

**INVESTIGATING THE IMPACT OF CAREER DEVELOPMENT ON  
EMPLOYEE PERFORMANCE AT THE NAMIBIA AIRPORTS  
COMPANY**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT**

**OF**

**THE REQUIREMENTS**

**OF**

**THE MASTER OF BUSINESS ADMINISTRATION MANAGEMENT  
STRATEGY DEGREE**

**OF**

**THE UNIVERSITY OF NAMIBIA**

**BY**

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**NOVEMBER 2021**

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### **Abstract**

The purpose of the study was to investigate the impact of career development on employee performance. The study was conducted at the Namibia Airports Company (NAC) office in Windhoek, with 78 respondents. The study employed a mixed-methods research approach to validate the findings generated by each method through evidence produced by the other. The mixed-methods approach helped the researcher to better understand and interpret the results. Data was collected using questionnaires and an interview guide. The questionnaire was administered to employees through email and an online platform, survey monkey. Interviews were conducted among five executives and five middle managers who had more experience and information on staff issues. Data collected was analysed using thematic analysis for the qualitative data with the help of ATLAS.ti and descriptive statistics as well as factor analysis for the quantitative data. The results were presented in the form of tables and figures. Contributing factors to poor employee performance despite the provision of career development by the company were found to be lack of promotion, either when opportunities were availed or after completion and obtaining qualifications, sub-standard leadership skills among supervisors, lack of motivation as well as unfavourable working environment to some employees, however this was found to be different to the results obtained for qualitative analysis for middle and executive management which indicated to have promotion and salary increment for employees in the company. Qualitative analysis grouped the activities employed by the company to increase employee performance as motivational activities, working environment, leadership skills, training and development as well as promotional activities. The study recommended that training should be provided to enable employees to gain the necessary skills to perform their roles better, thereby increasing productivity. That Management and leadership training should be the organisation's primary focus because it will help employees achieve optimal career growth.

**Keywords:** Career development, Employee performance, Organizational performance

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>CDP</b>	Career development process
<b>CPGS</b>	Centre of Postgraduate Studies
<b>ECN</b>	Engineering Council of Namibia
<b>HRM</b>	Human Resources Management
<b>HKIA</b>	Hosea Kutako International Airport
<b>ICT</b>	Information and Communication Technology
<b>IDAC</b>	Infrastructure Development and Asset Care
<b>MRO</b>	Maintenance, Repair, and Overhaul
<b>NAC</b>	Namibia Airports Company
<b>OSI</b>	Occupational Stress Inducers ()
<b>PMS</b>	Performance Management System
<b>UREC</b>	University Research Ethics Committee
<b>UNAM</b>	University of Namibia
<b>WRS</b>	Work-Related Stress

## **ACKNOWLEDGEMENTS**

Father God, I thank you, for the blessings, wisdom, and grace you have bestowed upon me in my life. They have been the foundation of strength and happiness in successfully completing this study. Without His guidance, I would have never been able to finish this thesis. Many people provided valuable contribution towards the successful completion of this work, and I am grateful to all of them. Though, it is not possible to mention all of them individually, the following people deserve special appreciation and are worth mentioning.

I am particularly grateful to my research supervisor, Dr. Asa Romeo Asa, for his professional guidance, encouragement, and understanding throughout my study. Special thanks to Ms. Vistorina Bernhard for giving me unwavering support, guidance, and academic support throughout this journey. My heartfelt gratitude also goes to my lovely daughter, Rauha Mulisa, for always being there for me. I would like to extend my sincere gratitude to Dr. Greenfield Mwakipesile and the entire staff of the Namibia Business School of the University of Namibia and my employer, the Namibia Airports Company, for having faith in me and permitting me to further my studies. Furthermore, I would like to thank all those who responded to my questionnaires; without them, I would not have been able to reach this far and complete this thesis.

## **DEDICATION**

This thesis is dedicated to my God and Lord, Jesus Christ, the Saviour, for the unwavering showers of grace, love, and mercy poured onto me as I worked on this thesis.

## DECLARATIONS

I, Hilya Ndinela Heita, hereby declares that this study is my own work and is a true reflection of my research and that this work or any part thereof has not been submitted for a degree at any other institution.

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Signature

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Date

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Overview**

Career development practices are essential strategic considerations for all organisations regardless of size, sector, market, or profile (Rahaju et al., 2019). Career development is a lifetime process of learning, acquiring, and digesting information about oneself and occupational to improve performance (Mckay, 2020). According to Khan et al., (2016) giving employees appropriate development and training programs can encourage employees to improve their skills, which will impact their work results. The right career development program can help employees to improve their performance.

### **1.2 Background of the study**

The success of any organisation, being profitability or efficient service delivery, depends to a greater extent on its employees, thus forming an essential asset of any organisation and performing an active role in its achievement that cannot be underrated (Hidayat & Latief, 2018). On the other hand, the provision and introduction of career development in any organisation, positively impacts employee performance, thereby improving the performance of institutions and organisations at large (Sitohang, 2019). This means that the higher the motivation level of workers, the higher the level of performance (Rahaju et al., 2019). Career development practice is a vital strategic consideration for all organisations regardless of size, sector, market, or profile. The advancement of the capacity

and capability of the organisation's managers has a fundamental impact on the efficiency, effectiveness, morale, and profitability of an organisation (Knezović & Greda, 2021). Career development helps retain and motivate employees. Through the career development process, employees are assisted in setting realistic goals and developing the required skills and abilities for target positions (Rahaju et al., 2019).

The reduction in a company's performance, generally cannot be separated from its employees' performances as human resources in an organisation constitute a critical success factor of any company (Karami, 2004). The achievement of the organisation's goals will come to reality due to the efforts of the organisation's staff members since there is a close relationship between individual performance and organisational performance (Sutrisno, 2019). If the performance of the employee is excellent, then the organisation's performance will also be excellent. In addition, the bad performance of the employees will affect the organisation's operations, which will influence its capacity to achieve its goals (Sutrisno, 2019).

One factor that influences employee performance in a company is career development (Mishra, 2012) . Career development would give the organisation many advantages in developing employee competence and increase their performance, bond, and retention (Dialoke & Nkechi, 2017). Career development in a particular organisation would positively affect employee performance (Katharina, 2020). Career development programs offered by the organisation,

allow its employees to participate in training for skills and capability development to achieve the targeted goals (Dialoke & Nkechi, 2017).

Organisations must choose to train or develop their employees in line with their present needs and prepare them for future organisational needs (Osibanjo et al., 2014). Career development can "help reduce cost incurred in recruiting and training new employees in organisations" (Adeniji, 2019). Career development is often used to close the gap between current personal performance and expected future performance (Dialoke & Nkechi, 2017). Employees in organisations receive training but may remain in the same position with little knowledge on career development (Dialoke & Nkechi, 2017).

With the evolving world and change in technology, organisations, and institutions, including the Namibia Airports Company, introduced career development among their employees to maximise profit and offer efficient service delivery. However, career development is measured and determined by the level of performance of employees. Hence, this study intends to investigate the impact of career development on employee performance at the Namibia Airports Company (NAC).

**The challenges that prompted the researcher to take this study are as follows:**

**i) Lack of promotion**

Despite NAC offering financial assistance to the employees who want to further their study, after completing the study and obtaining the highest qualification such as Honours degree, Master's degree, or Ph.D., there is no promotion or shift to the next grade. According to NAC Training and Development Policy (2011), it says as follows: "any advancement in the qualification enabled the employees to be promoted." It appeared management did not abide by the training and development policy of which its mandate was to encourage and assist its employees in upgrading their skills, knowledge, attitudes, competencies, and qualifications to increase current job performance and the potential for assuming increased responsibilities and those were some of the reasons why people were getting frustrated and leaving the organisation

**ii) Lack of salary increment**

The employees who advanced their career and got their qualifications deserved to be shifted to the next grade or add two notches to their current salary as a token of appreciation and motivation

### **1.3 Statement of the Problem**

Employees in organisations find it difficult to move upwards or get promoted after obtaining their qualifications. Lack of career development after training has a negative impact on the performance level of employees (Kakui & Gachunga, 2016). According to Sutrisno (2019), poor performance damages the organisations' success and reduces revenue because qualified and skilled workers are leaving the organisation for a better job, and unskilled workers should take over to do the job while the organisation is advertising the position to attract suitable candidates to fill the position. In this way, the company is losing a lot of money in recruiting instead of promoting its qualified and skilled workers for a better salary package.

An organisation uses a variety of activities, techniques, and programmes to map out their employees' careers which helps to maintain the balance between an individual's need (job security, development, and promotion) and the organisation's need (loyalty, trust, and commitment (Greenhaus et al., 1995).. Oduma and Were (2014), assessed the influence of career development on employee performance and found that career development positively impacted employee performance.

NAC provided careers to its employees in order to improve their performance. Despite the NAC spending vast amounts of money on career development, there has been little to no improvement in its organisational performance (Marenga, 2020). There is no published evidence that the NAC undertook studies to

determine the cause of underperformance after career development among its employees. Based on these findings, the researcher investigated the impact of career development on employees' performance at the NAC. Based on these findings, the researcher investigated the impact of career development on employees' performance at the NAC.

#### **1.4 Objectives of the study**

The study's main objective was to investigate the impact of career development on employee performance at the NAC. The specific objectives were:

- To establish the extent to which career development affects employee performance at the NAC
- To determine career development strategies employed at NAC
- To develop effective strategies for career development towards improving the organisational performance of the NAC

#### **1.5 Significance of the study**

There is evidence that the NAC provides career development to its employees. There is also evidence that despite the provision of career development, there has been no positive or satisfactory improvement in its employees who were exposed to career development courses (Marenga, 2020). This study investigated the impact career development has on NAC employees in Windhoek. The findings may also assist NAC management in making sound decisions in improving its employees' performance, thereby maximising profit in return.

It may also be relevant to other researchers who may use the findings or part of the study as a source of literature for their studies. It would also benefit other organisations who would wish to introduce career development in their organisations or those who want to investigate the impact of career development in their organisations, career development being key to every organisation's outstanding service delivery, profitability, and success.

### **1.6 Limitation of the study**

This study may be limited by the reluctance of some participants to complete the questionnaire or complete it on time which is a key element for the success of this study. This may lead to poor data collection and analysis giving unreliable results, which may affect its use by other researchers or organisations in the future. However, this was minimised when the researcher made continuous follow-up calls with the respondents to complete the questionnaire and used a simple, well-structured questionnaire to enable respondents to understand and respond in the shortest possible time.

### **1.7 Delimitation of the study**

The study is narrowed to NAC employees only at the Hosea Kutako International Airport, Eros Airport, and the NAC head office in Windhoek. In terms of scope, the study focussed on the impact of career development on employee performance and no other factors that may affect employee performance.

## **1.8 Structure of the study**

This chapter outlined the introduction and background of the study, the problem statement, research objectives, significance of the study, and after that, closed the chapter with limitations and delimitations of the study. Chapter two reviews recent related literature on the impact of career development on employee performance. Chapter three covers the research design, population, research instruments, sampling techniques, sample and data collection procedures, data analysis, and research ethics. The study is rooted in the pragmatism philosophy which blends quantitative and qualitative research approaches. Chapter four presents the data analysis, presentation, and interpretation of the results. Chapter five presents the discussion, conclusions, and recommendations from the results and directions for further research.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

"Literature review is a comprehensive study and interpretation of literature that addresses a specific topic (Aveyard, 2010)". This chapter will review the literature associated with the impact of career development on employee performance at the NAC. First, a theoretical framework is acts as the foundation of the study before an overview of what other authors concluded on the impact of career development on employee performance.

### **2.2 Definition of career development**

Career development is defined as a lifetime process of learning, acquiring, and digesting information about oneself, occupational, educational, lifestyle and role options (Mckay, 2020). On the other hand, Kakui and Gachunga (2016) also define the career development concept as a sequence of work experience directed at the personal and organisational goals either under his or her command or the command of others. Hence, career development improves one's status within an organisation in a defined career path. To achieve that goal, one needs to improve his or her work performance.

A person's effort in personal growth to reach his or her job goals is referred to as career development (Mardiyah & Purba, 2019). Career development is an official perspective used by organisations to ensure that employees have the suitable

qualifications, capabilities, and skills when needed (Regina, 2013). Previous studies found that employee performance is influenced by career growth. The better the career development, the better the performance will be (Rahaju et al., 2019). Career development is a self-development activity undertaken by a person to realise his career plan (Mckay, 2020) . A profitable and reputable organisation would want qualified employees whose qualities increase every time because the length of work does not determine the progress of a person's career but from his/her competence (Sofia, 2020). The organisation's way to increase career development is to produce more qualified employees through education and training. If the employee's career is not considered, the employee's commitment to the organisation becomes weak, worsening their performance (Sofia, 2020).

A study carried out by Napitupulu et al. (2017), revealed that career development has a positive and direct influence on perceived organisational support, motivation, and affective commitment, but it has no direct influence on performance. He further revealed that, it is highly dependent on the extent and capability of an institution to provide support and motivation of its employees in promoting practical commitment and, in return, performance levels. A study conducted by Charity (2015), indicated that the relationship between institutions and the performance level of their employees is directly influenced by what motivates them to work, including the rewards and fulfilment they acquire from such institutions. The study revealed a relationship between career development activities and employee performance at the workplace, and with the corporate

world, which became competitive as many employees became more conscious of career development.

Although career development was found to impact employees' Performance positively, it does not affect institutional commitment. This implies that institutional commitment does not mediate the influence of career development which has no effect on organisational commitment but has a positive and significant effect on employee performance. Employee performance is positively influenced by organisational commitment. The impact of workload and competence on employee performance is moderated by organisational commitment but not by career advancement (Silaban et al., 2021).

Career development assists in keeping and inspiring employees through the development process; employees are assisted in setting realistic goals and advancing the required skills and abilities for target positions (Khan et al., 2016). Career development impacts efforts to improve better performance. So, career development does not merely mean advancement to a higher position, but it is an inspiration or motivation to advance in working within an organisation if a person's career goes well, meaning an increase will impact employee performance (Khan et al., 2016).

According to (Khan et al., 2016) offering employees appropriate development and training programs can inspire employees to upgrade their skills, which will affect their job results. The right career development program can help

employees upgrade their performance. High performance is likely to appear when the talent or competencies of employees are consistent with their personal needs and organisational environment (Trivellas et al., 2015).

Silaban et al., (2021), further indicated that it is appropriate for every organisation's interest that offers career development as input for more incredible and improved performance levels to measure the output or improvement of its employees. This may assist with decision-making, improvement and focus only on those projects that will achieve the expected goals.

### **2.3 The importance of training employees to improve performance**

According to Naqvi and Khan (2013) training is an essential part of the human resource management function on the effective use of human resources. They further stated the benefits of workforce training as the increase of quantity and quality productivity; reducing the study time needed by the employees in order to reach acceptable performance standards; generating an attitude of loyalty and cooperation, and this will be a benefit in achieving the needs of human resources planning and helping employees to improve their personal development.

## **2.4 Career development goals**

According to Niati et. al., (2021), the goal of career development is to:

Help employees and organisations to achieve their purpose, to help employees realise their abilities and perspective, to strengthen the relationship between employees and organisations. Also, require social responsibility to reduce professional and managerial involvement, lessen employment and management costs, strengthen the execution of company programs, and promote analysis for entire employees. “Career development is not only to provide opportunities for employees to obtain higher career paths but to provide more responsibility and appreciation for the efforts made by employees” (Khan et al., 2016).

## **2.5 The impact of career development on employee performance**

Employee performance is significant for an organisation's success since an organisation's success is based on the performance of its employees. According to Napitupulu et al., (2017) employee performance is influenced not only by internal factors such as motivation and capability but also by the organisation's opportunity to develop their career because career development will prompt them to improve their capability, which will eventually affect their performance in the workplace.

A study conducted by Gachunga and Wamoto (2012) found that having a career at a particular organisation impacts employee performance. Superiors' guidance and direction for career development, monitoring, and coaching will offer employees a clear sense of direction and career track. A study conducted by

Katharina and Dewi (2020) indicated that career development has a favourable and significant impact on performance. This implies that a solid career development program will boost employee productivity. Patrick and Kuma (2011) revealed that Career development has a positive impact on organisational performance.

According to Umar (2015), a study proved that career development significantly impacts employee performance because well-managed career development provides a positive environment for individuals to accomplish their desired professions by enhancing their motivation. In other words, the better a company's career development, the better the company's personnel performance ".

## **2.6 Factors affecting the impact of career development on employee performance**

### **2.6.1 Training and development**

Career development has a significant effect on the employees because a career can impact performance and job satisfaction (Rahaju et al., 2019). Other factors affecting career development are family, environment, education, suggestions regarding career sources, and employee roles (Kakui & Gachunga, 2016).

### **2.6.2 Motivation**

Bao and Nizam (2015) define employee motivation as the reasons, elements, or enthusiasm that motivate employees to pursue and achieve job goals and

responsibilities and why employees act and behave in specific ways that can be modified. The provision and introduction of career development in any organisation positively impact employee performance, thereby improving the performance of institutions and organisations at large (Sitohang, 2019). This means that the higher the motivation level of work, the higher the level of performance. Rahaju et al., (2019) explained that motivation has a direct and favourable impact on employee performance. Employee performance is influenced by ability and motivation factors (Sunarsi et al., 2021). The ability factor is when the employee is proficient in a particular area of his/her job and performs the duties excellently. Furthermore, when the employee is motivated and happy in the working environment, her desire to perform will increase.

### **2.6.3 Leadership**

According to Al-Daibat (2017) various leadership styles have different consequences on employees' performance. A leader must bring together the diverse skills, experiences, and personalities of the people he leads. According to a study conducted by Markiz et al., (2017), leadership has a favourable and significant impact on employees' performance. Furthermore, a study conducted at Guinness Ghana Breweries Limited to assess the impact of leadership behaviours on employee performance found that to ensure organisation survival and employees' performance, they should be inspired to go beyond ordinary

expectations by appealing to their higher-order needs and moral values (Tamatey & Malcalm, 2017).

#### **2.6.4 Working Environment**

Another factor that affects employees' Performance is the work environment and its conditions. Badrianto and Ekhasan (2020) states that a working environment is where employees engage in daily tasks. A pleasant working atmosphere gives employees a sense of security and allows them to perform at their best. The work environment might influence employees' emotions. If an employee enjoys working in his or her workplace, he or she will feel at ease at work, perform his or her tasks efficiently, and productivity will be high, and staff performance will be good (Badrianto & Ekhsan, 2020),

##### **2.6.4.1 The effect of work environment on employee performance**

A study conducted by Hartinah et al., (2020) stated a link between leadership and work environment regarding performance levels. Performance would be vital if leadership techniques are good and the work environment is helpful. However, if these two components are not in good shape, performance will suffer as well. No matter how pleasant the work atmosphere is, performance would not improve if the leadership style were inadequate. According to Afandi and Supeno (2016), the work environment impacts employee performance. The relationship between dimensions of the work environment, such as the physical work environment, non-physical work environment, and psychological work environment, and

dimensions of employee performance, such as quality of work results, the number of work results, and timeliness in doing a job, determine the impact of the work environment on employee performance. According to Warshawsky et al., (2016), environmental elements can lower employee turnover; the better the work environment, the more satisfied people are, the longer they would stay with the organisation. Employees would be more satisfied and have a greater sense of responsibility for their work if the physical work environment, such as workplaces, equipment, facilities, and transit accessibility, improves.

### **2.6.5 Promotion**

Employees in the organisations find it difficult to move upwards or get promoted after obtaining their qualifications; lack of career development after training has a negative impact on the performance level of employees (Kakui & Gachunga, 2016). In some organisations, you would find an employee with an MBA qualification but performing the duties at the lower level, which would discourage the employee and cause poor performance and emotional wellbeing. Many employees are less satisfied with career development in the company. According to Rinny et al., (2020), the institution needs to provide a transparent system of promotional opportunities to all the people with higher qualifications and experiences to motivate other employees to further their studies.

## **2.7 Benefits of career development**

A study conducted by Lundry et al., (2015) indicated that career development has the following benefits: improvement of employee skills, increasing supply of capable workers, retainment of experienced employees, reduction of turnover, assisting in running an organisation or company activity plan, and meeting of employees' needs.

## **2.8 Definition of Employee Performance**

Employee performance is the outcome attained by an employee in terms of both quality and quantity, as evidenced by the skills and abilities of employees in completing their tasks according to the company's standards and the obligations assigned to them (Katharina, 2020). According to Muslimat (2020), “Employee performance is an expression of work carried out by employees that are usually used as a basis or orientation for evaluating employees in an organisation.” “Employee performance indicated the effectiveness of employee’s specific actions that contribute to attaining organisational goals.” Angiani, (2017), indicated that “Employee performance can be manifested in improved production, easiness in using the new technology, highly motivated workers.” There are several measures that can be taken into consideration when measuring performance. These are productivity, efficiency, effectiveness, quality and profitability measures (Jordans et al., 2019).

According to Kiruja and Karanja (2018), employee performance is a function of ability and motivation, where ability is defined as the skills, training, and resources required to complete a task. In this regard, employee performance may be used to define what an organisation has accomplished concerning the process, results, relevance, and success.

## **2.9 Career development on employee performance in the aviation industry**

The success and growth in the aviation industry, just like any other industry, is based on employee performance. Moreover, as alluded to earlier, one cannot measure the output without input. This implies that various aviation organisations/institutions also offer career development services to their employees so as to yield maximum and outstanding performance, maximising profit. The best Human Resources Management (HRM) practices will decide the achievement of an organisation and retain precious employees when the organisation prioritises HRM practices to retain and motivate their employees. Retaining the current valuable employees is more crucial than appointing and selecting new employees to identify the talented ones (Kumar & Suresh, 2018).

HRM uses various policies and procedures in recruiting, selecting, improving, and rewarding to fulfil the capability of human resources in an organisation (Eversole et al., 2012). The HR managers face a hard time maintaining the skills of talented employees in their organisation because skilled employees are always in demand in global organisations (Eversole et al., 2012).

Despite that, HRM practices are crucial for every organisation, especially in career development, to retain employees in the company (Tangthong et al., 2014). So, if the HRM fails to execute proper career development practices, they need to recruit, invest and provide training to the new employees to streamline or fit their organisation, and this process incurs additional costs for the organisation (Nagarathanam et al., 2018). The study discovered that only a few limited studies have been conducted on career development in the airline industry.

Employees constantly desire to further their advancement through job rotation if the organisation implements a successful career development planning structure for career opportunities (Broadbridge, 2007). Self-evaluation development would increase employee performance and improve skills in the work environment (Baruch & Peiperl, 2000). Studies were undertaken to measure the impact of career development on employee performance in some aviation organisations such as Qatar Airways and the aviation industry in Indonesia, as discussed below.

### **2.9.1 The impact of career development in Qatar's aviation industry**

The study concluded that keeping valuable employees was very important than hiring new employees (Kumar & Suresh, 2018). The findings of this study showed that career development had a moderate impact on employees' performance. The study also indicated that career development would retain an

employee to work for a more extended period and advance the organisational process efficiently (Kumar & Suresh, 2018). It further suggested that the aviation-based organisation should emphasise improving career development and make sure this process works effectively to produce proficient human capital and sustainability of organisational development.

The study recommended that airlines and other aviation companies manage the organisational culture to maintain or increase employee performance during such turbulent times. Indications from the literature are that airlines are unique in terms of the organisational culture that exists within the company. In addition, the aviation industry was recommended to formulate mitigation strategies to minimise any risk of job performance and COVID – 19 stress issues, which significantly affect employee performance. Hence, the aviation industry should concentrate on refining career development and make sure the process works effectively to yield human capital and sustainability of organisational development.

### **2.9.2 The impact of job stress during the COVID-19 Pandemic in the Indonesian aviation industry**

The COVID-19 outbreak is currently a world concern. The impact of the COVID-19 Pandemic has dramatically affected many aspects of human life throughout the world, especially in the aviation industry. According to (Lau et al., 2020), the number of flight routes and the total volume of passengers are

very relevant to the risk factors of the current spread of COVID-19 as global flight ban policies have been imposed. The COVID-19 issues significantly impact the aviation industry due to the travel limitation policy to limit the spread of the Corona virus. This condition indeed produces stress that affects employee performance.

Stanley et al., (2020) mentioned that the possible direct impact of the flight limitation due to COVID-19 involves the overall economic activity and creating jobs that directly serve passengers in airlines, airports, and air navigation service providers. It also includes jobs related to the manufacturing sector (companies that manufacture aircraft, machinery, and other vital technologies) and Maintenance, Repair, and Overhaul (MRO). (Cahill et al., 2020) developed a tool to improve pilot work-related stress (WRS) and suggested that the aviation industry supports psychological and positive activities in contributing to employee wellbeing.

According to Prasad and Vaidya (2020) their study indicated five factors of COVID-19 parameters: the effect of workplace isolation, reducing communication with colleagues, reducing interactions with friends, reducing interactions with family, and excessive work. According to the study done by Broadbridge (2007), it is essential for a company or institution that works in the aviation industry to focus on boosting career development in the organisation so that its employees' performance can improve and employee turnover can be reduced.

## **2.10 Conceptual Review**

### **2.10.1 Career development**

“Career development is the process by which employees strategically explore, plan and create their future at work by designing a personal learning plan to achieve their potential and fulfil the organisational mission requirement” (Mark & Nzulwa, 2018). Through planned succession planning, career development can also help to maintain a vital and successful workforce. Continuous learning, pursuing changes, taking risks, and finding ways to contribute to the business in a productive and motivated manner are all part of career development. According to Rodriguez and Waltens (2017), career development comprises of training, coaching, mentoring, counselling, and promotion that motivates individuals to perform effectively and demonstrate their genuine competence in accomplishing organisational goals. Furthermore, career development techniques by the Human Resources professional would attract and retain talented employees who can demonstrate effective and efficient task execution.

### **2.10.2 Career Mentoring**

Mentoring helps to extend strategic knowledge and skills throughout the business by sharing and disseminating what has been learned. It allows the student to get new skills, abilities, and knowledge that will help him improve his competencies and advance his profession (Jyoti & Sharma, 2015).

According to Ifeoma et al., (2020), mentoring is defined as entailing sharing wisdom, learning, and developing skills and knowledge about the company for future career success. Career mentorship is most effective at the individual level since it allows for unique experiences that aid future career advancement (Ifeoma et al., 2020). On the other hand, the effectiveness of mentoring is determined by how employees perceive their mentoring experience (Harst & Eby, 2012). Employees' impressions of career mentoring are impacted not just by their own mentoring experiences but also by seeing their supervisor's mentoring actions toward others in the group, implying that career mentoring could happen to a single person or a group (Van-Vianen et al., 2018).

### **2.10.3 Employee competency**

Potnuru and Sahoo (2016), defined "Competency as a quantitative pattern of knowledge, skills, abilities, behaviours, and other traits that an individual requires to fulfil work tasks or occupational responsibilities successfully". The study also revealed that competent people are significant in achieving organisational competitive advantage". Anvari et al., (2016) stated that competency-based performance refers to what people are expected to do in their function and the knowledge and understanding required to carry out the work. Competencies are linked to an employee's attributes that enable him or her to perform well at work (Anvari et al., 2016).

Competency is essential to an organisation's competitiveness (Trivellas et al., 2015). Companies can boost efficiency to fulfil their objectives and implement their plans to improve productivity, quality, and decision-making (Osei & Ackah, 2015).

There are five (5) types of competency characteristics according to (Dulama & Ilovan, 2008):

- i. **Motives:** anything that people think about or want all of the time drives them to do action. Motives are factors that inspire, direct, and direct behavior toward specific activities or goals.
- ii. **Character:** physical traits and behaviours that are appropriate for the context or information.
- iii. **Self-Concept:** Person's attitude, values, or self-image are part of self-concept. People believe that they can be effective in any situation - that is an element of their self-concept.
- iv. **Knowledge:** This is the level of information that a person has about a particular subject. Knowledge is a difficult skill to master. Knowledge test scores, frequently fail to predict work performance because they do not measure knowledge and abilities in the context of work.
- v. **Skill:** The capacity to perform specific physical or mental activities. Thinking analytically and conceptually are two types of mental competency or cognitive talents.

### **2.10.3.1 The effect of competency on employee performance**

Competency can influence or predict a person's performance, implying that they will also be successful if they are competent. The result of research conducted by Suhadi et al., (2019) shows that competence has a positive and significant effect on employee performance. It means that a higher level of competence will have an impact on better performance results.

### **2.11 The conceptual framework**

The main conceptual framework elements are career development, employee performance, and organisational performance. Career development is defined as a lifetime process of learning, acquiring, and digesting information about oneself, occupational, educational, lifestyle, and role options (Mckay, 2020). On the other hand, employee performance is the result attained by an employee in terms of both quality and quantity, as evidenced by the skills and abilities of employees in completing their tasks according to the company's standards and the obligations assigned to them (Katharina, 2020). According to Abu-Jarad et al., (2010), organisational performance is the organisation's capability to achieve its goals by using resources efficiently and effectively. This includes return on investment, revenue growth, customer retention, market share, new product sales, and employee performance.

Olanye and Anuku (2014), also define “organisational performance as the ability of the organisation to achieve its goals and objectives”. Organisational performance has been etched from a definition problem and conceptual problem (Maduenyi et al., 2015). Organisations must choose to train or develop their employees in alignment with their present needs and prepare them for future organisational needs (Osibanjo et al., 2014).

## **2.12 Theoretical Framework**

### **2.12.1 Career development**

Career development is several work positions held by a person during the life cycle, from the lowest to the highest position (Putra et al., 2020). Career development is the developmental stage of someone's work experience in various positions during his/her period (Putra et al., 2020). Career development refers to an organisation's endeavour to plan its employees' careers, also known as career management, including planning, implementation, and monitoring (Achmad & Srikaningsih, 2018). Professional development is assessing an employee's career potential and material and then using the proper methods to develop that potential to reach specific career goals. A structured strategy adopted by an organisation to guarantee that personnel with proper qualifications and experience are accessible when needed is known as the career development process (CDP) (Achmad & Srikaningsih, 2018).

### **2.12.2 Performance**

Performance is the outcome of one's job and work conducted over time in carrying out obligations (Muslimat, 2020). According to Anggiani, (2017), “Performance compares the results achieved with labour participation per unit time”. In a nutshell, performance is an expression of production and productivity that is typically connected with efficiency and effectiveness. Hidayat and Latief, (2018), revealed that performance is the result an organisation obtains, either profit-oriented or non-profit-oriented, generated over a long period.

### **2.13 Empirical review**

According to the findings of a study conducted by Saina and Tuei (2015) on the effects of training and development on employee performance in KCB branches in the north rift region of Kenya, training and career development do have an impact on employee performance. The study indicated that training and career development had a significant impact on employee performance and that KCB and other financial institutions should devote more resources to training and development to improve employee performance and reduce attrition.

According to a study conducted by Wahyuni, (2016) at the department of education office of Gowa on the effects of education and training, career development, and job satisfaction on employee performance; job training influences an employee's performance by expanding key competencies, job

specifications, leads to motivation, reduces intimidation, provides additional skills, knowledge, and capabilities, and employees can network with each other. According to the study, career development improves employee performance by counselling and supporting learners and assisting them in developing their own methods and solution to challenges. A study done by Oduma and Were (2014) assessed the influence of career development on employee performance in a public university and found that career development positively impacted employee performance.

Napiputulu et al., (2017) conducted a study on the impact of career development on employee performance: an empirical study of the public sector in Indonesia. The study revealed that career development directly influences perceived organisational support, motivation, and affective commitment. However, career development has no direct influence on performance”.

Dialoke and Nkechi, (2017) explored the impact of career advancement on employee performance using the non-academic members of the Michael Okpara University of Agriculture Umudike in Abia State. The data demonstrated a good and significant relationship between career development and the university's non-academic staff's performance. The findings demonstrated a positive and significant relationship between career development and the performance of the university's non-academic workforce. The study suggested that, as per the organisation's programs and policies, management should continue to support employees at the lower level to advance their career growth by providing ample

opportunities for self-development, advancement, and structured learning; funding career development programs; and providing incentives to those who seek career development as a means of maintaining and sustaining outstanding administrations.

The reviewed literature from various researchers and writers highlighted various career development issues that can impact employees' performance at the workplace. To point out, in Namibia, Amakutuwa (2011) did the thesis about "The effectiveness of career development policy for commissioned officers in the Namibia defence force." The study examined the hypothetical assumptions that commissioned officers, especially those educated, regard career development in the Namibia Defence Force as stagnant, with no promotion, or shifted to the next grade. Thus, they are likely to become frustrated and resign because of a lack of a clear relationship between their academic qualifications and career opportunities in the institution. The problem is evident in the inconsistency between the Human Resources Training and Development policy implementation and the academic qualification of staff as far as training, appointments, and promotional opportunities for commissioned officers in the NDF are concerned. As stated in the background of the study, NAC management failed to abide by the training and development policy, which stated that "any advancement in the qualification enabled you to be promoted.

This study will address the implementation of various strategies that can be adopted on employee performance in order to bring the amicable solution to the

challenges. Some of these strategies include timely feedback, appropriate communication to the employees, giving rewards to employees who have done well, especially on career development, training, and training and development policy should be reasonable, fair, and transparent career development.

As highlighted in this chapter, various peer-reviewed articles were reviewed and contributed to the literature. However, to my own understanding, there is a gap in the literature related to the influence of career development on employee performance so far, there is only one study undertaken and published in Namibia related to this topic, and this is the study which was undertaken by Amakutuwa (2011) "The effectiveness of career development policy for commissioned officers in the Namibia defense force where he stated that there is a limited publication in Namibia concerning career development on employee performance." There are also a few reasons why the findings of this study may not be compared to research, one being that the article is too old; second, it was undertaken in a government institution. The government and private sector work differently regarding employee performance and management. Furthermore, although there were studies undertaken outside Namibia in private sectors, only a few were related to the aviation industry. Therefore, this study will not only contribute to literature to be used in private and state sectors in Namibia, but it will also contribute to aviation industry literature.

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It is true that many organizations provide career development to its employee; however, there is no proof that such organizations make follow-up studies to find

out if career development brought changes in their organizations. The study focused its research on narrowing the researched area and restricting the research topic on the impact of career development on employee performance. This was due to the limited number of publications available in Namibia, especially on career development on employee performance

## **2.14 Summary**

This chapter presented a literature review related to the impact of career development on employee performance and a conceptual review, conceptual framework, empirical review, and theoretical framework that guides the study. The study is focused on the impact of career development on employee performance at the NAC. The literature reviewed revealed that several factors that impacted the performance of employees are as follows: career development, job stress, lack of motivation, leadership, work environment, and promotion. The next chapter presents the research methodologies.

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## **CHAPTER THREE: METHODOLOGY**

### **3.1 Introduction**

This chapter sheds light on the research method and data collection to be used. The chapter begins with the research design, philosophy, population, sampling, research instrument, data collection procedure, analysis, and ethical considerations.

### **3.2 Research Design**

A research design is defined as the strategic framework for action that serves as a bridge between research questions and the implementation of the research (Creswell, 2017). The researcher selected NAC officials in Windhoek and wanted to investigate the impact of career development on their performance by collecting data samples from them. The researcher used mixed methods, combining qualitative data and quantitative data. Mixed methods research is an approach to inquiry that combines two research methods, qualitative and quantitative, to collect data. It integrates the two forms of data using distinct designs that may involve philosophical assumptions and theoretical frameworks, and this combination provides a complete understanding (Asenahabi, 2019). The study utilised explanatory sequential research design, a two-part strategy that involves a two-phase project in which the researcher collects quantitative data in the first phase, analyses the results, and then uses the result to plan the second

qualitative phase (Creswell, 2017). An explanatory-sequential approach is used when the researcher is interested in following up the quantitative results with qualitative data. Thus, the qualitative data used in the subsequent interpretation and clarification of the results from the quantitative data analysis (Creswell, 2017).

The qualitative method in this research dominated the research methodology because the researcher used questionnaires, interview guides, and online platforms such as survey monkey as instruments for data collection. The data would be changed into transcripts, typically characteristic of the qualitative method, and numbers, percentages, typically characteristic of the quantitative method. This was needed to provide complete research and valid results.

### **3.3 Research philosophy**

Scientific research philosophy is the basis of the research, which involves choosing a research strategy, formulation of the problem, data collection, processing, and analysis (Žukauskas, Veinhardt, & Andriukaitienė, 2018). This study followed the pragmatism paradigm. Pragmatism is a research paradigm that finds its philosophical foundation in the historical contributions of the philosophy of pragmatism that embraces a plurality of methods (Maxcy, 2003). Pragmatism is a research paradigm based on the idea that researchers should utilise the philosophical and methodological approach that is most appropriate for the research challenge at hand (Kelly, 2018). "Pragmatism avoids the contentious

concerns of truth and reality, accepting philosophy that is unique and numerous realities open to scientific inquiry and orients itself towards solving practical difficulties in the real world," according to (Biesta, 2010). Only notions that assist action are considered relevant by the pragmatist research philosophy.

### **3.4 Population**

According to Pandey, (2015) the population is the entire group of people or entities from whom information is required. The study population was 97 NAC employees in Windhoek from different divisions in various NAC duty stations around Windhoek, namely: the head office, Eros Airport, and Hosea Kutako International Airport. These comprised: Executive Management, Middle Management, Engineers, Administrators, Accountants, ICT Technicians, and Airport Commercial Officers.

### **3.5 Sampling**

Samples are representative units or subjects selected from a large population to show the characteristics of a population as a whole (Rahi, 2017). The qualitative and quantitative data collection samples were drawn from a list of NAC employees from different departments based on their responsibilities in this study. A stratified random sampling method was employed to select a sample to represent the entire population to collect quantitative data. According to Stehman, (2014) a stratified random sampling method affords equal representation to each stratum to produce a statistically representative sample. The purpose of opting for this sampling technique is to select the desired

participants and the target sample to provide relevant data to answer this study's research objectives (Rahi, 2017).

For qualitative data collection, the researcher purposively and conveniently selected 10 (ten) respondents from the 29 (twenty-nine) respondents who represented the middle and executive management to gather information related to career development strategies that were employed at the NAC at the time the study was undertaken. This mainly focused on factors affecting employee performance, which helped the researcher obtain a true picture and compare the data gathered to the data collected from other management levels. This looked at factors like promotion and salary increment. It was taken that middle and top management were concentrating more on career building than salary increment and promotion. Hence, they were likely to give a true picture of the organization's current stance with respect to promotion and salary increment. Although the data collection tools were the same for all participants, some were interviewed rather than completing the questionnaire.

For quantitative data collection, the sample size for this study was 78 employees of the NAC who were randomly selected using the Slovene's Sampling Formula to represent the Executive Management 12, Middle management 17, Engineers 10, Administrators 10, Accountants 14, ICT Technician 5, and Airport Commercial Officers 10, as per below:  $n$ =sample size,  $N$ =population of NAC employees in Windhoek,  $e$ =standard error.

The formula for sample size determination:

$$n = N/(1+N(e^2))$$

$$N = 97$$

$$n = 78$$

$$e = (1-0.95)^2 (0.05^2)$$

### **3.6 Research instrument**

According to Taherdoost, (2016) research instruments are measurement tools used to obtain data on a topic of interest from research subjects. There are four types of powerful research instruments: questionnaires, interview guides, observation guides, and document analysis. A questionnaire is an instrument for collecting data by giving the respondents a set of questions or written statements to answer (Pandey, 2015). A semi-structured questionnaire composed of structured and non-structured questions would be used to collect quantitative and qualitative data from the identical selected samples.

#### **3.6.1 Interviews**

An interview is a two-way method that permits an exchange of ideas and information (Pandey, 2015). According to the study objectives, the researcher was required to create an interview guide to obtain helpful information from respondents. The researcher had private interviews with Executive Management to obtain primary data and used a pencil and notepad to record the executive management's responses.

### **3.6.2 Questionnaires**

“A questionnaire is a systematic compilation of questions that are submitted to a sample of the population from which information is desired” (Pandey, 2015). Self-administered questionnaires were distributed to all respondents in the sample population via survey monkey to gather their ideas and experiences and obtain additional explanations on the impact of career development on employee performance. Some of the questions used five (5)-point Likert scales. The main advantage of using questionnaires is that many people can be reached relatively quickly and economically. The advantages of structured questionnaires is that there are less discrepancies, they are easy to administer, there is consistency in answers, and there is easy data management.

### **3.7 Data collection Procedure**

The researcher obtained ethical clearance from the University Research Ethics Committee. Furthermore, approval to conduct the study was sought from the NAC. The researcher introduced the research subject to the participants through a consent form and distributed the questionnaire via email or other online platforms like survey monkey. This, considering the difficult time the world has been facing recently and the current government restrictions regarding contact meetings due to the COVID-19 pandemic.

This allowed the participant to receive the questionnaire in the most appropriate way possible and increase response rate. Participants were given ample time of approximately two weeks to complete the questionnaire. The responses were then exported directly to Microsoft Excel for screening and preparation for analysis. This was cost-effective, easier to complete, and safer for data collection during the COVID-19 pandemic as respondents would not be interacted with in person.

### **3.8 Data Analysis**

The data analysis procedure is a process of inspecting, cleansing, transforming, and modelling data to discover useful information, informing conclusions, and supporting decision making (Creswell, 2014). The data was evaluated using qualitative and quantitative techniques. The data was organised, coded, and analysed using descriptive statistics for the quantitative data. This was focused on describing the sample and helping the researcher to understand the results of the study. In contrast, thematic analysis was used for the qualitative data, which emphasised identifying, analysing, and interpreting patterns of meaning within qualitative data. The analyses was completed using an Excel Analysis ToolPak that provides data analysis tools for financial, statistical, and engineering data analysis before the tables were converted into bar charts for easy interpretation.

To intensify rigor, manage data and demonstrate transparency of the study, computer-assisted mixed method data analysis software, ATLAS.ti 9™, was used. The researcher opted for ATLAS.ti 9™ software because it assisted in organising, categorising, coding, themes, and distilling data to make informed

conclusions regarding the adequacy of the analyses. Data analysis for qualitative research used thematic analysis, which emphasises identifying, analysing, and interpreting patterns of meaning within qualitative data. In contrast, the quantitative research method used descriptive statistics, focusing on describing the sample and helping the researcher understand the sample's results.

### **3.9 Ethical considerations**

Provided the significance of ethics in conducting research and the challenges around conducting research, universities go to great lengths to protect the dignity and safety of research participants (Silverman, 2010). Several ethical considerations were considered to ensure that the study would be conducted appropriately.

Based on Govil, (2013), ethical considerations are described as norms, values, ways, or standards of conduct that differentiate between right and wrong. In every research, there are ethical principles that the researcher should observe. The ethical considerations which were taken into consideration in this study were: acknowledgment for all work of other authors via adequate referencing, obtaining full consent of participants prior to the study, protection of participants' privacy, ensuring an adequate level of confidentiality, respecting the anonymity of the participants, seeking ethical approval from UREC and CPGS, data storage and safety consideration, consideration of quality and integrity of research, use and mis-use of data as well as seeking permission from the NAC to conduct the research.

### **3.9.1 Ethical approval**

Ethical approval and research permission was sought from the University Research Ethics Committee (UREC) and the Centre of Postgraduate Studies (CPGS). Furthermore, permission to conduct the study was obtained from the NAC.

### **3.9.2 Informed Consent**

This term was described by Menendez, (2013) as "a voluntary agreement to participate in research". It is free, and informed consent incorporated an introduction to the study and its purpose and an explanation of the selection of the research subjects and the procedures followed. Informed consent seeks to incorporate the rights of autonomous individuals through self-determination. For the sake of this study, the researcher ensured that before the questionnaire was distributed, participants were briefed on voluntary consent for their own decision to participate or withdraw by completing a consent form attached to the questionnaire.

### **3.9.3 Privacy**

Privacy is best described and referred to as an individual suitable to control access to their personal information. In this study, privacy was respected by ensuring that all information was obtained voluntarily through the participants' consent (Macnish, 2020).

#### **3.9.4 Voluntary participation**

The purpose of this part of the research was to explain to the participants that if they wish to withdraw at any point during the interview, they were free to do so at any time without negatively impacting their involvement in future services or their relationships with any of the researchers (Marshall, 2014). When a participant chose to withdraw from the research process, they were not pressured or coerced in any way to try and stop them from withdrawing.

#### **3.9.5 Confidentiality and Anonymity**

Confidentiality of information provided by research respondents and the anonymity of respondents must be respected (Wiles, 2006). This study ensured that all the questions were entirely anonymous and untraceable back to the respondents. Respondents were further advised that their information would remain confidential and that the specific contents of individual interviews would only be discussed with the University of Namibia (UNAM).

#### **3.9.6 Use and mis-use of the results**

The results of this research will be used solely for academic purposes. No part of this study will be used, copied, or published without the owner's authorisation.

#### **3.9.7 Research integrity and quality**

Grey (2019), define this as active adherence to the ethical principles and professional standards essential for responsible research practice.

The researcher adhered to all the ethical principles and ensured that the correct procedures to get quality data were followed.

### **3.9.8 Data storage and safety**

Data from the study is being stored in an external hard drive that is encrypted and locked with a password and for five (5) years before it is disposed of by deleting the data permanently.

### **3.9.9 Summary**

The study adopted a mixed-methods research approach. A stratified random sampling method was employed to select a sample of 78 NAC employees or participants to represent the entire population using Slovene's Sampling Formula. A semi-structured questionnaire composed of structured and non-structured questions was used to collect qualitative and quantitative data, while ethical approval and permission were obtained from the UREC and NAC. Research ethics were considered and always observed during this study. ATLAS.ti was used to analyse the qualitative data and the results were presented in graphs, charts, and tables to for ease of analysis. A maximum variation technique of purposively or conveniently sampling methods was employed to select the best sample from the population.

## **CHAPTER 4: RESULTS AND DISCUSSIONS**

### **4.1 Introduction**

This chapter presents the results and discusses them to come up with interpretations from 78 questionnaires completed by the employees of the Namibia Airports Company. The main objective of this study was to investigate the impact of career development on employee performance at the Namibia Airports Company (NAC). The specific objectives of the study were:

- To establish the extent to which career development affects employees' performance at the NAC
- To determine career development strategies employed at NAC
- To develop effective strategies for career development towards improving the organisational performance of NAC

Chapter four focuses on data presentation, analysis, and interpretation in line with the research objectives. The data was obtained from questionnaires that were administered to 78 NAC officials from various departments and offices. The first section of each questionnaire collected demographic data, while from the second part onwards collected data relating directly to the research questions and objectives of the study. The demographic data was collected in order to demonstrate the reliability of the research findings by showing that they represented participants from all the departments of the NAC. This was necessary

to demonstrate whether career development was provided to all members regardless of their age, gender, levels of qualifications, or rank, among others.

#### **4.2 Response Rate**

A response rate is a mathematical formula used by survey researchers to determine the success of receiving completed interviews from a sample of people. In survey research, the response rate (also known as completion rate or return rate) refers to the number of persons who responded to the survey divided by the total number of participants in the sample. A low response rate might lead to sampling bias if the non-response is equitable across the participants in terms of consequence. The sample size for this study was 78 employees from different divisions in various NAC duty stations around Windhoek; namely: the head office, Eros Airport, and Hosea Kutako International Airport (HKIA) and seventy-eight (78) employees successfully completed the questionnaire, which represented a response rate of 100%

Although the data collection tools were the same for all participants, the management of the organization was interviewed rather than completing the questionnaire; however, this was found to be different from the results obtained for qualitative analysis for middle and executive management, which indicated to have promotion and salary increment for employees in the company.

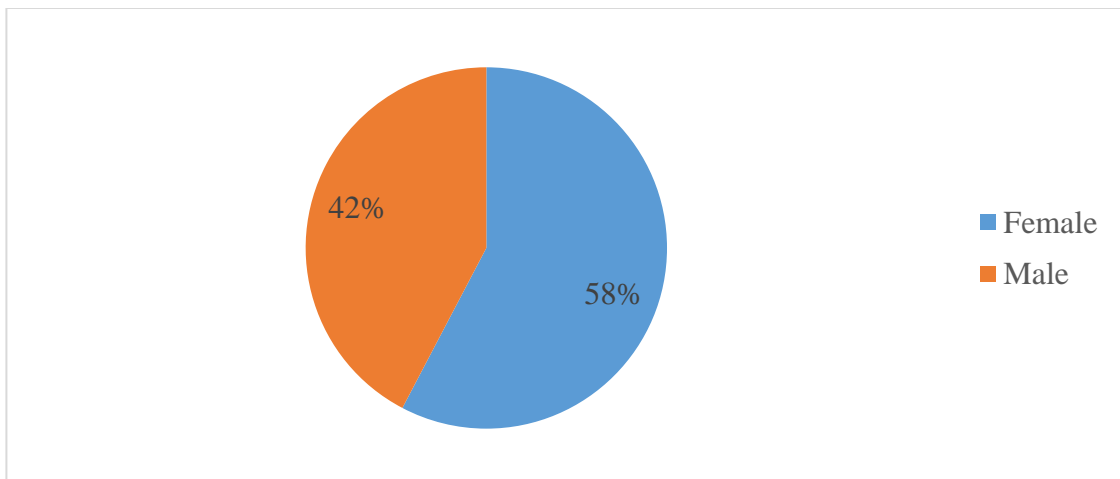
### 4.3 Data presentation, analysis, and interpretation

#### 4.3.1 Demographic Information

The demographic data gives information on research participants and is required to determine whether the people in a study are a representative sample of the target population for generalisation purposes. The demographic data as presented in figures 1-3 below clearly shows that the study was representative enough in terms of gender, age group, educational background, departmental deployment, and the length of service.

##### a) Gender of respondents

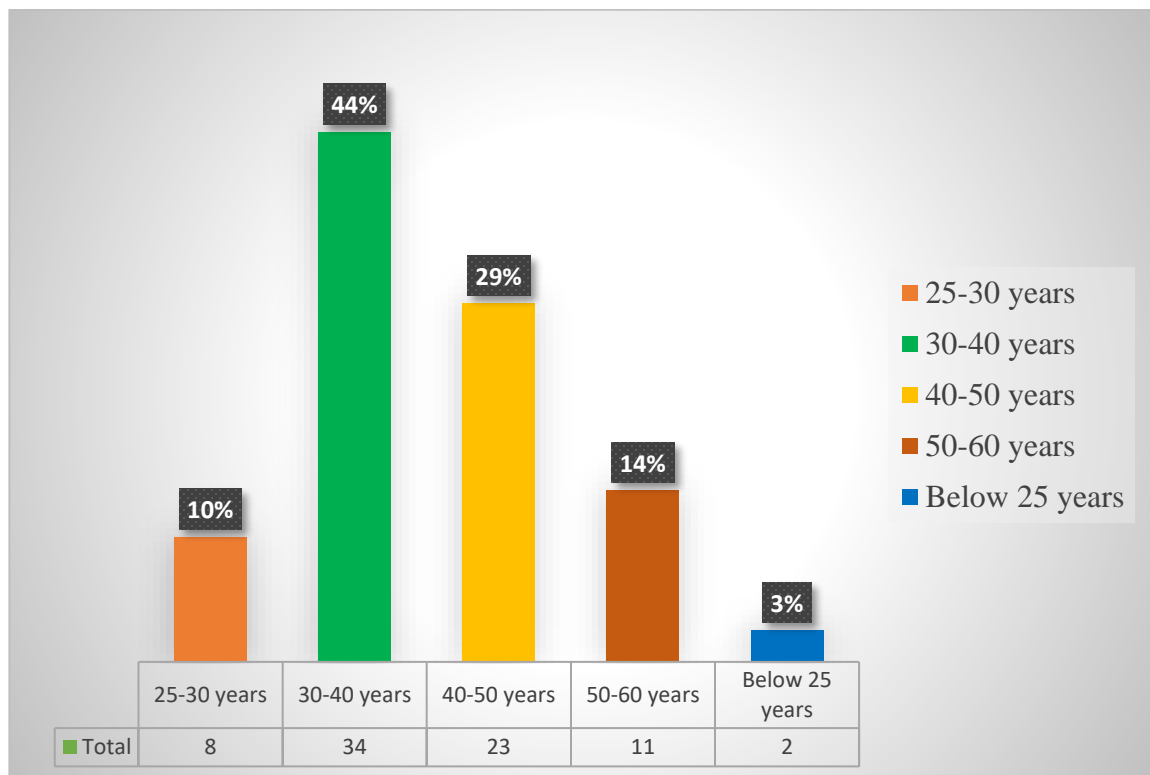
The researcher asked the gender of respondents to know how it was distributed in this study. There was a fair gender representation, with 58% being females and 42% being males. This indicated that the questionnaire was fairly distributed to avoid biases.



**Figure 4.1: Gender of respondents**

## b) Age of respondents

This question was asked to determine the age group of respondents as part of biographic data for this study. Figure 4.2 below indicated that most of the respondents fall in the age group of 30-40 (34) followed by 40-50 (23) followed by 50-60 (11) next is 25-30 (8) and last group below 25 (2). This data indicated that all age groups were represented and included in the study.

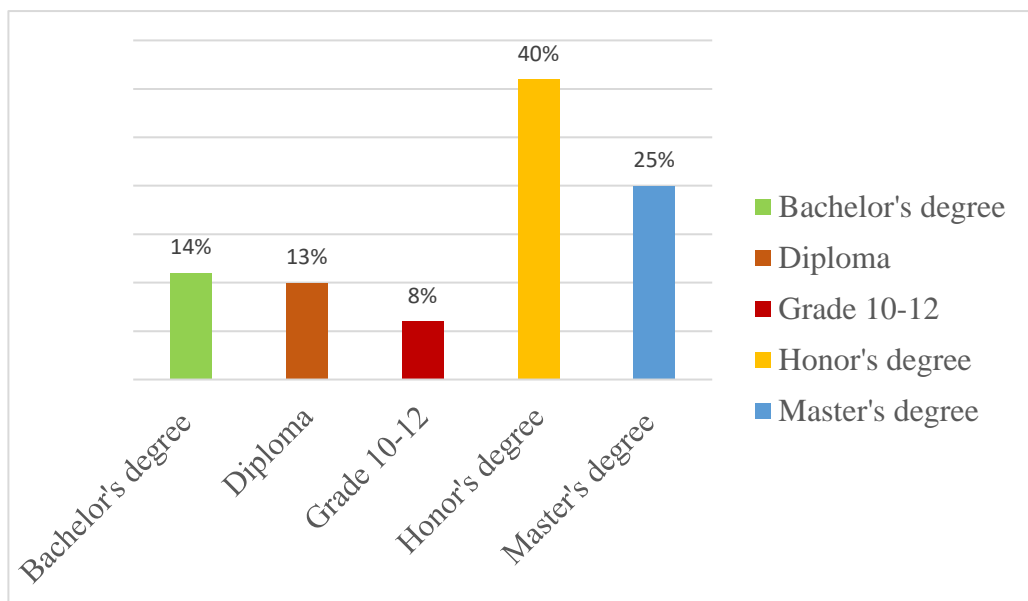


**Figure 4.2: Age of respondents**

## c) Level of education

As part of the biographic data, the researcher asked this question to determine the respondent's level of education. The results obtained are indicated in the figure

below. In terms of educational profiles, most of the respondents had qualifications at tertiary level, ranging from national diploma ten (10) bachelor's degree, eleven (11) honour's degree, thirty-one (31) master's degree, twenty (20) and grade 12 six (6). This clearly indicated that the study was composed of officials with different levels of qualifications which were fairly distributed.

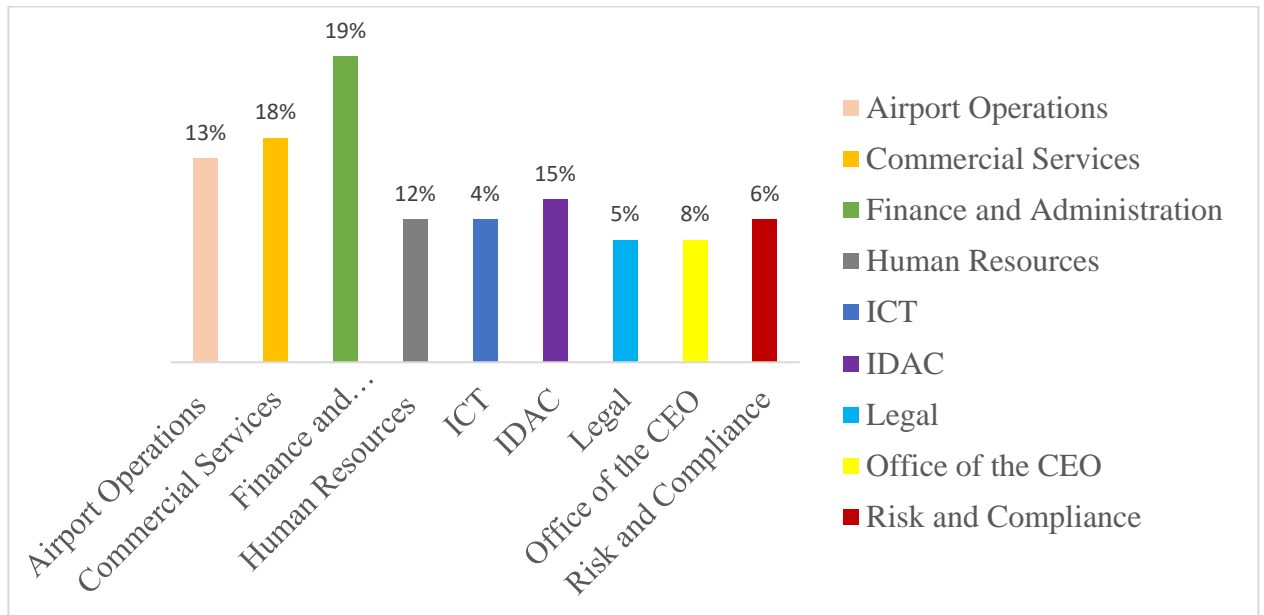


**Figure 4.3: Level of education**

#### **d) Departments where respondents are working**

The researcher asked this question to determine how many departments of NAC were represented for this study and the distribution or proportion. NAC has nine (9) departments, and all of them were fairly represented in the study. These were: Finance and Administration being the majority taking up fifteen (15) of the total respondents, followed by Commercial Services with fourteen (14) Airport Operations with ten (10) IDAC with twelve (12) Human Resources with nine (9)

ICT with three (3) Legal Department with four (4) Office of the CEO with six (6) and finally, Risk and Compliance with five (5). The selection was based on the number of officials per department, which made some departments have more representatives.

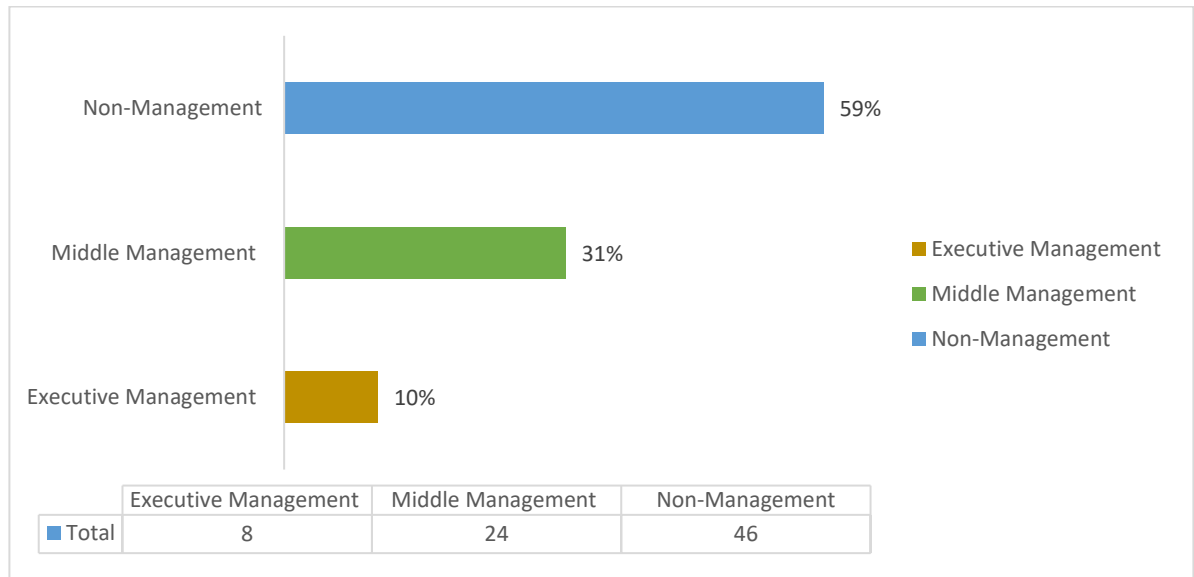


**Figure 4.4: Departments of the respondents**

#### e) Positions of the respondents in the organisation

The impact of career development being contributed at all levels, the researcher asked this question to determine and ensure that all levels of management or categories were represented in the study to ensure reliable results. The results were presented below in figure 4.5, which indicated that the non-management level was the highest, having forty-six (46) out of seventy-eight (78) of the total respondents. This was followed by middle management with the value of twenty-four (24) and the least was executive management with eight (8). Although they

were not evenly distributed, this depended on the number of officials per category position, executive management being the least in the company. This translated that there were more officials at the non-management level than at any other categorical position in the company.

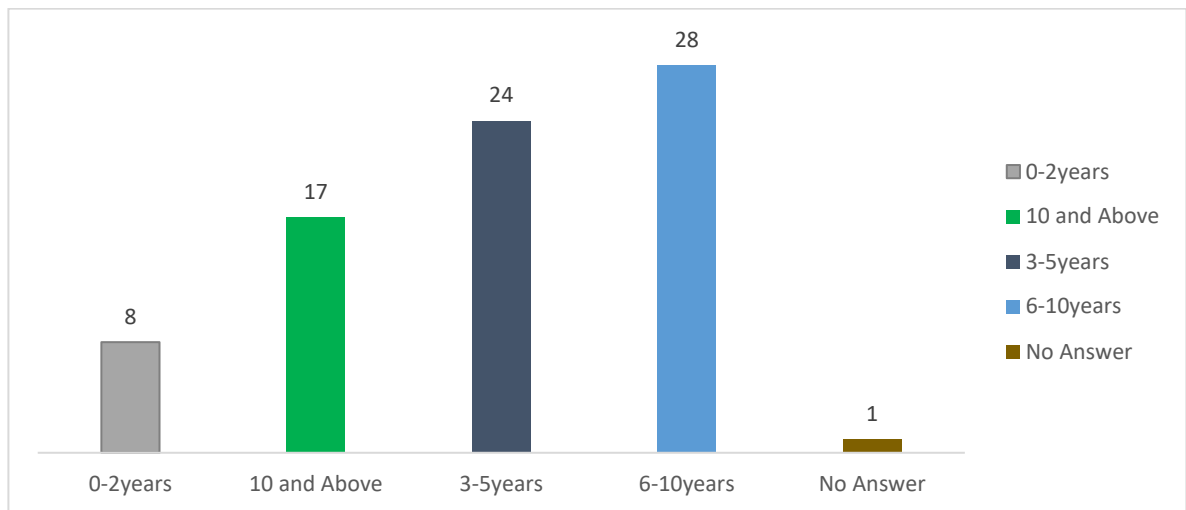


**Figure 4.5: Positions of the respondents in the organisation**

**f) Number of years working in the organisation**

The impact of career development on employee performance (input) is a result of adequate training to an organisation's employees (input) and is measured with time. Therefore, this question was asked to determine the year respondents worked for NAC to ensure that they were the right group or individuals suitable for this study. The results obtained were presented and interpreted below. This figure clearly indicated that most of the respondents were those who worked in the organisation between 6-10 years, followed by those who worked more than

ten years and above, followed by those who worked for 3-5 years, 0-2 years, and others chose not to indicate. This is a good picture of career development, as its impact is measured over time and against the number of training attended. Therefore, having most respondents who worked in the organisation for three (3) years and more will give accurate results of the impact of career development has on NAC employees' performance.



**Figure 4.6: Number of years the respondents worked for the organisation**

#### **4.3.2 Determination of career development strategies employed at Namibia Airport Company**

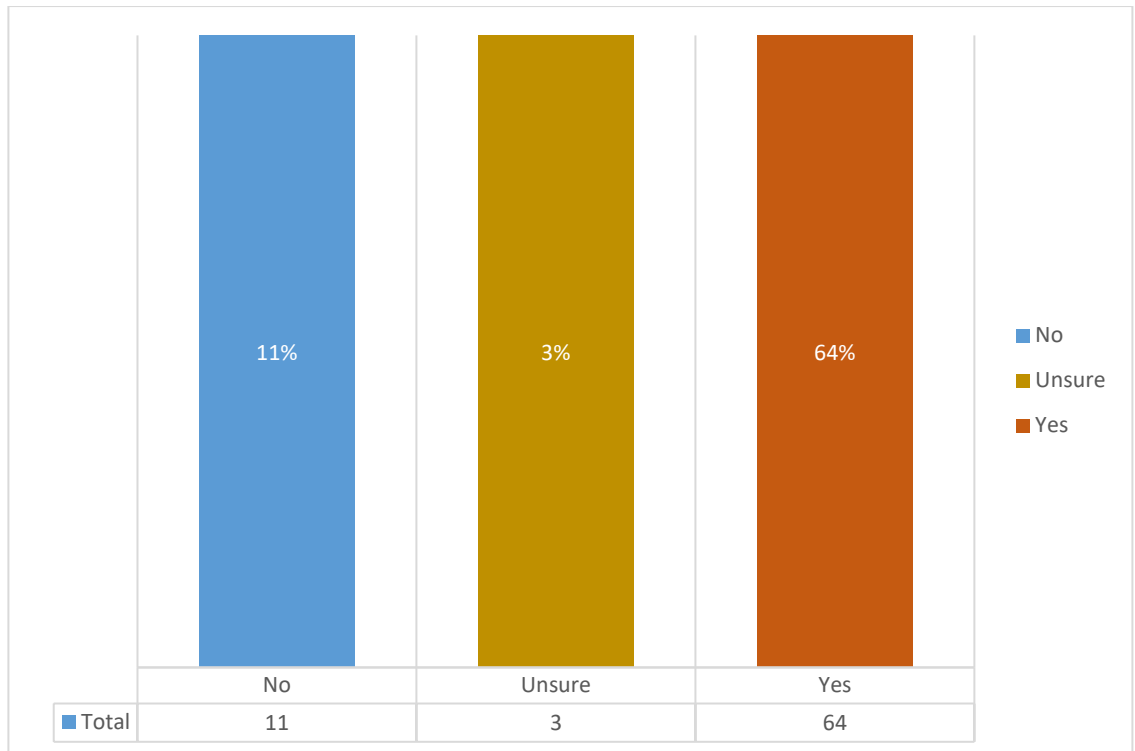
The following data was collected to determine the strategies employed by NAC concerning career development.

##### **a) Provision of training to NAC employees**

The researcher asked for this information from respondents to determine whether NAC provides career development training to its employees and the results were

presented and interpreted below. This was important for this study because the impact of career development on employee performance can only be measured against the provision of training to employees. This was the main question to determine whether the researcher should continue with the study or not. The results were discussed and interpreted as follows: Out of 78, sixty-four (64) respondents confirmed that NAC provides training programmes to its employees to improve employee performance, while three (3) were unsure and eleven (11) respondents negatively to the statement.

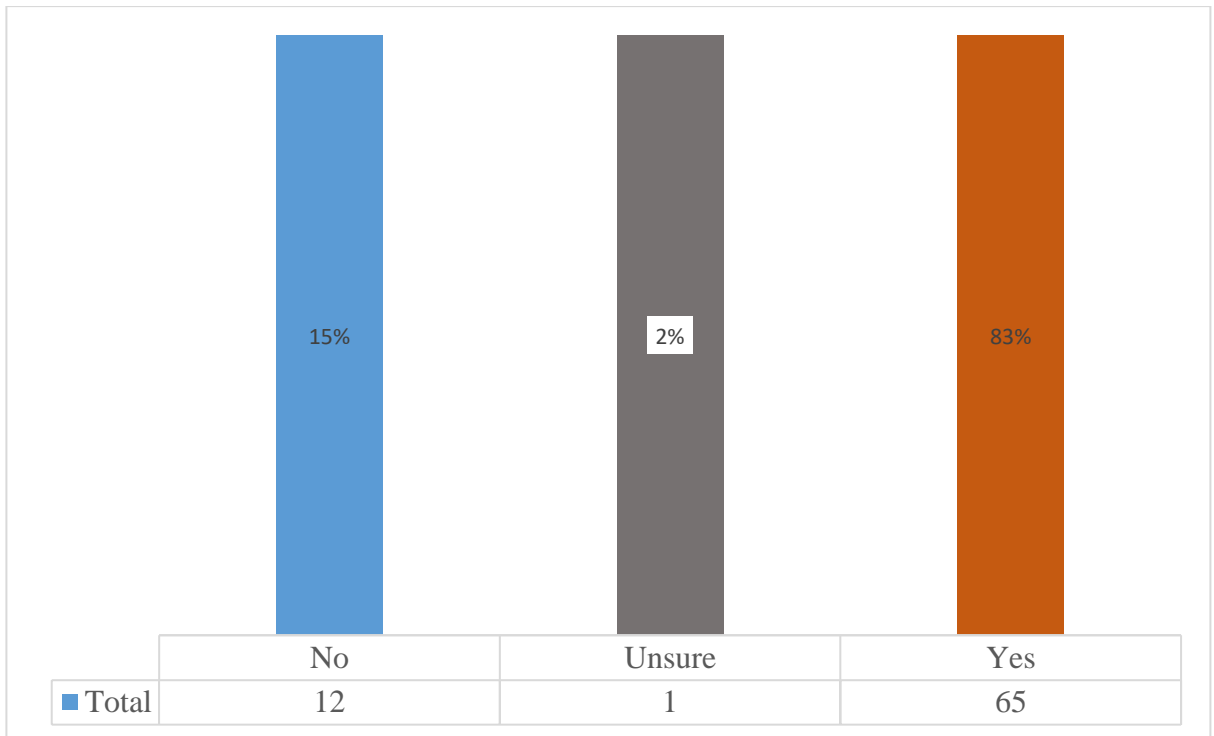
This indicates that NAC as a company has a provision of training programmes to promote career development and employee performance in return. This has also strongly indicated that this study was carried out in the right company and right people.



**Figure 4.7: Provision of training**

**b) Provision of financial assistance to employees for further study**

After determining whether NAC offered training opportunities to its employees, it was necessary to know if the organisation also offered financial assistance. Even when training opportunities are available, financial hindrance may prevent employees from advancing their careers, which improves employee performance. The results were discussed and interpreted as follows: sixty-five (65) respondents consented that there was such provision, one (1) was unsure and twelve (12) responded negatively to the statement. This indicated that NAC had such provision to allow its employees to advance their careers, impacting their performance after completing their studies.

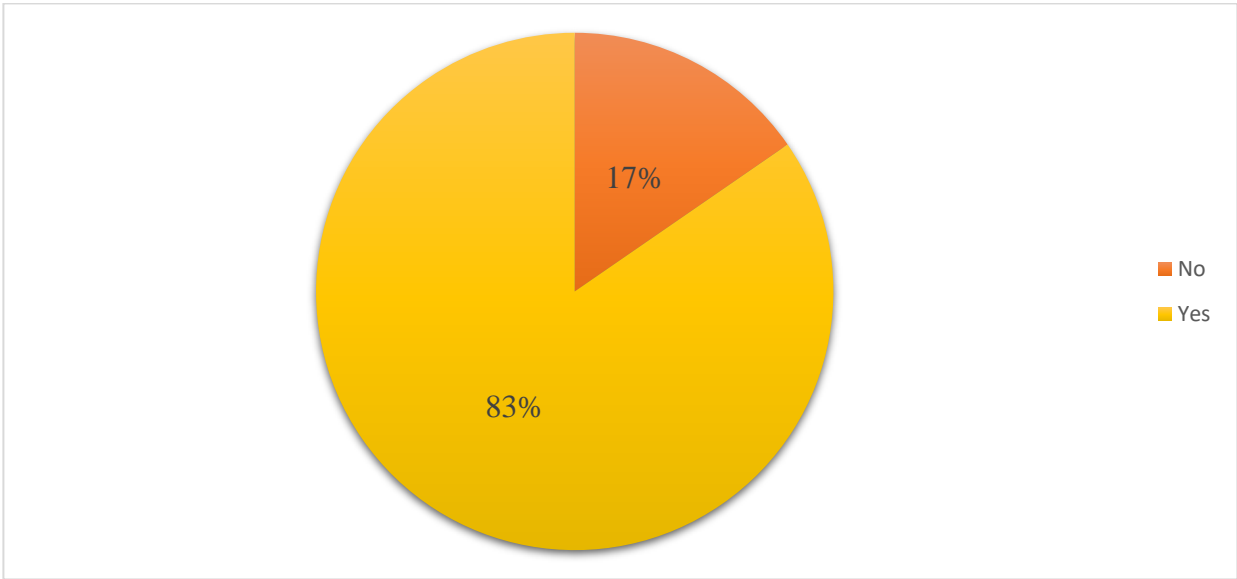


**Figure 4.8: Provision of financial assistance**

**c) Training programmes attended**

Provision of further studies and financial assistance to those willing to further their studies alone would not be sufficient to ensure outstanding employee performance, and due to the evolving world and change in technology, employees require on-the-job training sponsored by the company. The respondents were therefore asked whether NAC had a provision of offering such training to its employees. The responses were analysed, presented, and interpreted as follows: Out of 78 respondents, sixty-five (65) consented to attend career development training, thirteen (13) did not attend any training since they

joined NAC. This may mean that those who did not attend any training might have joined the company recently and did not get an opportunity to advance their careers. However, the majority attended career development training programmes.

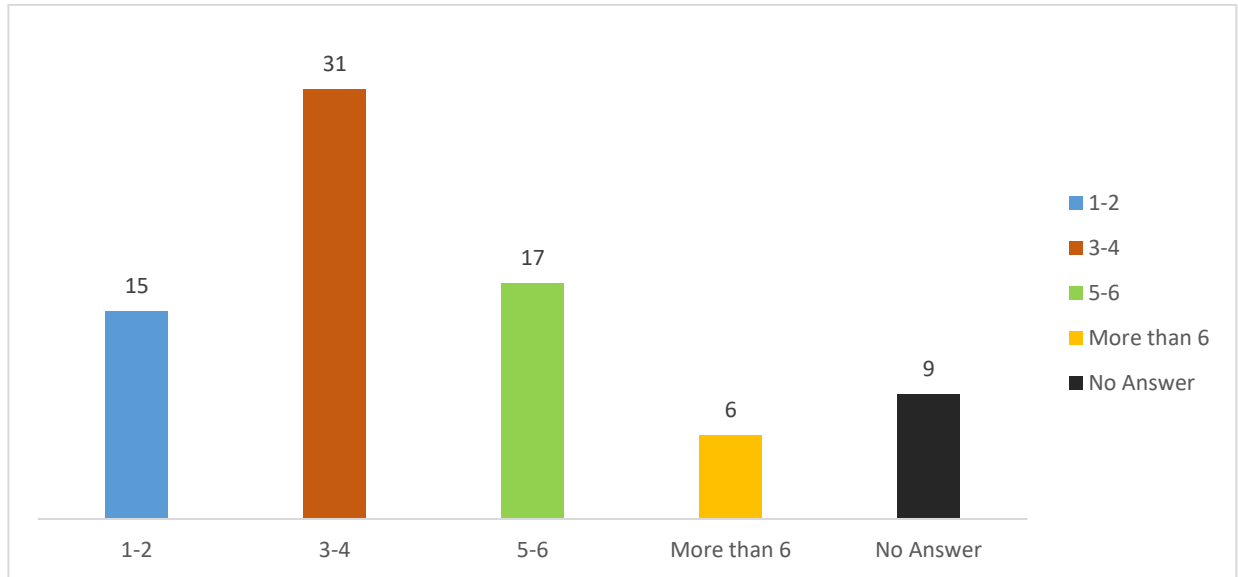


**Figure 4.9: Training programs attended**

**d) Number of training sessions attended by respondents**

Continuous training of the employees by the company was necessary to ensure that their performance has improved. The respondents were, therefore, asked how many times they attended such training offered by the company. This was to ensure there was the continuous impartation of knowledge and skills necessary for improving employee performance. The results obtained were analysed, presented, and interpreted as follows: Out of 78, thirty-one (31) respondents attended 3-4 training programmes since they joined NAC, followed by seventeen (17) who attended 5-6 times, followed by fifteen (15) who attended 1-2 in total,

the rest either attended more than six or opted not to answer. This was important to measure the impact based on the number of career development training programmes attended.



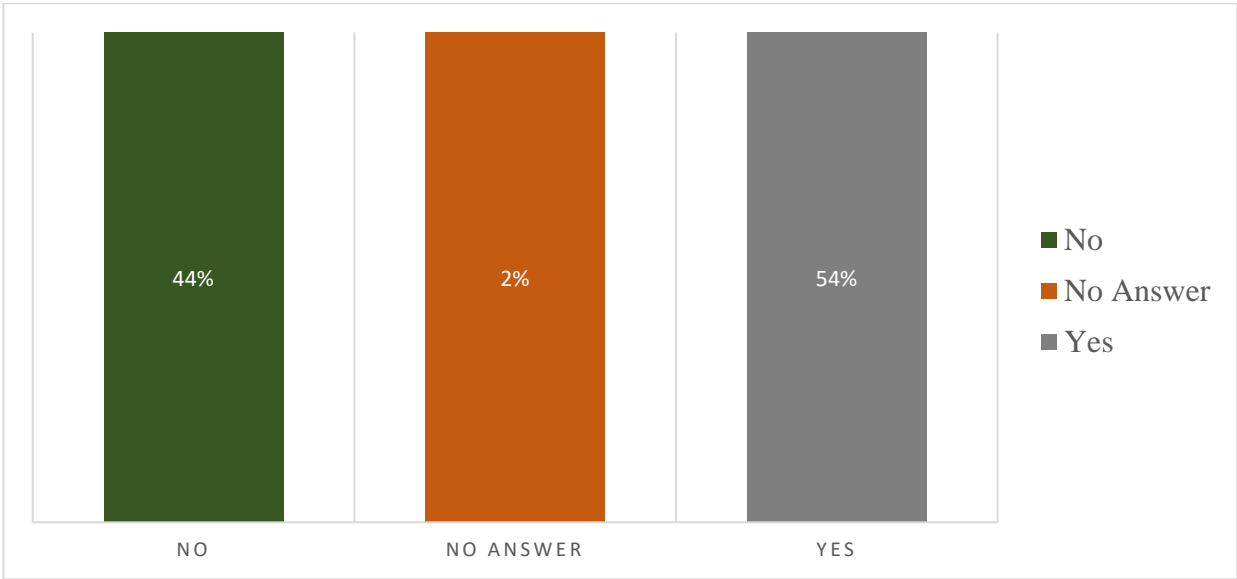
**Figure 4.10: Number of training sessions attended**

**e) Utilisation of the training skills and knowledge acquired through the training programmes**

The researcher asked this question to determine whether NAC allows its employees to use the knowledge and skills acquired through career development programs it offers to its employees. This was necessary because employees may get trained, but if the skills are not used where they are required, it may contribute to poor employee performance.

The results were analysed, presented, and interpreted as follows: A total of 42 respondents, which represented 54%, agreed that they were utilising their skills and knowledge gained through career development programmes at their current

positions, whilst 34 respondents, which represents 44% indicated that they were not utilising the skills and knowledge gained through the training programmes at the current positions they occupied in the company and the remaining two which represents 2% opted not to answer. This gave a picture that most NAC officials who were offered career development training programmes were utilizing the skills and knowledge gained, fulfilling the purpose of providing career development at the workplace.

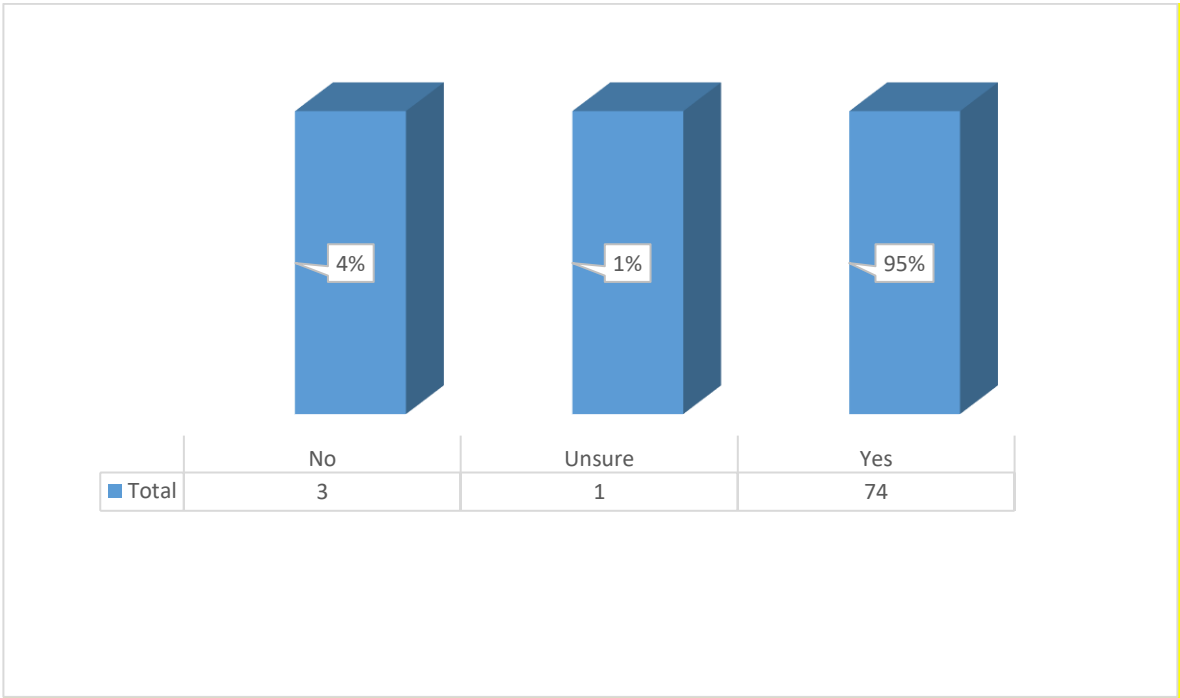


**Figure 4.11: Utilization of skills and knowledge acquired through training**

**f) Do you think training and development programs increase the efficiency in employees' performance?**

Where on-the-job or in-service training is offered, increased efficiency in performance for those trained is expected. Therefore, the researcher asked this question to find out if training programs offered by NAC increased the efficiency

in employee performance. The responses were analysed, and the results are projected in the figure below and their interpretation. Based on the responses, it clearly indicated that as part of the strategies employed by NAC to improve employee performance, training programmes increase employee performance efficiency. This was confirmed by 74 respondents, who represented 94% of the total number of officials in this study. Three (3) respondents disagree, and three (1) are unsure that training programmes increase efficiency on employee performance.

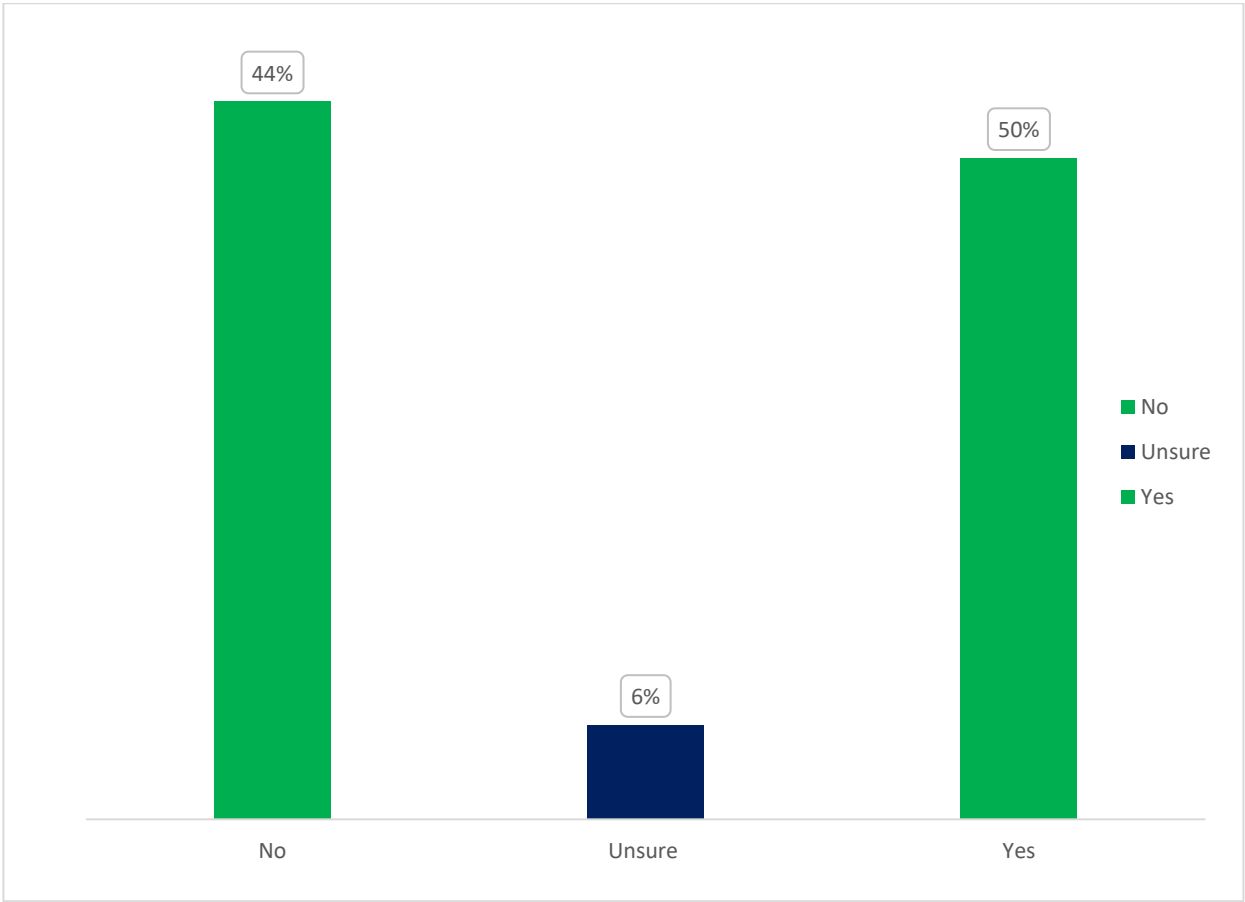


**Figure 4.12: Increase the efficiency of training programmes**

**g) Does your job in alignment with your career goals?**

For best performance, employees are expected to have career goals. These goals may never come to pass if such goals are not aligned with their jobs. Based on

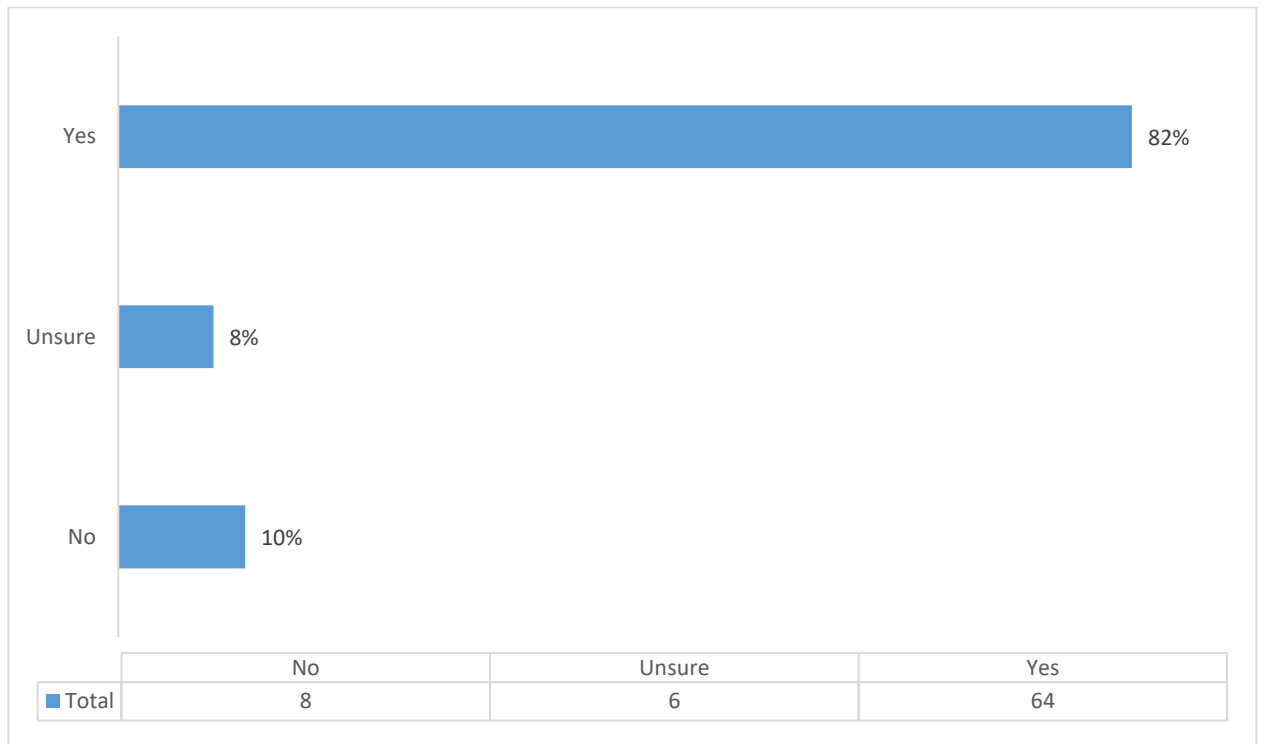
that, the researcher asked the respondents to find out the impact of career development on employee performance in the NAC. The results obtained are analysed and presented in the graph below, which is followed by their interpretation. Out of 78, thirty-eight (38) respondents indicated that their current jobs in the company are not in line with their career goals, while thirty-five (35) respondents agreed that their current jobs were in line with their career goals, and five (5) were unsure with the statement.



**Figure 4.13: Job alignment with career goals**

**h) Do you have a Performance Management System in your organisation?**

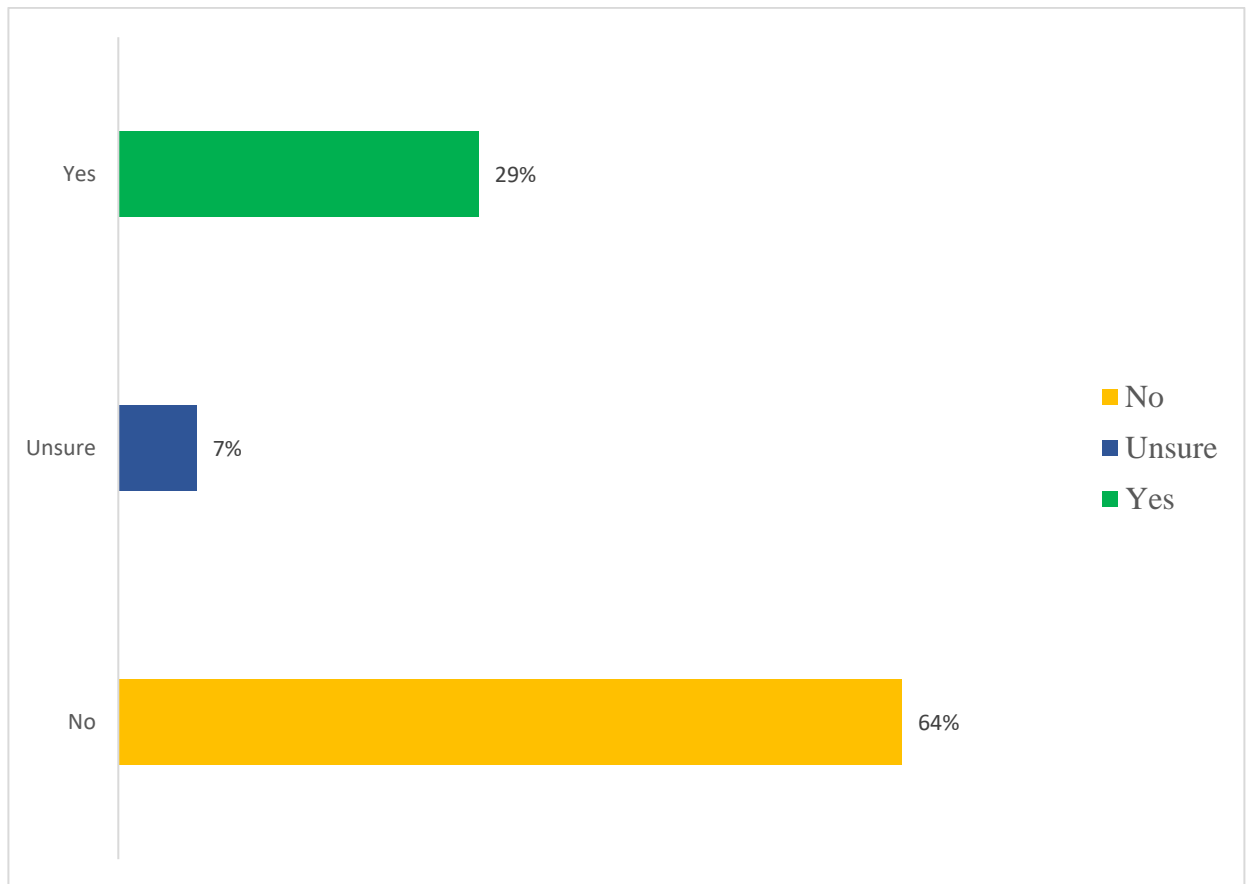
To know whether career development training programs impact employee performance, their performance should be measured based on key performance indicators. Based on this, the researcher asked this question to ensure that the performance management system existed in NAC. The responses were presented in the figure below, followed by the interpretation of the results. Sixty-four (64) respondents were aware of the existence of a performance management system in NAC, while a total of eight (8) respondents indicated that there was no such a system in NAC, and six (6) were unsure whether it existed or not.



**Figure 4.14: Performance Management System**

i) **Do you receive constructive performance feedback from your supervisor?**

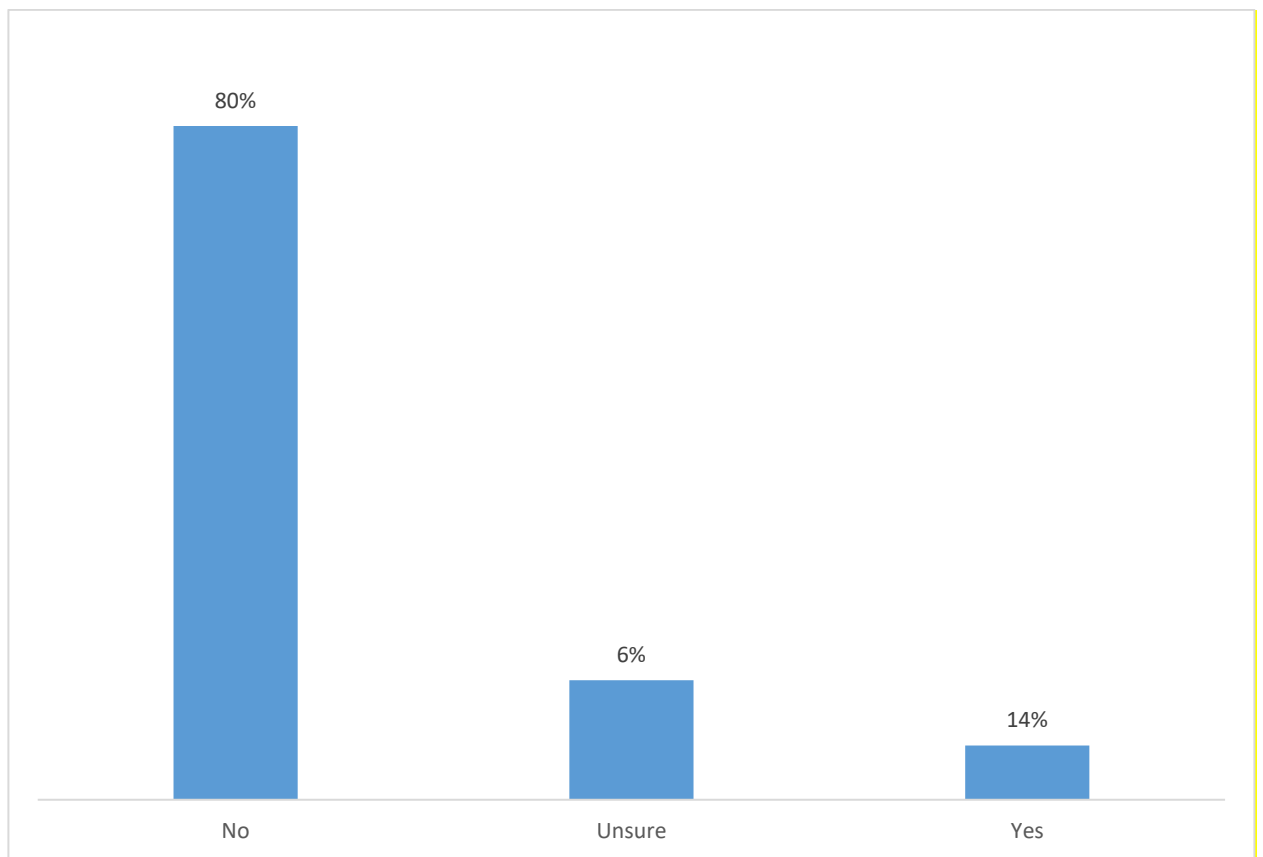
Constructive feedback for good work from a supervisor is one way of motivating employees to perform better. With these results, many supervisors in NAC do not perform it, and this was supported by fifty (50) respondents out of 78, while twenty (23) respondents received good feedback for outstanding performance from their supervisor, and the remaining five (5) were unsure.



**Figure 4.15: Constructive feedback from the supervisor**

**j) Does your company promote the employees after they obtain their highest qualification?**

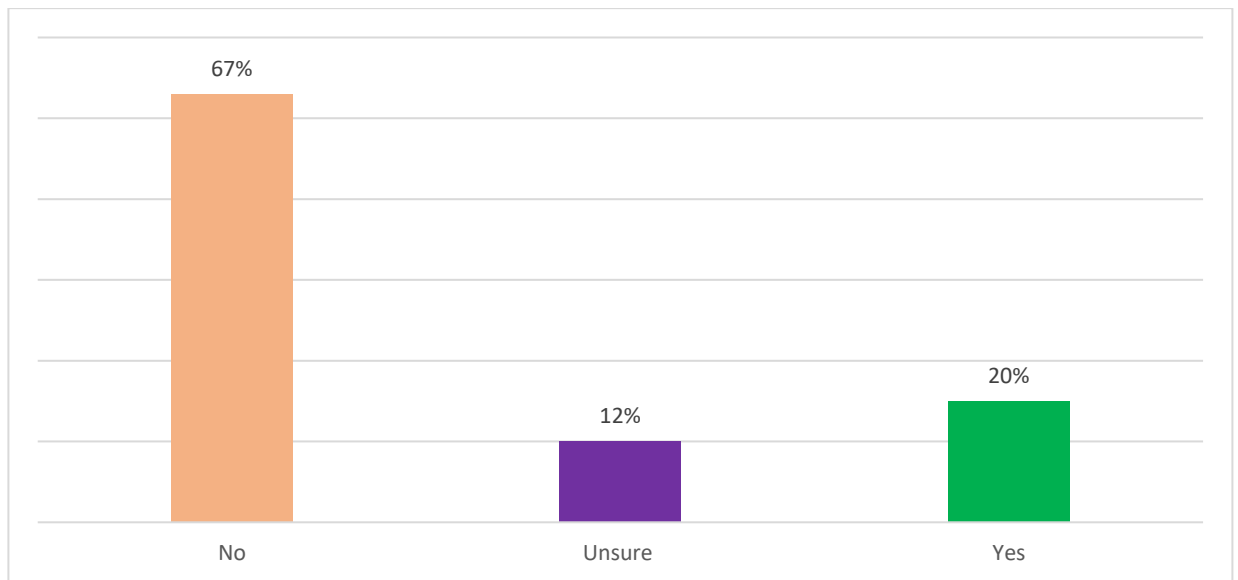
The majority of respondents representing sixty-two (62) out of 78 disagreed that they were not promoted after obtaining their highest qualifications, while five (5) were promoted and eleven (11) were unsure with the statement. The highest number was for those who were not promoted after furthering their studies and obtaining qualifications.



**Figure 4.16: Promotion after obtaining highest qualification**

**k) Are you happy with your current position?**

Only 15 respondents were satisfied with their current position, while the majority with the value of 53 were not happy, and the remaining ten were not sure whether they were satisfied or not. Most employees at the management level would always be satisfied with their position, while those in non-management would want to be promoted to management level, therefore not being happy.



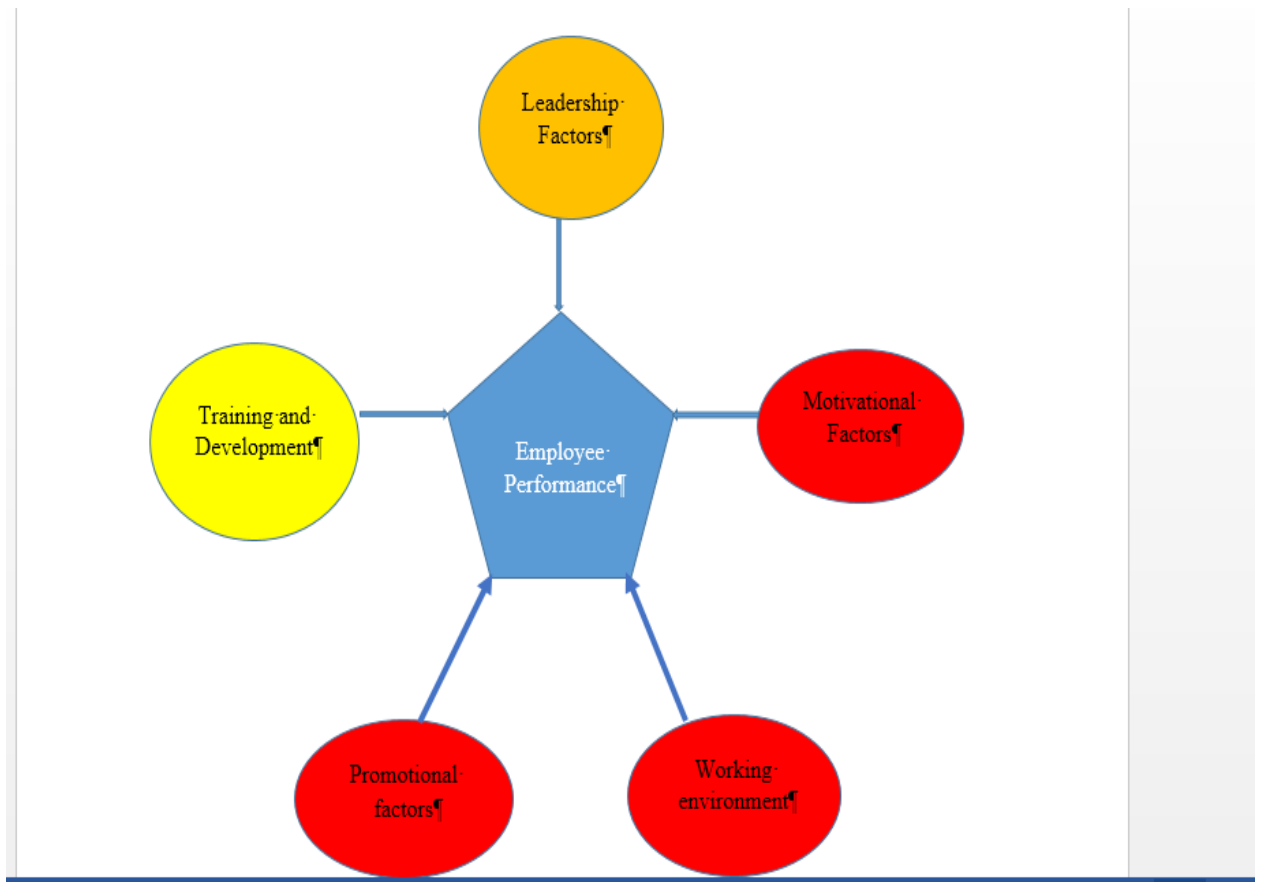
**Figure 4.17: Happy with their current position**

**4.3.3 Factors impacting employee's performance**

Amadi, (2014) states that an organisation that seeks to train and develop their employees well and reward them for their performance has a significant effect on the employees because career development can impact performance, job satisfaction, and loyalty.

The researcher asked several questions to determine the factors affecting employee performance at NAC and these were analysed using inferential studies by use of factor analysis as appeared below. The graph below indicated factors affecting employee performance at NAC, with training and development positively impacted employee performance as appeared yellow in the graph, most respondents were neutral or not sure with leadership factors which appeared cream in the graph below and the remaining working environment, motivational and promotional factors negatively impacted employee performance at NAC as they appear in red in the graph.

These were described based on simple factor analysis, where the researcher grouped all responses according to factors, presented them in tables, and interpreted them according to the responses recorded. Simple factor analysis groups many variables into few and interpret them based on results.



**Figure 4.18 Factors impacting employee performance**

**a) Training and Development**

It was confirmed that training and development were offered in NAC according to the responses given by respondents who agreed and strongly agreed that training and development were implemented and provided for in NAC to improve employee performance. Amadi (2014) stated that an organisation that seeks to train and develop its employees well and reward them for their performance has a significant effect on the employees because career development can impact performance, job satisfaction, and loyalty. Thus, with

the use of the Likert scale, participants were asked to agree or disagree with the following statements, and the results were indicated in table 4.1 below.

<b>Factors</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
Opportunities for career advancement in the organisation exists	4	48	8	17	1	<b>78</b>
Good opportunities for continuing education are available	11	50	8	8	1	<b>78</b>
Necessary training is given to ensure job effectiveness	6	38	17	14	3	<b>78</b>
In-service training/on-the-job training adequately is made available to employees	5	46	11	13	3	<b>78</b>
Incompetent employees are identified and provided with the necessary support	3	14	25	28	8	<b>78</b>

**Table 4.1 Training and Development**

Table 4.1 above indicates that forty-six (46) respondents agreed that opportunities for career development do exist in the organisation. In comparison, nineteen (19) respondents disagreed that opportunities for career development do exist in the organisation, four (4) respondents strongly agreed that opportunities for career development do exist in the organisation, one (1) respondent strongly disagreed that opportunity for career development does exist in the organisation. Eight (8) respondents were unsure if career development exists or does not exist in the organisation.

Furthermore, fifty (50) respondents agreed that good opportunities for continuing education are available in the organisation, twelve (12) respondents strongly agreed that good opportunities for continuing education are available in the organisation, eight (8) people disagreed that good opportunities for continuing education are not available in the organisation, whereas one (1) person strongly disagreed that good opportunities for continuing education are not available in the organisation, seven (7) respondents are unsure if good opportunities for continuing education are available or not in the organisation.

Forty (40) respondents agreed that necessary training is given to ensure job effectiveness, while six (6) respondents strongly agreed that necessary training is given to ensure job effectiveness; in the same vein, twelve (12) respondents disagreed that necessary training is given to ensure job effectiveness, three (3) respondents strongly disagree that necessary training is given to ensure job effectiveness and seven (7) respondents were not sure that necessary training is given to ensure job effectiveness

Forty-six (46) respondents agreed that in-service training jobs adequately is made available to the employees, while five (5) strongly agreed that in-service training jobs adequately is made available to the employees. Thirteen (13) respondents disagreed that in-service training jobs adequately is made available to the employees, while four (4) strongly disagreed that in-service training jobs adequately is made available to the employees, and ten (10) respondents are unsure if in-service training jobs adequately is made available to the employees.

Fourteen (14) respondents agreed that incompetent employees are identified and provided with the necessary support. In comparison, three (3) respondents strongly agreed that incompetent employees are identified and provided with the necessary support, twenty-eight (28) respondents disagreed that incompetent employees are identified and provided with the necessary support. In comparison, eight (8) respondents strongly disagreed that incompetent employees are identified and provided with necessary support and twenty-five (25) were not sure with the statement that incompetent employees are identified and provided with the necessary support.

Although training and development, when offered in the company, has a positive impact and increases efficiency in employee performance, this is only true when other factors are considered. This implied that although it was confirmed that it had a positive impact, it may not improve and increase employee performance on its own.

#### **b) Leadership factors**

According to Al-Daibat (2017), various leadership styles had different consequences on employees' performance. A leader should bring together the diverse skills, experiences, and personalities of the people he leads. According to a study conducted by Wirawan (2017), leadership had a favourable and significant impact on employees' performance. Thus, using the Likert Scale, respondents were asked to agree or disagree with the following statements, and the results are shown in the table below.

<b>Factors</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
My supervisor coaches and empowers me on what needs to be done	7	34	24	10	3	<b>78</b>
My supervisor suggests new ways of doing things	7	42	20	7	2	<b>78</b>
<b>Factors</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
My supervisor waits for things to go wrong before acting	6	9	29	28	6	<b>78</b>
My supervisor is unbiased and treats every employee without discrimination	2	21	16	28	11	<b>78</b>
My supervisor expresses satisfaction when I meet expectations	9	26	29	11	3	<b>78</b>
My supervisor encourages me to do more than I usually am expected to do	6	36	25	7	4	<b>78</b>
My supervisor leads by example	6	45	15	6	6	<b>78</b>

**Table 4.2 Leadership factors**

Table 4.2 clearly indicates that many respondents agreed that excellent and motivational leadership existed in the company, followed by those who were not sure if it existed. Leadership on its own is a vital tool for improving employee performance in an organisation. By this, in terms of NAC the responses were distinct between those who agreed or strongly agreed and those who disagreed and strongly disagreed, the last two being the minority. This was an indication that the company made incentives to improve its employees' performance; however, as it was indicated in the first factor above, the provision of good

leadership on its own may play a significant impact in improving employee performance; other factors are required for an organisation to attain an optimal or outstanding employee performance.

Based on the figure above, thirty-four (34) respondents agreed that the supervisor coaches and empowers them on what needs to be done, eight (8) respondents strongly agreed that the supervisor coaches and empowers them on what needs to be done, eleven (11) respondents disagreed that the supervisor coaches and empowers them on what needs to be done, three (3) strongly disagreed that the supervisor coaches and empowers them on what needs to be done and twenty-two (22) are not sure that the supervisor coaches and empowers them on what needs to be done.

Forty-three (43) respondents agreed that the supervisor suggests new ways of doing things while eight (8) respondents strongly agreed that the supervisor suggests new ways of doing things, six (6) respondents disagreed that the supervisor suggests new ways of doing things. In contrast, two (2) strongly disagreed that the supervisor suggested new ways of doing things, and nineteen (9) are unsure that the supervisor suggested new ways of doing things.

Nine (9) respondents agreed that supervisor waits for things to go wrong before acting while eight (8) respondents strongly agreed that supervisor waits for things to go wrong before acting, twenty-seven (27) respondents disagreed that supervisor waits for things to go wrong before acting, while seven (7) strongly

disagreed that supervisor does not wait for things to go wrong before acting and twenty-seven (27) are not sure that supervisor waits for things to go wrong before acting.

Twenty three (23) respondents agreed that supervisor is unbiased and treats every employee without discrimination, while two strongly agreed that supervisor is unbiased and treats every employee without discrimination, twenty-eight (28) disagreed that supervisor is unbiased and treats every employee without discrimination while eleven (11) respondents strongly disagreed that supervisor is unbiased and treats every employee without discrimination and fourteen (14) respondents are not sure if the supervisor is unbiased and treats every employee without discrimination.

Twenty-eight (28) respondents agreed that supervisor expressed satisfaction when they met expectations, eight (8) strongly agreed that supervisor expressed satisfaction when they meet expectations, thirteen (13) respondents disagreed that supervisor expresses satisfaction when they meet expectations, three (3) respondents strongly disagreed that supervisor expresses satisfaction when they meet expectations and twenty-six (26) are not sure that supervisor expresses satisfaction when they meet expectations.

Thirty-five (35) respondents agreed that the supervisor encouraged them to do more than they usually expected to do. In contrast, six (6) strongly agreed that the supervisor encouraged them to do more than they usually expected to do, eight (8) respondents disagreed that the supervisor did not encourage them to do more than they usually expected to do. In contrast, four (4) strongly disagreed

that the supervisor does not encourage them to do more than they usually expected, and twenty-five (25) are not sure that the supervisor does not encourage them to do more than they usually expected.

Forty-six (46) respondents agreed that supervisor leads by example, six (6) strongly agreed that supervisor led by example, six (6) respondents disagreed that supervisor leads by example, seven (7) respondents strongly disagreed that supervisor leads by example and thirteen (13) respondents are not sure that supervisor led by example.

### c) **Working Environment**

According to Badrianto & Ekhsan (2020) the work environment is defined as the environment in which individuals work, including physical setting, job profile, culture, and market condition. Each aspect is interlinked and impacts employees' overall performance and productivity. It is the quality of the employees' workplace environment that most impacts their level of motivation subsequently performance. Thus, with the use of the Likert Scale, respondents were asked to agree or disagree with the following statements, and the results were indicated in the table below:

<b>Factors</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
All employees are treated equally	2	11	12	31	22	<b>78</b>
Grievances are satisfactory resolved	3	9	11	23	32	<b>78</b>
Employees are encouraged to socialize, collaborate and feel more relaxed	2	10	44	20	2	<b>78</b>
I always have the resources necessary to carryout duty e.g., stationeries, tools and equipment	8	27	30	9	4	<b>78</b>

**Table 4.3 Working environment factors**

The table clearly indicates that the working environment in NAC is not that favourable to improve or positively influence employee performance. A good example is a total 53 respondents who disagreed and strongly disagreed that they were not treated equally at the workplace by their superiors. This is the reverse of what was confirmed by Tripathi (2014) in the statement above where he indicated that the working environment in every institution matters when it comes to improving employee performance, and any deviation from this would demoralise employees and make them perform poorly. Others also indicated that grievances were not satisfactorily resolved, though the majority were unsure. Consequently, employees were encouraged to socialise and collaborate for them to feel more relaxed and relieve work pressure or improve peace of mind for better concentration; they were also provided with all the resources necessary to

carry out their duties. These were based on the results obtained from the responses or questionnaires as administered.

<b>Factors</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
I am earning a salary that affords me a decent life	3	12	6	24	33	<b>78</b>
The company has good benefits e.g., medical aid, study benefits and forms of leave	2	41	15	14	6	<b>78</b>
Good performance is recognized and awarded	2	7	16	45	8	<b>78</b>
My job exposes me to a lot of opportunities	4	22	31	18	3	<b>78</b>
Nothing motivates me, and I am just here because there is nowhere else to go	8	33	25	11	1	<b>78</b>

**Table 4.4 motivational factors**

#### **d) Motivational Factors**

The provision and introduction of career development in any organisation positively impacted employee performance, thereby improving the performance of institutions and organisations at large (Sitohang, 2019). This means that the higher the motivation level of work, the higher the level of performance.

According to the table above, many employees are not satisfied with the income they are getting. Furthermore, the majority indicated that the company has good benefits like medical aid, study benefits, and others. Most employees revealed that good performance is not recognized and awarded. Moreover, few agreed that the jobs expose them to many opportunities, while the majority are unsure of the statement. Besides, the majority agreed that nothing motivates them; they are just there and nowhere to go, followed by those unsure where they stand. This is an indication that employees are not motivated to do their duties as it is required.

e) **Promotional factors**

Employees in the organisations find it difficult to move upwards or get promoted after obtaining their qualifications; lack of career development after training has a negative impact on the performance level of employees (Kakui & Gachunga, 2016). In some organisations, you will find an employee with a Master's in Business Administration qualification but performing the duties at the lower level, which will discourage the employee and cause poor performance and emotional wellbeing. Many employees are less satisfied with career development in the organisation. According to Sinambela (2016) the institution needs to provide a transparent system in terms of promotional opportunities to all the employees who have higher qualifications and experiences to motivate other employees to further their studies.

<b>Factors</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
The company promoted employees when the position became vacant	5	7	10	42	14	<b>78</b>
The company promotes employees based on their experiences	3	10	7	40	18	<b>78</b>
All employees are happy with the chances of promotion	1	11	14	42	10	<b>78</b>
Long term employees are given bonuses when they reach 60 years	4	38	22	10	4	<b>78</b>

**Table 4.5 Promotional Factors**

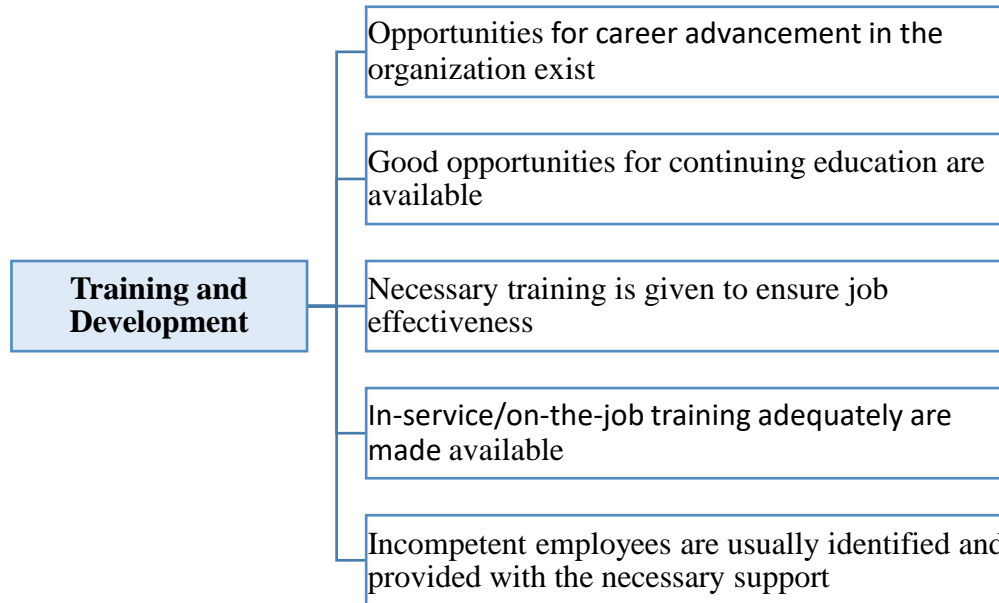
Based on the results shown in the table above, respondents clearly indicated that promotion was not offered in NAC whether positions were available or whenever one has completed their studies and obtained their qualifications. It also indicated that employees were not employed or promoted based on their experience. However, long-term bonuses were provided by the company when one was going on retirement. Although respondents agreed and consented that such incentive was offered in the company, the bigger picture or group indicated that promotion was not practiced in the company.

#### 4.6 **Qualitative data analysis**

An interview guide was used to collect information from the officials at the management level in NAC. The responses were grouped as follows.

**(a) Training and development opportunities existing in NAC**

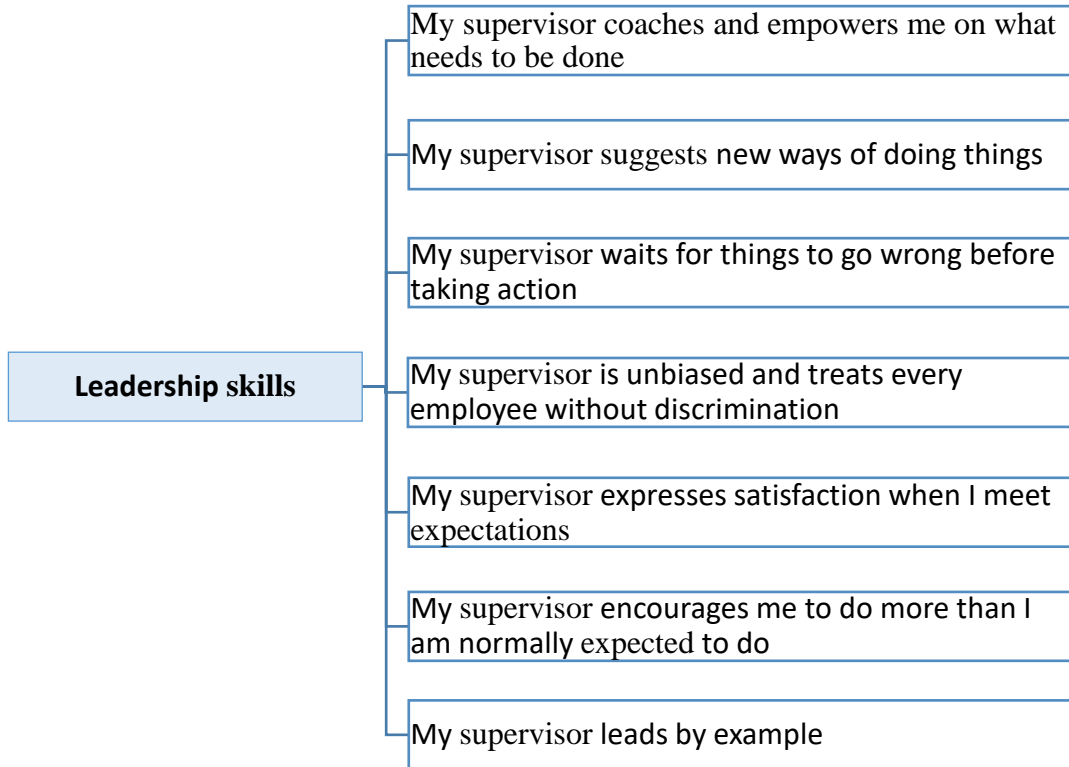
Respondents were asked if there were opportunities for training and development in NAC, below were the responses in table as recorded.



**Table 4.6: Training and development**

**(b) Leadership skills**

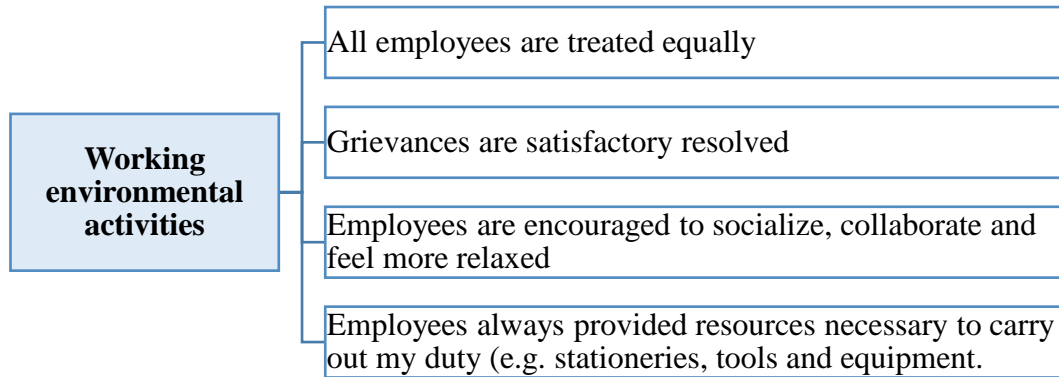
Leadership skills currently employed by NAC to improve employee performance  
Respondents were asked to give their views on leadership skills which were currently employed by NAC practiced by supervisors/management to improve performance of its employees. Their responses were summarized and grouped in themes as illustrated in table below.



**Table 4.7: Leadership factor**

**(c) Working environmental factor**

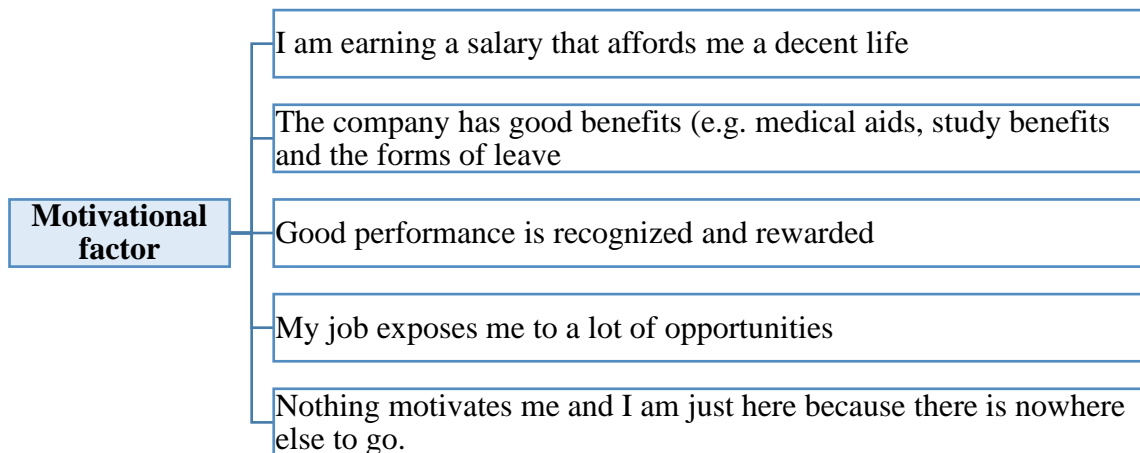
Conduciveness of working environment towards promoting employee performance. Respondents were asked to provide activities which were currently practiced at NAC to improve the conduciveness of the working environment for improved employee performance. The responses were summarized and grouped in table below:



**Table 4.8: working environmental factor**

(d) **Motivational factor**

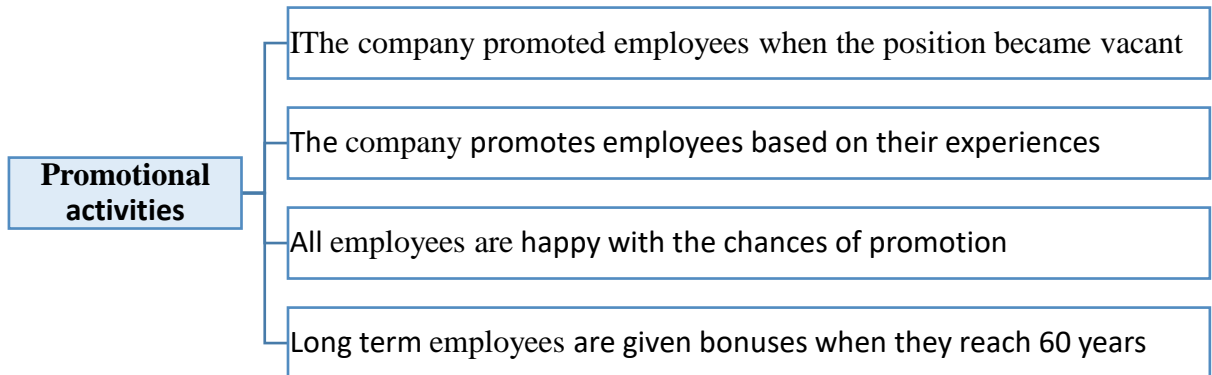
Motivational activities to improve employee performance currently employed by NAC. Management was asked to provide information related to motivational factors currently employed by NAC for improving employee performance



**Table 4.9: Motivational factor**

**(e) Promotional factor**

Promotional factors to improve employee performance currently practiced at NAC. Respondents were asked the promotional activities currently practiced at NAC to improve employee performance. The response was summarized in table below:



**Table 4.10: Motivational factor**

**4.7. Discussion of Quantitative results**

These were discussed based on research objectives as follows.

**4.7.1 Research specific objective one: Establish the extent to which career development affect employees' performance at the NAC**

The extent to which career development affected employee performance at NAC was established and discussed under the following headings:

**a) The utilisation of skills and knowledge acquired through career development.**

The results indicated that 53,8% were utilising the skills and knowledge acquired through career development training programs at their current positions;

however, 34 were not utilising such skills at their current position, and two were unsure. This can be related positively because the majority consented to the statement. However, the remaining 34 representing 46,2% of the total number of respondents, were also significant to negatively impact employee performance in the organisation. The variation for these results can be related to the study by Grant et al. (2014), who indicated that managers and employees have different views over matching employee skills to their current job, where employees are more than managers that employees skills exceed the requirement of their job. On the other hand, Sendawula et al. (2018) study also confirmed that training employees increase employee performance. Their results indicated a significant positive relationship between the provision of training in an organisation and employee performance; however, this was not the case with NAC

A study by Halawi and Haydar (2018) on the effect of training on employee performance concluded that training programs benefited employees and organisations at large in several ways, such as the development of inner satisfaction, positive evaluation, and quality output. Considering the majority of employees in the organization indicated to have benefited through career development, this finding is similar to the findings of this study

#### **b) Alignment of career goals to the current position**

Although employees were being trained, only 38 respondents indicated that their current positions or jobs were in line with their career goals, while another 38 indicated that their current jobs were not aligned with their career

goals. This can be coupled with a lack of constructive performance feedback from the supervisor for outstanding performance, where many respondents indicated that they do not receive good comments for outstanding performance, and 50 respondents confirmed this out of 78 respondents. However, the remaining 35 respondents were also significant to indicate that the NAC as an organisation tried its best to ensure that it placed employees at positions that were in line with their career goals.

According to Colvin and Boswell (2007), to enhance and optimize employee performance, employees should be aligned to their career goals and organizational goals. Lack of it leads to underperformance and loss of income in organizations. Based on the results above, NAC only provides such to some employees and not to others, which could be the reason for poor performance. They further confirmed such alignment to be carried out by managers, which confirmed why some supervisors at NAC do not give positive feedback for outstanding performance, yet others did.

#### **4.7.2 Research Specific objective 2: To determine career development strategies employed at the Namibia Airports Company**

Based on the data collected and analyzed under this study, career development strategies that were practiced at the NAC to improve employee performance were determined to be career development

training and provision of financial assistance to employees for further studies.

a) **Career development training**

This came in ways such as the provision of career development programmes offered by the company to improve employee performance. This was confirmed by 82.05%, of which the majority further indicated and confirmed that they attended various training programmes ranging from 1 up to 6. Training was offered in the form of in-service training or on-the-job training, which was consented to by 65.4%.

However, this was different from the results obtained by Heffernan(2018) when he surveyed 109 sessional academics to determine the approaches to career development and support, where he found out that lack of career development was an issue and contributed negatively directly related to poor performance. This may be ruled out as not be a factor for underperformance at NAC. Heffernan (2018) was further confirmed to be true when the researcher found out that 94% of respondents under this study confirmed that training and development programs increased efficiency in employee performance and the lack of it is the opposite.

b) **Provision of financial assistance for further studies to employees**

Based on the results obtained in table 4.1 and figure 4.9 in this document, it was confirmed that NAC provided financial assistance to its employees to further their studies to improve employee performance to yield high output.

The results proved that the company provided financial assistance to those who wished to further their studies as part of career development which was one of the motives some officials are in the company being part of the benefits. However, it has also shown that although such incentives were available, they did not influence employee performance. This implies and continues to confirm that NAC provides career development opportunities to improve employee performance, yet the performance continues to deteriorate.

This was due to the company's lack and inadequate provision of some incentives, such as promotion and motivational factors. These results were similar to those obtained by Napiputulu et al., (2017) were they found out that career development had no direct influence on performance and that career development may be dependent on the extent or capabilities of an institution to provide organizational support and motivation and in the case of NAC failure to promote its employees upon completion of further studies or whenever positions were available

contributed largely to the unsatisfactory employee performance. Another study by Saina and Tuei (2015) found similar results that training, and career development contributed largely to employee performance in any institution.

### **7.2.3 Research Specific objective 3: To develop effective strategies for career development towards improving the organisational performance of the Namibia Airports Company**

One may not just focus on what is not done right and why it was not performed well but also look into how much can be improved. This was the reason why the researcher asked the respondents to suggest ways or strategies to improve employee performance in the organisation. Promotion and salary increment was among the most common strategies or ways suggested by respondents to improve employee performance at the NAC. This was obvious because many employees were aggrieved that salaries were not being increased because respondents were not promoted even when the vacant positions were made available or based on their work experience. These were followed by the provision of more training, which was suggested by more than 90% of the respondents.

Other strategies as pointed out by the respondents included but were not limited to equal opportunities to be granted to all employees in the organisation, provision of more in-service or on-the-job training, equal treatment for all employees in the organisation, provision of study grants, and not loans for further

studies by the company which is coupled with promotion after completion of studies and obtaining a qualification.

Others also suggested that the company should motivate good work by providing its employees with more benefits during their stay and retirement. The researcher also asked whether the performance management system that measures employee performance existed in NAC, and its existence in the company was confirmed by 64 respondents, although six were unsure and 8 denied its existence. This was done to ensure that employee performance was indeed measured to prove to correct the problem statement of this study.

Saina & Twei (2015) gave closely related recommendations upon completion of their research indicating that organisations should provide career development and training to their employees to enhance employee performance. However, Napiputulu et al., (2018) added further that training and career development were not the only components or strategies required for enhanced employee performance in an institution, recommending that other strategies such as motivation in the form of salary increment and promotion, supervisory support should be among other strategies for improving employee performance which yield highly motivated employee turnover.

### **4.7.3 Discussion of qualitative data results**

This data was categorised in themes based on activities practiced at NAC to improve employee performance as well as based on the responses received from respondents. The five categories were namely, training and development activities which includes on-the-job training and further studies, motivational activities, promotional activities, working environment as well as leadership skills. The results indicated that the company provide training and development in various forms such as workshops, short trainings as well further studies, they further provide incentives such as financial assistance to employees who furthered their studies outside the institution but within Namibia. Activities employed by the company to ensure improved employee performance were provision of all materials required for employees to execute their duties, provision of good supervisory activities such as incentives of rewarding best performing employees and provision of medical aid and retirement packages to its employees.

### **4.8 Summary**

This chapter dealt with data presentation, which was done using charts, graphs, and tables according to the research specific objectives. Analysis was done using thematic analysis and descriptive statistics, which represented both qualitative and quantitative data analysis. The data was analysed by use of percentages and proportions. Interpretation of data was made by use of explanatory notes after every graph, chart, and table. It also dealt with a discussion of results which were also done based on the research's three specific objectives. The results were

found, and the conclusions drawn to be that there was still poor performance while the NAC provided career development training programs due to lack of inadequate provision of other strategies required to improve employee performance in NAC. This was discussed further in the next chapter.

## **CHAPTER FIVE: SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS**

### **5.1 Introduction**

This chapter summarised the whole study as it was undertaken. It was portioned into sections, namely: summary of findings from the literature, summary of findings from the quantitative data, summary of findings from the qualitative data, Implications of the study, recommendations and conclusions,, all based on the findings of this study and other related studies undertaken by others. The recommendations were made to suggest future ways or actions for improving employee performance in the NAC.

### **5.2 Summary of the findings**

#### **5.2.1 Summary of findings from the literature**

Although career development is the main drive for employee performance, several studies revealed that employee performance is not only impacted by career development but by other factors which may be internal or external to an organization. These factors were among others, working environment, promotional, motivational, leadership etc. (Napiputulu et al., 2018).

Institutions and organizations which offered training as part of career development had a significant positive relationship between outstanding employee performance and provision of training, this entails that when an institution provides adequate training, employee performance increases and vice versa. (Sendawula et al., 2018) (Saina & Tuei, 2015). Napiputulu et al., (2017)

study findings tend to differ with Sendawula et al., (2018) and Saina & Tuei (2015) as it revealed that career development had no direct influence performance and that career development may be dependent on the extent or capabilities of an institution to provide organizational support and motivation.

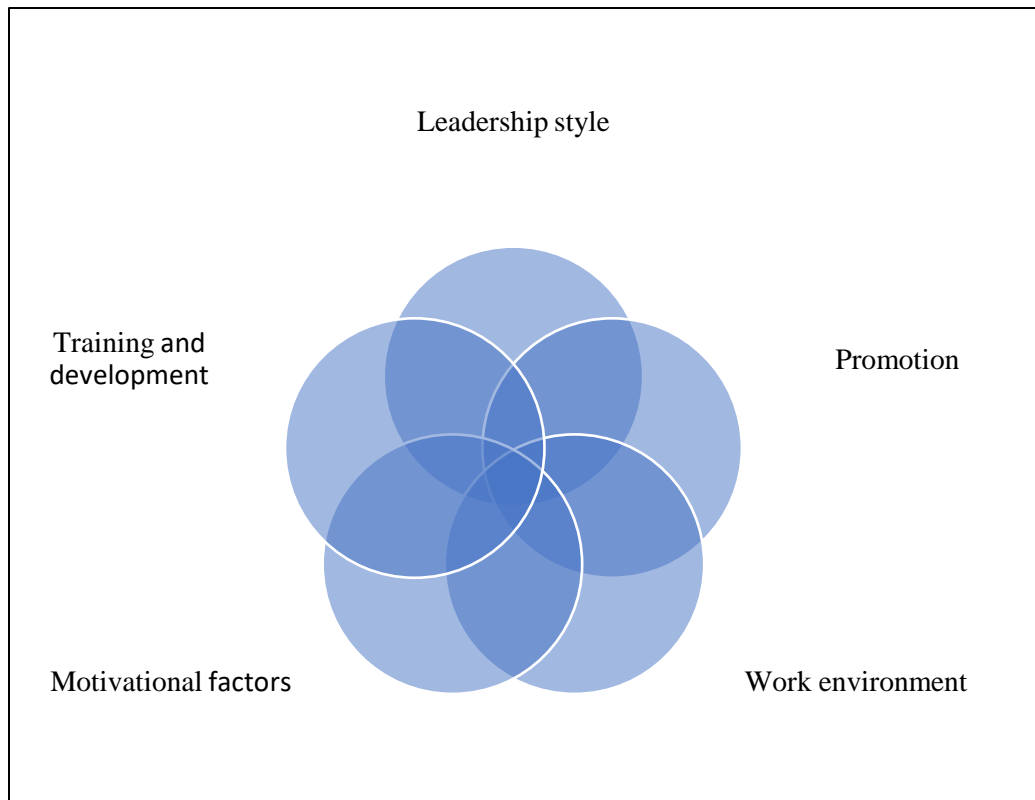
### **5.2.2 Summary of findings from the quantitative data**

The study revealed that NAC provide career development to its employees through provision of financial assistance for further studies, provision of training both on-the-job in terms of workshops and short training where majority got a chance to be trained not once or twice but several times and provision of long term courses outside the company. Majority utilized skills gained through those training in their current position which was coupled with alignment of their career goals with their duties. The study further revealed that career development programme increased efficiency in employee performance where those who were trained and furthered their studies indicated to have been executing their duties better compared to when they were not trained.

On the employee side the study revealed that poor performance was contributed by lack of incentives in the company like lack of promotion, lack of salary increment, poor supervisory and leadership skills executed by some supervisors however, this was opposite to the findings of middle and top management in the company.

### 5.2.3 Summary of findings from the qualitative data

By use of themes the study qualitatively revealed that there were other factors that affected employee performance either internal to career development or external as well as the current career development currently employed by NAC for employee performance. This revealed that NAC did not only employ career development to improve employee performance but also other factors in the sphere of work which are external to career development to increase employee performance and efficiency, these were promotion, leadership, working environment as well as training and development. This was also summarized in figure 5.1 below:



**Figure 5.1:** factors impacted the employee's performance

### 5.3 **Implication of findings emanated from the study**

Although this study was carried out for academic purposes only, its findings may be useful in various fields, institutions as well as at individual levels. Realising that employee performance is only affected by career development but also by other factors such as working environment, promotional factors, leadership skills and motivational activities which are not related directly to career development. NAC and other institutions should consider looking into these activities in future to fully improve employee performance of their employees.

The second implication was the varying information collected based on the activities which were being practiced in NAC to ensure improved employee performance, whereby the management indicated the company to have been providing incentives such as good working environment to its employees, promotion and adequate training, yet the employees gave an opposite indication that training and development was not adequate and there was no promotion in the company even when positions were available. This was conflicting information between the two parties.

## 5.4 **Recommendations**

Based on the results obtained, the recommendations or suggestions were drawn from responses as provided by respondents. Moreover, these were classified as below, based on the factors affecting employee performance:

### a) **Training and development**

Training and development are factors affecting employee performance and are also among the important tools for improving employee performance as it empowers employees to understand their work better and advancement in learning in this evolving world.

- The study recommended that the NAC provides training to all employees, especially on-the-job training, and provide scholarships to those furthering their studies in place of study loans.
- The study recommended that there should be an awareness campaign of all career development programs within the organisation that will help in developing the career path of the employees as this will boost the morale and ultimately the productivity of the employees
- The study recommended that frequent training should be provided, emphasising helping employees take advantage of existing prospects for higher positions of responsibility and better salary increments.
- The study also recommended that training should be provided to enable employees to gain the necessary skills to perform their job roles better,

thereby increasing productivity, and that management and leadership training should be the organisation's primary focus because it will help employees achieve optimal career growth.

- The study further recommended that the business needs to provide more consistent assistance, particularly by allocating sufficient resources to meet training objectives and by providing opportunities for employees to grow as a result of the training they receive.

**b) Leadership**

- Expectations from supervisors were to acknowledge good work from their subordinates, treat all employees fairly and equally, whereby grievances should be heard and resolved.
- That the supervisor should be a team player who has the interests of all employees at heart.

**c) Working environment**

- That the supervisor should applaud them for their outstanding performances and not just wait when things go wrong before they act.
- That the employees be given clear instructions on what is expected from them daily.
- Provision and availability of adequate material and equipment as required by employees to increase performance.

d) **Motivation**

- The company should consider increasing salaries for its employees was as part of its motivational strategies, which may improve employee performance at the NAC, which all 78 respondents suggested.
- Recognition and rewarding of outstanding performance as suggested by many respondents and exposure to opportunities such as further studies and training through their jobs.

e) **Promotion**

- There should be provision of opportunities for employees' promotion once they complete and obtain their highest qualifications and when such opportunities are made available.
- Employees should be promoted based on their experiences.

f) **Recommended areas for further study**

- Further research is highly recommended to include all NAC employees in Namibia because this study was only limited to those based in Windhoek.
- That similar research study be carried out in other organisations since each organisation is unique in terms of its core activities, expertise, and staffing capabilities

- That future researcher should research other factors that contribute to employee performance that were not covered by this study

## 5.5 Conclusion

All the objectives were met, whereby objective one was aimed at establishing the extent to which career development affected employee performance in the NAC, which was established, and the results indicated that career development has a positive and significant effect on employee performance to a greater extent, both negatively and positively. It impacted employee performance in a way that the company provided career development training to all its employees and that some supervisors were motivating employees to perform better by acknowledging outstanding performance as well as providing guidance on what is expected from employees, yet other supervisors were not motivating their subordinates.

Although the training was provided and incentives such as medical aid and retirement packages, employees were still performing low due to lack of promotion of employees, lack of salary increment, and provision of study loans that employees were expected to pay back. The second objective was aimed at the determination of career development strategies employed by the NAC to improve employee performance at the time of this study, and it was revealed through the results obtained that the NAC provided training both for further studies and on-the-job training for its employees. Most employees were also utilising their knowledge and skills, which they gained through training, of which some confirmed that theirs were aligned with their career goals.

There was also an existing performance agreement system employed by the organisation to measure employee performance which encouraged the majority to perform better. Although it was a minority, it was indicated that promotion was not available at the NAC. Furthermore, the last one was to develop effective strategies for career development towards improving the organisational performance in the organisation whereby respondents suggested many strategies such as promotion, salary increment, and provision of scholarships to those who wished to further their studies instead of study loans among others.

It was therefore concluded and confirmed based on the findings that indeed the NAC provided training programs as well as financial assistance to the employees and motivating career development, yet there was poor performance among employees because of lack of promotion after one has completed their studies or when promotional positions were made available. Employee performance is affected by the type of leadership employed in an institution, motivation strategies employed, work environment, and training and development, as was the case for the NAC. The study concluded that the career development system in the organisation needs to be managed effectively and efficiently because there are still employees who are less satisfied with career development in the organisation. This can be done by providing transparent information in terms of promotional opportunities in the organisation to all employees.

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## APPENDICES

### Appendix A: Questionnaire

#### INSTRUCTIONS

1. Complete all the questions with honesty.
  2. Please do not put your name on this questionnaire.
  3. Complete both parts A, B, and C of the questionnaire and be assured that your information is confidential and anonymous.
  4. All answers will be treated with strict confidentiality, and your contribution to the survey is highly valued.
- 

This study aim is to gather information on the impact of career development on employee performance at Namibia Airports Company in Windhoek.

#### Section A: Demographical and Biographical Information

Mark with X in the appropriate box or write an answer in the space provided where applicable.

1.	Gender of the respondent	
a	Male	
b	Female	
2.	Age of the respondent	
a	Below 25 years	
b	25-30 years	
c	30-40 years	
d	40-50 years	

e	50-60 years	
3.	Your highest level of education	
a	Grade 10-12	
b	National Diploma	
c	Bachelor's Degree	
d	Honours Degree	
e	Master's Degree	
4.	Name of your department	
a	Office of the CEO	
b	Commercial Services	
c	Finance & Administration	
d	Human Resources	
e	IDAC	
f	Airport Operations	
g	ICT	
h	Legal	
i	Risk & Compliance	
5.	Your title in the company	
a	Non-Management	
b	Middle Management	
c	Executive Management	
6.	Your duration in the company	
a	0-2 years	

b	3-5 years	
c	6-10 years	
d	Ten and above	
<b>Section B</b>		
Mark with X in the appropriate box or write an answer in the space provided where applicable		
<b>Career development skills on employee performance</b>		
1.	Does your organisation provide training programs to the employees?	
a	Yes	
b	No	
c	Unsure	
2.	Does your organisation give financial assistance to employees who want to further their studies?	
a	Yes	
b	No	
c	Unsure	
3.	Have you attended any training programs?	
a	Yes	
b	No	
c	Unsure	
4.	How many training sessions have you attended	
a	1-2	
b	3-4	

c	5-6	
5.	Are you utilizing the training skills and knowledge acquired through the training program?	
a	Yes	
b	No	
c	Unsure	
6.	Do you think training and development programs increase the efficiency in employees' performance?	
a	Yes	
b	No	
c	Unsure	
7.	Does your job in alignment with your career goals?	
a	Yes	
b	No	
c	Unsure	
8.	Do you have a Performance Management System in your organisation?	
a	Yes	
b	No	
c	Unsure	
9.	Do you receive constructive performance feedback from your supervisor?	
a	Yes	
b	No	

c	Unsure	
10.	Does your company promote the employees after they obtain their highest qualification?	
a	Yes	
b	No	
c	Unsure	
11.	Are you happy with your current position?	
a	Yes	
b	No	
c	Unsure	
<b>Section C</b>		
Mark with X in the appropriate box or write an answer in the space provided where applicable		
<b>Factors affecting employee performance</b>		
<b>Training and development</b>		
1	Opportunities for career advancement in the organisation exist?	
a	Strongly Agree	
b	Agree	
c	Neutral	
d	Strongly Disagree	
e	Disagree	
2.	Good opportunities for continuing education are available	
a	Strongly Agree	

b	Agree	
c	Neutral	
d	Strongly Disagree	
e	Disagree	
3	Necessary training is given to ensure job effectiveness	
a	Strongly Agree	
b	Agree	
c	Neutral	
d	Strongly Disagree	
e	Disagree	
4.	In-service/on-the-job training adequately is made available to the employees	
a	Strongly Agree	
b	Agree	
c	Neutral	
d	Strongly	
e	Disagree	
5.	Incompetent employees are identified and provided with the necessary support	
a	Strongly Agree	
b	Agree	
c	Neutral	
d	Strongly Disagree	
e	Disagree	

<b>Leadership</b>		
1	My supervisor coaches and empowers me on what needs to be done	
a	Strongly Agree	
b	Agree	
c	Neutral	
d	Strongly Disagree	
e	Disagree	
2.	My supervisor suggests new ways of doing things	
a	Strongly Agree	
b	Agree	
c	Neutral	
d	Strongly Disagree	
e	Disagree	
3.	My supervisor waits for things to go wrong before acting	
a	Strongly Agree	
b	Agree	
c	Neutral	
d	Strongly Disagree	
e	Disagree	
4.	My supervisor is unbiased and treats every employee without discrimination	
a	Strongly Agree	
b	Agree	
c	Neutral	
d	Strongly Disagree	

e	Disagree	
5.	My supervisor expresses satisfaction when I meet expectations	
a	Strongly Agree	
b	Agree	
c	Neutral	
d	Strongly Disagree	
e	Disagree	
6	My supervisor encourages me to do more than I usually am expected to do	
a	Strongly Agree	
b	Agree	
c	Neutral	
d	Strongly Disagree	
e	Disagree	
7	My supervisor leads by example	
a	Strongly Agree	
b	Agree	
c	Neutral	
d	Strongly Disagree	
e	Disagree	
<b>Working environment</b>		
1	all employees are treated equally	
a	Strongly Agree	
b	Agree	

c	Neutral	
d	Strongly Disagree	
e	Disagree	
2.	Grievances are satisfactory resolved	
a	Strongly Agree	
b	Agree	
c	Neutral	
d	Strongly Disagree	
e	Disagree	
3.	Employees are encouraged to socialize, collaborate and feel more relaxed	
a	Strongly Agree	
b	Agree	
c	Neutral	
d	Strongly Disagree	
e	Disagree	
4	I always have the resources necessary to carry out my duty (e.g., stationeries, tools, and equipment	
a	Strongly Agree	
b	Agree	
c	Neutral	
d	Strongly Disagree	
e	Disagree	
<b>Motivation</b>		

1	I am earning a salary that affords me a decent life	
a	Strongly Agree	
b	Agree	
c	Neutral	
d	Strongly Disagree	
e	Disagree	
2.	The company has good benefits (e.g., medical aids, study benefits, and forms of leave)	
a	Strongly Agree	
b	Agree	
c	Neutral	
d	Strongly Disagree	
e	Disagree	
3	Good performance is recognized and rewarded	
a	Strongly Agree	
b	Agree	
c	Neutral	
d	Strongly Disagree	
e	Disagree	
4	My job exposes me to a lot of opportunities	
a	Strongly Agree	
b	Agree	
c	Neutral	
d	Strongly Disagree	
e	Disagree	

5	Nothing motivates me, I am just here because there is nowhere else to go	
a	Strongly Agree	
b	Agree	
c	Neutral	
d	Strongly Disagree	
e	Disagree	
<b>Promotion</b>		
1	The company promoted employees when the position became vacant	
a	Strongly Agree	
b	Agree	
c	Neutral	
d	Strongly Disagree	
e	Disagree	
2	The company promotes employees based on their experiences	
a	Strongly Agree	
b	Agree	
c	Neutral	
d	Strongly Disagree	
e	Disagree	
3	All employees are happy with the chances of promotion	
a	Strongly Agree	
b	Agree	
c	Neutral	

d	Strongly Disagree	
e	Disagree	
4	Long term employees are given bonuses when they reach 60 years	
a	Strongly Agree	
b	Agree	
c	Neutral	
d	Strongly Disagree	
e	Disagree	
<b>Section D</b>		
<b>Strategies to improve employee performance at NAC</b>		
1.	What will you recommend regarding career development in your organisation in the future?	
a		
b		
c		
d		
2.	What do you suggest are the best ways to improve employee performance in your organisation?	
a		
b		
c		
d		
3.	What do you think will motivate you to perform better in your organisation?	

a	
b	
c	
d	
<b>Thank you very much for your participation.</b>	

## Appendix B: Permission letter from Namibia Business School (NBS)



29 September 2021

TO WHOM IT MAY CONCERN

**Re: MBA Management Strategy, Student – Ms Hilya N Heita, Student No: 219041393**

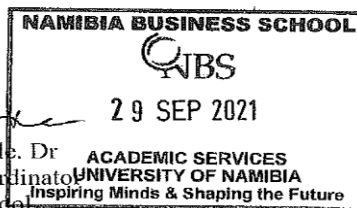
As part of our Masters Programme, students are expected to submit a research report after completion of their course-work. They need to explore in detail, some concepts and issues pertaining management strategies. To do that effectively, they need to conduct interviews and obtain practical examples.

Ms Heita, has chosen your organization to approach for information. It is against this background that I wish to kindly request you to assist with the information her requires. Accept our assurance that the data will be used for academic purposes only. A copy of the completed document will be available at the Namibia Business School for perusal. Her research synopsis indicates that her topic touches on *“Investigating the impact of career development on employee performance at Namibia Airports Company”*

Your kind assistance is highly appreciated.

Yours sincerely

Greenfield Mwakipesile, Dr  
Senior Research Co-Ordinator  
Namibia Business School  
University of Namibia  
Tel: +246 61 413 500  
Fax: +246 61 413 512  
Email: [mwakipg@nbs.edu.na](mailto:mwakipg@nbs.edu.na)



340 MandumeNdemufayo Ave. – Private Bag 16004 – Pionierspark – Windhoek – Website: [www.nbs.edu.na](http://www.nbs.edu.na)  
Tel: + 264 (61) 413500 – Fax +264 (61) 413512 – E-mail: [info@nbs.edu.na](mailto:info@nbs.edu.na)

## **Appendix C: Request for permission to conduct research at NAC**

PO Box 20687  
Windhoek

06 October 2021

Mr. Bisey /Uirab  
Chief Executive Officer  
Namibia Airports Company  
PO Box 23061  
**WINDHOEK**

**RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT NAC  
DUTY STATIONS**

I, Hilya Ndinela Heita, am a full-time employee of Namibia Airport Company in the department of Commercial Services. Currently, I am in the process of collecting primary data as part of a master's research study being undertaken at the University of Namibia (NBS). The Namibia Business School has recently issued a permission letter for the data collection phase to commence.

The research title is: "***Investigating the impact of career development on employee performance at Namibia Airport Company.***" This study will not only fulfil the academic obligations for the research, but the findings may assist NAC management in making a sound decision to improve its employees' performance. Based on the above, I am writing to seek permission/approval from NAC to undertake research and carry out data collection at HKIA, Eros Airport, and NAC Head Office in Windhoek.

All responses will be kept confidential. Other ethical considerations will be observed, such as the right to privacy, voluntary participation, refusal to answer specific questions, and informed and coercion-free consent. Your help in this matter will be highly appreciated.

Yours sincerely,

Hilya Nd Heita  
Student No: 219041393  
Mobile: 0812836767

## Appendix D: Authorisation letter from the NAC



Namibia Airports Company Limited  
(Registration No. 98/472)  
Established in terms of Act 25 of 1998  
P.O. Box 23061, Windhoek  
5th Floor, Sanlam Centre  
145 Independence Avenue  
Tel: +264 61 2955000  
Fax: +264 61 2955022  
E-mail: [communications@airports.com.na](mailto:communications@airports.com.na)  
Website: [www.airports.com.na](http://www.airports.com.na)

Enquiries: HR  
Tell: 061 295 5115

11 October 2021

**Ms. Hilya Heita  
Hand Delivered  
Windhoek  
Namibia**

Dear Ms. Heita,


### **REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT NAC DUTY STATIONS**

The NAC hereby wishes to inform you that your request to conduct academic research has been approved. This permission is granted to the extent that the questionnaire does not require the disclosure of confidential matters and the information you gather is strictly for academic purposes as mentioned in your request letter.

Therefore, you are advised to observe all protocols and abide to the general research ethics, and you are requested to submit a copy of your final research paper to the NAC: Human Resources Department.

I wish you all the best in your academic studies.

Yours faithfully,

  
Josephine Soroses

**EXECUTIVE: HUMAN RESOURCES**

## **Appendix E: Letter to respondents**

Dear respondents,

My name is Hilya Ndinela Heita, a post-graduate student at the University of Namibia pursuing a Master's Degree in Business Administration, Management Strategy. The study's purpose is to investigate the impact of career development on employee performance at NAC.

Your participation will assist in building more excellent knowledge and understanding of the impact of career development on employee performance at NAC. Therefore, your consent is required to participate in this study by completing the questionnaire. Confidentiality is guaranteed, and your participation is voluntary. You may withdraw from participation at any point during the proceedings.

I therefore kindly request you to assist me in providing your views in this regard, as your opinions will be of great importance. Please note that this is for academic purposes and that all your information would be treated with confidentiality.

Thank you for your time and cooperation

Yours sincerely,

Hilya Ndinela Heita

Mobile: 0812836767

Email: watembi70@gmail.com

## Appendix F: Language Editing Certificate



The Rev. Dr. Greenfield Mwakipesile

ThD, MBA, HBS | mwakipg@outlook.com

### CONTACT

PO Box 99539,  
UNAM,  
Namibia

### LANGUAGE & COPY-EDITING CERTIFICATE

24<sup>th</sup> November 2021

**RE: LANGUAGE, COPYEDITING AND PROOFREADING OF HILYA NDINELAO HEITA'S THESIS FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE OF THE NAMIBIA BUSINESS SCHOOL OF THE UNIVERSITY OF NAMIBIA**

This certificate serves to confirm that I copyedited and proofread **HILYA NDINELAO HEITA'S** Thesis for the **MASTER OF BUSINESS ADMINISTRATION DEGREE** entitled: **INVESTIGATING THE IMPACT OF CAREER DEVELOPMENT ON EMPLOYEE PERFORMANCE AT THE NAMIBIA AIRPORTS COMPANY**

I declare that I professionally copyedited and proofread the thesis and removed mistakes and errors in spelling, grammar, and punctuation. In some cases, I improved sentence construction without changing the content provided by the student. I also removed some typographical errors from the thesis and formatted the thesis so that it complies with the University of Namibia's guidelines.

I am a trained language and copy editor and have edited many Postgraduate Diploma, Masters' Thesis, Dissertations and Doctoral Dissertations for students studying with universities in Namibia, Zimbabwe, Eswatini, South Africa and abroad. I have also copy-edited company documents for companies in the region and abroad.

Please feel free to contact me should the need arise.

Yours Sincerely,

A handwritten signature in black ink, appearing to read "Dr. Greenfield Mwakipesile".

The Rev. Dr. Greenfield Mwakipesile



[greenfield.mwakipesile](mailto:greenfield.mwakipesile)



[@mwakipg](https://twitter.com/mwakipg)



[+264813901701](tel:+264813901701)



[Dr. Greenfield Mwakipesile](#)




## Appendix G: Report for Similarity



### Document Information

Analyzed document	Final Thesis, 19 November, 2021.docx (D119256041)
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Submitter email	watemb70@gmail.com
Similarity	1%
Analysis address	mwakipg.unam@analysis.orkund.com

### Sources included in the report

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<b>SA</b>	<b>University of Namibia / BERNARD THESIS -EVALUATING THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP.docx</b> Document BERNARD THESIS -EVALUATING THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP.docx (D117005882) Submitted by: dlamini.bernard6@gmail.com Receiver: mwakipg.unam@analysis.orkund.com	 2
<b>W</b>	URL: <a href="http://ijmas.iraz.in/author.php?author=Ng">http://ijmas.iraz.in/author.php?author=Ng</a> Fetched: 2021-11-20T07:21:00.0000000	 1