-level needs for social interaction achievement and self- actualization, creativity and innovation.

ST. PAUL'S UNIVERSITY

CHAPTER FIVE:

5.0 SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion, and recommendations of the study based on the research objectives. Suggestions for further research are also given at the end of the chapter.

5.1.1 General Respondents Information

The broad objectives of the study was to understand after evaluating the organizational factors affecting employee's continuous professional development at SCODE organization of Nakuru north sub-county. The study targeted SCODE's directors, supervisors and other staffs. The findings are based on responses of 3 directors, 6 Supervisors and 51 other staff members. 58.3 % of the total sample were male, the majorities 30.5% of them were aged between 22 – 32years, the majority 45% were Diploma holder and the majority 38.3 % had been in the organization between 3-4 years. The summary of the findings from the study is discussed below. It provides the general responses on factors affecting employee's continuous professional development from a non-governmental organization (SCODE) and from three categories of respondents: Organization directors, supervisors and staffs. Data analysis gave the following findings, which is summarized below as per the objectives:

5.1.2 Findings on the effects of Organizational Bureaucracy on Employee's Continuous Professional Development

Organizational bureaucracy was found to influence employee's continuous professional development. 60.1% of the respondents felt that Organizational protocols affect professional development of employee, 69.8% agreed that Organizational value and beliefs can hinder continuous professional development, and that Organizational politics and power has the greatest effect on professional development 81%. 68% agreed that organizational set policies influences employees' interest hence hinders employee's continuous professional development. This was confirmed by Dandridge

ST. PAUL'S UNIVERSITY

(2006), who looked at organization ceremonies (culture) as indicators of organizational bureaucracy, organizational protocols denies employees opportunities to go on with their career development. Internal politics is very powerful in this organization. Vigoda (2003), viewed that organizational politics is a critical factor that affects employee's professional development because politics often interferes with organization processes such as decision making, promotion and rewarding hence this theory was confirmed by the study conducted. Pierce and Dougherty, (2002) also viewed that power is typically equated with the related construction and dominance. Mark et al,. (2006) confirms that power is the central concept in management, as the disinclination to talk about it suggest. Therefore it's clear that organizational bureaucracy has got a major effect on employee's continuous professional development due to the findings of the study.

5.1.3 Findings of the nature of association between Organizational Structure and Employees Continuous Professional Development

The study found that Organizational structure influences employee's continuous professional development. 72% of the respondents agreed that Communications is vital in all organization, but the way it is done it has a higher probability of hindering professional development of employees. 58% equally agreed that Feedback given to employees by their leader's enable them improve in their skills and techniques leading to professional development, 74% agreed that reporting lines at work places discourages employees due to their long processes leading to lack of employees self development, 48% of the respondents agreed that organizational sizes affects employees continuous professional development while 65% agreed that life cycle (stage where an organization is) of an organization can influence the level of employees CPD and is supported by (Michael *et al,*. 2008) who asserted that factors in organizational bureaucracy like organizational size, as the larger the organization becomes, the more complicated its structure. In reality if the organization is very small, it may not even have a formal structure. Organizational structures have been found to hinder employee's continuous professional development as the study shows.

ST. PAUL'S UNIVERSITY

5.1.4 Findings on the extent of Organizational leadership and employee's Continuous Professional Development

Further analysis indicated that Organizational leadership influences Employee's Continuous Professional Development. 75% of the respondents agreed that when there is no delegation of duties by top leaders to trusted employees there is likely hood of hindering professional development since one is given power to make decision where need be. 79% agreed that top leaders when they take time to coach their employees this leads to competence and one develops professionally while 66% agreed with the statement that "To involve workers in decision making makes them have a sense of belonging and have self-confidence. This promotes employees continuous development" and another majority 78.8% agreed "To motivate employees improves their commitments at work hence they try to do everything in an appropriate manner. Finally, 89% agreed that "Feedback received by employees improves their professionalism". Studies by Mulwa (2010), indicated that participative leadership style is the most appropriate where leaders work with their members to plan, implement and evaluate their decisions made about their objectives. Participative leadership encourages self-esteem and people are motivated by high level needs for social interaction achievement and self- actualization, creativity and innovation. If leadership is poor, the organization will not reach its objectives as planned.

5.2 Conclusions

The study has established that organizational factors affects employee's continuous professional development in a very great manner. When people are employed, they are expected to perform their duties and do everything that is required of them without questioning or challenging. This is dictated by the way the organization is set. The study was successful in addressing its objective. The first objective about organizational bureaucracy and its effect on employees continuous professional development, the study concludes that Organizational bureaucracy predict continuous professional development hence it has a great influence on employees continuous professional development in organizations.

ST. PAUL'S UNIVERSITY

There is an association between organizational structures that are in place which employees must abide by them, and are found to hinder employees' continuous professional development. Due to their complexity of the structure the study concludes that set organizational structure, limits opportunities for employees continuous Professional Development.

The study has also established organizational leadership has a great influence to employees Continuous Professional Development. For change to increase in the organization there must be a continuous improvement, reflective evolution, process reform, role change, restructuring of structures and total transformation. For change to increase agility, leaders or people in the management must consider some objectives like, power distribution whereby they increase scope of authority downward and outwards complemented by negotiated performance standards of employees. They should increase trust, willingness and ability to communicate widely. Appreciating of the employees as a key asset in the organization. Having the existing spirit of enquiring as a living part of the organization. Holistic learning and balanced between formal reporting and exploration of personal learning and intuition of employee, there must be a relationship web within the organization to ease the flow of organization. Leaders are not welcoming especially during decision making process and never are the employee's delegated duties by their leaders. This study concludes that organizational leadership affects employee's professional development.

5.3 Recommendations

The following factors provide recommendations emanating from the analysis results and findings of the study.

5.3.1 Recommendation on organizational bureaucracy on employee's continuous professional development.

Both the directors, supervisors and staffs were of the view that Organizational bureaucracy hinders employee's continuous development in SCODE organization. The organizational bureaucracy which they responded to as having a greater effect on continuous professional development included, organizational norms and values,

ST. PAUL'S UNIVERSITY

protocols and procedures to be followed, organizational politics and overuse of power and the set organizational policies. The study recommends that organizations should reduce unnecessary bureaucracy in their operation and management come up with a humane bureaucracy. Personnel managers to begin to have responsibilities on staffing, training. Personnel specialist should start to look at management and administrative processes analytically, working out how organizations structures could be designed and labour deployed so as to maximize efficiency. Some cultures which are practiced in organizations should be harmonized with the employees interests to make the environment conducive and allow kind of growth. Norms and values should be friendly for employee's welfare. Leaders to be aware of inside organization politics which could be exercised by top management and communication should be easily flowing from both directions and accurately done to ensure continuous professional development in organizations. The service of a company spokes person is highly recommended for easy flow of communication from either way.

5.3.2 Recommendation on nature of association between organizational structures and employees continuous professional development

Having found out that organizations have unfriendly structures which must be followed by all, which includes who communicates to who, who gives feedback and when, the study recommends that organizations should reduce the gaps between the high ranked staff and the low ranked staff through adopting a lean and friendly organizational structure to enhance employees Continuous Professional Development.

The study also recommend that the reporting lines be made available and open to all without intimidation or punishment of who says what despite the size of the organization the study recommends that organizations to have schedules put in place clearly indicating when there will be a training, or a workshop and it should be followed until its accomplished.

5.3.3 Recommendations on organizational leadership in employee's continuous development.

According to the findings of the study, leadership in organizations has a great effect on CPD. The study found usually leaders don't delegate duties to their juniors, they

ST. PAUL'S UNIVERSITY

don’t take time to coach them, employees are not involved while making decisions and mostly the employees are not motivated in their work places. The study recommends that leadership should be participatory and delegation is utilized effectively to avoid overload and stalling of work. The leadership should also organize motivational forums and team-building activities to motivate the employees hence ensure Continuous Professional Development. The study also recommends that employees be given feedback often and be rewarded when necessary as this helps to develop both in their performance and person.

5.4 Suggestions for Further Studies

The study realized some gaps which may be adequately addressed through further research. This study therefore suggests for further studies on the following issues that could be affecting employees at work. Factors influencing employee’s motivation, external factors influencing the employee’s continuous professional development in organizations and employees rewards.

ST. PAUL'S UNIVERSITY

REFERENCE

Armstrong, M. and Baron, A. (2005). *Managing Performance: Performance management in action London:* Chartered institute of personal and development.

Armstrong, M. (2009*) Handbook of Human Resource Management Practice*, 11th edn. pp 65-81, Kogan page, London.

AusAID .(2000), *Promoting Practical Sustainability, Common wealth of Australia, Australian Agency for International Development* (AusAID), Canberra, September 2000.

Bandura, A. (1977). *Social Learning Theory* (Englewood Cliffs, NJ: Prentice. Hall, *pg* vii.

Bandura, A. (1977), *Self-Efficacy*: Towards a Unifying Theory of Behavioural Change. Psychological review.

Bernard, M. Bass(1990). *Strogdill's Handbook of Leadership* (Newyork): Free press, p,120.

Beyer, J. and Trice. H. (2007). *How an organization's Rite Reveals Its Culture*, Organizational Dynamics.

Boyd, D. Hankford, H, Loeb, S., & Wyckoff, J. (2005*). Explaining The Short Careers of High-Achieving teachers in schools with low-performing students*. American Economic Review Papers and Proceedings, 95, 166-171.

Bunke, W .(1994). *Organization Development*: A process of learning and changing, 2nd ed, Addison-Wesley, Reading, MA.

Blundell, M. (2007). *McDonald's Tracks Morale at the Front Line*. Strategic Communication Management 11 (4): 10.

ST. PAUL'S UNIVERSITY

Brodsky, N. (2006). *One Thing You Can't Delegate Inc*. April, 62-62

Byekwaso, L. (2006). *Grievance Management in the Secondary School Administration*. A case of Ruhinda Country, Bushenyi district. Makerere University.

Cheng, E. and Hampson, I, (2008). *Transfer of Training: A Review and New insights.* International Journal of management Review, 10, 327-341.

Child, J. and Mcgrath, R. (2009). *Organizational Unfettered: Organizational Form in an Information, Intensive Economy;* The Academy of management journal, Vol. 44 no 6, pp35-48.

Coolican, H. (2014). *Research Methods and statistics in psychology 6th ed.* Psychology Press, London.

Cushway, B, (2008). *Human Resource Management.* The fast Track MBA series. New Delhi India PVT Ltd.

Cravens, K. Oliver, E. and Stewart, J. (2010). *Can a Positive Approach to Performance Evaluation Help Accomplish Your Goals?* Business Horizon 53, no 3, 269-79.

Day, C. (2009b). "*Professional Development and Reflective Practice: Purposes, Processes and partnerships." Pedagogy, Culture and Society* 7 (2): 221 - 233.

Dawson, Catherine, (2002). *Practical Research Methods*: A user-friendly guide to Mastering Research Techniques and Projects, How to Books LTD oxford.

ST. PAUL'S UNIVERSITY

Debbie, C. (2007). *The Promises and Pitfalls of Alternative Teacher Compensation Approach.* A research paper done in the U.S.

Duren, D. O. (2010). *Leadership in Libraries in Time of Charge*. IFLA Journal, 39,134-139.

Erik, R. A. (2012). *Factors Influencing Turnover Among Employees by the TSC in Changamwe District, Mombasa County*, Kenya, University of Nairobi Digital, Repository 2012.

Ernest G. (1985). *Symbolic Convergence Theory*: A Communication Formulation, Journal of Communication 35, 128-38.

Gray, J. (2000). *Causing Concern but Improving:* A Review of Schools' Experience. London.

Guskey, T. R. (2004). *Professional Development in Education*. *In search of the optimal mix*. Annual Meeting of the American Educational Research Association, New Orleans.

Hogan, J. and Hogan, R. (2002). *Leadership and Socialpolitical Intelligence, Leadership Effectiveness, and Teams Outcome*. The international Journal of Organizational Analysis.

Jackson. S, L. (2011). *Research Methods: A Modullar approach 2nd ed,* Wadsworth/Cengage Learning, Belmont.

Kathleen. D, (2007) *Building the requisite capacity for stewardship and sustainable development*, International Journal of Sustainability in Higher Education, Vol. 8. pp. 107 – 122

ST. PAUL'S UNIVERSITY

Kersley, B. Alphin, C., Forth, J, Broson, A, S (2006). *Inside the Workplace*: Findings from the 2004 Workplace Employment Relations survey. Abingdon: Renlegde.

Kessler, L. (2005*). "Remuneration Systems": Managing Human Resources*: Personnel management in transition, 4th en Oxford: Blackwell.

King, J. (2009). *Address to DBIS Employee Engagement Conference,* 16 July, London. Kluwen Publishers.

Kothari, C. R. (2004). *Research Methodology: Methods and Techniques 2nd ed.* New age, International Publishers, New Delhi.

Louis, M. R. (1983). *Organizations as Culture – Bearing Milieu,* in L. R. Pondy et al (eds) *Organization symbolism*, CTJAI Press, Greenwich, NY

Magee, J. C. D. H. Grenenfeld, D. J. Kelter, and A.D. Galinsky, (2005). *Leadership and Learning.*

Max. H. Bazerman, (2005). Judgment in Managerial Decision Making 6th edi.

Mintzberg, H. (1982). *Power in and Around Organization*, Prectice-Hall, new Jersey.

Mumford, M.D & Stoke, G.S (2013). *Developmental Determinants of Individual Action.*

Mutungi S. (2011).*Issues that the Education Tasks force should consider.* Education News Magazine. Vol 056. Shred Publishers.

McDowall, A & Fletcher, C. (2004). *Employee development*: an Organizational Justice Perspective. Journal of personal review, 33(1) 8-9

ST. PAUL'S UNIVERSITY

Mugenda. O. M & Mugenda, A.G. (2003*). Research Methods Qualitative and Quantitative Approaches:* Nairobi Acts Press.

Narda R. Paul, E. Edwin, A. and Kathryn, M. (2007). *The Influence of Self-Efficacy on the Development of Entrepreneurial Intentions and Actions*. Entrepreneurship Theory and Practice.

Nair, R. (2010). *Organizational Behaviour*, Mumbai, India: Global Media *Operation Officer:* A strategic contingency perspective strategic management Journal Organizational social capital. Organizational Development Journal 24(1): 76-86.

Oyedepo, D. O. (2010*). Towards Empowerment for Change.* A Recipe for Impactful living.

Trochm, W. M. (2002). *Research Methods Knowledge Base, Cornel University,* and http://tronchim human. Cornell.deu/kb/ (1 of 3) 2004/01/23.

Partick, E. (1992). *Decision Making Participation Patterns:* The Role of Organizational Context, Academy of Management Journal 35. 281-31.

Pearce, J. A. and Robinson, B. (2011). *Strategic Management*. McGraw Hill, New York.

Pierce, T. and Dougherry, D. S. (2002). *The Construction, Enactment, and Maintenances* of *Power as Domination through an acquisition*: The case study of TWA and Ozork Airlines.

Pepper, G. L. and Larson, G. S. (2006). *Cultural Identity Tension in a Post Acquisition Organization,* Journal of Applied Communication Research, 34 49-71.

Richard, L. Daft. (2008). *Leadership Congress Control.* Publishers U.S.A.

ST. PAUL'S UNIVERSITY

Richard, L. Daft, (2004). *Opening the Door for Participative Management,* Academy Management executive 18,no,4.

Robbins, S. P. (2006). *Organizational Behaviour.* Concepts, Controversies and Applications 3rded. New Jersey Prentice –Hall.

Robert K. and Fred, L. (1984*). A Social Learning Approach to Behavioural Managemen*t : Radical Behaviourist, Mellowing out-Organizational Dynamics.

Robert. W. and Bandura, A. (1989). *Social Cognitive Theory of Organizational Management,* Academy of Management Review 14.

Rubin, A and Babbie, E. R. (2011). *Research Methods for Social Work*, 7th ed, Brook/Cole, Belmont.

Senge, P.M. (1990). *The Fifth Discipline*: The Art and Practice of The Learning Organization, Doubleday, New York

Schein, E .H. (2004*). Organizational Culture and Leadership*, 3rd edn, Jossey Bass, San Francisco, MA.

Schultz, H. (2010). *Who CEOs Admire Must*. Can Money.com March 4.

Shunk, H. D. (2008). *Learning theories*: *An Educational Perspective 5th ed*. upper Saddler River NJ, Pearson/ Merrill Prentice Ha.

Shields, J. (2007). *Managing Employee Performance and Reward:* Concepts and Practices.

Singh, J, (2006). *Employee disempowerment in a small firm* (SME): Implications

Single, R. K. (2012). *Business Management:* Semester II. (7th ed.) Delhi, India: V.K. (India) Strategies, London: Cambridge University press

ST. PAUL'S UNIVERSITY

Siu, R. (1979). *The Craft of power,* John Wiley, New York, NY.

Thomas, K. (2009). *Improving-the practice-of –business-Ivey* –Business journal November/December,

Trochim, W.M. (2002). *Research Methods Knowledge Base,* Cornel University, http://trochim.human.cornell.edu/kb/ (1 of 3)2004/01/23 04:49:45 PM

Vigoda, E, (2003). *Developments in organizational politics*, Northhamton, MA: E. Elgar.

Yukl, G. (2010). *Leadership in Organizations*, 7th ed. Prentice Hall, Upper Saddle River.

ST. PAUL'S UNIVERSITY

APPENDICES

APPENDIX (A): Introduction Letter

Benedett Mugwe
Po Box 12070-20100
Nakuru

Dear respondents,

I cordially invite you to participate in a case study that constitutes part of my masters in Developmental studies at St. Paul university Nakuru campus. The case study is about evaluating organizational factors that affect professional development of employees of SCODE a non-governmental organization. The interview will take not more than 10 minutes of your precious time and is completely voluntary.

I assure you complete anonymity and confidentiality of the information you will give since this is a purely an academic research. I would request you to answer the questions with utmost honesty to help this research establish to a high degree of accuracy from the results of the case study. The response will be used for analysis only and no personal details will be divulged in the result publication.

In case of any question do not hesitate to contact my supervisors Dr. P. Gesimba and Dr. P. Koome.

Thank you for your gesture of co-operation and assistance.

YOURS SINCERELY,
BENEDETT MUGWE
ST.PAUL'S UNIVERSITY

ST. PAUL'S UNIVERSITY

APPENDIX (B): Research Questionnaire for Employees

BACKGROUND INFORMATION

1. Gender Male [ ] Female [ ]

2. Indicate your age
   22 – 32 years [ ] 33- 43[ ] 44 - 54 years [ ] 55 years and above [ ]

3. Which one of the following describes you?
   Manager [ ] Senior Staff [ ] staff [ ] others (specify)……

4. Level of education?
   Primary [ ] Secondary [ ] College diploma [ ] University degree [ ]
   Masters degree [ ] Other's…….

5. How long have you been associated with this organization?
   0-10 months [ ] 1-2 years [ ] 3-4years [ ] Above 5 years [ ]

ST. PAUL'S UNIVERSITY

SECTION II

Effects of Organizational Bureaucracy, Organizational structure and Organizational, Leadership on employee's continuous professional development

Please indicate to what extent you agree with the following statements.

1. Strongly agree
2. Agree
3. Neutral
4. Disagree
5. Strongly disagree

(A)

6. ORGANIZATIONAL BUREAUCRACY AND CPD

	STATEMENTS	1	2	3	4	5
1	Organizations that have protocols to be followed affect professional development of employees.					
2	Organizational value and beliefs can hinder continuous professional development of the employees.					
3	Norms are important in all organizations. Do you believe norms affects professional development?					
4	Organizational politics and power has the greatest effect on professional development on employees.					
5	Organizations have already set policies which influences employees interest hence may hinder employee's continuous development.					

7. Bureaucracy in an organization consists of structure of how things should be done in that organization. As a SCODE employee explains how your organization structure is formed and its effects to employee's continuous development……

…….

……

ST. PAUL'S UNIVERSITY

(B)

8. ORGANIZATIONAL STRUCTURES

	STATEMENTS	1	2	3	4	5
1	Communication is vital in all organization, but the way it is done it may hinder professional development of employees.					
2.	Feedback given to employees by their leader's enable them improve in their skills and techniques leading to professional development.					
3	Reporting lines at work places discourages employees due to their long processes leading to lack of employees self-development					
4	The Organization size may affect professional development of employees due to the many activities involved leading to lack of opportunity for trainings and seminars.					
5	Life cycle (stage) of an organization can influence the level of employees continuous development due to its formation					

9. In your own words explain how SCODE organization is structured and how the structure improves or hinders professional development of employees…….....

……..

……..

……..

……..

……..

……..

……..

ST. PAUL'S UNIVERSITY

(C)

10. ORGANIZATIONAL LEADERSHIP

	STATEMENTS	1	2	3	4	5
1	When there is no delegation of duties by top leaders to trusted employees there is no likely hood of professional development since one is not given power to make decision where need be.					
2	Top leaders when they take time to coach their employees and show them how to do things professionally can lead to competence and the one coached develops professionally.					
3	To involve workers in decision making makes them have a sense of belonging and have self-confidence. This promotes employees continuous professional development.					
4	To motivate employees improves their commitments at work hence they try to do everything in an appropriate manner.					
5	Feedback received by employees from their leaders improves their professionalism.					

11. Good leadership is key in all organizations and leaders influences employees positively or negative. According to you how is leadership at SCODE and how does it hinder employees professional development…….....

……..

……..

……..

……..

……..

……..

ST. PAUL'S UNIVERSITY

APPENDIX C: Interview Schedule Guide for Top Management

My name is Benedett Mugwe, student from St. Paul's University Nakuru. I am conducting a research on organizational factors affecting continuous professional development. I thought it would be a good idea to interview you so that we can understand which organizational factors affect continuous professional development.

I would like to ask you some questions about your organizational bureaucracy (the set rules, the regulations of how things are done), organizational structure (hierarchies) and organizational leadership and more specifically about continuous professional development.

I hope to use this information to help organizations to be aware of factors that affects employees' continuous professional development.

The interview will take ten minutes. Are you available to respond to some questions at this time?

1. For how long have you served at SCODE?

2. What is your age?

3. Which department do you serve?

4. What is your position?

5. Your level of education?

ST. PAUL'S UNIVERSITY

SECTION II:

Effects of organizational bureaucracy on employee's continuous professional development

6. Do you think that organizational values, norms, internal cultures, political power and policies can affect knowledge acquiring process? Explain please. Do you have any kind of protocols that is meant to be followed in this organization?

Nature of association between organizational structure and employees CPD

7. Organizational Structure and employee's continuous professional development hierarchy in organization indicates who communicates to who, who receives feedback from who. According to you what is your opinion of organizational structure and employee's continuous professional development.

8. Feedback (positive) given to employees by their seniors help them to improve in their weak areas. Reporting lines can discourage employees from sharing their opinions and grievances. The size of an organization and the life cycle of an organization can have some hindrances in knowledge acquisition. Do you agree or disagree. Please explain more.

Organizational Leadership and employee's continuous professional development

9. When leaders delegate duties, have coaching classes, and have motivating spirit to their employees, does it promote employees professionalism. How?

Do your leaders involve you in decision making? Which kind of decisions are you involved in making in your organization?

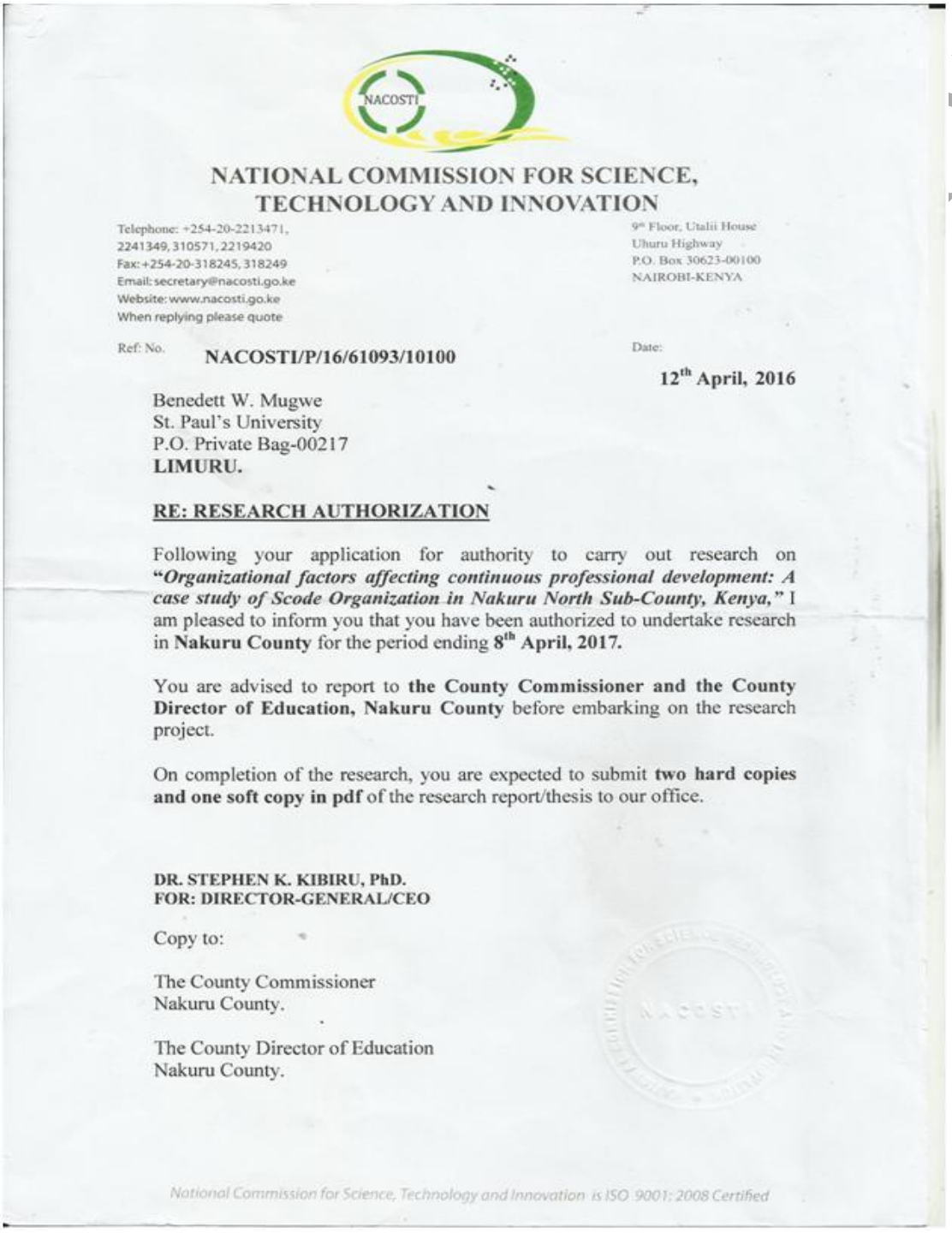
Is there any other information that you feel is worth noting and was not discussed above? Please feel free to share.

……Thank you for your participation…..…….……

ST. PAUL'S UNIVERSITY

APPENDIX (D)

NACOSTI Research Authorization Letter



NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/16/61093/10100**

Date: **12th April, 2016**

Benedett W. Mugwe
St. Paul's University
P.O. Private Bag-00217
LIMURU.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Organizational factors affecting continuous professional development: A case study of Scode Organization in Nakuru North Sub-County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **8th April, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Nakuru County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

APPENDIX (E)

Research Authorization Letter from Ministry of Education

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
State Department of Education

Telegrams: "EDUCATION",
Telephone: 051-2216917
Fax: 051-2217308
Email: cdenakurucounty@yahoo.com
When replying please quote
Ref. NO.
CDE/NKU/GEN//4/1/21/Vol.IV/04

COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY
P. O. BOX 259,
NAKURU.

25th April, 2016

Sub-County Director of Education
NAKURU NORTH SUB-COUNTY

RE: RESEARCH AUTHORIZATION – BENEDTT W. MUGWE
PERMIT NO.NACOSTI/P/16/61093/10100

Reference is made to letter NACOSTI/P/16/61093/10100dated 12th April, 2016.

Authority is hereby granted to the above named to carry out research on **"Organizational *Factors affecting continuous professional development: A case study of Scode Organization in Nakuru North Sub-County, Nakuru County*"** for a period ending **8th April, 2017.**

Kindly accord her the necessary assistance.

for COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY

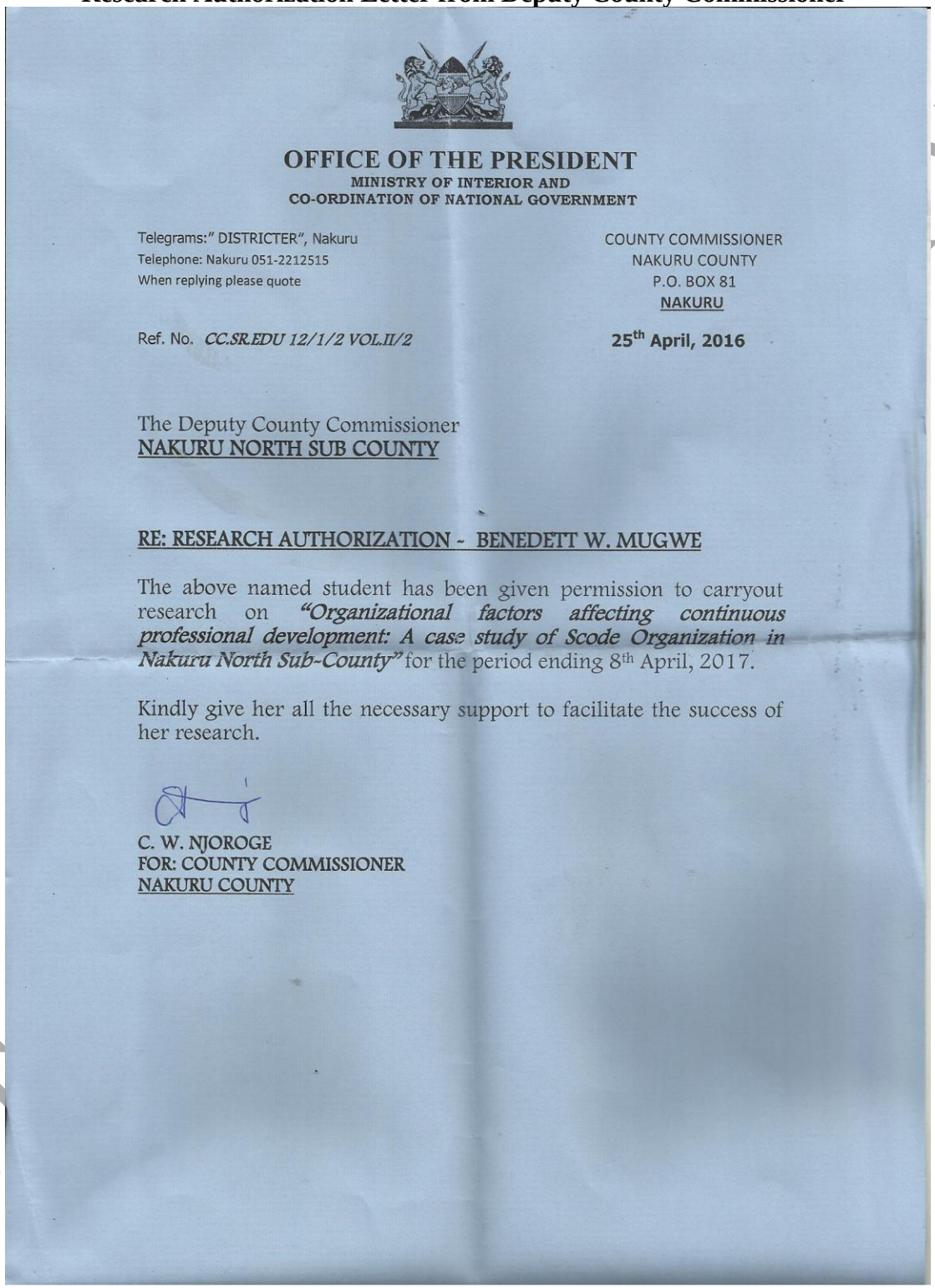
DANSON MAHUGU
FOR: COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY.

Copy to:

St. Paul's University
P. O. Private Bag
LIMURU

APPENDIX (F)

Research Authorization Letter from Deputy County Commissioner



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND
CO-ORDINATION OF NATIONAL GOVERNMENT

Telegrams:" DISTRICTER", Nakuru
Telephone: Nakuru 051-2212515
When replying please quote

COUNTY COMMISSIONER
NAKURU COUNTY
P.O. BOX 81
NAKURU

Ref. No. *CC.SR.EDU 12/1/2 VOL.II/2*

25th April, 2016

The Deputy County Commissioner
NAKURU NORTH SUB COUNTY

RE: RESEARCH AUTHORIZATION - BENEDETT W. MUGWE

The above named student has been given permission to carryout research on ***"Organizational factors affecting continuous professional development: A case study of Scode Organization in Nakuru North Sub-County"*** for the period ending 8th April, 2017.

Kindly give her all the necessary support to facilitate the success of her research.

C. W. NJOROGE
FOR: COUNTY COMMISSIONER
NAKURU COUNTY