UNIVERSITY OF CAPE COAST

IMPACT OF CAREER DEVELOPMENT ON

EMPLOYEE ENGAGEMENT AT WOMEN'S WORLD BANK,

KUMASI.

AKOSUA FORIWAA DANSO

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BY

AKOSUA FORIWAA DANSO

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DECLARATION

Candidate's Declaration

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

Candidate's signature: …………………………. Date……………………

Name: Akosua Foriwaa Danso

Supervisors' declaration

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

Supervisors Signature…………………… Date……………………

Name: Dr Nicodemus Osei Owusu

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ABSTRACT

The study aimed at assessing the impact of career development on employee engagement at Women's World Bank, Kumasi. The study used descriptive survey research and a census of 266 employees. The research approach used was the quantitative approach and Questionnaire was the main data collection instrument used to collect data from the field survey. The data for this study was processed with SPSS (V 22) and analysed with regression and correlational analysis, means and standard deviation in addition to percentages and frequencies. The results were presented in tables and figures. The study discovered that, Women's World Bank provides opportunity for career development for its employees. It was found that the level of satisfaction with career development on emotional engagement and cognitive engagement had strongest unique but statistically significant contribution to explaining the dependent variable when all the other variables in the model are controlled for. The findings disclosed that lack of experts to handle career counselling as a component of career development and limited promotion opportunities for employees after career development were some challenges associated with career development at Women's World Bank. The study recommends that management of Women's World Bank must put in place a strong succession plan system. Human resource managers at the bank must draw up employee career development programmes to address career development challenges.

KEYWORDS

Career

Career Counselling

Career Development

Employee Engagement

Employee Satisfaction

Employee Turnover

Performance

Psychological Contract

Social Exchange

Training

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DEDICATION

To my mum Mrs Margaret Appiah Danso and brohers Emmanuel Danso and

Kwaku Danso.

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LIST OF ACRONYMS

HRM-   Human Resource Management

OCB-   Organizational Citizen Behaviour

UNESCO-   The United Nations Educational, Scientific and Cultural

Organisation

WRRS-   Workplace Employment Relations Studies

CHAPTER ONE

INTRODUCTION

Career development is a critical human resource management function in both Public and Private Organizations. Career development has been a recurrent subject of debate among scholars and academics. Armstrong (2006) adds that career development is the use of planned instruction activities to promote learning. Training 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. However, it is important to point out that HR practices work to develop individual knowledge and skills, as well as employee attitude and behaviours. If these effects are prevalent enough in the employee population, then the collective changes in human capital, attitudes, behaviours and associated organizational climate should be strong enough to influence organizational performance. A significant driver of employee engagement is having career advancement opportunities. However, most research shows that employees' satisfaction with their career advancement opportunities at their company is usually low.

Background to the Study

Every organisation is a social entity (Desai, Majumdar & Prabhu, 2012), and might aim at achieving profitable growth with the help of streamlined operations, robust finances and aggressive marketing. However, its human resources carry out all these functions. An ever rapidly changing business environment therefore demands for a lifelong learning as an essential coping strategy (Githinji, 2014). In the world of Ottenbacher and Harrington (as cited in Nawz, Hassan, Hassan, Shaukat & Asahullah, 2014), employees

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of organisations play key role in organizational creativity and innovation. Desai, et al. (2010) provided that, the traditional paradigm of motivation relied heavily on financial reward in that to earn the money to satisfy their 'physiological, safety and belonging needs', in Maslow's terms (1954), employees tolerated long working hours and poor work conditions (Goble, 1970).

Desai, Liao, Cevallos and Trautner (2010), observed that through the 1960s and 1970s, career progression emerged as additional motivator (Stairs, Galpin, Page & Linley, 2006) now must be made accessible to all (Watts & Sultana, 2003). New age organizations are increasingly recognizing the importance of human capital management in organizational development (Bassi & McMurrer, 2007). Generally, employees' knowledge, skills and abilities need to keep current to match with the requirement of the job and training and development program are essential to ensure the employees' competencies are updated (Lai, Lee, Lim, Yeoh & Hanim, 2015). According to Aguinis and Kraiger (2009), training and development activities will bring positive effects toward organization and their personal goal, may increase the confidence and selfefficacy among employees to perform well in the job (Wang, 2005).

Lai, et al., (2015) advised that managers can promote high level of employee engagement by giving appropriate training and development to the employees. Elnaga and Imra (2013), also hint that, to develop the desired knowledge, skills and abilities of the employees in order to make employees perform well on the job, managers must provide effective training and career development programs to their employees, especially those with job-

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knowledge gap. Azeem, Rubina and Paracha (2013), provided that employee development is a strategic approach that focuses upon the future-oriented growth that includes higher positions with a larger pool of responsibilities. Career development is therefore antecedent of employee engagement.

Agyemang and Ofei (2013) (as cited in Githinji, 2014), defines employee engagement as the positive, effective psychological work-related state of mind that leads employees to actively express and invest themselves emotionally, cognitively, and physically in their role performance. According to Purcell (as cited in Dromey, 2014) engagement is a combination of attitude and behaviour. With the attitude is being seen as "commitment", whilst the behaviour is being seen as "going the extra mile". MacLeod and Clarke (2009), proposed that there are four main enablers of employee engagement under organisational setting and found the enablers to include strategic narrative, engaging managers, employee voice and integrity and these enablers are the factors that lie behind effective engagement (Dromey, 2014), because when these enablers are present in organisational settings, engagement will follow.

On another perspective, Spreitzer (1995), disclosed that, engagement has four dimension and these dimensions are meaning (sense of purpose), competence (self-efficacy), feelings of self-determination (feelings of control) and impact (belief that one's efforts can make a difference). It must be noted that, the degree of employee satisfaction with the career development programmes at Women's World Bank will influence their state of engagement with the Bank. Adesola, Oyeniyi and Adeyemi (2013), explained that employee job satisfaction is the extent to which people like or dislike their

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jobs. Harter, Schmidt and Hayes (2002), found that both employee satisfaction and engagement have a direct relationship to business outcomes. Azeem, Rubina and Paracha (2013), provided that training and career development has positive effect on individual's ability to perform and thus increase the task engagement of the employee. Paradise, (2008) and Ganzach, Pazy, Ohayun and Brainin, (2002) also hold the view that training and employee development are imperative drivers of employee engagement.

Thakur (2014), reiterated that not only does engagement have the potential to significantly affect employee retention, productivity and loyalty, it is also a key link to customer satisfaction, company reputation and overall stakeholder value. A recent summary paper produced by Rayton (2012), shows that employee engagement is positively linked to organisational productivity and performance, customer satisfaction, innovation, employee wellbeing and low absenteeism, and retention. Increased employee engagement means that an employee is satisfied with their job which can lead to a happier work and home life balance (Department of Human Resources, Government of Northwest Territories, 2013) and can also results in a declined rate of staff that voluntarily leave their jobs, create motivation and inspiration resulting in job promotion, other job interests and or transfer assignments.

Statement of the Problem

It was acknowledged by Thakur (2014), that the challenge today is not just retaining talented people, but fully engaging them, capturing their minds and hearts at each stage of their work lives. Dromey (2014) disclosed that employers are increasingly aware of the importance of engagement for organisational success, and the need to measure engagement and to take steps

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to improve it. For instance, Desai, et al. (2010) concluded that a happy and committed workforce can steer an organization to success, while demoralized and demotivated employees can paralyze the enterprise's growth. Despite the strong assumptions that workplace training and development influence employee outcomes (for example motivation, commitment, withdrawal behaviour and work performance), there is a limited number of studies in field settings addressing the issue of employee engagement empirically (Dysvik & Kuvaas, 2008) and this calls for more studies to be conducted to determine the extent to which employees' career development influences their engagement.

ADP Research Institute (2012), disclosed that the results of a study conducted by the Society for Human Resource Management (SHRM) in 2012 concerning employee job satisfaction and engagement indicated that 81 percent of U.S. employees reported overall satisfaction with their current job. Despite these high satisfaction levels, the same survey revealed that employees were only moderately engaged. Could these findings be the case of Women's Bank or different findings might surface? Dale, Carnegie and Associates, (2012) found that with recruiting costs running approximately 1.5 times annual salary, the ability to engage and retain valuable employees has a significant impact on an organization's bottom line. Vazirani, (2007) offered that career development influences engagement for employees and retaining the most talented employees and providing opportunities for personal development.

According to Hirsh (2007), 'career' holds out both opportunities and threats to an employing organisation. Among its threatening elements are its focus on the future, the possibility of raising employee expectations which the

organisation may not be able to satisfy and the particular fear that discussing career issues may make employees wish to leave their current job or even leave to go to another employer. Zinger (2010), however cautioned that unfortunately there are some employees (managers) who will not be engaging no matter how much training and communication you provide. Dromey (2014) found that there were some significant differences between the genders, with female employees appearing far more engaged than their male colleagues in research conducted. On the engagement index, women averaged 3.59 out of 5 compared to the average for men of 3.43. There was a significant gap in organisational commitment with women averaging 3.98 compared to men at 3.83.

A similar pattern in terms of gender was found by Van Wanrooy, et al. (2013) as cited in (Dromey, 2014) who constructed an index of job-related contentment and job-related enthusiasm from Workplace Employment Relations Studies [WRRS] in 2011. They found that women scored higher than men on both elements. Alfes, et al., (2010) also found similar results. They found that women scored higher than men across each of the elements of engagement they examined; intellectual engagement, affective engagement and social engagement. Could this trend be reflected in the case of Women's World Bank or otherwise?

Purpose of the study

This study seeks to examine the impact of career development on employee engagement within a Ghanaian bank.

Research Objectives

1. To examine the extent to which Women's World Bank promote career development of its employees.

2. To assess the state of employee satisfaction with career development at Women's World Bank.

3. To ascertain the influence of career development on employee engagement at Women's World Bank.

4. To assess the challenges associated with career development at Women's World Bank.

Research Questions

Based on the specific research objectives, the following research question will be posed in the bid of findings answers to the objectives.

1. How does Women's World Bank support career development of its workers?

2. To what extent are workers satisfied with career development at Women's World Bank?

3. To what extent do career development influence employee engagement at Women's World Bank?

4. What challenges are militating against career development at Women's World Bank?

Significance of the Study

The findings of this study will be of immense benefits to some identified stakeholders when they rely on the findings of the study in making decisions as well as taking actions in the various endeavours. First of all, the findings of this study will be of help to management of Women's World Bank

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to know the extent to which their workers are engaged and satisfied with the jobs within this particular time. Gaps that will be identified in the study will inform management about the next course of actions to be taken. By highlighting the perceived challenges inherent in the career development system of Women's World Bank, management will have first-hand information as to how to handle those challenges to promote efficiency and subsequently deepen employee engagement. Employee loyalty programmes could as well be designed by management of Women's World Bank to enhance worker commitment and engagement.

The findings will as well be useful to industrial practitioners especially those in the banking industry of Ghana because, it expected that the findings will contribute to knowledge as well as empirical evidence that could be relied for designing industrial psychological programmes and policies to guide human behaviour at work. Additionally, it expected, the findings of this study will contribute to the knowledge base on the concepts career development and employee engagement and provide same, new or different findings alongside the already existing literature. Students could rely on the findings of this study to conduct further future studies. Gaps in the study could as well be exploited. Once again, this study will serve as source literature to students, researchers and academicians to rely on for their research work.

Delimitation of the Study

The research sought to assess the impact of career development programmes at Women's World Bank on employee engagement. The study was conducted in Kumasi, the regional capital of the Ashanti region of Ghana.

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Descriptive survey design was and questionnaire was the main instrument that was used to collect the primary data from the respondents. A target population of 266 workers was considered. The population included workers who are permanently employed, outsourced and on contract based. The data was processed through the use of Statistical Package for Social Sciences (SPSS version 22.0).

Limitations of the Study

Since the study was a descriptive study, it will not be able to provide some unquantifiable reasons behind the responses given by the respondents. Time and financial constraint affected the number of respondents that could be considered for the study and the extent to which the study could be carried on.

Organization of the Study

This research comprises of four (4) main chapters and each chapter focused on a particular aspect of the research document. The Chapter One dealt with the Introduction of the study, background, statement of the problem, purpose of the study, research objectives and research questions, significance of the study, delimitations, limitations, and the organization of the study. The Chapter Two handles the Literature Review. This re-examines the theories, models, write- ups, and existing literature pertinent to the topic. The Chapter Three covers the Research Methodology. It deals with the research design, the study area, the population, sampling procedure, data collection instruments and procedure, and data processing and analysis. Under Chapter Four, data collected and the results obtained will be tabulated to demonstrate the opinions of respondents on various questions. An in-depth

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discussion of results and findings from the data collected will also be presented. The Chapter Five gives the overview of the whole study. It presents the summary, conclusions, and recommendations of the research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The purpose of this study is the examine the impact of career development on employee engagement. This chapter provided information about previous but related literature concerning the key thematic areas of the study. Concepts, models and empirical findings are covered under this chapter. The theories underpinning this study are first reviewed.

Theoretical Framework

Ego Identity Theory

Tiedeman and O'hara (1963) examined the process of career development as a part of a continuing process of differentiating ego identity. They contend that variables such as a person's early childhood experiences within his family, the psychological crises encountered at various developmental stages, the equilibrium between vocational goals, the individual needs and those of the society and the personality characteristics of an individual all have great impact on commitment and engagement. Tiedeman and O'hara (1963) further emphasized that there is an intervention relationship between career and personality in organization, the former exerting significant influence on the later. In their view, career development is a process of modeling a career identity through differentiation and personality integration as one come across a work-related problem.

It is their conception that differentiation relates to the uniqueness which exists in the individuality and how he expresses his individuality. They conceive integration on the other hand as the ways in which the

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individual adjusts himself to accommodate others around him in order to become an integral part and an acceptable member of the society. In their opinion, the decision the individual makes in relations to his work, daily activities, form the basis and framework of his career development. Their theory places emphasis on the progressive developmental stages of career development with career decision being significant in the process. As used in this study, this theory explains employee career choices and desire for development.

Expectancy theory

Expectancy theory was proposed by Victor Vroom in 1964. This theory is based on the hypothesis that individuals adjust their behavior in the organization on the basis of anticipated satisfaction of valued goals set by them. The individuals modify their behavior in such a way which is most likely to lead them to attain these goals. This theory underlies the concept of employee satisfaction and engagement as it is believed that employee satisfaction and engagement is influenced by the expectations concerning future events (Salaman et al., 2005). Murray (2008) suggest that assuming goal acceptance, increasing the challenge or difficulty of goals leads to increased motivation and increases in employee performance.

Expectancy theory hypothesizes that individuals change their behavior according to their anticipated satisfaction in achieving certain goals. The theory further argues that there are two distinctive sets of factors affecting employee attitudes towards job and motivation. Factors in the first group are motivators (intrinsic) and consists of the following elements: achievement, recognition, work itself, responsibility, advancement and

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growth. The second group of factors are classified as hygiene factors (extrinsic) and include supervision, company policy, relationship with (peers, subordinates, supervisor) working conditions, salary, personal life, status, security (Herzberg et al., 1993).

Clark (2001) further notes that performance management and indeed employee commitment and engagement is based on an extremely rationalistic, directive view of the organization which assumes not only that strategy can be clearly articulated but also that the outcomes of Human Resource (HR) processes can be framed in a way that make clear their links to the organizations strategic objectives. He further argues that the approach assumes casual links between different parts of the process that can be readily identified and enable underperformance in one or more aspects of the process to be managed to ensure optimum functioning of the performance management system. This theory has implications for the design of performance management processes and employee performance and the general organizations performance. Expectancy theory is founded on the premise that human beings think in a rational, calculative and individualistic way.

The Concept of Psychological Contract as Applied in Employment Relationship

The concept of psychological contract is commonly traced back to the early work of Argyris (as cited in Armstrong, 2009) and to the social exchange theory (Blau, as cited in Robinson, 1996). Armstrong (2009), asserts that a psychological contract is a set of unwritten expectations that exist between individual employees and their employers. Gust, (2007) noted

that psychological contract is concerned with the perceptions of both parties to the employment relationship, organisation and individual, of the reciprocal promises and obligations implied in that relationship. Rousseau and WadeBenzoni, (1994) amplified the definition of psychological contract by referring to it as the beliefs that individuals hold regarding promises made, accepted and relied upon between themselves and another (in the case of organisations, these parties include an employee, client, manager, and/ or organisation as a whole).

Within organisations, every role is basically a set of behavioural expectations (Katz & Kahn, 1966) and these expectations are often implicit – they are not defined in the employment contract (Armstrong, 2009). Conway and Briner, (2005) assert that the psychological contract may provide some indication of the answers to the two fundamental employment relationship questions that individuals pose: 'What can I reasonably expect from the organisation?' and 'What should I reasonably be expected to contribute in return?' Armstrong, (2009) disclosed that it is unlikely that the psychological contract and therefore the employment relationship will ever be fully understood by either party.

According to Mathis and Jackson, (2004), both tangible items (such as wages, benefits, employee productivity and attendance) and intangible items (such as loyalty, faire treatment and job security) are encompassed by psychological contract between employers and employees. Armstrong, (2009) further proposed that the aspects of the employment relationship covered by the psychological contract will include from the employee's perspective.

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i. How they are treated in terms of fairness, equity and consistency

ii. Security of employment

iii. Scope to demonstrate competence

iv. Career expectations and the opportunity to develop skills

v. Involvement and influence and

vi. Trust in the management of the organization to keep their promises

The psychological contract has many implications for management to consider. Spindler (2006) (as cited in Armstrong, 2009), suggests that a psychological contract creates emotions and attitudes (such as intention to quit) which form and control human working behaviour. Engaged employees are emotionally committed to working hard, demonstrating initiative, and expending extra discretionary effort — and doing so in alignment with strategic priorities to move the organization forward. To Sims, (1994) a balanced psychological contract is necessary for a continuing, harmonious relationship between the employee and the organisation. Further, Sims, however pointed that, the violation of the psychological contract can signal to the participants that the parties no longer shared (or never shared) a common set of values or goals. Linking this to employee engagement, if employers are not able to provide adequate environment that promotes employee career development, then this could dire consequences on employees' level of engagement.

The Concept of Career Development

Sampson, Watts, Palmer and Hughes (2000) highlight the importance of a collaborative effort between countries in considering the application of career theory to different cultural contexts. Stead and Harrington (2000)

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further crystalized this assertion by providing that the world is fast becoming a global village and the problems surrounding work in one country are often issues in other countries. They disclosed that unemployment, career indecision, career decision making, work adjustment, and career education, among others, need attention in all countries. According to an information contained in Dale Carnegie Training White Paper, (2012), employees are your biggest investment and should bring the greatest reward. Storey, (2001) asserts that, today, to become highly competitive as well as innovative, smart companies do have a place at the table for human resource for strategic reasons. The concept of Human Resource Management [HRM] is comparatively new in the management and organisational behaviour literature.

According to Armstrong, Cummins, Hastings and Wood (2003), it emerged as a planned and systematic approach to human resources in the latter half of the 20th Century. Armstrong (2010), stipulates that the overall purpose of HRM is to ensure that the organisation is able to achieve success through people. How to select, use, train, appraise, compensate, retain and communicate with one's domestic workforce can seem daunting enough. However, HR managers are able to carry out these complex tasks through well-planned HR practices. Wright, Gardner, Moynihan and Allen (2005), define HRM practices as organisational activities directed at managing the pool of human resources and ensuring that the resources are employed towards the fulfilment of organisational goals.

According to Merchant (1992), employee turnover can have a demoralizing effect on an organization as it may subsequently severely

impact the overall efficiency of the organization. This becomes even more critical in organizations which are service-oriented, like law enforcement, firefighters, banking, insurance, education etcetera and require highly developed skills and competencies. Unfortunately, there is no single answer that best addresses the issue of employee retention. Employees' career plans and their developmental needs must be consciously linked with the organization's workforce needs as well its strategic direction (Duxbury, Dyke, & Lam, 1999). A number of organizations have responded to this issue by implementing Career Development Programs in the workplace. These programs teach employees how to work toward their own goals while continuing to do productive work for the organization. Organizations with such programs claim they retain a greater number of employees. Clearly, career development has evolved from an isolated tool for individual growth to a key strategic asset for many far-sighted organizations. Once left exclusively to the individual employee's own initiative, organizations have taken a more active role in their employees' careers through Career Development Programs.

Merchant (1992), points that, clearly, career development has evolved from an isolated tool for individual growth to a key strategic asset for many farsighted organizations. Once left exclusively to the individual employee's own initiative, organizations have taken a more active role in their employees' careers through Career Development Programs. Traditionally, it has been assumed that every employee wants, or should want, the same thing in a career, usually a direct path up the organizational ladder (Fink, 1992). However, career development is not about "getting ahead", but rather about

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getting to be the best an individual can be and finding a place in an organization where they can express excellence and contribute to the goals of the organization.

Career development encompasses "vertical" issues such as promotions and upward mobility but also "horizontal" movement (lateral job transfers) within the organization. Career development deals with the fundamental nature of the relationship of individuals to their work and employees to their organizations. A clearly defined plan of action prepares employees for the future and preserves an organization's ability to meet both existing and future needs (Merchant, 1992). Rarely is enough attention given to alternative paths that reflect more personal aspirations, especially when those desires do not fit the familiar pattern of traditional organizational life. In today's competitive environment, it is imperative that all organizations create a work environment which fosters growth and development. It is apparent this can be accomplished by implementing a Career Development Program in the workplace. This will enhance organizational loyalty among employees, result in higher levels of job satisfaction, lower employee turnover, and fewer employee complaints (Werther & Davis, 1992).

Components of a Career Development Program

The desired outcome of a Career Development Program is to match the needs of the employee with those of the organization. Employees must have the opportunity to identify career needs and the organization should assist them in achieving these needs within organizational realities. Organizational career development is a strategic process in which maximizing individuals' career potential is a way of enhancing the success of the

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organization as a whole (Duxbury, Dyke, & Lam, 1999). The essential components are counselling and training. Career counselling provides an avenue for the employee to assess their career needs. The training component assists employees in growth and development by enhancing their knowledge, skills and abilities in their present job assignments or prepares them for future opportunities. Proficient in-service training and career specialty training can accomplish this. Each of these components is vital to the success of the career development initiative.

Career Counselling

Duxbury, et al. (1999) opined that one of the most logical and important aspects of the career development process involve career counselling. The United Nations Educational, Scientific and Cultural Organisation [UNESCO] (2002) reported that career counselling basically consists of four elements including helping individuals to gain greater self-awareness in areas such as interests, values, abilities, and personality style, connecting students to resources so that they can become more knowledgeable about jobs and occupations, engaging students in the decision-making process in order that they can choose a career path that is well suited to their own interests, values, abilities and personality style, and assisting individuals to be active managers of their career paths (including managing career transitions and balancing various life roles) as well as becoming lifelong learners in the sense of professional development over the lifespan.

Cochran (1997) argues that career counselling can be distinguished from other forms of counselling by focusing particularly on narratives that deal with future career development. For career counselling to be effective,

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one must possess good counselling skills (sensitivity, flexibility, and communication) and have information about the employee being counselled. This information can be obtained from an employee's self-assessment of their own needs, values, and personal goals. Additional information can be derived from employee performance appraisals and other parties who are in a good position to make valid judgements about the employee.

Proficiency In-Service Training

The second component of a Career Development Program encompasses proficiency in-service training. This component of the career development initiative must be closely coordinated with the organization's training efforts. According to Shahmohammadi (2013), proficiency in-service training programmes have more clearly defined goals. This benefit both the organization and its employees by keeping them up-to-date on duties and responsibilities within present job assignments. It also allows employees the opportunity to maintain those skills and abilities necessary for the job they perform.

Proficiency training subjects must consist of those elements of the training program that are indigenous to the organization and its operations. This type of training is job specific and generally limited to areas that are essential to the overall job function. A training program should be developed and implemented which encompasses all phases of training. This will allow employees to have a clear understanding of the organization's formal training requirements, as well as, demonstrate the department's commitment to employee development.

Career Specialty Training

Career specialty training is the final component in a Career Development Program and provides employees with the opportunity to enhance knowledge, skills, and abilities necessary to perform jobs beyond the minimum level. It also allows employees the opportunity to explore new areas of interest and specialization that will enhance abilities and skills in other specialized jobs. The opportunity to attend specialty courses of instruction offered by other organizations or institutions must be afforded to all employees. This can be easily incorporated into the organization's training policy.

Challenges in Career Development Programmes

Unfortunately, the term counselling can cause resistance because it signifies psychotherapy and is reserved for those with "problems". As a result, some employees may resist the organization's efforts. A possible solution could be to use the term career discussions instead of career counselling. Furthermore, career counselling should not be confused with the purpose and intent of the performance appraisal system. The objective of career counselling is to assist employees in exploiting their strengths and potential and avoiding mismatches between individual aspirations, capabilities and organizational opportunities. Since career counselling will likely involve issues related to performance, it can appropriately be made part of an employee's performance appraisal.

While it seems clear that career counselling will improve an organization's effectiveness and assist employees in achieving their individual needs, it is less clear who should do the counselling (Schein, 1978). In the

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vast majority of organizations, career counselling responsibilities are normally assigned to personnel within the organization, either by a specialized counselling staff or the employee's immediate supervisor. They are often knowledgeable about the employee abilities, experience and skills. Additionally, they have a good understanding of the work environment and the developmental activities within the organization. They are able to effectively monitor employee progress and facilitate, as well as advise on career directions.

However, many employees may not want to open up to their supervisors and may be concerned about ramifications of their counselling sessions. The employee may also have a hard time taking seriously advice that comes from a nonprofessional. Additionally, a comprehensive effort to interest and train supervisors in career counselling can be extremely costly to an organization. Trained professionals may be better prepared to evaluate an employee's strengths and weaknesses than the employee's supervisor. Also, since they do not work directly with those employees they counsel, they are often able to create an atmosphere of greater ease and candor.

In addition, employees being counselled feel that a professional knows more and, as a result, can be taken more seriously. Few organizations rely on an external counselling staff. They can usually conduct a more comprehensive appraisal of the employee. But according to Filipowicz (1979), they are isolated from the employee's work environment, lack familiarity with managerial philosophy and the groups with whom the employee interacts. The vast majority of mid-size and smaller organizations have assigned career counselling responsibilities to either the employee's

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immediate supervisor or a specialized counselling staff. Regardless of who is ultimately responsible for the counselling of employees, it is imperative they receive support from the organization's personnel or human resources department. They are responsible for maintaining personnel files and have, at least, a basic understanding of the human resource initiative.

Another example of the changing nature of career counselling has been the debate about the fusion of career and personal counseling (Hackett, 1993; Krumboltz, 1993). This debate has represented the first serious challenge to the problem-solving traditions of career counseling, and has drawn attention to the need for career counseling to change its practices in order to be more relevant. It is too simplistic to adopt the approach that individuals can separate career issues from personal issues for, as Savickas (1993) stated, "career is personal" (p.212). More recently, discussion on career counseling has reflected a move toward constructivist approaches (McMahon & Patton, 2006) emphasizing the importance of focusing on all aspects of the whole individual.

The Evolution and the Concept of Employee Engagement

According to Markos and Sridevi (2010), most references relate employee engagement to survey houses and consultancies. It is less taken as an academic construct. The concept is relatively new for HRM and appeared in the literatures for nearly two decades (Rafferty, Maben, West & Robinson, 2005; Ellis & Sorensen, 2007). Desai et al., (2010) asserted that the first published use of the term employee engagement as disclosed by Kahn in 1990, who described it as being different from other employee role constructs such as job involvement, commitment or intrinsic motivation, asserting that it

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focused on how psychological experiences of work shape the process of people representing and absenting themselves during task performance (Kahn, 1990).

The construct, employee engagement emanates from two concepts that have won academic recognition and have been the subjects of empirical research-Commitment and Organizational Citizen Behaviour (OCB) (Robinson, Perryman & Hayday, 2004). Employee engagement has similarities to and overlaps with the above two concepts. Robinson et al. (2004) state that neither commitment nor OCB reflect sufficiently two aspects of engagement-its two-way nature, and the extent to which engaged employees are expected to have an element of business awareness, even though it appears that engagement overlaps with the two concepts. Rafferty et al (2005) also distinguish employee engagement and the two prior concepts-Commitment and OCB, on the ground that engagement clearly demonstrates that it is a two-way mutual process between the employee and the organization.

Thakur (2014), provided that the challenge today is not just retaining talented people, but fully engaging them, capturing their minds and hearts at each stage of their work lives. Employee engagement is a concept that is rooted in science and, at the most fundamental level, reflects the human condition itself (ADP Research Institute Survey Report, 2012) and has emerged as a critical driver of business success in today's competitive marketplace. Robinson, (2007) claimed that employee engagement is the thus the level of commitment and involvement an employee has towards their organization and its values.

An engaged employee is aware of business context and works with colleagues to improve performance within the job for the benefit of the organization. The organization must work to develop and nurture engagement, which requires a two-way relationship between employer and employee. Further, employee engagement can be a deciding factor in organizational success. Not only does engagement have the potential to significantly affect employee retention, productivity and loyalty, it is also a key link to customer satisfaction, company reputation and overall stakeholder value. Thus, to gain a competitive edge, organizations are turning to HR to set the agenda for employee engagement and commitment.

Thakur (2014) defined employee engagement as the extent to which employees commit to something or someone in their organization, how hard they work and how long they stay as a result of that. Employee Engagement is the positive feeling that employees have towards the ir jobs and also the motivation and effort they put into it (Macey & Schn eier, 2008). Robinson, et al. (2004) defined employee engagement as "a positive attitude held by the employee towards the organization and its value. An engaged employee works with colleagues to improve performance within the job for the benefit of the organization. The organization must work to develop and nurture engagement, which requires a two-way relationship between employer and employee."

Lai, Lee, Lim, Yeoh and Mohsin, (2015) asserted that in general, the underlying concept of employee engagement can be categorized into three dimensions. First, Rothbard (2001) added the concept falls into two components, such as attention and absorption. The attention can be

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illustrated as cognitive availability and the statistic that every single individual may spends to think about the role (Lai, et al., 2015). Besides that, absorption can be identified as engrossed in a role which intensity of one person focuses in a role. Secondly, another concept of engagement was led by burnout researchers, Maslach and Leiter (1997) and Maslach, Schaufeli and Leiter, (2001) who conceptualized engagement as the opposite of or the positive contract to the three burnout dimensions: cynicism, exhaustion, and sense of inefficacy (Gonzalez-Roma et al., 2006; Shuck, 2010).

Furthermore, Schaufeli, Salanova, Gonzalez-Roma and Baker (2002), provided a third approach for work engagement, a different perspective and view to the engagement-burnout continuum theory. According to this, engagement can be defined as a "positive, fulfilling, work related state of mind that is characterized by vigor, dedication, and absorption" (Schaufeli et al., 2002, p. 74). Vigor can be categorized by mental resilience and high level of liveliness when carry out the duty or working role, hence this may help to increase the willingness of subordinates towards their work task. Lai, et al., (2015) asserted that dedication, the next element, refers to a strong recognition with a work task and is written off as by a sense of importance, motivation, encouragement, dedication, enthusiastic, and also a sense of self-importance and challenge. Lastly, absorption can be described as characterized by being completely intense or focus particularly in their job scope, whereby time constraint and facing numerous difficulties with unfasten themselves away from work (Laura, 2010).

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The Need for Enhancing Employee Engagement at the Work Place

Baumruk (2010), (as cited in Robertson-smith & Markwick, 2009) hinted that, by building a culture that enables employees to engage in their work, organisations may benefit from staff who are willing to go the extra mile and achieve better financial performance. Thakur (2014) provided that, in fact, employees with the highest levels of commitment perform 20% better and are 87% less likely to leave the organization, which indicates that engagement is linked to organizational performance. Robertson-smith and Markwick (2009) also concluded that there is an increasing awareness that employee engagement is pivotal to successful commercial and business performance, where engaged employees are backbone of good working environments where people are industrious, ethical and accountable.

Engagement can affect employees' attitudes, absence and turnover levels and various studies have demonstrated links with productivity, increasingly pointing to a high correlation with individual, group and organisational performance, a success measured through the quality of customer experience and customer loyalty (Fraser, 2008). In Dale Carnegie Training White Paper, (2012), it was acknowledged that experts predict the current turnover rate may rise to 65%. With recruiting costs running approximately 1.5 times annual salary, the ability to engage and retain valuable employees has a significant impact on an organization's bottom line. Performance against revenue expectations is 23% greater for companies with high engagement capital compared to those with low engagement capital (Corporate Leadership Council, HR Engagement Research Survey, 2011).

Markos and Sridevi, (2010) rhetorically asked that what will happen to an organization if its employees are disengaged? Employees who are not engaged are likely to be spinning (wasting their effort and talent on tasks that may not matter much), settling (certainly do not show full commitment, not dissatisfied enough to make a break) and splitting (they are not sticking around for things to change in their organization), have far more misgivings about their organization in terms of performance measures such as customer satisfaction (Blessing White, 2006; Perrin Report, 2003). Further, Branham (as cited in Heikkeri, 2010) provided that disengaged workers can negatively influence morale and revenues of the organization; they often make trouble, complain, and have accidents.

Gallup (2006) also found that the negative influence of disengaged workers constantly affects other people in teams and additionally destroys achievements of engaged workmates. They may as well have problems with engaged workers (Heikkeri, 2010). They can harm the organization in the manner in which they speak to customers; their negative behaviour affects client satisfaction, and can lead to loss of them (Vajda & SpiritHeart, 2008). Disengaged employees are more prone to anxieties and depression (Robinson, 2010), unhappy about their own lives (Gallup, 2006) and are more likely to have accidents at work and more inventory shrinkage (Harter, Schmidt, Killham & Asplund, 2006).

Meere (2005), based on the survey conducted by ISR on 360000 employees from 41 companies in the world's 10 economically strong countries finds that both operating margin and net profit margins reduced over a three year period in companies with low engagement, while these

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measures increased over the specified period in companies with high levels of engagement. Financial News, March 2001, as cited by Accord Management Systems (2004), reveals that disengaged employees are more likely to cost their organization. According to the report, Employees who are disengaged, miss an average of 3.5 more days per year are less productive and cost the US economy $292 to $355 billion per year.

Enablers of Employee Engagement in Workplace Employment Study

MacLeod and Clarke (as cited in Dromey, 2014), outlined what they saw as the 'enablers' of employee engagement in the MacLeod Report of 2009. Based on their research and extensive observations, the enablers were identified as the factors that lie behind effective engagement. Get these right, they argued, and employee engagement will follow. The enablers are summarised below (Dromey, 2014). According to Dromey (2014), the first enabler of employee engagement is the 'strategic narrative'. This is defined as a strong, transparent and explicit organisational culture which gives employees a line of sight between their job and the vision and aims of the organisation (MacLeod & Clarke 2009). They emphasise the role for leadership in setting out this strategic narrative, ensuring that employees understand it and can see how their role contributes towards it. The narrative should also be reflected in a strong organisational culture and ways of working.

The second enabler of employee engagement is 'engaging managers'. MacLeod and Clarke (2009) explained that engaging managers involves engaging managers who offer clarity, appreciation of employees' effort and contribution, who treat their people as individuals and who ensure that work

is organised efficiently and effectively so that employees feel they are valued, and equipped and supported to do their job. MacLeod and Clarke (2009) go on to explain that engaging managers "facilitate and empower rather than control or restrict their staff" and that they "treat their people as individuals, with fairness and respect and with a concern for the employee's wellbeing." They emphasise the importance of this, saying that the relationship with the line manager is the most important at work, and observing that 'people join organisations, but they leave managers.' Thus the definition covers a series of behaviours, approaches, and actions that are focused on supporting employees, engaging them and getting the most out of them whilst also promoting employee wellbeing.

To examine this enabler, we have chosen the question "in general, how would you describe relations between managers and employees here?" Though it is a relatively general question, it broadly covers the 'engaging managers' enabler.   The third enabler of employee engagement is 'employee voice'. This is described as follows:

"Employees' views are sought out; they are listened to and see that their opinions count and make a difference. They speak out and challenge when appropriate. A strong sense of listening and responsiveness permeates the organisation, enabled by effective communication." (ibid, p.75)

So, this is not just employees speaking up, but the employers actively encouraging them to do so, considering their views and acting on them where possible. They distinguish between individual and collective voice – both of which are seen as important to engagement. The employee voice enabler is

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well-served in terms of questions in WERS. Employees are asked how good managers in the workplace are at each of the following. All of these have been included in our analysis:

i. "seeking the views of employees or employee representatives"

ii. "responding to suggestions from employees or employee representatives"

iii. "allowing employees or employee representatives to influence final decisions".

Finally, we also look at the responses to the question "overall, how satisfied are you with the amount of involvement you have in decision-making at this workplace?" These questions therefore cover both the extent to which managers seek employees' views, their responsiveness to them, the ability of employees to influence decision-making, and their satisfaction with this. In addition to reporting on these questions individually, we also combined them into an employee voice index which provides a comprehensive and robust measure of the employee voice enabler.

The final enabler of employee engagement is 'integrity'. This is defined as "A belief among employees that the organisation lives its values, and that espoused behavioural norms are adhered to, resulting in trust and a sense of integrity" (ibid, 33). Having a gap between stated values and the reality of the organisation's behaviours can lead to distrust and disengagement. However, when employees see the two align, MacLeod and Clarke argue it promotes trust, a sense of integrity and – consequently – employee engagement. In terms of WERS, we use two questions to examine integrity. The first is the extent to which employees agree with the statement

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that managers in their workplace "can be relied upon to keep their promises." The second is agreement that managers "deal with employees honestly." Again, as with employee voice, we have made an index for integrity by combining these two questions using the same methodology.

Relationship between Career Development and Employee Engagement

Robertson-smith and Markwick (2009), provided that the ability to engage employees, make them work will be one of the greatest battles in the coming years. Malik et al. (2013) stated that training and development is considered as a key element to raising employee engagement. They further noted that the improvement of fresh skills and knowledge will ultimately apply into their job performance and this will subsequently lead to enhance employee engagement. In similar vein, Sahinidis and Bouris (2008), proved that when employees perceived that training and development they are receiving is effective, it shows a strongly positive relationship with motivation, job commitment, job satisfaction as well as employee engagement. On another note, Wright (2009) highly believed that an individual who is highly engaged with the companion of co-worker, will continually engage themselves in work field.

Kahn (1990), found that individuals who are supportive among each other in the organizations are able to take risks and challenges even though negative consequences might be happened. He further mentioned that employees would feel safer once they have the support from their team members. It was disclosed that these supportive actions from co-workers will foster the employees' willingness to engage themselves fully in the organizations. Similarly, like training and development, co-worker support

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is also categorized as job resources. Job resources might be discovered according to the point of corporate (e.g., job opportunities, increment, earnings), the organization of the work (role clarity) in interpersonal and (supervisor and co-worker support) (Bakker, et al., 2007).

The Concept of Employee Satisfaction

A report by ADP Research Institute (2012) showed that the measurement of employee satisfaction deals with measuring employee's happiness with current job and conditions. This does not measure how much effort the employee is willing to expend. Robinson, Perryman and Hayday, (2004) also disclosed that how happy an employee is in a job has a profound effect on behaviour and commitment. From meta-analyses (Iaffaldano & Muchinsky, 1985) it is clear that employees who enjoy their jobs will work harder and stay longer with their employers than employees who do not. In relation to commitment, job satisfaction and work-life satisfaction are very important.

Job satisfaction is an enormous area; however, to be concise a satisfying job typically has three properties:

i.   It has intrinsically enjoyable features — Mathieu and Zajac (1990) found that the strongest correlation with commitment was obtained for job characteristics, particularly job scope (enrichment).

ii. It provides an opportunity for growth and development.

iii. It makes employees feel effective in their roles (that they can positively influence organisational outcomes).

A positive relationship between job satisfaction and commitment, using a variety of satisfaction and commitment measures, has been

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consistently reported in the literature (Balfour & Wechsler, 1990; Cook & Wall, 1980). It was further acknowledged that while employee satisfaction and employee engagement are both critical to maintaining a happy and productive workforce, achieving satisfaction without engagement will have significantly less impact on business results.

Employee Engagement and Employee Satisfaction

Hunter and Tietyen (1997) acknowledged that employees become loyal as well as productive when they are satisfied and these satisfied employees affect the customer satisfaction and organizational productivity (Potterfield, 1999). Cranny, Smith and Stone, (as cited in Aydin & Ceylan, 2009) defined employee satisfaction as the combination of affective reactions to the differential perceptions of what he/she wants to receive compared with what he/she actually receives. Ozdevecioglu, (2003) disclosed that employee satisfaction is one of the basics of organizational citizenship behavior in that satisfied workers will be fully engaged. How satisfied an employee is with his or her job depends on their values and motives (Siddika, 2012).

In order to achieve their strategic aims and keep their competitive advantage, their employees must perform at high levels (Dessler, 2011). There is the need for organizations fully understand and appreciate that every employee has his or her own requirements and personal wishes that need to be considered. This can determine if the employee feels positive or negative about the organization and needs to be treated individually (Schermernorn, 2010). According to Campbell (1990), employees are hired to perform with efficiency and effectiveness. It is imperative for management of

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organisations to investigate what their employees are satisfied by and measure the level of employee satisfaction in the workplace since this is critical to the success and has the capacity to increases the profitability of organizations through competitive advantage (Kelley, 2005).

There is no limit for the employees to reach their full satisfaction and it may vary from employee to employee. Sometimes employees need to change their behaviors in order to execute their duties more effectively to gain greater job satisfaction (Sageer, Rafat, & Agarwal, 2012).). Having good relationships with the colleagues, high salary, good working conditions, training and education opportunities, career developments or any other benefits may be related with the increasing of employee satisfaction (Aydin & Ceylan, 2009). When investigating the employee satisfaction, it should be known that, an employee may be more satisfied by a satisfying item, whereas the other employee may be less satisfied with the same item (Aydin & Ceylan, 2009). Because of this, analyzing the employee satisfaction from a large perspective will be better. That means; the sum of all satisfying factors composes that employee's satisfaction level. Employee satisfaction is in fact job satisfaction and both of them are significantly related (Naseem, Sheikh, & Malik, 2011).

Conceptual Framework

The conceptual framework guiding the research objectives of this study is presented on Figure 1.

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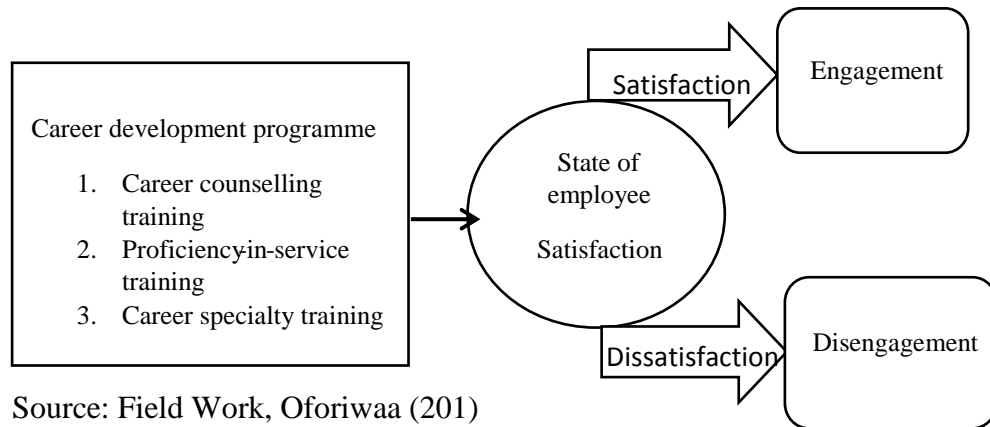
Source: Field Work, Oforiwaa (201)

Figure 1. The conceptual framework guiding the research objectives

The conceptual framework of this study has been designed in line with the objectives of the study based on empirical literature reviewed in this chapter. Conceptually, it is expected that when management of Women's World Bank put in place career development programme (which include career counselling, proficiency-in-service training and career specialty training) accessible to all employees, and employees are subsequently allowed to go through, the career development programmes will impact on the overall level of employee satisfaction. If employees are satisfied with the career development programmes, it will enhance employee engagement. On the other hand, if employees are dissatisfied with such career development programmes, they will become disengaged at Women's World Bank.

` It must be however be stressed that the level of employee satisfaction is dependent on the effectiveness in the implementation of the career development programmes of the Women's World Bank. So, an employee's level of satisfaction is directly linked with the various career development programs outlined by the bank. As such development programmes may either serve as satisfiers or may lead to dissatisfaction of the employee. It is further

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conceptualised that the extent to which an employee is either satisfied or dissatisfied may affect the level of employee engagement. As has already being indicated in the theories that provide grounds for this research. The Ego Identity theory explains the importance of career development to each employee and the expectancy theory explains the expected outcome of career development initiatives outlined by the bank. The expectancy theory explains why an employee may either be satisfied or dissatisfied even after engaging in a career development programme.

Chapter Summary

This chapter has provided an extensive of literature with respect to the topic under study. The chapter started with a theoretical framework, which included a review of the theories that underpin this study and review of related concepts. The theories that provide backing for this study are the; Ego identity theory and the expectancy theory. The ego identity theory examined the process of career development as a part of a continuing process of differentiating ego identity. The Expectancy theory is based on the hypothesis that individuals adjust their behaviour in the organization on the basis of anticipated satisfaction of valued goals set by them. The study further defined key concepts in this study including; employee engagement, the concept of career development, the various dimensions of career development and employee satisfaction. Empirical findings were reviewed with respect to the objectives of this study. Studies carried out with respect to the impact of career development on employee engagement were compared and contrasted. The chapter concluded with a conceptual framework that defines the study.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter discusses the methods that were used in gathering data for this study. According to Kothari, (2004) research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. The research methodology under this study covered some specific themes such research design and sampling techniques that were used and why they were used, data collection methods that were adopted for the study and the reason for their choice, data analysis techniques used and all relevant aspects captioned under the methodological aspect of research.

Research Design

In this study, the descriptive survey research design was used, to assess people's knowledge, beliefs, preferences and satisfaction, in an attempt to measuring these magnitudes in the general population (Kotler & Keller, 2013).

Leedy and Ormrod (2010) stressed that survey captures fleeting moment in time, much as a camera takes a single-frame of an ongoing activity, draws conclusions from one transitory collection of data and further extrapolates over state of affairs over a longer period of time. It also aims at offering the description of the state of affairs as it exists at present (Kothari, 2004). Descriptive research is directed at making careful observations and detailed documentation of a phenomenon of interest (Bhattacherjee, 2012). On the drawbacks of descriptive survey, Zickmund, (2000) lamented that survey is

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susceptible or easily influenced through the introduction of biases in measuring of instruments and so on as well as being relatively laborious and time consuming method.

Research Approach

The research approach used was the quantitative approach. Curran and Blackburn, (2001) acknowledged that this choice is increasingly advocated within business and management research. The quantitative approach considered apt because it enables the researcher to generate data through the standardized collection procedures based on highly structured research instrument(s) and well-defined study concepts and related variables (Zickmund, 2000). It makes data analysis easy and simple (Malhotra, 2007).

Study organisation

The research seeks to assess the influence of career development programmes at Women's World Bank on employee engagement. The study was conducted in Kumasi, the regional capital of the Ashanti region of Ghana. Women's World Banking Ghana (Savings & Loans Company Limited) is a non-bank financial institution in Ghana, which has been licensed by The Bank of Ghana to take deposits from the public and provide credit and other services to the business community and the general public. Women's World Banking Ghana has been incorporated since 1982. WWBG has a total client base of 120,000 spread across the country. WWBG has a consortium which includes Structured Capital Ltd (parent company of the Databank Group), Goodwell Investments (Netherlands) and the Trust Bank of Gambia as its major shareholders. WWBG currently has thirteen branches in three regions of Ghana.

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Women's World Banking (WWBG) came to be established in Ghana as a result of the conference of women held in Mexico City in 1975 to discuss issues that affect the socio-economic development of women worldwide. The branch in Kumasi was opened in 1991. The main objectives of the bank is to economically empower the average Ghanaian woman through the following programmes; Provision of savings and credit facilities to women micro and small scale entrepreneurs to enhance the economic status, provision of training, business development and counselling geared at developing the entrepreneurial skills of the Ghanaian woman

Population

Taylor, Sinha and Ghoshal, (2011) explained that the population of a research is generally a large collection of individuals or objects that represents the main focus of a scientific research. A target population of 266 workers was targeted for the survey. The population included workers of Women's World Bank who are permanently employed, outsourced and on contract based.

Sample and Sampling Procedure

A sample size is sub set of the population drawn to represent the entire population or any combination of sampling units that does not include the entire set of sampling units that has been defined as the population (Garson, 2012). The study employed a census as the sampling technique for this research. Census method obtains data from every member of the population. According to Shannon & Bradshaw, (2002), using census has a number of advantages of which the first is that everyone has an opportunity to participate Obviously, some employees may still choose not to participate,

but at least the opportunity to do so is presented. No one person or group can feel slighted or left out. Secondly, accuracy concerns are reduced and when conducted properly, it is certainly capable of yielding representative results, although, census surveys tend to enhance feelings of security surrounding the accuracy of the results. Finally, it is easier to administer, because it includes all persons.

Design of Instrument

Questionnaire was the main data collection instrument used to collect data from the field survey. The choice this instrument was necessitated by the extensive review of literature and the specific objectives of the study. Taylor, et al (2011) asserted that the use of questionnaire is a sensible way forward if factual information is needed from substantial number of people. The questionnaire included close-ended. The closed-ended questions were asked as either dichotomous, where only two choices were offered or multi-chotomous questions, where multiple answers were available for choice (Brace, 2004) as well as Likert point scale. Open-ended questions gave respondents the freedom to structure responses and used words of their own choice in phrasing their replies (Taylor, 2011). Kusi Aggrey and Nyarku, (2014) reported that the subjective/open-ended questions are mostly used for amassing divergent views of respondents.

The questionnaire was structure into four main sub headings. Section "A" covered the demographic information of the respondents. Section "B" dealt with the extent to which employees are satisfied with career development at Women's World Bank. Section "C" also measured the extent to which employees are engaged in Women's World Bank whilst section "D"

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assessed the challenges associated with career development at Women's World Bank. A caution was given by Dawson and McInerney, (2001) concerning use of questionnaires in social science researches when it was asserted that questionnaires have the drawback of causing the researcher of gaining limited and possibly distorted information.

Data Collection Procedure

Data collection was standardized such that each respondent got the same question and in the same format the primary data was collected through the use of survey questionnaire by drop and pick strategy to ensure high response rate. The questionnaires were issued to the respondents on 7th March, 2017 and collected personally by the researcher on 31st March, 2017. Personal mobile contacts of the respondents were collected. On the average, each respondent was called and reminded twice concerning the filling of the questionnaire before subsequent retrieval was made. The questionnaires were given to the qualified respondents, who were systematically selected, during their working hours after permission has been granted by the management of Women's World Bank for such exercise to be carried out at the said date and time. All the questions were answered and fully returned. So, a response rate of 100% was recorded.

Validity and Reliability

Reliability and validity are two key components to be considered when evaluating a particular instrument. Reliability, according to Bless and Higson (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

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Alpha of 0.851 was recorded for the internal consistency and since it is above the standard 0.7, the scale can be considered as being reliable with the sample size (Pallant, 2005).

Auka et al. (2012) define validity as the extent to which the test-items measure what they purport to do. In the same vein, Saunders, Lewis & Thornhill, (2009) refer validity of an instrument as to how well an instrument measures the particular concept it supposed to measure. To ensure validity of questionnaires, the researcher reviewed other relevant literature that served as evidence and supported the answers found using the questionnaire (Saunders, et al., 2009). Further, the designed questionnaire was submitted to the project supervisor for vetting, correction and approval before distributing it to the respondents.

Data Analysis

Analysis of data is a process of editing, cleaning, transforming, and modeling data with the goal of highlighting useful information, suggestion, conclusions, and supporting decision making (Adèr & Adèr, 2008). Cooper and Schindlier (2000) described data analysis as the process of editing and reducing accumulated data to a manageable size, developing summaries, seeking for patterns and using statistical methods. The questionnaires was coded before entering the data into Statistical Package for Social sciences SSPS (version 22.0) for processing. Before the actual statistical techniques were used, the reliability of the instrument was computed and it was confirmed that the instrument was reliable for such statistics to be performed.

Descriptive statistics such as frequency, percentages, mean and standard deviation were used to describe the phenomena of interest.

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Inferential statistics such as standard multiple regression, correlation and others were as well computed. The Standard multiple regression analysis was conducted to find out how much variance in the dependent variable is explained by the independent variables (Pallant, 2005). Correlation was computed to establish the nature relationship between the dependent variable and independent variables. In order to have a clear analysis of the available data, results from the analysed data, were tabulated with frequency tables, percentages and graphs.

Ethical Considerations

According to Cooper and Schindler (2008), ethics are the norms or standards of behaviour that guide moral choices about our behaviour and our relationships with others. Research ethics therefore relates to the way in which we carry out our research activities, from formulating the research topic to the analysis of data in a moral and responsible way. Researchers may encounter moral dilemmas due to using methods that are seen to have violation against human rights or possibly causing harm (Gill & Johnson, 2010). Malhotra, (2007) pointed that when conducting research, especially, ethical issues related to the respondents and the general public are of primary concern. To avoid unethical dilemma, the research and ethics rules were meticulously followed by the researcher in order not to injure harm on the respondents. An introductory letter was sent to the bank. The letter introduced the researcher as a student of University of Cape Coast who was on academic assignment to conduct a research to assess the influence of career development on employee commitment. Permission was subsequently

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guaranteed by the appropriate authority and dates for data collection were subsequently fixed with the authorities.

Moreover, the main purpose as well as the likely benefits for the conduct of the research was explained to the respondents after their consent have been sought. The respondents where then made aware that responses to the questions are not compulsory and that they may withdraw from the study at any time. However, they were encouraged to fully participate in the survey. Thus confidentiality, self-determination and subject anonymity were strictly preserved at every level of the study. Moreover, the questionnaire was designed in such a way that respondents' privacy was respected.

Chapter Summary

The study was conducted to determine the impact of performance appraisal on employee commitment in Women's World Bank in Kumasi in the Ashanti Region of Ghana. The respondents were surveyed through Descriptive survey design and respondents were systematically selected and issued questionnaire for the primary data collection. Primary data analysis was conducted through the use of multiple regression and correlational analysis. The data was processed by the use of SPSS (Version 22.0). Findings were presented using tables and Figures.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The main thrust of the study is to determine the impact of career development on employee engagement at the Women's World Bank in Kumasi. This chapter deals with the data presentation and analysis. In this chapter, all data gathered for the study were organized, analysed and this is followed by discussion of key issues relating to the findings of the study. Frequency tables are provided to give statistical reflections on key issues in terms of the research questions. Presentation of findings has been organized in accordance with the study objectives. It starts with the description of the characteristics of the sample and further explains the report on the results of the data analysis that was used to answer the questions. To ensure that the data collection instrument is reliable, an internal consistency analysis was conducted and the result shows that the instrument is reliable.

Demographic Information

The findings concerning the demographic data of the respondents are presented in this chapter. The chapter also provides information for further simple but meaningful analysis to be performed to establish facts on the state of affairs regarding the opinion, behaviour and attitude of the respondents.

Table 1: *Demographic Information of Respondents*

Demographic variables	Frequency	Percentage
Sex distribution of respondents		
Male	121	45.5
Female	145	54.5
Age range of respondents		
18-25 years	55	20.7
26-34years	158	59.4
35-44years	50	18.8
45 years and above	3	1.1
Respondent's job position		
Senior staff	108	40.6
Junior staff	158	59.4
Working experience		
Less than a year	60	22.6
1-5years	130	48.9
6-10 years	72	27.1
11-15 years	4	1.5
Nature of Employment status		
Permanent employment	150	56.4
Contract	77	28.9
Outsourced	39	14.7

Source: Field survey, Oforiwaa (2017)

The findings on Table 1 indicate that majority of the respondents were females, 145 representing (54.5%) of the total sample size. The remaining 121 (45.5%) were males. This implies that the workforce structure of Women's World Bank is female-dominant by nature. Regarding the age distribution of the respondents, it was found that majority 158 (59.4%) of them were between 26-34years, followed by 55 (20.7%) of the respondents who were between 18-25 years. 50 (18.8%) of the respondents were between

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35-44years whilst the remaining 3 (1.1%) were 45 years and above. This means that majority of the workforce are in their youthful age, hence, the workforce can be considered to be active and have relatively longer period of time to work with Women's World Bank if they so wish to work till retirement.

Concerning the job position of the respondents, it was divulged that majority 158 (59.4%) of the respondents were junior staff while the remaining 108 (40.6%) of the respondents were senior staff. The study collected data on the respondents working experience in Women's World Bank. The results indicate that, majority of the respondents 130 (48.9%) have worked with the organisation between 1-5years. This was followed by 72 (27.15%) of the respondents who have worked with the organisation for between 6-10 years. 60 (22.6%) of the respondents have worked with the organisation for less than a year whilst only 4 (1.5%) of the respondents have working experience between 11-15 years. This shows that majority of the employees of Women's World Bank have worked for relatively longer period of time, hence, it can be concluded that they have enough working experience that will inform their decisions with respect to providing the researcher with accurate information for the study.

With respect to the nature of employment status, the findings revealed that majority 150 (56.4%) of the respondents were permanent employees, 77 (28.9%) of the respondents were employed on contract basis while the remaining 39 (14.7%) of the respondents were outsourced. This means that the workforce structure of Women's World Bank is dominated by permanent employees.

Objective One

The Extent to Which Women's World Bank Promote Career Development

The study sought to examine the extent to which Women's World Bank promote career development of its employees. The respondents were asked to indicate whether Women's World Bank provides opportunity for career development for its employees and this is indicated in Table 2.

Table 2: *Availability of Career Development Opportunity for employees*

Response	Frequency	Percent
Yes	255	95.9
No	11	4.1
Total	266	100.0

Source: Field survey, Oforiwaa (2017)

Table 2 indicates that out of the total respondents of 266, majority (255) of the respondents, representing 95.9% were of the view that the organization provided opportunity for career development for its employees while the remaining (11) of the respondents representing 4.1% opposed to the fact that the organisation provides opportunity for career development. This confirms how proactive the organization (Women's World Bank) is to make sure that workers are not stacked in positions without chance to succeed on the succession plan of the organisation. Management of the bank are commended for this initiative.

It interested the researcher to find out further about the opinion of respondents as to how they agreed to the state of promotion of career development in the organization. A 5-point Likert scale was used to measure the attitude of the respondents, rated as follows: 1=Strongly disagree;

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2=Disagree; 3= Indifferent, 4=Agree and 5= Strongly agree. The findings were descriptively summarised with mean scores as well as the respective standard deviation scores for all the individual indicators of the construct-career development. The findings are presented on Table 3.

Table 3: *Promotion of Career Development in Women's World Bank*

Statements	Mean	Std. Dev.
The management have a policy that promotes career development of all workers	3.6090	1.09775
Counselling services are given to workers in their institution	3.7820	1.00818
My employer fully finance career development programmes of all workers	3.6880	1.08698
Changes in career development policy are formally communicated to all workers	3.8383	.95966
There is room for promotion after employees have gone through career development programmes	3.7895	.99472
My employer initiates and communicates career development options for or with all employees	4.0188	2.61844
Adequate time is allowed to workers before career development agenda	3.8722	.93092
There is a working culture in their institution that promotes career development for all employees	3.8421	.89731
The minimum number for working of workers before career development after employment is reasonable	3.8045	.91080
My employer conducts training and career development for 3all workers	3.8647	.78938
There is clearly communicated succession plan in their organization	3.9098	.79583

Source: Field survey, Oforiwaa (2017)

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Table 3 indicates that respondents agree that management have a policy that promotes career development of all workers (M=3.6090, SD=1.09775). It was also found that respondents agreed that career counselling services are given to workers in their institution (M=3.7820, SD=1.00818). Again, it was divulged that respondents agreed their employer fully finance career development programmes of all workers (M=3.6880, SD=1.08698). Moreover, it was found that respondents agreed that changes in career development policy are formally communicated to all workers (M=3.8383, SD=.95966). Furthermore, it was found that respondents agreed that there is room for promotion after employees have gone through career development programmes (M=3.7895, SD=.99472).

Additionally, it was found that respondents agreed that their employer initiates and communicates career development options for or with all employees (M=4.0188, SD= 2.61844). Yet again, it was found that respondents agreed that adequate time is allowed to workers before career development agenda (M=3.8722, SD=.93092). Still, it was found that respondents agreed that there is a working culture in their institution that promotes career development for all employees (M=3.8421, SD=.89731). Likewise, it was found that respondents agreed that minimum number for working of workers before career development after employment is reasonable (M=3.8045, SD=.91080). Besides, it was found that respondents agreed that their employer conducts training and career development for all workers (M=3.8647, SD=.78938). Lastly, it was divulged that respondents agreed that there is clearly communicated succession plan in their organization (M=3.9098, SD=.79583).

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It can therefore be inferred from the above findings that it is very important for Women's World Bank to continue promoting career development activities in the organization. The organization must endeavor to link career development to its strategic Human Resource practices. This is due to the fact that, an organization that creates a working environment that promote opportunities for career development tend to be competitive in today's competitive, turbulent and dynamic business environment. This finding concurs with the assertion and findings of Werther and Davis (1992) who divulged that organizations that implement and promote career development programs are likely to yield the benefits of employee loyalty, low turnover, and fewer employee complaints. Similarly, the findings of the study is consistent with sentiments of Duxbury, Dyke, and Lam (1999) who highlighted that employees' career plans and their developmental needs must be consciously linked with the organization's workforce needs as well its strategic direction.

Objective Two

State of employee satisfaction with career development at Women's World Bank.

The opinion of the respondents was sought to assess the state of employee satisfaction with career development at Women's World Bank. Table 4 indicates the response elicited from respondents as to whether they are satisfied with career development at Women's World Bank. The results are presented below.

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Table 4: *Overall Satisfaction with Career Development at Women's World Bank*

Response	Frequency	Percent
Yes	255	95.9
No	11	4.1
Total	266	100.0

Source: Field survey, Oforiwaa (2017)

Table 4 indicate that, out of the total respondents of 266, majority (255) of the respondents representing 95.9% acknowledged that they were satisfied with career development at Women's World Bank while only (11) of the respondents representing 4.1% indicated that there dissatisfied with career development at Women's World Bank. This means that most of the employees at Women's World Bank are highly pleased with the various components of career development programmes implemented by the organization and this is evident in Table 5.

Table 5: *Employee satisfaction with career development at Women's World Bank.*

Statements	Mean	Std. Dev
Employees are satisfied with career counselling as a component of career development in Women's World Bank	4.0301	1.02010
Employees are satisfied with Proficiency in-service training as a component of career development in Women's World Bank	3.9812	.97691
Employees are satisfied with Career specialty training as a component of career development in Women's World Bank	3.9135	1.04432

Source: Field survey, Oforiwaa (2017)

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The state of employee satisfaction with career development was based on some key thematic constructs. Therefore, measurement of the level of satisfaction was based on these individual constructs for clearer understanding of the state of affairs. The opinion of the respondents was measured on a forced 5-point Likert scale rated as follow: 1=Very dissatisfied; 2=Dissatisfied; 3= Uncertain, 4=Satisfied and 5=Very satisfied. The findings are presented and discussed on Table 5. It was found that to larger extent employees were satisfied with career counselling as a component of career development programme with a mean score of 4.0301 and a corresponding standard deviation of 1.02010. Similarly, it was divulged that employees were satisfied with proficiency in-service training as component of career development and this reflected in a mean score of 3.9812 and a corresponding standard deviation of .97691. Likewise, it was revealed that employees were satisfied with career speciality training as a component of career development and this reflected in a mean score of 3.9135 and a corresponding standard deviation of 1.04432.

The above finding is an indication that employees of Women's World Bank are content with the various components of career development that reside in the organization. It therefore behoves the organization to strengthen these activities so as to enhance employee satisfaction. This finding is consistent with the findings of Aydin and Ceylan, (2009) who found that employee satisfaction heightens when they realized that an organization has workable career development programmes. Also, the finding is in congruence with the findings of Elnaga and Imra (2013) which underscored that, employees are satisfied with managers and organizations that provide

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effective career development programmes like career counselling and career specialty training.

Objective Three

The Influence of Career Development on Employee Engagement at Women's World Bank

The study further sought to ascertain the influence of satisfaction with career development on employee engagement at Women's World Bank. In order to ascertain the influence of satisfaction with career development on employee engagement variables, standard multiple regression was computed. Composite variables were created for both the independent variable (career development) and individual constructs of the dependent variable (employee engagement). The findings are presented on the subsequent paragraph.

Table 6: *Model Summaryb for career development and employee engagement*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.401[a]	.161	.157	3.71130

a. Predictors: (Constant), Career development

b. Dependent Variable: Cognitive engagement
Source: Field survey, Oforiwaa (2017)

Table 6 shows the model summary of the standard simple regression. The findings from the Model Summary show that the model (Career development) explains 16.1% per cent of the variance in predicting the dependent variable (Cognitive engagement). This implies that 73.9% per cent of variance in the dependent variable is explained by other variables not included in the model. This means that the more Women's World Bank

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promotes the career development of all workers in the organisation, the more cognitive engagement of the employees would be enhanced. This proves that career development positively predicts cognitive engagement in that workers perceive the organisation as being led positively, especially in the area of improved working conditions (Diriye, 2015).

Table 7: *ANOVAa for career development and cognitive engagement*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	695.876	1	695.876	50.522	.000[b]
	Residual	3636.274	264	13.774		
	Total	4332.150	265			

a. Dependent Variable: Cognitive engagement
b. Predictors: (Constant), Career development
Source: Field survey, Oforiwaa (2017)

The result of the ANOVA component of the standard multiple regression analysis is presented on Table 7. A close observation of the Sig. value indicates that the model is statistically significant in that that the p-value (0.000) is less than 0.05. Meaning, statistically, the model could be relied on to positively alter cognitive engagement of workers in Women's World Bank.

Table 8: *Coefficients for career development*

Model		Standardized Coefficients Beta	T	Sig.
1	(Constant)		3.277	.001
	Career development	.401	7.108	.000

Source: Field survey, Oforiwaa (2017)

On assessing the contribution of the individual independent variable contribution to the prediction of the dependent variable, the standardized coefficient Beta value for each of the in dependent variables was computed. The findings are provided in Table 8. The findings indicate that the level of satisfaction with career development on cognitive engagement has strongest unique but statistically significant contribution to explaining the dependent variable when all the other variables in the model are controlled for, with Beta value of 0.401 and corresponding Sig value of 0.000. This means to improve cognitive engagement at Women's World Bank, career development of all workers of the firm must be critically looked at and implemented efficiently my management with direct involvement of all staff.

Table 9: *Model Summaryb for career development and emotional engagement*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.274[a]	.075	.071	3.30699

a. Predictors: (Constant), Career development

b. Dependent Variable: Emotional engagement

Source: Field survey, Oforiwaa (2017)

Table 9 shows the model summary of the standard multiple regression. The findings from the Model Summary show that the model (Career development) explains 7.5% per cent of the variance in predicting the dependent variable (Emotional engagement). This implies that 92.5% per cent of variance in the dependent variable is explained by other variables not included in the model. This means that the more Women's World Bank promotes the career development of all workers in the organisation, the more

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emotional engagement of the employees would be enhanced. This proves that career development positively predicts emotional engagement.

Table 10: *ANOVAa for career development and emotional engagement*

Model		Sum of squares	df	Mean square	F	Sig
1	Regression	233.534	1	233.534	21.354	.000[b]
	Residual	2887.15	264	10.936		
	Total	3120.68	265			

a. Dependent Variable: Emotional engagement
b. Predictors: (Constant), Career development
Source: Field survey, Oforiwaa (2017)

The findings as demonstrated on Table 10 indicate that, the model is statistically significant in that the *p*-value (0.000) is less than 0.05. Meaning, statistically, the model could be relied on to positively alter emotional engagement of workers in Women's World Bank.

Table 11: *Coefficients for career development*

	Model	Standardized Coefficients Beta	T	Sig.
1	(Constant)		7.409	.000
	Career development	.274	4.621	.000

Source: Field survey, Oforiwaa (2017)

The findings in Table 11 indicate that the level of satisfaction with career development on emotional engagement has less contribution but statistically significant contribution to explaining the dependent variable when all the other variables in the model are controlled for, with Beta value

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of 0.274 and corresponding Sig value of 0.000. This means to improve emotional engagement at Women's World Bank, career development of all workers of the firm must be critically looked at and implemented efficiently my management with direct involvement of all staff.

Table 12: *Model Summaryb for career development and physical engagement*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.251[a]	0.063	0.059	3.81906

a. Predictors: (Constant), Career development
b. Dependent Variable: Physical engagement

Source: Field survey, Oforiwaa (2017)

Table 12 shows the model summary of the standard multiple regression. The findings from the Model Summary show that the model (Career development) explains 6.3% per cent of the variance in predicting the dependent variable (Physical engagement). This implies that 92.7% per cent of variance in the dependent variable is explained by other variables not included in the model. This means that the more Women's World Bank promotes the career development of all workers in the organisation, the more physical engagement of the employees would be enhanced. This proves that career development positively predicts physical engagement, in that workers become more energized to work when they are given career advancement options (Kahn, 2000).

Table 13: *ANOVAa for career development and physical engagement*

Model		Sum of Squares	Df	Mean square	F	sig
1	Regression	256.794	1	256.794	17.606	.000[b]
	Residual	3821.328	262	14.585		
	Total	4078.121	263			

a. Dependent Variable: Physical engagement
b. Predictors: (Constant), Career development
Source: Field survey, Oforiwaa (2017)

The findings as demonstrated on Table 13 indicate that, the model is statistically significant in that the *p*-value (0.000) is less than 0.05. Meaning, statistically, the model could be relied on to positively alter physical engagement of workers in Women's World Bank.

Table 14: *Coefficients for career development*

Model		Standardized Coefficients		
		Beta	t	Sig.
1	(Constant)		7.661	.000
	Career development	.251	4.196	.000

Source: Field survey, Oforiwaa (2017)

The findings in Table 14 indicate that the level of satisfaction with career development on Physical engagement has less contribution but statistically significant contribution to explaining the dependent variable when all the other variables in the model are controlled for, with Beta value of 0.251 and corresponding Sig value of 0.000. This means to improve physical engagement at Women's World Bank, career development of all workers of the firm must be critically looked at and implemented efficiently my management with direct involvement of all staff.

Composite employee engagement and career development

Table 15: *Model Summaryb for career development and composite employee engagement*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.372[a]	.138	.135	8.84393

a. Predictors: (Constant), Career development
b. Dependent Variable: Composite employee engagement

Source: Field survey, Oforiwaa (2017)

Table 15 shows the model summary of the standard multiple regression. The findings from the Model Summary show that the model (Career development) explains 13.8% per cent of the variance in predicting the dependent variable (Composite employee engagement). This implies that 86.2% per cent of variance in the dependent variable is explained by other variables not included in the model. This means that the more Women's World Bank promotes the career development of all workers in the organisation, the more engaged the employees would be.

Table 16: *Correlations for career development and composite employee engagement*

		Composite employee engagement	Career development
Pearson Correlation	Composite employee engagement	1.000	.372
	Career development	.372	1.000
Sig. (1-tailed)	Composite employee engagement	.	.000
	Career development	.000	.
N	Composite employee engagement	264	264
	Career development	264	266

Source: Field survey, Oforiwaa (2017)

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The findings on the correlation between the Independent variable and the dependent variable are presented on Table 16. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. The findings as presented on Table 16 illustrate the correlation between the individual independent variable and the dependent variable. It can be seen that that there is a weak positive correlation (r=0.353) between career development and employee.

Table 17: *ANOVAa for career development and composite employee engagement*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3289.476	1	3289.476	42.057	.000[b]
	Residual	20492.339	262	78.215		
	Total	23781.814	263			

a. Dependent Variable: Composite employee engagement
b. Predictors: (Constant), Career development
Source: Field survey, Oforiwaa (2017)

The findings as demonstrated on Table 17 indicate that, the model is statistically significant in that the *p*-value (0.000) is less than 0.05. Meaning, statistically, the model could be relied on to positively alter employee engagement of workers in Women's World Bank.

Table 18: *Coefficients for career development*

Model		Standardized Coefficients Beta	t	Sig.
1	(Constant)		7.450	.000
	Career development	.372	6.485	.000

Source: Field survey, Oforiwaa (2017)

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The findings in Table 18 indicate that the level of satisfaction with career development on employee engagement has relatively strong unique but statistically significant contribution to explaining the dependent variable when all the other variables in the model are controlled for, with Beta value of 0.372 and corresponding Sig value of 0.000. This means to improve employee engagement at Women's World Bank, career development of all workers of the firm must be critically looked at and implemented efficiently my management with direct involvement of all staff.

Objective Four

To assess the challenges associated with career development at Women's World Bank

The opinion of the respondents was sought to assess the challenges associated with career development at Women's World Bank. Table 35, indicate the response elicited from respondents as to whether they encounter challenges for working in Women's World Bank.   The results are presented below.

Table 19: *Respondents Acknowledgement of Challenges of Career Development at WWB*

Response	Frequency	Percent
Yes	212	79.7
No	54	20.3
Total	266	100.0

Source: Field survey, Oforiwaa (2017)

Table 35 indicate that, out of the total respondents of 266, 212 of the respondents representing (79.7%) acknowledged that they encounter challenges associated to career development at working in Women's World

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Bank. However, 54 of the respondents representing (20.3%) indicated that they do not encounter challenges with respect to career development at working in Women's World Bank. Although majority of the respondents' acknowledged in Table 36 that they encounter challenges with career development at Women's World Bank, they showed their disagreement with respect to various statements concerning the challenges they face. A 5-point Likert scale was used to measure the attitude of the respondents, rated as follows: 1=Strongly disagree; 2=Disagree; 3= Indifferent, 4=Agree and 5= Strongly agree. The findings were descriptively summarised with mean scores as well as the respective standard deviation scores of the individual items. This is presented in Table 37.

Table 20: *Challenges Encountered for Working with WWB*

Statements	Mean	Std. Deviation
There is too much favouritism within WWB when it comes to career development	2.1466	1.20264
There is often lack of resources provided for career development programme within WWB	2.2632	1.69970
There is lack of clear career paths and insufficient career planning	2.1466	1.11809
There are high turnover rates among the employees	2.1541	1.10348
There is often lack of management support for employees' career development programme	2.0789	1.07342
There is lack of incentive (e.g. career opportunities) for following career development programme	2.1880	1.82081
There are difficulties in balancing home and career development due to family time	2.1429	1.01790

Source: Field survey, Oforiwaa (2017)

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Table 37 indicate that respondents disagreed that that there is too much favouritism within WWB when it comes to career development (M=2.1466, SD=1.20264). It was also revealed that respondents disagreed there is often lack of resources provided for career development programme within WWB (M=2.2632, SD=1.69970). Again, it was divulged that respondents disagreed that there is lack of clear career paths and insufficient career planning (M=2.1466, SD=1.11809). Moreover, it was found that respondents disagreed that there are high turnover rates among the employees (M=2.1541, SD=1.10348). Furthermore, it was found that respondents disagreed that there is often lack of management support for employees' career development programme (M=2.0789, SD=1.07342). Besides, it was found that respondents disagreed that there is lack of incentive (e.g. career opportunities) for following career development programme M=2.1880, SD=2.82081).

Lastly, it was found that respondents disagreed that there are difficulties in balancing home and career development due to family time (M=2.1429, SD=1.01790). This issue could be attributed to lack of experts to handle career counselling, lack of employee interest in career development programmes, and limited promotion for employees after career development. This invariably may mean that career development programmes in the organization (WWB) fails to capture a clearly marked path of progression through the ranks of the organization. Consequently, employees who are made to wait for promotions due to limited promotional opportunities are likely to quit the job and seek such advancement elsewhere. This result is consistent with the findings of Capelli and Hamori (2005) who divulged that

lack of advancement, for any reason, damages the chances of employees in their quest of ascending the organizational hierarchy and this has the tendency to extinguish their interest in career development programmes.

The finding also concurs with the assertion of Hirsh (2007) who disclosed that career development holds out both opportunities and threats to an employing organisation and that when there is limited promotional opportunities in the organization, resources invested in career development programmes tend to be considered as a waste by employees. This finding also affirms the study of Schein (1978) who disclosed that despite the fact that it seems clear that career counselling will lead to an improvement in an organization's effectiveness and further help employees in achieving their individual needs, it is less clear as to specialist who should do the counselling. He further follows up that, in the vast majority of organizations, career counselling responsibilities are normally assigned to personnel within the organization, either by a specialized counselling staff or the employee's immediate supervisor, hence, the employee may have a hard time taking serious advice that comes from a nonprofessional.

Chapter summary

The discussion of this chapter has focused on the influence of career development on employee engagement at Women's World Bank at Kumasi in the Ashanti Region of Ghana. The chapter has analysed the main research objective which is *the impact of career development on employee engagement.* Accordingly, this chapter has provided the findings and discussions which reflect on the core study objectives. The first section discussed the demographic features of those respondents which centred on

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sex, age, staff ranking experience and nature of employment status. However, the second section addressed the specific research objectives relating to the topic namely: to examine the extent to which Women's World Bank promote career development of its employees. The respondents were asked to indicate whether Women's World Bank provides opportunity for career development for its employees.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

In this chapter, an overview of the purpose of study, the research objectives and the research methods employed are presented. The chapter also presents the summary of findings, conclusion based on findings, recommendations as well as suggestions for further studies. The study sought to assess the influence of career development on employee engagement at Women's World Bank at Kumasi in the Ashanti Region of Ghana. The descriptive survey research with a mixed approach (quantitative approach and qualitative approach) of data collection was used for the study. Systematic sampling technique was used in selecting the respondents for the study. Questionnaire was the main data collection instrument for data collection.

Summary

The study aimed at assessing the influence of career development on employee engagement at Women's World Bank at Kumasi in the Ashanti Region of Ghana. The study used descriptive survey research design was used, to assess people's knowledge, beliefs, preferences and satisfaction, in an attempt to measuring these magnitudes in the general population and was based on the views of 266 workers. The population included workers of Women's World Bank who are permanently employed, outsourced and on contract based. The study employed a census as the sampling technique for this research. Census method obtains data from every member of the population. The primary data was collected through the use of survey questionnaire by drop and pick strategy to ensure high response rate. The

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questionnaire was structure into four main sub headings. Section "A", "B", "C" and "D". The questionnaires were coded before entering the data into Statistical Package for Social sciences SSPS (version 22.0) for processing. Before the actual statistical techniques were used

The major findings as they are connected to the specific objectives of the study have been summarized below: Regarding the research objective which sought to examine the extent to which Women's World Bank promote career development of its employees, it was discovered that Women's World Bank provides opportunity for career development for its employees. It was also revealed that management have a policy that promotes career development of all workers and that career counselling services are given to workers at Women's World Bank. In a similar vein, it was found that Women's World Bank fully finance career development programmes of all workers. Again, it was divulged that changes in career development policy are formally communicated to all workers and that there is room for promotion after employees have gone through career development programmes. Besides it was found that Women's World Bank has a working culture that promotes career development for all employees.

Concerning the objective which sought to assess the state of employee satisfaction with career development at Women's World Bank, it was found that employees were satisfied with career counselling as a component of career development programme. It was also found that employees were satisfied with proficiency in-service training as component of career development. Lastly, it was found that employees were satisfied with career speciality training as a component of career development. Regarding the

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objective which sought to ascertain the influence of satisfaction with career development on employee engagement at Women's World Bank, the model summary of the standard multiple regression showed that the model (Career development) explains 16.1 per cent of the variance in predicting the dependent variable (Cognitive engagement). It was also revealed that the model (Career development) explains 7.5 per cent of the variance in predicting the dependent variable (Emotional engagement).

Again, it was found that the model (Career development) explains 6.3 per cent of the variance in predicting the dependent variable (Physical engagement). Similarly, it was divulged that the model (Career development) explains 6.3 per cent of the variance in predicting the dependent variable (Development engagement). The model summary show that the model (Career development) explains 12.4 per cent of the variance in predicting the dependent variable (Diversity and inclusion engagement) whiles the model (Career development) explains 11.6 per cent of the variance in predicting the dependent variable (Health, safety and wellness engagement). Likewise, it was found that the model (Career development) explains 16.7 per cent of the variance in predicting the dependent variable (Organizational culture engagement) whiles the model explains 8.1 per cent of the variance in predicting the dependent variable (Excellence and innovation engagement).

Moreover, the findings from the model summary showed that the model (Career development) explains 13.4 per cent of the variance in predicting the dependent variable (Leadership engagement) whiles the model (Career development) explains 4.2 per cent of the variance in predicting the dependent variable (Capacity engagement). The results of the ANOVA

showed that a close observation of the Sig. value indicated that the model is statistically significant, in that, the p-value (0.000) is less than 0.05. Moreover, the findings from the standardized coefficient Beta value indicated that the level of satisfaction with career development on emotional engagement and cognitive engagement had strongest unique but statistically significant contribution to explaining the dependent variable when all the other variables in the model are controlled for.

The results from regression analysis from the composite employee engagement on c career development showed that model summary of the model career development 13.8 per cent of the variance in predicting the dependent variable. The results of the ANOVA showed that the model is statistically significant in that the *p*-value (0.000) is less than 0.05. Considering the objective which sought to assess the challenges associated with career development at Women's World Bank, it was found that majority of the respondents were of the view there are challenges associated with career development at Women's World Bank. The findings further disclosed that lack of experts to handle career counselling as a component of career development, limited promotion opportunities for employees after career development, and lack of employee interest in career development activities were the challenges associated with career development at Women's World Bank.

Conclusion

Based on the findings of the study, it can be concluded that Women's World Bank provides opportunity for career development for its employees and this must be continued so as to make the organization competitive. It can also be concluded that management of Women's World Bank have a policy and working culture which promotes career development of all workers and this must be continued in order to enhance employee engagement. Again, it can be concluded that employees of Women's World Bank are content or satisfied with the various components of career development: career counselling, proficiency in-service training, and career specialty training.

Furthermore, it can be concluded that the model is statistically significant but the level of satisfaction with career development on emotional engagement and cognitive engagement has the strongest unique but statistically significant contribution to explaining the dependent variable when all the other variables in the model are controlled for. However, it can be concluded that lack of experts to handle career counselling as a component of career development, limited promotion opportunities for employees after career development, and lack of employee interest in career development activities are major challenges associated with career development at Women's World Bank which needs to be addressed.

Recommendations

Based on the findings of the study, it is recommended that management of Women's World Bank must put in place a strong succession plan system. Employees of the organization must be made to see that even after career growth, there exist an opportunity for them in the organization to

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navigate their skills, knowledge, and experiences. This could possibly be achieved via creating a flexible but well-designed promotional structure geared towards employees' career development. This will help curb the challenge of limited promotion opportunities and will further ensure that there is the availability of qualified people to fill the void created by retired people, and possible downsizing. In effect, employees will tend to be satisfied with their job and will go a long way to ensure employee engagement.

The study further recommends that the HR department of the organization should carry on with more industrial psychological programmes and policies to enhance employees' engagement. These programmes must be aligned to employee loyalty programmes. Such programmes will successfully help to effectively foster employee satisfaction, commitment, employee engagement and motivation within the organization. Additional, the management should specifically define employee engagement and include it as goal in the strategic plan so that any policy developed would be based on ensuring that the employees are more engaged.

Employees are also entreated to take proactive roles in order to ensure the progress of their career development. This could be realized if employees take some responsibility for choosing appropriate training programs to attend so as to improve their skills and ability at work rather than relying solely on Women's World Bank for their development. Management can also enhance career development activities and increase employee engagement by way of training people within the organization or employing the services of experts from outside the organization to undertake career counselling activities.

This study recommended that formulation of appropriate career development policies by the stakeholders in order to adequately address the training needs. These include: policy makers in the bank moving with speed to give the HR departments' full mandate to formulate HR. policy on career development function which sets guidelines and framework on how to successfully conduct and implement the findings on career development Assessment to effectively tackle career development deficiencies and to ensure staff are clear on their career growth.

Suggestion for Further Studies

The researcher strongly suggests that a replica study be conducted in another sector for instance the insurance sector or hospitality industry for comparison of results. It is also recommended for further studies to be carried out to assess the influence of career development on employee engagement, taking into consideration the moderating effect of employees' affective commitment. The researcher suggests that a study be carried out to investigate the perceived strategies to optimize employee engagement for organizational competitive advantage.

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LIST OF APPENDICES

APPENDIX A

INTRODUCTORY LETTER

UNIVERSITY   OF   CAPE COAST

SCHOOL OF BUSINESS

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

Telephone	**03321 32440/32444 Ext. 219/220**		**UNIVERSITY POST OFFICE**
Direct	**03321 37870**		**CAPE COAST, GHANA**
Telegrams:	**University, Cape Coast**		
Telex:	**2552, UCC, GH.**		

Dear Sir/Madam,

INTRODUCTORY LETTER

The bearer of this letter, Akosua Foriwaa Danso, is a (Human Resource Management) student of the School of Business. She is writing his dissertation on " The impact of Career Development on Employee Engagement at Women's World Bank, Kumasi"

We would be grateful if you could assist her with the filling of the questionnaires and any other information that she may need to complete his work.

We appreciate your co-operation.

Yours faithfully,

Signed

Dr. Felix Opoku

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APPENDIX B

QUESTIONNAIRE

UNIVERSITY OF CAPE COAST
COLLEGE OF HUMANITIES AND LEGAL STUDIES
SCHOOL OF BUSINESS
DEPARTMENT OF HUMAN RESOURCE

INTRODUCTION

This survey is being conducted by Akosua Foriwaa Danso, a student of University of Cape Coast, on the impact of career development on employee engagement at Women's World Bank, Kumasi. Please kindly respond to all questions in this questionnaire as objectively as you can. Your responds will be solely used for academic purpose. You are therefore assured that your response will be treated with extreme confidentiality.

THANK YOU

Section A: Demographic information of respondents

1. Sex distribution of respondents

   a. Male   [   ]

   b. Female   [   ]

2. Age distribution of respondents

   a. 18-25 years   [   ]

   b. 26-34 years   [   ]

   c. 35-44 years   [   ]

   d. 45 and above   [   ]

3. Current job position of respondents

   a. Senior staff   [   ]

   b. Junior staff   [   ]

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4. Working experience (measured in number of years) at Women's World Bank

    a. Less than a year   [ ]

    b. 1-5 years   [ ]

    c. 6-10 years   [ ]

    d. 11-15 years   [ ]

    e. 16 and above   [ ]

5. Nature of employment status

    a. Permanent employment   [ ]

    b. Contract   [ ]

    c. Outsourced contract   [ ]

Section B: The extent of employee satisfaction with career development at Women's World Bank

6. Which of the methods listed below does Women's World Bank use most in promoting career development?

    a. Career counselling   [ ]

    b. Proficiency in-service training   [ ]

    c. Career specialty training   [ ]

7. Does Women's World Bank provide opportunity for career development for employees?

    a. Yes   [ ]

    b. No   [ ]

8. To what extent do you agree with the following statement?

Where: 1-Strongly disagree; 2-disagree; 3-indifferent; 4-Agree and 5-Strongly agree

No	Career development variables	1	2	3	4	5
A	Management have a policy that promotes the career development of all workers					
B	Career counselling services are given to workers in the institution					
C	My employer fully finance career development programmes of all workers					

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D	Changes in career development policy are formally communicated to all workers					
E	There is room for promotion after employees have gone through career development programmes					
F	My employer initiates and communicates career development options for or with all employees					
G	Adequate time is allowed to workers for their career development agenda					
H	There is a working culture in this institution that promotes career development of all employees					
I	Minimum number for working of workers before career development after employment is reasonable					
J	My employer conducts training and career development for all workers					
K	There is clearly communicated succession plan in this organization					

9. Overall, how satisfied are you with the career development programmes of Women's World Bank?
 a. Very dissatisfied   [   ]
 b. Dissatisfied   [   ]
 c. Indifferent   [   ]
 d. Satisfied   [   ]
 e. Very dissatisfied [   ]

To what extent are you satisfied with these components of career development programmes in Women's World Bank?

Where: 1=Very dissatisfied; 2=Dissatisfied; 3=Uncertain; 4=Satisfied; 5=Very satisfied

No		1	2	3	4	5
A	Career counselling					
B	Proficiency in-service training					
C	Career specialty training					

Section C: The extent to which employees are engaged in Women's World Bank

11. To what extent do you agree with the following statements (variables) as they occur in Women's World Bank?

Where: 1-Strong disagree; 2-Disagree; 3-Indifferent; 4-Agree and 5 Strongly agree

No	Employee engagement variables in WWB	1	2	3	4	5
	Cognitive Engagement variable					
C1	Time passes quickly when I perform my job					
C2	I often think about other things when performing my job					
C3	I am rarely distracted when performing my job					
C4	Performing my job is so absorbing that I forget about everything else					
	Emotional Engagement variable					
E1	My own feelings are affected by how well I perform my job					
E2	I really put my heart into my job					
E3	I get excited when I perform well in my job					
E4	I often feel emotionally attached to the job					
	Physical Engagement variable					
P1	I stay until the job is done					
P2	I exert a lot of energy performing my job					
P3	I take work home to do					
P4	I avoid working overtime whenever possible					

P5	I avoid working too hard.					
	Development variables					
D1	The Women's World Bank has adequate reward programs in place to help celebrate and acknowledge individual and team efforts					
D2	I have opportunities for career growth within the Women' World Bank					
D3	My organization supports my work-related learning and Development					
	Diversity and Inclusion variables					
DI1	I feel the Women's World Bank promotes an inclusive public service where staff are treated equitably					
DI2	The Women's World Bank promotes cross-cultural awareness opportunities for employees					
DI3	The Women's World Bank provides adequate sensitivity training with regards to people with disabilities in the workplace					
	Health, Safety and Wellness variables					
HSW1	I am satisfied with my physical workplace conditions					
HSW2	I am satisfied with the health and wellness programs that are available to me as a Women's World Bank employee					
HSW3	I am satisfied with the safety measures that are in place in the Women' World Bank					
	Organisational culture variables					
OC1	I receive meaningful recognition for work well done					
OC2	I have support at work to balance my work and personal life					
OC3	I have opportunities to provide input into decisions that affect my work					
OC4	Overall, I feel valued as a Women's World Bank employee					

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OC5	Commitment to quality is a high priority in the Women's World Bank					
OC6	I have positive working relationships with my co-workers					
	Excellence and Innovation variables					
EI1	Overall, people in the Women's World Bank strive to improve its results					
EI2	Innovation is valued in my work					
EI3	My job gives me the chance to do challenging and interesting work					
	Leadership variables					
L1	Essential information flows effectively from senior					
	leadership to staff					
L2	I have confidence in the senior leadership of my Department					
L3	I am satisfied with the quality of supervision I receive					
L4	I know how my work contributes to the achievement of my department's goals					
	Capacity variables					
C1	I am satisfied with my workload					
C2	I have support at work to provide a high level of service					
C3	My job is a good fit with my skills and interests					

12. Overall, to what extent do you feel engaged in Women's World Bank?

    a. Not engaged at all   [ ]

    b. Less engaged   [ ]

    c. Engaged   [ ]

    d. Moderately engaged   [ ]

    e. Highly engaged   [ ]

13. To what extent are you to quit working in Women's World Bank because of career development conditions?

    a. Not at all likely   [ ]

    b. Less likely   [ ]

    c. Neither unlikely nor Likely [ ]

    d. Likely   [ ]

    e. Most likely   [ ]

Section D: The challenges associated with career development at Women's World Bank

14. Do you encounter challenges for working in Women's World Bank?

    a. Yes   [ ]

    b. No   [ ]

15. If yes to question 16, then to what extent do you agree that Women's World Bank is confronted with the following challenges?

Where 1= Strongly disagree, 2= Disagree, 3= Neither agree nor disagree, 4= Agree, 5= Strongly agree

No		1	2	3	4	5
a.	There is too much favouritism within WWB when it comes to career development					
b.	There is often lack of resources provided for career development programme within WWB					
c.	There is lack of clear career paths and insufficient career planning					
d.	There are high turnover rates among the employees					
e.	There is often lack of management support for employees' career development programme					

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f.	There is lack of incentive (e.g. career opportunities) for following career development programme					
g.	There are difficulties in balancing home and career development due to family time					

Thank you for your time