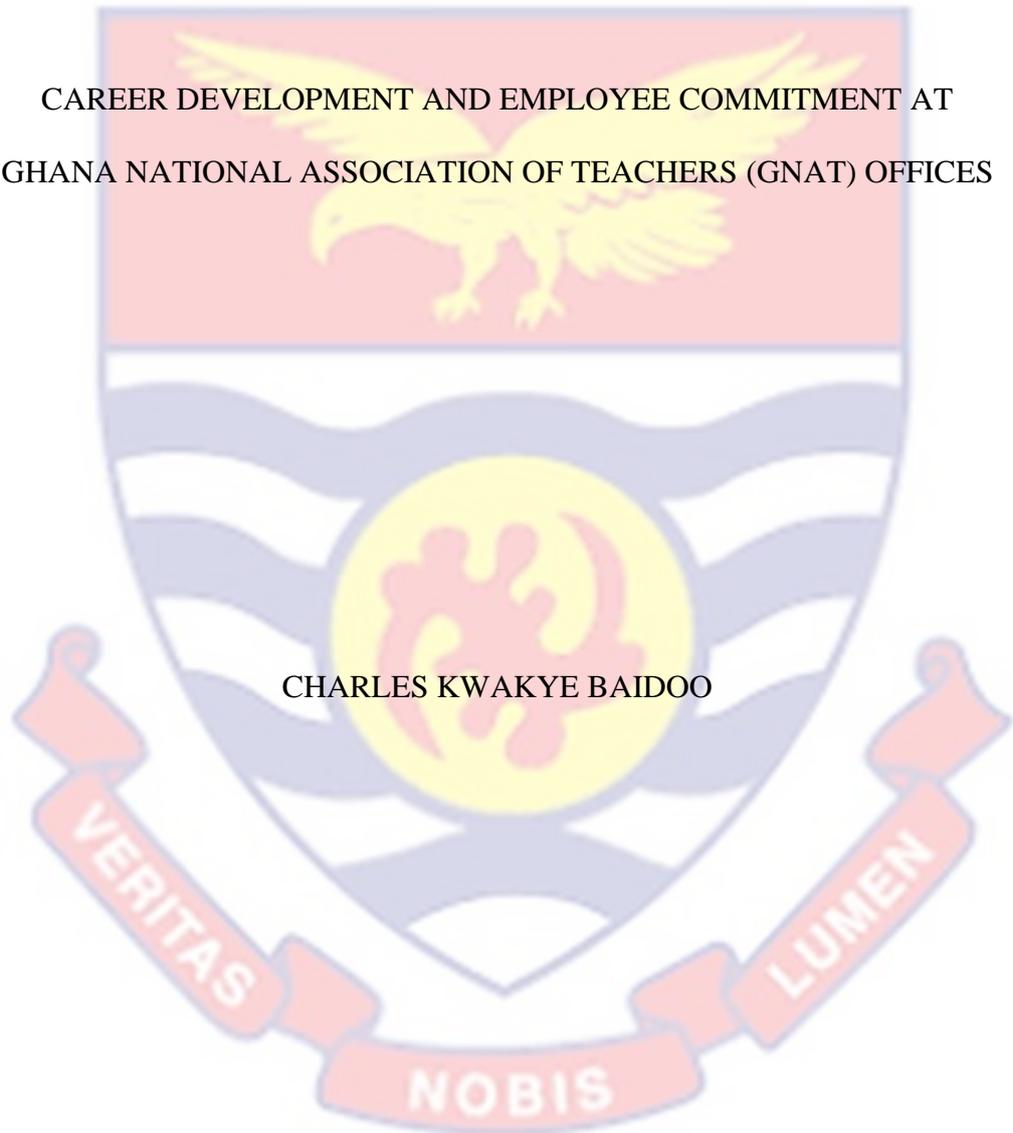


UNIVERSITY OF CAPE COAST

CAREER DEVELOPMENT AND EMPLOYEE COMMITMENT AT  
GHANA NATIONAL ASSOCIATION OF TEACHERS (GNAT) OFFICES



CHARLES KWAKYE BAIDOO

2021

UNIVERSITY OF CAPE COAST

CAREER DEVELOPMENT AND EMPLOYEE COMMITMENT AT  
GHANA NATIONAL ASSOCIATION OF TEACHERS (GNAT) OFFICES

BY

CHARLES KWAKYE BAIDOO

Dissertation submitted to the Department of Human Resource of the School of Business, College of Humanities and Legal Studies, University of Cape Coast in partial fulfilment of the requirements for the award of Master of Business Administration degree in Human Resource Management.

OCTOBER 2021

## DECLARATION

### Candidate's Declaration

I hereby declare that this thesis is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature..... Date.....

Name: Charles Kwakye Baidoo

### Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision laid down by the University of Cape Coast.

Supervisor's Signature..... Date.....

Name: Dr. (Mrs.) Elizabeth C. Annan-Prah

## ABSTRACT

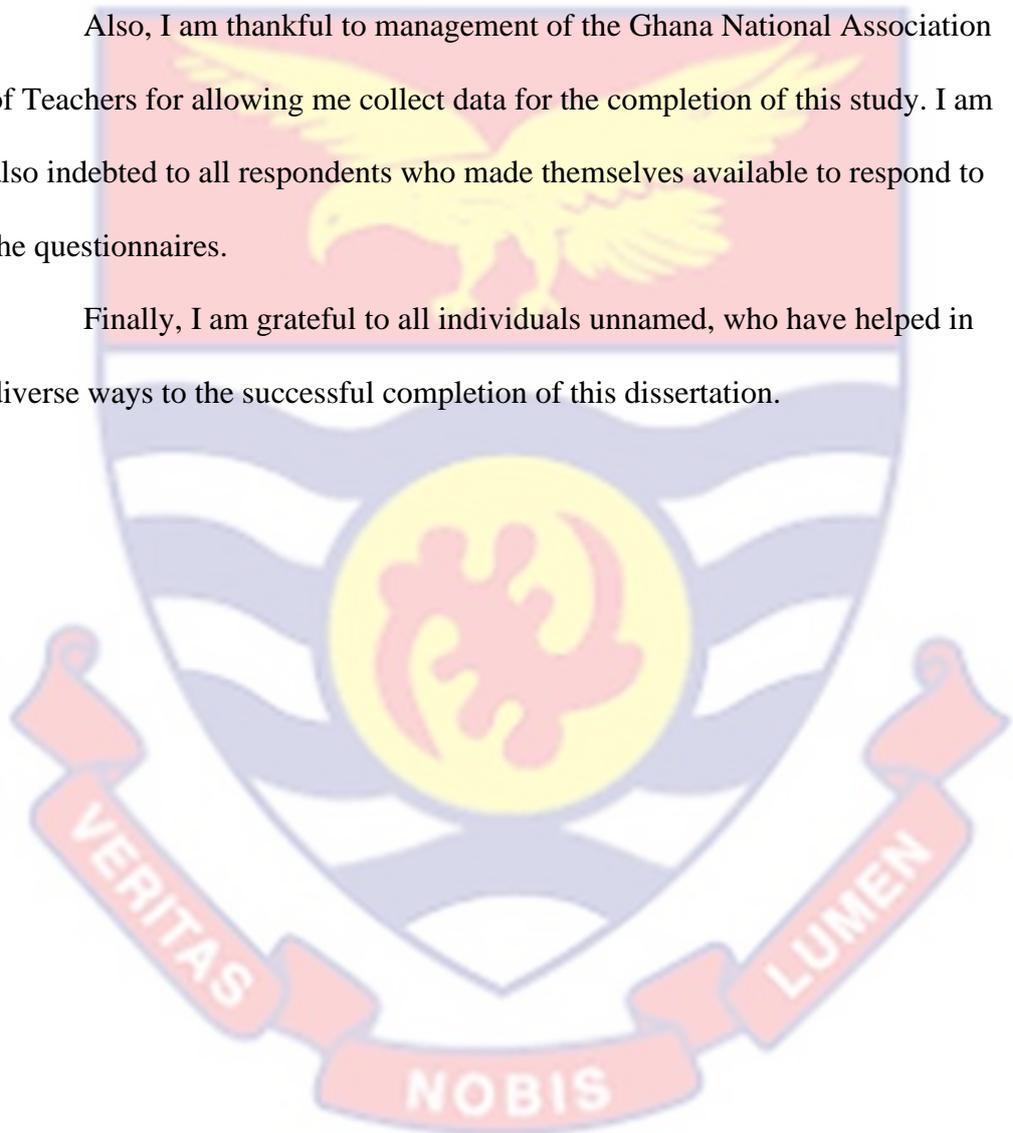
The study examined the influence of career development and employee commitment at the Ghana National Association of Teachers' offices. Specifically, three research objectives were investigated, to: assess the perception level of employees on selected dimensions of career development; assess the level of employees' commitment; analyse the effect of selected dimensions of career development on employees' commitment. The study adopted the quantitative approach and descriptive correlational design. A structured questionnaire was used to gather data from all the 110 employees of the organisation. The data was then processed using the IBM SPSS Statistics (version 26) software. Both descriptive (means and standard deviations) and inferential statistics (multiple regression) were used to address objectives of the study. The study found mentoring, coaching and job enrichment as the dimensions of career development applicable in the organisation. The study also found high levels of employee commitment in the organisation. The study finally found that career development through mentoring, coaching and job enrichment had significant positive influence on employees' commitment. The study therefore recommends that management of the organisation should emphasise on continuously developing and strengthening the career development programs of the institution across the country to meet the demands of the employees.

## ACKNOWLEDGEMENTS

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Also, I am thankful to management of the Ghana National Association of Teachers for allowing me collect data for the completion of this study. I am also indebted to all respondents who made themselves available to respond to the questionnaires.

Finally, I am grateful to all individuals unnamed, who have helped in diverse ways to the successful completion of this dissertation.



## DEDICATION

To my caring and supportive family.



## TABLE OF CONTENTS

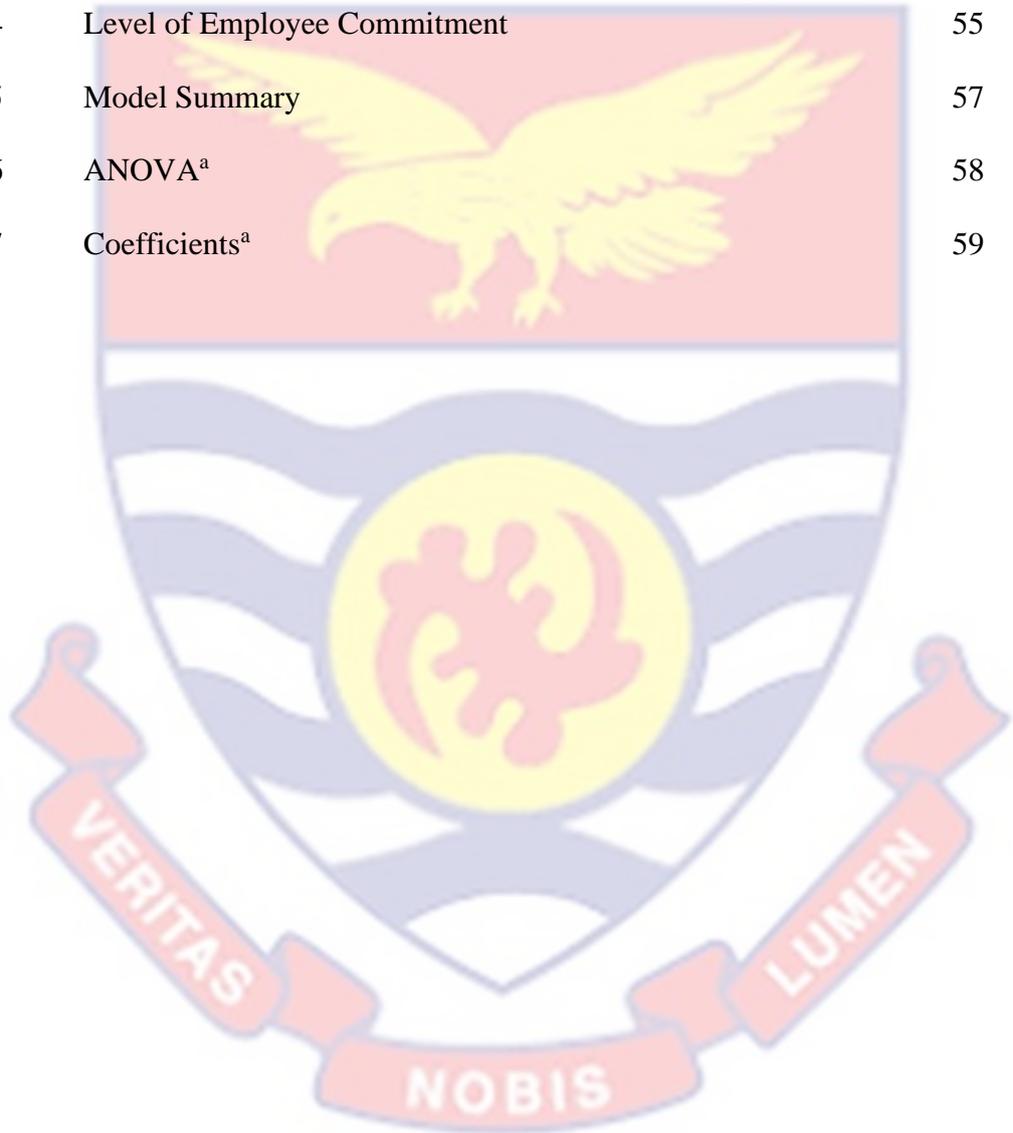
	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	7
Research Objectives	8
Research Questions	9
Significance of the Study	9
Delimitation of the Study	10
Limitation	10
Organisation of the Study	11
CHAPTER TWO: LITERATURE REVIEW	
Introduction	12
Theoretical Review	12
Trait and Factor Theory	12
Social Exchange Theory	13
The Conceptual Review	14
The Concept of Career Development	14

Mentoring	19
Coaching	21
Job Enrichment	22
Stages of Career Development	23
Stage 2: Entering the Organisation	24
Stage 3: Early Career: Establishment as a Young Professional	24
Stage 4: The Mid-Career	25
Stage 5: Late Career	25
Employee Commitment	26
Affective Commitment	27
Continuance Commitment	28
Normative Commitment	29
Empirical Review	30
Conceptual Framework	35
Chapter Summary	36
<b>CHAPTER THREE: RESEARCH METHODS</b>	
Introduction	38
Research Philosophy	38
Research Approach	39
Study Area	42
Population	43
Sample and Sampling Procedure	44
Data Collection Instrument	44
Data sources and Collection Procedure	45
Ethical Issues	46

Reliability and validity	47
Data Processing and Analysis	48
Chapter Summary	48
<b>CHAPTER FOUR: RESULTS AND DISCUSSION</b>	
Introduction	49
Demographic Characteristics of Respondents	49
Findings of the Research Objectives	51
Assessing the perception level of employees on selected dimensions of career development	53
Assessing the Levels of Employee Commitment	55
Influence of Selected Dimensions of Career Development on Employee Commitment	57
Chapter Summary	60
<b>CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b>	
Introduction	61
Summary	61
Conclusions	62
Recommendations	63
Suggestions for Further Research	64
REFERENCES	65
APPENDIX : Questionnaire	77

## LIST OF TABLES

Table		Page
1	Reliability and Validity of Scale from Pilot Study	48
2	Demographic characteristics of respondents	50
3	Dimensions of Career Development	53
4	Level of Employee Commitment	55
5	Model Summary	57
6	ANOVA <sup>a</sup>	58
7	Coefficients <sup>a</sup>	59



## LIST OF FIGURES

Figure		Page
1	The Conceptual Framework	36



## CHAPTER ONE

### INTRODUCTION

Career development has been touted by scholars and practitioners, particularly in recent years as one of the prominent elements that could be manipulated by firms to spur the commitment of employees. As a result of this, many organisations in this new world of work constantly improve on how to attract talented workers who will remain committed to the organisation. The purpose of this study is to investigate the effect of career development and employees' commitment at Ghana National Association of Teachers (GNAT) Offices of Ghana. This introduction chapter of the study covers general overview, background of the study, statement of the problem, its relevance to practice and academia, delimitations of the study and the organisation of the entire research process.

#### **Background to the Study**

Organisations need to consider effective management of the relational aspects of the psychological contract between employees and employers based on the protean careers which require individuals to acquire and develop a set of personal skills and competencies such as continuous learning, tolerance for ambiguity and uncertainty, autonomy, self-awareness and self-efficacy to gain competitive advantage (Ballout, 2009). Employees commitment to career is an important factor that should be taken into consideration by companies regardless of fierce competition. It can be said that employees that are highly committed to their career become more successful and express higher organisational performance (Cicek, Karaboga & Sehitoglu, 2016). In view of Patton and McMahon (2014) career development is a lifelong process of getting

ready to make choices from among the many occupations available in our society.

Career development is very important for employee motivation and satisfaction and researchers have argued that career development is linked to organisational commitment (Ake, 2019; Spagnoli & Weng, 2017; Wang, Weng, McElroy, Ashkanasy & Lievens, 2014). Weng, McElroy, Morrow and Liu (2010) and Li, Ning, Long and Duo (2017) assert that individuals within an organisation expect their employers to provide aid in the development of their careers (in the sense of a psychological contract) and when this is fulfilled, their commitment to the organisation is increased. Spagnoli and Weng (2017) also argue that career prospects within the organisation play a vital role in shaping commitment. They further posited that workers are often willing to tolerate short term dissatisfaction if the longer-term prospects seem promising. Wang et al. (2014) noted that formal career management activities driven by the organisation including training and assessment centres, significantly influence organisational commitment in the positive direction. In addition, informal career management activities such as mentoring and career advice lead to increase in career self-management activities carried out by the concerned individuals in the form of networking, which in turn yields more formal organisational career help (Kamal, Aghbary & Atteia, 2016).

Although, consensus has not been reached on how career development could be conceptualised and measured, previous researchers argue that, the concept manifest in the form of mentoring, coaching, job enrichment, training, job enlargement, career advancement, career counseling, career growth prospect and career opportunities (Dialoke & Wabara, 2017; Adamu, Daddie &

Ebikeseye, 2017; Osibanjo, Oyewunmi & Ojo, 2014; Agba, Festus & Ushie, 2010). Mentoring refers to planned early intervention designed to provide timely instruction to mentees throughout their apprenticeship, to shorten the learning curve, reinforce positive work ethics and attitudes, and provide mentees with role models (Hipes & Marinoni, 2005). According to Dialoke and Wabara (2017), job enrichment concerns a situation where an employee is assigned to a task higher than the one, he or she is performing.

Job enrichment can also be referred to as a situation where an employee is given a responsibility as a result of the experience acquired over the years or due to educational advancement (Nurun Nabi & Dip, 2017). Wehrich, Cannice and Koontz (2008) point out that job enrichment is “building into jobs a higher sense of challenge and achievement. In view of Gallaway (2011), coaching is the art of creating an environment, through conversation and a way of being that facilitates the process by which an employee can move towards desired goals in a fulfilling manner. It requires one essential ingredient that cannot be taught; caring not only for the external result but for the person being coached (Lauwerier, Van Poel, Van der Veken, Van Roy & Willems, 2020).

Employee commitment is regarded as a feeling of devotion to one’s organisation, willingness to work hard for the employer and the intent to remain with the organisation (Jeet & Sayeed, 2014). Robbins and Coulter (2009) concurred that commitment is the degree to which an employee identifies with a particular organisation and its goals and wishes to maintain membership in that organisation. Bartlett (2001) noted that employee commitment concerns employees’ level of attachment toward the organisation and that the attachment will advance the employees’ willingness to remain in the organisation. Meyer

& Allen (1997) who are pioneers of the concept of commitment described it as staying at the organisation, attending work regularly, protecting company assets, and sharing company goals. They further described organisational commitment as a psychological link between employees and their organisations that makes them less likely to leave the organisations voluntarily for the employers.

Researchers have found significant nexus between the dimensions of career development and employee commitment. Dialoke and Wabara (2017) examined the relationship between mentoring and job enrichment to enhance employee commitment in the higher institutions and found significant positive relationship between the constructs. Furthermore, the study of Adamu, Daddie & Ebikeseye (2017) found that training, career growth prospects and mentoring were positively related to employee commitment in public sector firms in Nigeria. Career development has been found in many settings to be positively related to employee commitment (Ake, 2019; Spagnoli & Weng, 2017; Wang, Weng, McElroy, Ashkanasy & Lievens, 2014). Agba, Festus and Ushie (2010) examined the relationship between career development and employee commitment in industrial organisations, in Calabar, Cross River State, Nigeria. Findings of their study showed that, career advancement, career counseling and career opportunities significantly influence employee commitment.

Çiğdem and Belgin (2014) examined the impact of career development programmes in organisations, and organisational commitment on employees' job satisfaction. Result of their findings revealed that career development and organisational commitment affects job satisfaction directly and positively, whereas career development programmes in organisations do not affect the level

of employee's job satisfaction. Moreover, Aina, Adeyeye and Ige (2012) investigated the relationship between organisational culture and employees' commitment in public tertiary institutions in Lagos State, Nigeria. Results of their study showed that there is a significant relationship between organisational culture and employees' commitment in public tertiary institutions in Lagos State. Several other scholars found that, mentoring, coaching, training and career counselling are positively associated with employee commitment (Ake, 2019; Ahmed, 2015; Kaya & Ceylan, 2014; Ampoty, 2014). According to the social exchange theory which forms the foundation of this study, when an organisation treats their employees fairly and values their efforts and provides a comfortable working environment, the employees will feel obligated to support the organisation to achieve its goals (Allen, Shore & Griffeth, 2003). The employee's act of support can include higher organisational commitment (Restubog, 2013).

The trait and factor theory proposed by Parsons (1909) further asserts that the individuals' needs and values can only be fully realised when they are matched with those jobs which are relevant to such needs and values. Thus, an organisation that seek the welfare of employees through relevant career development programmes including mentoring, coaching, training, job enrichment is able to capture employees' commitment (Mulyadi, 2020; Rahayu, Rasid & Tannady, 2019). Relying also, on the social exchange theory developed by Blau (1964), the author emphasised that employees will psychologically feel they have to reciprocate certain behaviours in response to what an organisation is offering them. This theory suggests that employees feel indebted to their organisation if their organisation undertakes practices such as seeking the

development of employees through mentoring, counseling, training and job enrichment (Githu, 2018; Hawkins, 2012). This suggests that employees who are happy with the career development practices may be, willing to make significant strides in their endeavor to meet organisational objectives through their commitment (Kessuwan & Muenjohn, 2010; Mitic, Vukonjanski, Terek, Gligorovic & Zoric, 2016).

The Ghana National Association of Teachers (GNAT) was formed in 1931 to seek the welfare of its members, which constitutes teachers of pre-tertiary schools and institutions in Ghana. Premised on mission to “campaign effectively on behalf of membership through legitimate channels, for improved terms and conditions of service in line with national labour laws and International Labour Organisation (ILO) conventions and recommendations; provide professional development and socio-economic services for our members; ensure that a high standard of education is necessary for the preservation of a democratic society; work with the most cost-effective and efficient processes through team spirit in collaboration with stakeholders to achieve corporate goals; ensure that there is constitutionalism, the rule of law, social justice, democratic governance and safe environment”, the Association has opened offices across Ghana to coordinate its activities and mandates. With these missions, the Association needs committed employees to help execute them.

This study will contribute knowledge to management of GNAT on how embarking career development practices will enhance employee commitment.

### Statement of the Problem

In the era of globalisation, employee commitment has become persistent challenge in organisations and is common in every type and size of organisation and at every organisational level (Afebia, 2016). Evidence suggests that there has been increasing rate of lack of commitment among teachers in Ghana due to low morale, reward systems, advanced career development opportunities and educational policies (Sam, Effah & Osei-Owusu, 2014). Again, anecdotal evidence and researcher's observations as a result of being an employee of the association working under one of the offices in Ghana, the researcher has observed that commitment level of employees towards their work is not encouraging. This phenomenon has led to receipt of several complaints from clients on grounds of delay in processing of their documents when seeking certain reliefs from the association.

Despite the significant influence of career development on employee commitment established by prior researchers in other countries and different sectors (Ake, 2019; Agba, Festus & Ushie, 2010; Çiğdem & Belgin, 2014; Spagnoli & Weng, 2017; Wang, Weng, McElroy, Ashkanasy & Lievens, 2014), such evidence is yet to be visited in Ghana particularly among teacher unions. Also, conclusions drawn from these studies have failed to illustrate how organisations can leverage on career development practices for the attainment of employee commitment in institutions (Chung-Chieh & Chih-Jen, 2013). For instance, Chung-Chieh and Chih-Jen (2013) postulated that, although, researchers and policymakers are concerned about the antecedents of career development in influencing employee commitment, efforts have not yet been

made to holistically examine the collaborative effect of the elements on commitment.

Again, evidence on employee commitment has barely scratched the surface from the perspective of the Sub-Saharan African workers and there are factors that make such inquiry important (Rees, Alfes, & Gatenby, 2013; Dalgic, 2014; Kumasey, Eric-Delle & Ofei, 2014). Based on the foregoing exposition and gaps identified, this study therefore, focuses on the perception of employees on selected dimensions of career development and how the career dimensions affect their commitment at the Ghana National Association of Teachers' offices across Ghana.

### **Research Objectives**

The overall objective of this study seeks to investigate career development and employee commitment at the Ghana National Association of Teachers' offices. To achieve this objective, the study will focus on the following specific objectives:

1. to assess the perception level of employees on selected dimensions of career development at the Ghana National Association of Teachers' offices.
2. to assess the level of employees' commitment at the Ghana National Association of Teachers' offices.
3. to analyse the effect of selected dimensions of career development on employees' commitment at the Ghana National Association of Teachers' offices.

### **Research Questions**

The research questions proposed to accomplish the objectives of the study include:

1. what is the perception level of employees on selected dimensions of career development at the Ghana National Association of Teachers' offices?
2. what is the level of employees' commitment at the Ghana National Association of Teachers' offices?
3. what is the effect of selected dimensions of career development at the Ghana National Association of Teachers' offices?

### **Significance of the Study**

The findings of the study will help organisations and managers to implement career development programmes or practices that will result in staff commitment to organisations. Effective career development support is important not only for individuals but also for the organisations that employ them. For both of them, it is part of a strategy of achieving resilience to handle change more effectively. The study will also help employers, including management of GNAT, to realise the importance of having career development systems and their unmatched benefits. There is again, an important role of career development for public policy makers in encouraging and supporting employers in providing career development services for their employees and assuring access to career development.

The Government and other relevant institutions will utilise the knowledge gained from this study to develop needed policies to support career development in organisations. Literature will benefit immensely from this study

as subsequent researchers will find it supportive in the conduct of their studies on related subject matter.

### **Delimitation of the Study**

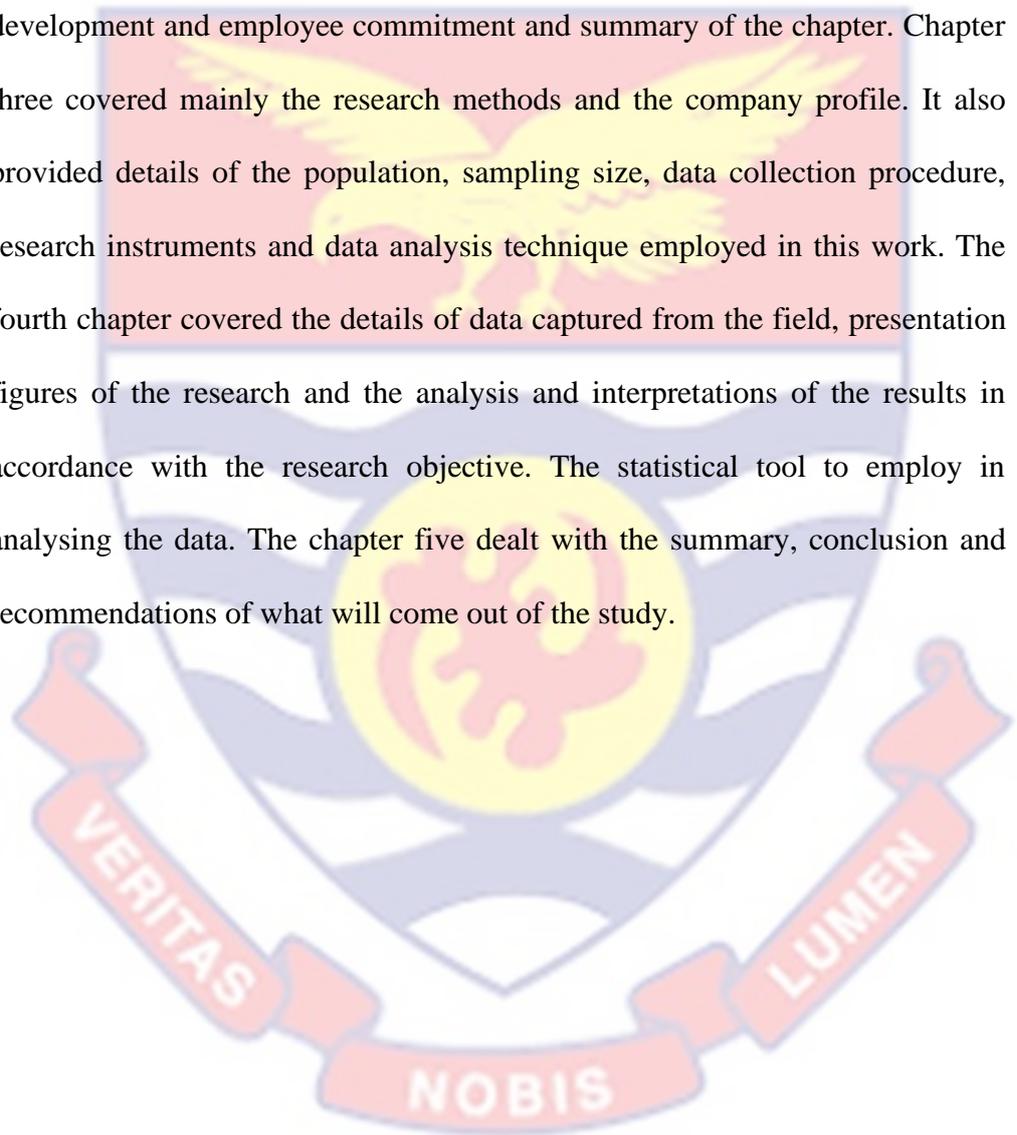
The scope of the study is limited to the employees of GNAT offices located across the regions of Ghana. The independent variable is career development with its accompanying dimensions such as mentoring, coaching and training while the dependent variable is employee commitment. Although, study is conducted on one union group, the finding of the study may be applicable to other similar organisations and institutions.

### **Limitation**

This study like any other study was not without limitations. The study seeks to examine how career development affects the commitment of employees at GNAT. This requires that the researcher gathers relevant information from all the potential respondents in order to get thorough understanding about how the constructs are related to each other. However, there are instances where some respondents were not willing to cooperate with the researcher in terms of responding to the questionnaire on time. Furthermore, time and cost prevented the current study from employing the mixed research approach. Although, the findings of the study are helpful, a qualitative study alongside the quantitative method would have given more insight into the phenomenon. Despite the challenges enumerated above, the researcher followed the required research processes that ensured that the study's result was not affected.

### Organisation of the Study

This study was organised in five chapters. The first chapter discussed the statement of the problem, the objective of the research, the research questions and the significance of the study. The second chapter dealt with a review of related literature which gave details of the theories, concepts of career development and employee commitment and summary of the chapter. Chapter three covered mainly the research methods and the company profile. It also provided details of the population, sampling size, data collection procedure, research instruments and data analysis technique employed in this work. The fourth chapter covered the details of data captured from the field, presentation figures of the research and the analysis and interpretations of the results in accordance with the research objective. The statistical tool to employ in analysing the data. The chapter five dealt with the summary, conclusion and recommendations of what will come out of the study.



## CHAPTER TWO

### LITERATURE REVIEW

#### **Introduction**

To fully examine the purposes that arouse the researchers' interest in this study, it is important to visit the foundations that are laid by previous researchers in the area of career development and its link with employee commitment. The chapter will open discussion on the theories that underpin the study. The review will further provide readers of this research clear understanding to the constructs under study including empirical evidence and conceptual framework. The chapter will then be wrapped up with a summary of the entire discussion in this chapter.

#### **Theoretical Review**

This section of the research presents review of theories underpinning career development and staff commitment. Numerous theories have been proposed to guide researchers in this area. In this study the researcher utilised the Trait and Factor Theory and the Social Exchange Theory.

#### **Trait and Factor Theory**

Parsons (2009) the “father of guidance” proposed the trait and factor theory to explain the process of vocational choice. Parsons' (2009) theory is predicated on the assumption that individuals differ as well as occupations, thus bringing in to limelight the old adage of individual differences. The theory sets out to match people and occupations in respect of their abilities, interests, intelligence, attitude and aptitude (Agba, Festus & Ushie, 2010). The theory also asserts that the individual's needs and values can only be fully realised when they are matched with those jobs which are relevant to such needs and

values (Parsons, 2009). To explain his views further, Parsons proposed the following as basic steps through which an individual goes in his attempt to choose a career: (1) a clear understanding of himself, his abilities, aptitudes, interests, ambitions, resources, limitations and their causes; (2) a good knowledge of the requirements and prospects in different jobs; and (3) a sound reasoning of the relationship between the above two groups of factors and selection of a good match. This theory therefore states that if an individual's personality is carefully observed, better prediction can be made about his career behaviour.

In view of the foregoing, it can be inferred that constant practices of developing the employees to match current needs of the work and or upgrading the job of the employee to match his or her skills and competences may yield the employees' commitment.

### **Social Exchange Theory**

Social exchange theory proposed by Blau (1964) is termed as voluntary actions which may be initiated by an organisation's treatment of its employees, with the expectation that the employees will be obligated to reciprocate the good deeds of the organisation (Fathaniy, 2011). The exchange perspective views the employment relationship as consisting of social or economic exchanges (Wang, Long, Zhang & He, 2019). Economic exchange relationships involve the exchange of economic benefits in return for employees' effort and are often dependent on formal contracts which are legally enforceable (Buch, Kuvaas & Dysvik, 2019). On the other hand, social exchanges are 'voluntary actions' which may be initiated by an organisation's treatment of its employees with the

expectation that the employees will be obligated to reciprocate the deeds of the organisation (Ako, 2019).

Social exchange theory has been used to study organisations in an attempt to better understand the reciprocal relationship that develops between employees and the organisation (Baran, Shanock & Miller, 2012; Bucklew, 2008). The exchange approach view of organisational commitment posits that individuals attach themselves to their organisations in return for certain rewards. This suggests that when an organisation treats their employees fairly and values their efforts and provides a comfortable working environment, coaches the employees on the path towards development, the employees will be committed. Also, when the organisation mentors and enriches the job scope of their employees, the employees may reciprocate and feel obligated to the organisation by committing to the objectives of the organisation (Restubog, Bordia & Tang, 2013).

### **The Conceptual Review**

This section discusses the concepts that are important and will aid the researcher to bring to bear the findings that necessitated the study.

### **The Concept of Career Development**

Career can be described as a series of positions occupied by an individual throughout his or her lifespan (Gyansah & Guantai, 2018). Career is the constant progress, experience and skill acquisition of a person in a specific work field. Dialoke and Nkechi. (2017) noted that even though, career in the general sense, is defined as the total of the jobs a person undertakes through his or her entire life, it has a meaning beyond and wider than this definition. From the perspectives of Dialoke and Nkechi (2017) and McLean, Taylor and

Jimenez (2019), career of individuals is not only the jobs they have, but their training for fulfilling the expectation, goal, emotion, and desires related to their job role, and as a result, progressing in that workplace with the knowledge, skill, quality and desire to work. Thus, career is individuals' usage of the positions related to their job consecutively during their personal life and the activities related to fulfilling such tasks.

According to Kaya and Ceylan (2014), career is the process that is directly related to personal and organisational goals and creates an accumulation of experiences emerging from the tasks, jobs, positions of the person or from the transitions such as promotions and transfers that the person goes through in these positions. The authors further suggest that most of the successes and failures related to the job experiences gained overtime constitute the career of the person and at the same time provide the development in the career of the person. Therefore, all experiences gained during this phase of development interact with each other to generate the qualities of the person and the relationship outside these qualities.

Career development is a critical human resource management function in both public and private organisations. Career development has been a recurrent subject of debate among scholars and academics in recent years. According to Alnaqbi (2011), career development is not simply a means of arming employees with skills they need to perform their jobs, it is often deemed to be representative of an employer's commitment to their work force. Moreover, Ahmed (2015) concurred that HR practices work to develop individual knowledge and skills, as well as employee attitude and behaviours and when these effects are prevalent enough in the employee population, then

the collective changes in human capital, attitudes, behaviours and associated organisational climate should be strong enough to influence organisational commitment and performance. Gill and Kustron (2011) expressed that career planning is a career development practice which involved continuous process of discovery in which an individual develops his own occupational concept as a result of skills or abilities, needs, motivations and aspirations of his own value system. To be viable, on short-term, or to maintain competitive advantage, in the long term, organisations must match employees with appropriate skills in the right positions.

Lent (2020) and McKenzie, Coldwell-Neilson and Palmer (2017) postulated that Career development practice process involves both the organisation and the individual responsibility towards achieving a particular objective. Thus, the individuals must identify their aspirations and abilities, and thorough assessment, training, mentoring, job enrichment and counselling from management of the organisation will assist them to understand their needs of training and development; in terms of the technical skills and education advancement needed. Brown, Bimrose, Barnes and Hughes (2012) also defined career development as 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 organisation's mission requirements. It has been identified as a means of helping organisations to tap into their wealth of in-house talent for staffing and promotion by matching the skills, experience and aspirations of individuals to the needs of the organisation (Ndegwa, Gachunga, Ngugi & Kihoro, 2016).

According to Tatham (2013) career development is the series of activities or the on- going/lifelong process of developing one's career. It usually refers to managing one's career in an intra-organisational or inter-organisational scenario. It involves training on new skills, moving to higher job responsibilities, making a career change within the same organisation, moving to a different organisation. Similarly, Kibui, Gachunga, and Namusonge (2014) argue that career development plan for employees play a vital role in building commitment which results in retention of employees. Providing career development opportunities restrict employees from leaving the organisation and increases loyalty. Equally, Khan, Rajasekar and Al-Asfour (2015) argued that most organisations may use career development programmes to assist their employees to properly plan their careers because it is believed that generally, employees react positively to career development and advancement opportunities. Thus, the career development is perceived like joint effort between the individual employee and the organisation (Kibui et al., 2014).

Organisation's establishment plan for employees also plays a vital role in building commitment which results to retention of employees. Providing career development opportunities restrict employees from leaving the organisation and increases loyalty and commitment (Kibui et al. 2014). According to authors, the talented employees are very determined and they expect a high level of development of their career as they demand the help of the organisation to attain it.

Hence, employees will stay in the firm only if the employer gives them every opportunity to develop their potential. So, the retention is about motivation, commitment, career investment, career project and also rewarding,

which does not mean only money. Employees are important assets of an organisation as they contribute to its development and success (Danish & Usman, 2010). Mobility and a career change are more common in the world of employment. Mullins (2007) posits that employees aspire to progress steadily in organisations for which they work. Today an individual's career is no longer tied to a single organisation, as career changes, they result to frequent job mobility that has become a common phenomenon.

In addition, Savickas (2011) noted that whereas in the past an individual's career rested in the hands of an organisation, today individuals own their own careers and may leave and search for better options if not supported to advance in their careers. Lack of personal growth in organisations results in career plateau which instead leads to increased employees' intentions to quit. Many employees find themselves in jobs that offer them limited mobility opportunities in terms of upward movement in the organisation (Ongori, 2007). Studies have shown that employees who have attained plateau have a lower degree of commitment due to reduced opportunity in the present organisation (Kraimer et al., 2011; Lapalme, Tremblay & Simard, 2009; Cicekli & Kabasakal, 2017).

Career opportunities encourage workers to make longer-term commitments to their workplace; it permits them to see a future with the company. Organisations need talented employees for maintaining the sustainable competitive advantage (Odembo, 2013).

Career development involves various alternatives such as developing abilities, preserving current skills and getting ready for the future ahead of just receiving promotion (Kaya & Ceylan, 2014). Agba, Festus and Ushie (2010)

elucidates that career development involves concerted efforts directed towards assessing a worker's potentials identifying likely career paths for that employee and designing and implementing various forms of training and experience to prepare that person for a more advanced job. These include mentoring, coaching, on-the-job training, classroom instruction, job rotation, job enrichment as well as formal education (Kaya & Ceylan, 2014).

Although, these elements are important for consideration in studies, the current study employed Tiedeman and Ohara's (1963) dimensions which include mentoring, coaching and job enrichment. The adoption of these dimensions was based on their uniqueness and applicability for smaller organisations (Seema & Sujatha, 2015). These elements are discussed next.

### **Mentoring**

Mentoring is a process of developing formal relationships between junior and senior members of the organisation, in certain cases mentoring also takes place between the peers. This involves having more experienced employee mentoring the less experienced (Hall, 2010). It is a process of developing relationships between more experienced members of an organisation and less experienced ones for transfer of knowledge and skills. Mentoring not only supports the abilities and competencies of the individuals and groups but also provides positive alteration of employees' skills to their improved performance and organisation commitment (Sabir et al., 2014). The process of mentoring works both ways, it benefits the parties, the mentor and the mentee. It increases affective commitment of the mentee to the organisation, and there is essentially a transfer of knowledge and skills. Mentoring may be informal or formal, but

typically the primary functions associated with mentoring are vocational support, psychosocial support and role modeling (Woo, 2017).

Mentoring is planned early intervention designed to provide timely instruction to mentees throughout their apprenticeship, to shorten the learning curve, reinforce positive work ethics and attitudes, and provide mentees with role models (Nkomo & Thwala, 2014). A mentor is someone who helps another person through an important transition such as coping with a new situation like a new job or a major change in personal circumstances or in career development or personal growth (Judy, Carol & Mark, 2003). Few studies on mentoring have been noticed. Lonnie and Crawford (2005) reviewed the literature of formal mentoring programmes in organisational settings. The finding of their study showed that “formal organisational mentoring can be effective to meet the needs for all employees to have the opportunity to be mentored, to learn from the wisdom, experience and mistakes of others, and to increase the protégé’s career opportunities”.

In most cases, an organisation pairs an experienced person in a certain field with a less experienced person interested in the same field with the aim of developing some particular competencies, give performance feedback and come up with an individualised career development plan (Burke & Noumair, 2015). According to Fraina and Hodge (2020), the relationship that is developed between mentor and protégé usually establishes a lasting bond that enables employees to enhance their commitment to the organisation. Through mentoring a manager builds the employee’s self-esteem by expressing approval, encouragement and support by trusting in the employee to exceed expectations. Individuals involved in mentoring were found to experience greater career

satisfaction and commitment (Michael et al., 2001). Seniors and professionals in the form of mentors share their information and experience with mentees which creates and develop in them a deeper sense of loyalty to the organisation and increases their commitment to their tasks as has shown (Hutcheson & Ofubruko, 2013). Generally, mentors provide their mentees with the ability to make innovative ideas which does not only add to their capabilities and personality, but also prepare them to lead the others in future when they will be holding such positions (Jyoti & Sharma, 2015).

Mentoring facilitates personal learning and attitude which consequently results in enhancing organisational commitment and sustainable employee learning environment (Hakro & Mathew, 2020). Mentoring is a valuable resource for learning and coping with major organisational changes. It brings value to everyone involved in this relationship, that is, mentees, mentors and the organisation.

### **Coaching**

According to Kalkavan and Katrinli (2014), coaching is the art of creating an environment, through conversation and a way of being that facilitates the process by which an employee can move towards desired goals in a fulfilling manner. It requires one essential ingredient that cannot be taught; caring not only for the external result but for the person being coached. Sebastian and Zacharias (2016) argue that coaching promotes awareness in order to encourage individuals and teams for reaching a desired result. The individuals or teams are led by a skilled person or coach who supports them in achieving greater self-awareness, improved self-management skills and increased self-efficacy, so that they develop their own goals and solutions

appropriate to their context. It also empowers and encourages teams and creates suitable circumstances for achieving the results.

### **Job Enrichment**

Job enrichment according to Raza and Nawaz (2011) are redesigning of jobs in a way that increases the opportunities for the worker to experience feelings of responsibility, growth, and recognition. It is a qualitative change to a job that increases the extent of autonomy, feedback, and significance of the job, allowing workers to have better control and feedback in their work setting (Magaji, Akpa & Akinlabi, 2017). An addition in job related tasks with a view to increase employee control and responsibility is called job enrichment (Raza & Nawaz, 2011). Yasdani, Yaghoubi and Giri (2011) also described job enrichment as changing job content in order to make tasks challenging and to increase productivity.

Saleem, Shaheen and Saleem (2012) in their studies confirmed that job enrichment satisfies employees' psychological and social needs, and sense of belongingness to the company. Mohr and Zoghi (2006) asserted that job enrichment is an attempt to build into jobs a sense of challenge, achievement and variety, giving workers more freedom in deciding about such things as work methods, sequence and pace of the acceptance or rejection of materials, encouraging participation and interaction between workers, giving feelings of personal responsibility for their task, combination to the finish products, feedback on job performance before their supervisors get it and involving workers in any change in the organisation.

An enriched job offers more autonomy and freedom in executing the related responsibility and adds variety and challenge to an employee's daily

routine which induces employee's confidence and commitment (Pfister & Lukka, 2019). And besides the pecuniary remuneration associated to work, an enriched job renders self-fulfillment, actualisation and contentment of meaningful job (Govender & Parumasur, 2010). Yasdani, Yaghoubi and Giri (2011) asserted that job enrichment provides employee empowerment, and in turn leads to autonomy, in which such employee will manifest greater responsibility, engagement on work, satisfaction, commitment and performance and gives them a feeling or sense of belongingness (Saleem et al., 2012).

### **Stages of Career Development**

A model of employee cycle based on four periods was suggested by Levinson and a thorough search on improving career model with its five stages was also suggested by Greenhaus, Callanan and Godshlik (2000)

#### **Stage 1: Occupational Choice or Preparation for Work**

The individual at this stage anticipated on the kind of education to pursue that would best fit a particular career of his desire in future. The individual tended to discover the opportunities of a career to meet his needs in the future. Since the individual at this stage had not gained any experience, the choice of career was basically based on the information derived from such career. There was a possibility that the individual would have a change of mind in his career later in future. Due to that, Jaffee (1998) noted that organisations were seen to be entities which assumed responsibilities to groom students to be adaptive through the education received which then equipped them to be viable in recent dynamic business world.

## **Stage 2: Entering the Organisation**

Practical work life started for an individual at this stage. The individual tended to have a realisation of his ideal value set as the job values and principles occurred. At this stage, he was conscious of his environment as well as his skills, abilities and competencies to an extent. The individual then evaluated his chosen career and decided to abandon or continue with his choice. The decision made concerning his career at this stage was done out of precise information attained. Strategies to implement the individual's career development began as he had entered into the practical work life and also had a deeper knowledge of his chosen career. Intense evaluation was done at this stage as more information was gathered on the career chosen to be pursued. The dynamic work environment did not encourage book knowledge to be utilized in devising a good career development plan. Senior members of organisations who were abreast of the market trends and were of the known of diverse career levels could have been of help to him.

## **Stage 3: Early Career: Establishment as a Young Professional**

The individual was of the full knowledge of his work environment at this stage. With the principles, values and requirements of his career imbibed, he tended to focus on his capabilities in order to be a valuable professional. The challenge of gaining competence in his career lied on the individual but the support needed by the organisation could not be ignored. The individual at this stage was full of drive and enthusiasm as he increased his knowledge and also had a better understanding of the organisation's strategies and his career too.

#### **Stage 4: The Mid-Career**

Levinson compared this stage with the needs and characteristics of middle adulthood (Godshlik et al. 2000). The individual was aware of his career path. He assumed more duties and played a vital role in decision making in his organisation. Aside the fact that the individual experienced steadiness at work, he tended to feel depressed due to a feeling of guilt for ignoring his personal life to attain good success in his career. Again, due to that feeling, he evaluated his career objectives and achievements. Those conditions were known by Daniel Levinson to be mid – career crises which were then accompanied by a compromise of the work life (Godshlik et al, 2000). An appraisal done on the personal and work life showed a minimum of the felt impression of the mid – career crises. At this stage, the individual was in control of things and his views at work were considered. Levinson suggested that the organisation would help the individual by keeping him in the know of the transitional mid – career period and also supported him to revive his enthusiasm as well as strengthened their relationship (Godshlik et al.; 2000).

#### **Stage 5: Late Career**

Levinson had suggested two main tasks for the individual as he planned to retire at this stage. To begin with, his worth would still have been of value to the organisation and must have maintained his self – credibility. Again, the employee would have planned well in order not to have felt frustrated and wasted by the effects of retirement (Godshlik et al. 2000). Planning career after exiting an organisation through retirement was the sole duty of the individual. Entirely, this may be untrue as the organisation might have required a mature and experienced mind that had been tested and trusted overtime to help improve

the organisation unless limited by health or personal challenges. Should a joint post retirement strategy had existed between the employee and the organisation, they both enjoyed the profits gained and that could take the individual quite a long way.

Gillie and Gillie (2003) had deliberated upon the need for managing career throughout the individual's lifetime that the process of career planning was perceived to be completed during the youthful adulthood. Considering the dynamic nature of employment and the high degree for quality by the employees in their work, a career path was to be embarked on in an individual's life. Regarding career planning, Gillie and Gillie (2003) had stressed on the need of guiding professionals to partake in the career planning process on their own. Even though the sequence were different and not all would go through the steps, when obtained, they contributed to the individual's objectives in life and their well – being.

### **Employee Commitment**

Employee commitment is vital to public administration. workers show commitment and engagement when they positively commit to their organisation, willingly make changes, trust their organisation, possess self-efficacy, and aspire to achieve improvements within the organisation (Frese, 2008). The results of commitment include improved productivity, a reduction in turnover, and amplified customer focus (Wallace & Trinkka, 2009). These benefits bear particular value in the public and third sectors where resources to compensate employees are often more limited than in the private sector. Committed employees are more likely to remain with an organisation even if higher paying jobs are available to them in the private sector. Public sector

employee commitment and engagement can also positively affect efficiency in the use and delivery of public services, trust in government, and attraction of qualified candidates to public service.

Commitment is an individual's desire to remain focused and attached to his work. Organisational commitment is measured through three tools; affective, continuance and normative commitment (Grube & Castaneda, 1994).

### **Affective Commitment**

Affective commitment refers to the emotional attachment that an employee has in an organisation (Price, 2011). It is the extent at which employees appreciate to be members of an organisation. According to Rhoades (2001), affectively committed employees are seen to have a sense of identification and belonging and this motivates them to increase their participation in the activities of an organisation.

Additionally, affective commitment makes employees to have willingness to meet the goals of an organisation as well as the desire to stay in the organisation. It is when employees feel a strong emotional attachment to his/her organisation and to the work that they do. They are most likely identified with the organisation's goals and values, and they genuinely want to be there. Beck and Wilson (2000), note that organisational members who have an affective level of commitment have a longing to remain in the organisation because they view their values and goals to be congruent with those of the organisation.

Coetzee (2005), points out that affective commitment is related with work attitude and positive feelings about their organisation. The work attitude is related with how employees view the organisation and this attaches them to

the institution. According to Lee (2010), affective commitment is associated with employee personal characteristics organisational features, experiences about the work and job characteristics. Employees become emotionally attached to an organisation when they are able to achieve these factors. This is because they help to create an environment that is intrinsically rewarding for the employees (Muncherji & Dhar, 2011).

In many organisations, the antecedents of affective commitment come under four distinct categories namely: personal characteristics, structural characteristics, job-related characteristics and work experience (Mowday, 1982). It is with such a motivation that the employee who possesses strong affective commitment will continue to work for the organisation because they want to do so. According to Meyer and Allen (1997) employees with strong affective commitment would be motivated to high levels of performance and make more meaningful contributions than employees who expressed continuance and normative commitment. This happens owing to the fact that the employee identifies and associates himself/herself with every aspect of the organisation.

### **Continuance Commitment**

With continuance commitment, the individual commits to the organisation because he/she perceives high costs of losing organisational membership, including economic costs (such as pension accruals) and social costs (friendship ties with co-workers) that would be incurred (Gbadamosi, 2003). In other words, continuance commitment describes an individual's need to remain with the organisation resulting from her/his recognition of the costs (tenure, pay, benefits, vesting of pensions and family commitment) associated

with leaving the organisation. The employee remains a member of the organisation because he/she 'has to'. According to Vance & Paik (2006), continuance commitment relates to how much employees feel the need to stay at their organisation. In employees that are continuance committed, the underlying reason for their commitment lies in their need to stay with the organisation (Riggio, 2003).

Possible reasons for needing to stay with organisations vary, but Mayrhofer & Brewster (2005) reported that the main reasons relate to a lack of work alternatives, and remuneration. A good example of continuance commitment is when employees feel the need to stay with their organisation because their salary and fringe benefits will not improve if they move to other organisations. Such examples can become an issue for organisations as employees that are continuance committed may become dissatisfied (and disengaged) with their work and yet, are unwilling to leave the organisation. Continuance commitment may also refer to an awareness of the costs associated with leaving the organisation.

### **Normative Commitment**

Normative commitment reflects an individual's feeling of obligation to maintain organisational membership because he/she believes it is morally right to be loyal to, and stay in the organisation (Asare-Bediako, 2002). Although normative commitment is widely recognised as a salient dimension of employee commitment, it has been found to be substantially inter-related with affective commitment (Armstrong, 2007). The individual commits to and remains with an organisation because of feelings of obligation. These feelings may be derived from many sources. For example, the organisation may have invested resources

in training an employee who then feels a ‘moral’ obligation to put forth effort on the job and stay with the organisation to ‘repay the debt’. It may also reflect an internalised norm, developed before the person joins the organisation through family or other socialisation processes, that one should be loyal to one’s organisation. The employee stays with the organisation because he/she ‘ought to’. However, Bin, Ahmed, Shafi & Shaheen (2011), posited that affective commitment is more important to organisational performance than continuance or normative commitment.

### **Empirical Review**

Neupane (2015), investigated the impact of coaching and mentoring on employee commitment in the UK hotel industry. It also examines the extent of employee commitment in association to coaching and mentoring; and examines the effects of coaching and mentoring on overall organisational commitment. The data was collected from 172 managers and supervisors who have already worked as coaches or mentors in the respective hotels by survey method. The result of the study showed that coaching and mentoring are positively correlated to employee commitment and both factors have significant effect on employee performance.

In another study conducted by Okechukwu and Raymond (2015), to study the impact of coaching and mentoring on organisational commitment in the Nigeria Liquefied Natural Gas Company limited, Bonny. The research question addressed whether mentoring improves employees job skills and develop their potential for better performance and reduce employee’s turnover whiles increasing employee commitment. The data was collected through survey method from 370 employees using stratified random sampling. The

result of the study indicated that there was a significant effect of mentoring and coaching on employee's organisational commitment.

Seema and Sujatha (2015), investigated the relationship between formal mentoring and informal mentoring that leads to career success of individuals. The data was collected from 50 employees working in private colleges in south India, Tamil Nadu through survey method. The result of the study revealed that formal mentoring was significantly and positively related to career satisfaction ( $r=0.424$ ), ( $p=.002$ ) and informal mentoring was significantly and positively related to career prospect ( $r=0.382$ ), ( $p=.006$ ) and career satisfaction and commitment ( $r=0.416$ ), ( $p=.003$ ). Hence, they supported the hypothesis that was set that formal and informal mentoring significantly predict employee overall commitment.

In the study of Sebastian and Zacharias (2016), who conducted a research study to examine the relationship between mentoring and affective organisational commitment in selected new generation private sector banks in Kerala, data was collected from 36 employees working in Axis bank, ICICI bank and HDFC bank in Kottayam district, Kerala. The result of the study showed that there is no correlation between psychosocial mentoring and affective commitment ( $r = -.038$ ,  $p = .412$ ). It also found that career mentoring and affective commitment were not correlated ( $r = -.065$ ,  $p = .352$ ).

Neyshabor and Rashidi (2013), also examined the relationship between job enrichment and organisational commitment, and the result showed that job enrichment has a significant positive influence on organisational commitment of employees. The study strongly suggests that the five dimension of job enrichment are important issues need to be considered by managers, to achieve

competitive advantage through employees. In essence, all previous studies on job enrichment and employee commitment showed that job enrichment is a predictor of employee commitment.

Obi-Nwosu, Chiamaka and Tochukwu (2013), conducted research on job characteristics as predictors of organisational commitment among private sector workers in Anambra State. The study examined job characteristics as predictors of organisational commitment among private sector workers in Anambra state of Nigeria. The finding showed that only two dimensions of job characteristics namely dealing with others and task identity predicted organisational commitment while the remaining five dimensions; skill variety, task significance, autonomy, feedback from the job, and feedback from agents did not predict organisational commitment. The study strongly suggests that job characteristics are a predictor of employees' commitment.

Donaldson, Ensher and Grant-Vallone (2000), also examined the relationship between mentoring, organisational commitment and organisational citizenship behaviour. The data of 408 non-professional employees were collected from project Work-Well for the purpose of research study through survey method. The result of the study revealed that diverse nonprofessional protégés in high quality mentoring relationship report greater organisational commitment rather than protégés in low or moderate quality mentoring relationship and protégés with high quality mentoring relationship reported significantly more organisational citizenship behaviour.

This section presents results of other studies conducted with respect to the objectives of this current study. For example, Kemboi (2014), looked at the perceived effect of career development practices on employee retention at the

Kenya Post Officer Savings Bank. The study found out that career development practices that are being practiced in Post Bank include career planning, guidance and counselling, coaching and mentoring and training. These are geared towards retention of employees in the Bank. The study found that these practices in promoting decision-making, providing guidance to staff on career related rights and obligation, development of a healthy self-concept among individual employees and improve relationship and teamwork between staff at different levels.

Agba, Festus and Ushie (2010), also studied the relationship between career development and employee commitment in industrial organisations, in Calabar, Cross River State, Nigeria. This study utilised data which was obtained through structured questionnaire. The researchers were interested in testing three dimensions of career development including career advancement, career counselling and career opportunities using Pearson Product Moment Correlation ( $r$ ). The findings revealed that, career advancement, career counselling and career opportunities significantly influence workers commitment.

In Ghana, Ampoty (2014), conducted a study to seek the views and perceptions of selected employees on the effects of career development on employee retention at AngloGold Ashanti Company, Obuasi Mine. The specific objectives were to assess the career development practices at AGA, to assess the performance of career development programmes on employee retention of the company, to investigate the perception of employees on the existing career development practices and to assess the effects of career development on employee retention of the company. The sample size used for the work was one

hundred and seventy (170) and the sampling method was purposive sampling and convenience sampling. The data was analysed using Statistical Package for the Social Sciences (SPSS). Considering the main objective of the study which was the effects of career development on employee retention, the major finding was that about 55.8% of the population sampled were young people who indicated that career development influences their commitment in the company. The recommendation given was that since the young professionals who formed the majority of the population sampled on the mine were ambitious and desired to climb their career ladders to the utmost height through any organisation that equipped them, the management of the company should introduce competitive training programmes in order to retain them to gain value.

Furthermore, in Nairobi County, Ahmed (2015), examined the perceived relationship between career development and employee commitment and engagement at Nairobi County Government. A descriptive survey research design was adopted. The target population of this study were 443 employees at Nairobi County Government (Nairobi County Government Registry, 2015). Stratified random sampling technique was used to arrive at the sample size. The researcher used a questionnaire as the primary data collection instrument. Descriptive statistics involved the use of absolute and relative (percentages) frequencies, measures of central tendency and dispersion (mean and standard deviation respectively). Frequency tables and graphs used to present the data for easy comparison. The study found that career development practices (career planning, coaching, counselling and mentoring) greatly affected employee commitment and engagement at Nairobi County Government. It was concluded in the study that, the County Government had a policy that governs career

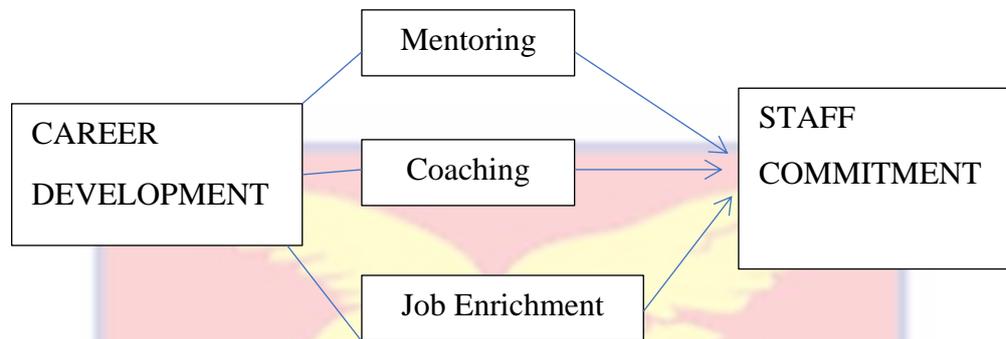
development for its staff, had put in place coaching practice in developing staff for future positions as an organisation. Career counselling which is also a fundamental human resource policy was applied to a greater extent in the County.

Simiyu and Mbithi (2019), conducted research purposely to investigate the influence of career development on employee commitment in Masinde Muliro University of Science and Technology. The target population was 1,112 which included Management staff, teaching and non-teaching staff out of which 10% was taken from each stratum to form a sample size of 112 from the total population. The study used self-administered structured questionnaires as the data collection instruments. Descriptive research design was used in this study. Linear regression analysis was carried out using multiple regression model to present the data for ease of understanding and analysis. Inferential statistics included a regression model which was employed to establish the extent to which the specific variables under investigations influence employee commitment. The results found that the relationship between career development and employee commitment was statistically significant. The researchers further found out that increased career development or more job training opportunities would develop employee skills and increase their interest in their job, hence more committed to their job deliveries.

### **Conceptual Framework**

The conceptual framework gives a representation of the research study by emphasizing patterns of elements and their interrelation with key concepts of the research (Fisher et al., 2010). The essence of conceptual framework is to help present the ideas in a more concise form through diagrams for easy

understanding. The framework as presented in Figure 1 captures some strategies or dimensions of career development against staff commitment. The framework was constructed from extensive review of literature on the topic under study.



*Figure 1: The Conceptual Framework*

Source: Author's Construct (2021)

The framework above illustrates the summary of the relationship between career development and employee commitment. The independent variable is the career development which has been defined by mentoring, coaching and job enrichment and the dependent variable is staff commitment. As established by prior researchers such as Kemboi (2014), Agba, Festus and Ushie (2010) and Ampoty (2014), there is a positive relationship between career development and employees' commitment. In the framework above, it can be hypothesised that there is a positive relationship between career development and staff commitment.

### **Chapter Summary**

The chapter reviewed extensively the career development and employee commitment. First the theories underpinning the study were reviewed; followed by concept of career and career development as well as the other constructs related to the study. The review exposed the researcher to how various constructs of the study are to be measured and analysed. Based on the review, conclusion was drawn and summarised in a conceptual framework, which

depicted a relationship between career development and employee commitment.



## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

This chapter presents the research methods used to carry out this study. It therefore identifies how the research was undertaken and the rationale behind each of the methods that was used. The elaborated elements under this section include; research philosophy, research design, research approach, research area, population, sample and sampling techniques, instrument, pre-testing and pilot testing, data collection procedure, reliability, validity, data analysis and ethical issues.

#### Research Philosophy

There are several perspectives of the theory that have influenced the structure, process and direction of social science research. Saunders, Lewis and Thornhill (2016) identified five major philosophies that have shaped social science research over the years: positivism, critical realism, interpretivism, postmodernism and pragmatism. The authors posited that each of the research philosophies has something unique and valuable to contribute to the research undertaken by the researchers. Therefore, the type of philosophy held by individual researchers will often lead to embracing a strong qualitative, quantitative and mixed-methods approach in their research (Creswell, 2014).

This study is grounded in the positivist approach, which relates to the philosophical system that embraces issues that can be scientifically verified and hence provide a basis for generalisation. This means that positivists focus on procedures that lead to the generation of “facts uninfluenced by human interpretation” (Saunders et al., 2016). The positivists are of the belief that it is

through scientific research approach that researchers can unravel the objective truth existing in the world. In addition, Sekaran and Bougie (2016) advanced that positivists usually believe in the thoroughness and replicability of research work, the reliability of observations and the generalisability of research observations. In respect of the preceding, the positivists usually rely on large samples and quantitative techniques for data analysis.

The proponents of positivism rely on the deductive reasoning to state theories that they can examine through “fixed, predetermined research design and objective measures” (Sekaran & Bougie, 2016). Saunders et al. (2016) advanced that positivist paradigm supports studies which are quantitative in nature. The assumption behind the positivist paradigm is that “there is an objective truth existing in the world that can be measured and explained scientifically.” The paradigm is appropriate in the study because of the hypothesis that will be tested through theory of social exchange.

### **Research Approach**

According to Saunders, Lewis and Thornhill (2016), there are three broad approaches of research, namely; quantitative, qualitative and mixed methods. While quantitative approach enables the researcher to examine associations between variables, qualitative approach deals with small aspects of social reality (Sekaran & Bougie, 2016). Saunders et al. (2016) advanced that the difference between quantitative method of research and qualitative method of research may be influenced by the nature of data used for the study. Whereas numeric data is used in quantitative research, non-numeric data is utilised in a qualitative research.

Neuman (2014) posited that the two approaches can also be differentiated in terms of the procedure used in data collection and analyses. For example, whereas in quantitative research method, questionnaire is predominantly used by researchers for data collection and also analysing data quantitatively, in qualitative research method, interview is used by researchers for data collection and the analysis is done qualitatively. Sekaran and Bougie (2016), and Saunders et al. (2016) indicated that the third approach which is mixed method is merely a combination of the earlier two approaches. The authors further asserted that whilst the quantitative research method permits the generalisation of the sample results to the entire population, qualitative research method is not for the generalisation of the sample results to the entire population.

The current study employs the quantitative research approach. This is due to the nature and purpose of the study under consideration. The current study demands that researcher collect numerical data that would be analysed quantitatively. The current study also demands that the study's result is generalised on the entire population. Tashakkori and Teddlie (2010) averred that quantitative methods are often considered as deductive in nature because inferences from tests of statistical hypotheses result to general inferences about characteristics of a population. Lincoln, Lynham and Guba (2011) are also of the view that quantitative approach to research is directed towards the development of testable hypothesis and theories which are generalisable across settings. Finally, Saunders et al. (2016) and Sekaran and Bougie (2016) assert that the positivism philosophy should go with quantitative approach. The

factors raised earlier are the reasons behind the choice of quantitative research approach against the qualitative research approach.

### **Research Design**

Sekaran and Bougie (2016) and Saunders et al. (2016) categorised research design into three broad categories based on the purpose of the study; namely, exploratory, explanatory or casual and descriptive designs. Exploratory research is typically used when a researcher examines a new interest or phenomenon. When the subject of study itself is relatively new, the researcher tries to explore the phenomenon. The major emphasis of exploratory research is on the discovery of new ideas and insights, which can be used as a foundation for further research (Saunders et al., 2016).

For explanatory research, the focus is to connect ideas to understand the cause and effect, that simply means, researchers want to explain the relationship between two variables. This type of research looks at how things interact. There should be enough understanding to predict what the outcome will be with some accuracy (Saunders et al., 2016). It is concerned with determining cause and-effect relationships. Explanatory research aims to develop precise theory that can be used to definitively explain the phenomena, which leads to the generalisation from the research. The third type of design is the descriptive design. Here, the research is conducted to describe situations or an aspect of an existing phenomenon or event (Smith, 2007). The researcher observes and then describes what was observed (Babbie, 2004). A descriptive study is one in which information is collected without changing the environment (i.e., nothing is manipulated). Sometimes these are referred to as correlational or

observational studies. According to Cooper and Schindler (2003), a descriptive study is concerned with finding out the what, where and how of a phenomenon.

Although, there are three basic research designs, the design of this research will be a descriptive correlational, thus, a blend of descriptive and explanatory research designs. This design refers to a set of methods and procedures that describe variables as well investigate cause and effects. Descriptive studies portray the variables by answering who, what, and how questions (Babbie, 2002) while explanatory design's focus is to connect ideas to understand the cause and effect, that simply means, researchers want to explain the relationship between two variables. The nature of the objectives required that, objective one and two will be analysed using descriptive statistics (means and standard deviation) while objective three will examine relationship and effect hence, correlational.

### **Study Area**

The Ghana National Association of Teachers' offices (GNAT) was established in 1931 as the recognised Association of teachers in pre-tertiary schools and institutions in Ghana. The Association was established to unite members and present a unified front to advise government in education Policy formulation and implementation. It is also to act as the 'spokesman' to discuss and influence government in the formulation and implementation of better conditions of service for teachers. The membership of the union is open to all categories of teachers in the pre-tertiary schools including graduate teachers.

Premised on its mission to "campaign effectively on behalf of membership through legitimate channels, for improved terms and conditions of service in line with national labour laws and International Labour Organisation

(ILO) conventions and recommendations; provide professional development and socio-economic services for our members; ensure that a high standard of education is necessary for the preservation of a democratic society; work with the most cost-effective and efficient processes through team spirit in collaboration with stakeholders to achieve corporate goals; ensure that there is constitutionalism, the rule of law, social justice, democratic governance and safe environment”, the Association has opened offices across Ghana to coordinates its activities and mandates. It currently has 123 district offices nationwide being run by Secretaries in each office across Ghana.

### **Population**

According to Creswell (2014), a population is the total collection of elements about which one wishes to make inferences. An element is the individual on whom the measurement is being taken and is the unit of study. The population of a study is defined as the elements or people to be studied and from whom data is obtained (Keller & Warrack, 2003). In other words, population is the universal set of all the existing people, units, items, or events that contain characteristics of interest as well as all the set of possible data values for a subject under study (Castilo, 2009). Kothari (2008) also defines population as an entire group of individuals, events or objects having common observable characteristics. For the purposes of this study the population was defined as all staff of GNAT District Secretariats who total 123 (GNAT National Secretariat, 2020).

### **Sample and Sampling Procedure**

Sampling is done to select from the population a representative. Data is often not taken from the entire population when that population is large (Saunders et al., 2016). The main objective of sampling is to select a representative group of components that reflect the characteristics of the population. In this study however, all the populace was accessible because of the small size and purpose of quantitative analysis, hence the researcher used all the total 123 staff as respondents. This means that a census method was adopted in the study. According to Pandey and Pandey (2015), a census or parametric method is an attempt to gather information about every member of some group, called the population. It deals with the investigation of the entire population without excluding any unit or group. In view of Sekaran and Bougie (2016), a census method allows for all the units of the analysis to be included in the study to offer more opportunity for all to participate in a given study. Furthermore, census technique provides a more accurate and exact information as no unit is left out (Pandey & Pandey, 2015).

### **Data Collection Instrument**

Collecting data for a study involves using certain research instruments and procedures for collecting the data. In this study, a questionnaire will be used in the collection of information from respondents on their respective knowledge on the study's constructs. A questionnaire is a written document in survey research that has a set of questions given to respondents or used by an interviewer to ask questions and record the answers (Neuman & Kreuger, 2003). A questionnaire could be answered by the person from whom information is sought or through an interpreter. According to Neelankavil (2007),

questionnaires guarantee greater uniformity, consistency and objectivity in data collected. They also provide privacy and convenience for respondents during completion while guaranteeing greater anonymity (Neelankavil, 2007). Groves, Fowler, Couper, Lepkowski, Singer and Tourangeau (2011) posit that there are distinct advantages in using questionnaires rather than interview methodology. One of such advantage is that questionnaires are less expensive and easier to administer than personal interview.

The questionnaire for this study was divided into three sections; A, B and C. whereas Section A captures information of the demographic characteristics, Sections B and C gather information on the key variables in the present study. In Section B, the researcher listed the indicators of the dimensions of career development under investigation on a 5-point Likert scale; 1 (least agreement) and 5 (highest agreement). These items of the career development elements were adapted from scale developed and validated by Tiedeman and Ohara's (1963) which was recently used by Seema and Sujatha (2015) and obtained reliability's Cronbach's Alpha of 0.865. With regards to the final Section C, the researcher dedicated it to elicit responses on employee commitment in the offices. Meyer & Allen's (1997) employee commitment scale which has been used in various studies and proven appropriate for research in any sector was adapted for the survey. The original version of the scale was rated on a 5-point Likert Scale and had reliability of 0.799.

### **Data sources and Collection Procedure**

The study made use of primary data due to its reliability and for the reason that this is the first time a study like this is conducted in Ghana. The primary data was collected through the use of the questionnaire. The researcher

uploaded the questionnaires on google forms and send to all the employees of GNAT through mails for them to respond. Google forms or the survey was appropriate because of how dispersed the respondents were across Ghana. Intermittent follow ups using phone calls and email reminders was placed to ensure the respondents participated in the study. The google forms or monkey survey method convenient because, GNAT has a central pool of emails of all its employees at each branch. Again, as a member of GNAT and a branch Secretary, I had access to all emails and contacts of all Officers at each branch. Nonetheless, an official introductory letter seeking permission to administer the questionnaire was sought from the Department of Human Resource addressed to the National Chairman of GNAT for approval. The questionnaires were then sent to their respective emails and within the period of two months, from August to September, 2021, responses gathered were 110 out of the 123 representing an 89% response rate.

### **Ethical Issues**

According to Li (2006), ethics is mostly associated with morality and deals with issues of right and wrong among groups, society or communities. It is therefore important that everyone who is engaged in research should be aware of the ethical concern (Rubin & Babbie, 2016). The researcher employed every effort to avoid as far as possible violation of ethical principles. Edginton et al. (2012) have identified the basic ethical consideration for research as; respondents being fully informed about the aim's methods and benefits of the research, granting voluntary consent and maintaining the right of withdrawal. The study took all ethical matters to consideration. For instance, an introductory letter was taking from the Department of Human Resource and authorised by

the Chairman of GNAT to assure the respondents of the confidentiality of the process.

### **Reliability and validity**

Administration of surveys should consider the aims of the study, the population under study, and the resources available to enhance the validity and reliability of the study (Mutepfa & Tapera, 2018). Reliability, according to Bless and Higson-Smith (2000), is concerned with consistency of the instrument, and an instrument is said to have high reliability if it can be trusted to give an accurate and consistent measurement of an unchanging value. A Cronbach's Alpha of 0.70 and above are regarded appropriate for checking reliability of a scale adapted (Pallant, 2016). In this study, reliability and validity were checked using the Cronbach's Alpha to be sure the items are able to achieve the measurement threshold they are supposed to measure. Thus, a pilot study on 25 Teachers of University Practice Senior High School to assess the reliability of the scales. Teachers were used for the pilot study because they bear similar characteristics with the staff of GNAT. This is because staff who are elected or appointed to serve in the various GNAT offices have been teachers before or have the teaching background. Table 1 shows the results of the pilot study on reliability.

**Table 1: Reliability and Validity of Scale from Pilot Study**

<b>Construct</b>	<b>Number of Items</b>	<b>Cronbach's Alpha (CA)</b>
<b><i>Career Development</i></b>		
Mentoring	8	0.847
Coaching	5	0.845
Job Enrichment	9	0.842
<b><i>Employee Commitment</i></b>		
Affective Commitment	6	0.729
Continuance Commitment	6	0.717
Normative Commitment	6	0.808

Source: Field Survey (2021)

From Table 1, the scores of the CAs showed that the scales were reliable and therefore were applied in the study.

### **Data Processing and Analysis**

Mugenda and Mugenda (2003) assert that data obtained from the field in raw form is difficult to interpret unless it is cleaned, coded and analysed. The collected data used analysed using quantitative data analysis methods. Data from questionnaire was coded and logged in the computer using Statistical Package for Social Science (SPSS version 26.0). Descriptive statistics such as mean and standard deviation was employed to tackle objectives one and two whiles correlation and regression (multiple regression) was used for objective three. The results were presented in tables for clarity and readability.

### **Chapter Summary**

This chapter has provided information on how the primary data for the study was collected, organised, analysed and presented for easy comprehension. This chapter also presented information on the design of the study and scientific approach it took in terms of approach to data needs, statistical techniques and systematic enquiry into the investigation under consideration.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

This chapter discusses the findings of the study in relation to the objectives. The chapter opens with a discussion on the demographic characteristics and knowledge background of respondents. It proceeds with the perception level of employees on selected dimensions of career development and the level of employees' commitment at the Ghana National Association of Teachers' offices respectively. Analysis of the above was done using descriptive statistics including means and standard deviations. The chapter continued with a discussion of the relationships between the selected dimensions of career development and employees' commitment at the Ghana National Association of Teachers' offices (GNAT). Analyses for these were done using multiple regression techniques including simultaneous multiple regression.

#### Demographic Characteristics of Respondents

The demographic characteristics of the employees in the GNAT were discussed in this section. The section specifically focused on respondents', gender, age, academic qualification, number of years worked at GNAT. Table 2 was used to summarise the background characteristics of the respondents. Concerning gender of the respondents, majority, 102(92.7%), of the respondents were males, while 8(7.3%) were females. This result implies that there are more males working at the GNAT offices than females.

In terms of age group of the respondents, Table 2 revealed that majority 67(60.9%) of them are between the ages of 41 to 50 years, while 31(28.2%) of

them were between the ages of 31 to 40 years, and 12(10.9%) were above 50 years. This means that, majority of the respondents are within the ages of 31 to 40 years and as such fall within their active working periods. This implies that, majority of the employees are highly energetic and actively working. Thus, availability of more training programmes would help them to easily build their work experience levels and invariably become key assets of the association.

**Table 2: Demographic characteristics of respondents**

Category	Frequency	Percent %
<b>Gender</b>		
Male	102	92.7
Female	8	7.3
Total	110	100.0
<b>Age Group</b>		
31-40	31	28.2
41 – 50	67	60.9
Over 50	12	10.9
Total	110	100.0
<b>Educational Qualification</b>		
Diploma	1	0.9
Undergraduate	23	20.9
Postgraduate	86	78.2
Total	110	100.0
<b>Number of years working with GNAT</b>		
Below 1 years	2	1.8
1 – 5	40	36.4
6 – 10	42	38.2
11 - 15 years	19	17.3
More than 15 years	7	6.4
Total	110	100.0

Source: Field Data (2021)

On the issue of academic qualifications, majority 86(78.2%) of the respondents had postgraduate degree qualifications. Also, 23(20.9%) of the respondents had first degree qualifications while 1 person of the respondents holds a diploma degree (0.9%). Finally, the respondents were asked to indicate the number of years they had been working with the institution. From the Table 2, majority 42(38.2%) of the respondents have worked for GNAT between 6 to 10 years. This was followed by 40(36.4%) of the respondents who indicated that they have worked for 1 to 5 years. Furthermore, 19(17.3%) of them indicated that they have been working in GNAT between 11 – 15 years. 7(6.4%) of them have worked for over 15 years while 2(1.8%) of respondents said that they have been working for less than a year in the organisation.

### **Findings of the Research Objectives**

This section of the study presents the results and the discussions to the three objectives set. The first and second research objectives of the study sought to assess the perception level of employees on selected dimensions of career development and levels of employee commitment respectively. These results were analysed using the mean and standard deviation scores of the dimensions of career development comprising mentoring, coaching and job enrichment respectively. The mean score was reported using a mean scale of 1 to 5 with mean scores of 1 to 2.9 indicating 'low', while 3 to 5 indicate 'high' career development employee commitment levels as applied by Dess, Lumpkin and McFarlin (2005).

By virtue of the nature of objectives 3, multiple regression techniques were used for the analyses. Standard multiple regression technique were employed in analysing objective three which examined the influences of

selected dimensions of career development on employees' commitment at the Ghana National Association of Teachers' offices. Assessments were based on based on beta ( $\beta$ ) values or correlation values ( $r$ ), co-efficient of determination ( $R^2$ ), and corresponding significance levels ( $p$ -values). Analysis of objective three involved a two-step approach. The first in each case, relied on beta values ( $\beta$ ), corresponding significance levels ( $p$ -values) and regression co-efficients ( $R$ ) obtained from the simultaneous multiple regression technique to assess the effects of selected dimensions of career development on employees' commitment at the Ghana National Association of Teachers' offices.

In the second step, regression co-efficients ( $R^2$ ) and variations in them obtained from the multiple regression technique were used to determine variances in employee commitment explained by career development. The  $R$  describes the direction and the strength of the association between the independent and dependent variable in a study. Cohen (1992) suggests the following guidelines for the interpretation of the magnitude of correlation coefficient;  $r=.10$  to  $.29$  or  $r=-.10$  to  $-.29$  small,  $r=.30$  to  $.49$  or  $r=-.30$  to  $-.49$  moderate,  $r=.50$  to  $1.0$  or  $r=-.50$  to  $-1.0$  strong.

Moreover, the coefficient of determination ( $R$ -squared) represents the variation in the dependent variable that is accounted for by the independent variable(s). In view of Ringle, Sarstedt and Zimmermann (2011),  $R^2$  values of 0.75, 0.50, or 0.25 for dependents variables can, as a rough rule of thumb, be respectively described as substantial, moderate, or weak. A statistical significance of variables or constructs are achieved when a 95% confidence interval probability is less or equal to 0.05 Or 5%;  $t$ -statistic of 1.96 or more

(Pallant, 2016). In light of the above the results of the variables objectives were assessed and reported in tables that ensue under each objective.

**Assessing the perception level of employees on selected dimensions of career development**

This section addressed the first objective of the study which sought to assess the perception level of employees on selected dimensions of career development at the Ghana National Association of Teachers’ offices. Using the Tiedeman and Ohara’s (1963) dimensions including mentoring, coaching and job enrichment the study assessed how the institution applies them in its operations. The items of each dimension were computed to obtain composite means and standard deviations for the three indicators. Table 3 reports the summary of results of the objective.

**Table 3: Dimensions of Career Development**

<b>Constructs</b>	<b>Mean</b>	<b>Std. Deviation</b>
Mentoring	3.3625	.70649
Coaching	3.0382	.84885
Job Enrichment	3.8495	.66045

Valid N (listwise)

Source: Field Data (2021)

The results in Table 3 suggest that all the three indicators of career development were applicable in the institution studied. Thus, it can be concluded that mentoring, coaching and job enrichment are practices of career development adopted as the policies of GNAT. Specifically, there exists a high level of mentoring (M=3.3625; SD=.70649); coaching (M=3.0382; SD=.84885)

and job enrichment ( $M=3.8495$ ;  $SD=.66045$ ) in the organisation. Based on the performance of the indicators it could, therefore, be deduced that the level of career development based on the three dimension was high in the institution. This is because the mean scores of the dimensions have met the accepted criteria of over 2.9 (Dess et al., 2005).

The Implication is that management of GNAT encourages its members to seek the development of others seeking to growth in their career path. Arguably, mentoring facilitates personal learning and attitude which consequently results in enhancing organisational commitment and sustainable employee learning environment. Hakro and Mathew (2020) stressed that, mentors provide their mentees with the ability to make innovative ideas which does not only add to their capabilities and personality, but also prepare them to lead the others in future when they will be holding such positions. Again, management of the institution ensures that their organisation's core values and internal systems support coaching of colleagues across GNAT. According to Kalkavan and Katrinli (2014), coaching is the art of creating an environment, through conversation and a way of being that facilitates the process by which an employee can move towards desired goals in a fulfilling manner. It requires one essential ingredient that cannot be taught; caring not only for the external result but for the person being coached.

Moreover, the findings imply that the organisation ensures that staff are adequately resourced to do their job. They have wide job description that make them engaged and enriched where the full skills and abilities of the staff are utilised. Thus, such practice offers qualitative change to a job that increases the extent of autonomy, feedback, and significance of the job, allowing workers to

have better control and feedback in their work setting (Magaji et al., 2017). Mohr and Zoghi (2006) emphasised in their study that job enrichment builds a sense of challenge, achievement and variety, gives workers more freedom in deciding about such things as work methods, sequence and pace of the acceptance or rejection of materials, encouraging participation and interaction between co-workers.

**Assessing the Levels of Employee Commitment**

This section analysed the second objective of the study which sought to assess the levels of employee commitment to their work at GNAT. The assessment was done based on the three elements of employee commitment (affective, continuance and normative) as well as the overall commitment score. This was to assess whether employees are committed to work by virtue of career development. Per the same procedure employed in objective one, the various items of the elements (affective, continuance and normative) of employee commitment were computed to ascertain the composite mean and standard deviation scores. Results were presented on Table 4.

**Table 4: Level of Employee Commitment**

	Mean	Std.	Skewness	Kurtosis		
	Statistic	Deviation Statistic	Statistic	Std. Error	Statistic	Std. Error
Affective Commitment	3.0013	.43895	-.566	.231	.554	.459
Continuance Commitment	3.1015	.69917	-.052	.230	-.122	.457
Normative Commitment	3.1788	.84855	.366	.230	-.455	.457
Employee Commitment	3.0668	.51884	-.070	.231	.769	.459
Valid N (listwise)						

Source: Field Data (2021)

The results in Table 4 as per the guidelines of Dess et al. (2005) suggests that there was high level of employee commitment at GNAT. This is because, on overall, the mean value of the employee commitment demonstrated high level ( $M=3.0668$ ,  $SD=.51884$ ). Specifically, the results indicated that affective commitment of the employees was high ( $M=3.0013$ ,  $SD=.43895$ ). With regards to the level of continuance commitment they indicated that, they were committed ( $M=3.1015$ ,  $SD=.69917$ ). Again, it was found that the normative commitment of the employees was high ( $M=3.1788$ ,  $SD=.84855$ ).

The implication of the finding is that the employees of GNAT are committed to the job they have been assigned. In line with the position of Qing et al. (2019), affective commitment fosters a sense of belonging and is generally related to an employee who is emotionally attached to the organisation. Such individuals exhibit greater capabilities to be involved in the activities of an organisation and are always ready to put in extra effort beyond their duty towards the achievement of the organisation's goals (Nazir et al., 2018). Furthermore, they believe that the threat of losing attractive benefits such as favourable culture is one of the perceived costs of leaving an organisation (Marcoux et al., 2021). Likewise, Azadi et al. (2013) see that employees are less likely to leave an organisation if their values indicate that are inappropriate to do so. Moreover, Meyer et al. (1989) have found that committed employees are more likely to remain with the organisation and strive towards the organisation's mission, goals and objectives.

**Influence of Selected Dimensions of Career Development on Employee Commitment**

The third objective was addressed in this section. It sought to analyse the influence of the dimensions of career development on the employee commitment at GNAT. The analysis was based on the examination of the three dimensions of career development through multiple regression and conclusion drawn bases on the result of the R-squared of the combined elements. The results were reported in the Table 5, 6 and 7. First, Table 5 was used to analyse the relationship and the influence or variation of the combined dimensions on employee commitment.

**Table 5: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.469 <sup>a</sup>	.220	.198	.46466

a. Predictors: (Constant), Job Enrichment, Mentoring, Coaching

Source: Field Data (2021)

Table 5 informed the researcher about the relationship and the extent to which variation in the dependent variable was accounted for by the independent variables. In view of Tabachnick and Fidell (2012), the column marked R, which is also the correlation coefficient, tells the direction and strength of the relationship between the dependent and independent variables whiles, adjusted R-squared, also, the coefficient of determination explains the extent to which changes in one variable affect the other. Per the results, there is a strong positive relationship between career development dimensions put together and employee commitment (R=0. 469). Furthermore, the results suggest that by synergy, the

career development dimensions account for approximately 22% of variation in employee commitment in the organisation. The remaining approximate 78% can be attributed to other variables not considered in the study. However, to ascertain the statistical implication of the results in Table 5, Table 6 was generated to explain such.

**Table 6: ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	6.402	3	2.134	9.884	.000 <sup>b</sup>
Residual	22.671	105	.216		
Total	29.073	108			

a. Dependent Variable: Employee Commitment

b. Predictors: (Constant), Job Enrichment, Mentoring, Coaching

Source: Field Data (2021)

From Table 6, the regression model was statistically significant because the significant value was seen far below the threshold for statistical significance of a 95% confidence interval, 2-tailed assumption ( $F(3, 105) = 9.884, P < 0.001$ ). Prior researchers claimed that, a probability level of less than or equal to 0.05 meet the condition for significance of a regression model (Pallant, 2016; Tabachnick & Fidell, 2012). Therefore, it can be concluded that, the regression model was adequate for explaining the relationship (R) and effect ( $R^2$ ) of the indicators of the career development on employee commitment. Table 6 showed the magnitude of the effect of each of the dimensions on employee commitment. Again, Table 7 ascertained the contributions of each of the dimensions of career development on commitment model, holding other things constant.

**Table 7: Coefficients<sup>a</sup>**

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	2.069	.220		9.396	.000
Mentoring	.005	.089	.007	2.061	.002
Coaching	.096	.080	.157	3.203	.032
Job Enrichment	.278	.094	.346	2.956	.004

a. Dependent Variable: Employee Commitment

Source: Field Data (2021)

The results in the Table 7 exhibited that all the dimensions of the career development had significant positive influence on the commitment of the employees at the GNAT. Thus, the study averred that mentoring ( $B=.007$ ,  $t=2.061$ ,  $P=0.002$ ), coaching ( $B=.157$ ,  $t=3.203$ ,  $P=0.032$ ), and job enrichment ( $B=.346$ ,  $t=2.956$ ,  $P=0.004$ ), had significant influence on employees' commitment. The significance of the indicators along with the R-squared suggest that career development can predict changes in the commitment of the employees in the institution.

Per the findings of the result, it can be argued that when management of GNAT wants to improve upon the commitment of its employees, then, it should place emphasis on development of effective career development policies such as mentoring, coaching and job enrichment. The finding corroborates with Okechukwu and Raymond (2015), who investigated the relationship between career development and organisational commitment in the Nigerian Liquefied Natural Gas Company limited, Bonny. The study specifically assessed the

impact of coaching and mentoring on the commitment of the employees in the company and discovered that the elements influenced the commitment of the employees in the organisation. The finding further support that of Seema and Sujatha (2015) who established that formal and informal forms of mentoring significantly predict employee overall commitment.

Moreover, the findings of the study sheds lights on the position upheld in Neyshabor and Rashidi (2013), who found that job enrichment has a significant positive influence on organisational commitment of employees. In support of other studies in Ghana, Ampoty (2014), whose, study was conducted to seek the views and perceptions of selected employees on the effects of career development on employee retention at AngloGold Ashanti Company, Obuasi Mine, found that career development in any form has significant positive influence on employees' commitment. Therefore, it can be concluded that organisations should emphasise on developing to the career development policies in order to improve employee commitment.

### **Chapter Summary**

The study examined the influence of career and employee commitment at the GNAT in Ghana. In this chapter, results and discussions were presented to address the objectives of the study. The findings of the results showed that there was high level of career development and employee commitment. Also, the study established that career development in terms of mentoring, coaching, and job enrichment had significant positive influence on employee commitment.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

This chapter presented the key findings of the research objectives of the study, conclusions drawn from the findings and recommendations for policy considerations. The chapter also provided suggestions for further research.

#### Summary

The study was thrived with conceptual opinions in relation to the significant contributions of career development in improving the commitment of employees at the Ghana National Association of Teachers' offices. The purpose of the study was to examine the influence of career development on employee commitment at GNAT. Specifically, the study examined the following research objectives in order to: assess the perception level of employees on selected dimensions of career development at the Ghana National Association of Teachers' offices; assess the level of employees' commitment at the Ghana National Association of Teachers' offices; analyse the effect of selected dimensions of career development on employees' commitment at the Ghana National Association of Teachers' offices. The study adopted the quantitative approach and descriptive correlational design. A structured questionnaire was developed from extensive reviews of previous studies to gather data from 110 out of 123 respondents in GNAT. The data was then processed using the IBM SPSS Statistics (version 26) software. Both descriptive (means and standard deviations) and inferential statistics (multiple regression) were used to address issues in the study. The next sections presented the major findings of the study.

In relation to research objective one, the study found that all the dimensions of career development studied were applied at the GNAT. Specifically, mentoring, coaching, and job enrichment were the elements of career development at GNAT.

The study also assessed the level of employee commitment at GNAT. The finding indicated that there was high level of employee commitment. Thus, employee commitment through its elements including affective, continuance and normative aspects demonstrated high level indicating that employees were committed to the jobs they are assigned at GNAT.

The third as well as final research objective focused on examining the influence of selected dimensions of career development on employee commitment at GNAT. The study found that all the dimensions of career development i.e. mentoring, coaching and job enrichment variously had significant positive influence on employee commitment. This implies that all the dimension of organisational culture jointly predicts the commitment of the employees at GNAT.

### **Conclusions**

The study aimed at examining the influence of career development on the employees' commitment at GNAT. The following conclusions were, therefore, drawn based on the study's key findings.

In reference to the first research objective, the study's result revealed high performance of the dimensions of career development. The result has largely been supported by previous empirical studies which suggest that the organisation should develop strong career development roadmap or policies in order to build and raise employees to the level they will attain their career

aspirations. The early success of the initiatives described provide useful lessons for the organisation and management who recognize mentoring and coaching as well as job enrichment functions on job organisational commitment is critical for sustaining future organisational performance.

With reference to the second research objective, the study concluded that the commitment of employees in the GNAT was high. The implications are that individuals exhibit greater capabilities to be involved in the activities of an organisation and are always ready to put in extra effort beyond their duty towards the achievement of the organisation's goals. The committed employees are less likely to leave an organisation when the organisation puts in place measures to improve the values of employees.

In relation to the final objective, the study concludes that GNAT or other institutions should prioritise on building human capability, implementing internal systems that support mentoring, coaching and problem solving, efficiency, and effectiveness at every level and across organisational boundaries as these are able to enhance the commitment of the employees.

### **Recommendations**

On the strength of the research findings and conclusions made, the following recommendations are hereby made:

The study recommended that management of GNAT should emphasise on continuously developing and strengthening the career development of the institution across the country. This could be achieved through organising training programmes to help management of firms to be abreast with how to develop comprehensive career programmes. The training packages should also focus on developing the skills and capabilities of individuals heading the various

GNAT offices to be able to adapt to transfer the knowledge through mentoring and coaching to the subordinates.

The study further recommend that the organisation should make efforts to involve the employees in major decision making of the organisation. This could practically be achieved by engaging members at all levels in pursuit of the mission and work in a collaborative manner to fulfil overall GNAT objectives. This could be done through regular meetings, conferences, seminars and workshops where the views, comments and suggestions of all participants are scrutinised and where necessary accepted to develop comprehensive career development policies for the association.

#### **Suggestions for Further Research**

The study focused on how career development could influence the commitment of employees at the offices of the Ghana National Association of Teachers' offices (GNAT). GNAT is an institution of teachers seeking members (teachers) welfare in Ghana. Therefore, a study on the institution could have employed the approach that will gather views of members of the association who do not directly work in it. This is because recruitment to work there are partially based on your membership in the association. Hence, future studies may look at mixed method approach where qualitative views from ordinary members of the association could be obtained to help better develop career development policies that have implications on the commitment of the employees.

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**APPENDIX**  
**QUESTIONNAIRE**  
**UNIVERSITY OF CAPE COAST**  
**COLLEGE OF HUMANITIES AND LEGAL STUDIES**  
**DEPARTMENT OF HUMAN RESOURCE**

I am a final year student from the University of Cape Coast (UCC). As part of the requirement for the award of **Master of Business Administration** in Human Resource Management, I am conducting a study on the effect of career development on employee commitment. You have been selected to participate in this study to seek your opinion. This study is for academic purposes and thus the information you provide will be treated with the greatest confidentiality. (Please tick as applicable).

**PART A: BACKGROUND INFORMATION**

1) What is your gender?

Male [ ]

Female [ ]

2) In which of the following age brackets do you belong?

21-30 years [ ]      31-40 years [ ]      41-50 years [ ]

Above 50 years [ ]

3) What is your education level (state the highest level?)

Diploma [ ]      Undergraduate [ ]      Post Graduate [ ]

4) How many years have you worked in your current position?

Less than 1 year [ ]      1-5 years [ ]      6-10 years [ ]

11-15 years [ ]      More than 15 years [ ]

**PART B: CAREER DEVELOPMENT**

To what extent do you agree with the following statements on the career development practices in your establishment? Please place a tick (√) or a mark (x) in the box (cell) where 1 = least agreement and 5 = highest agreement

N	Statement	1	2	3	4	5
<b>Mentoring</b>						
1	Management shows a real and special interest for my career.					
2	Management provides me special training and gave me advices concerning my profession					
3	Management gives me recommendations for promotion and advancing opportunities in my career					
4	Management assists me in coordinating my professional goals					
5	Management supports me by assigning tasks, which did teach me new capabilities and improved my expertise.					
6	I try to model my behaviours parallel to my mentor					
7	I admire my mentor's talent in motivating other professionals					
8	I share my personal problems with my Association management					
<b>Coaching</b>						
9	Career coaching is a fundamental human resource policy in the Association					

10	The Association dedicates formal sessions for discussing career development of staff.					
11	The institution prepares career forecast for each employee from time to time.					
12	Developing staff for future positions in the institution is a human resource policy					
13	The Association recognises employees' interests/goals and is willing to meet employees' interests					
<b>Job Enrichment</b>						
14	Opportunity is given by the institution to use my skills					
15	I have adequate information and knowledge which enables me to do my job well					
16	The amount of work I am expected to do in my job is reasonable for me					
17	The amount of work I am expected to do in my job is reasonable to the institution					
18	Institution has good priorities and direction for employees					
19	Opportunity is given by the institution to complete my entire tasks on my own					
20	My institution strongly considers my goals and values					
21	My institution is willing to help me, when I need a special favour					
22	My institution addresses life problems that hinders employee's performance					

**SECTION C: EMPLOYEE COMMITMENT**

To what extent do you agree with the following statements on the employee commitment to your establishment? Please place a tick (√) or a mark (x) in the box (cell) where 1 = least agreement and 5 = highest agreement

N	Statements	1	2	3	4	5
<i>Affective Commitment</i>						
1	I would be very happy to spend the rest of my career with this Association					
2	I really feel as if this Association's problems are my own					
3	I think I could easily become as attached to another organization as this one					
4	I do not feel "emotionally attached" to this Association					
5	I do not feel like "part of the family" at my Association					
6	This Association has a great deal of personal meaning for me					
<i>Continuance Commitment</i>						
7	I owe a great deal to this Association					
8	I do not feel any obligation to remain with my current employer					
9	Even if it were to my advantage, I do not feel it would be right to leave my Association now					
10	I would feel guilty if I left my Association now					
11	This Association deserves my loyalty					

12	I would not leave my Association right now because of my sense of obligation to it					
<i>Normative Commitment</i>						
13	Right now, staying with my Association is a matter of necessity as much as desired					
14	It would be very hard for me to leave my Association right now, even if I wanted to					
15	Too much of my life would be disrupted if I decided I wanted to leave my Association now					
16	I feel that I have too few options to consider leaving this Association					
17	One of the major reasons I continue to work for this Association is that, leaving would require considerable personal sacrifice					
18	One of the few negative consequences of leaving this Association would be the scarcity of available alternatives else where					

THANK YOU.