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**ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
MASTER OF BUSINESS ADMINISTRATION PROGRAM**

**THE IMPACT OF CAREER DEVELOPMENT ON EMPLOYEE
ENGAGEMENT IN CASE OF WEGAGEN BANK S.C**

By: SOLOMON TEKLETSADIK

June, 2022

Addis Ababa, Ethiopia

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**A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY IN PARTIAL
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Declaration

I Solomon Tekletsadik Gebrehiwot hereby declare that the thesis work entitled “**The Impact of Career Development on Employee Engagement in Case of Wegagen Bank S.C**” submitted by me for the award of Master of Business Administration at St. Mary’s University, is original work and it hasn’t been presented for the award of any other Degree, Diploma, Fellowship or other similar titles of any other university or institution.

Name: Advisor’s Name: _____

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Abbreviations and Acronyms

CST	Career Specialty Training
FDRE	Federal Democratic Republic of Ethiopia
CM	Compensation Management
HR	Human Resource
HRM	Human Resource Management
HRMP	Human Resource Management Practice
HRP	Human Resource Planning
ICT	Information Communication Technology
IT	Information Technology
OLS	Ordinary Least Square
SPSS	Statistical Package for the Social Sciences

Abstract

The main objective of the study was to assess the impact of career development on employee engagement at Wegagen Bank S.C. The conceptual framework was designed by treating career development as an independent variable and employee engagement as dependent variable. Career Development was further expressed using specific dimensions such as career planning, career counseling, career specialty training and internal promotion. Explanatory survey design was used while a questionnaire was used to gather primary data. The study sample in terms of the respondents covered randomly selected employees of Wegagen Bank at head Office in Addis Ababa and a sample of 146 was administered with the questionnaire and 86.3% response rate was achieved. The data collected was analyzed with the aid of descriptive statistical techniques such as mean score. More so, multiple linear regressions were used to establish the relationship between study variables and to test the hypotheses using Statistical Package of Social Sciences Version 22. The study found that staffs of Wegagen Bank are only moderately engaged to the bank. More so, the findings of the study revealed that the combined effect of various career development practices influenced employee engagement positively. The result of regression also indicates that career development predictor variables internal promotion, career specialty training and career counseling have statistically significant contribution on employee engagement. Career planning, on other hands, did not have significant effect on employee engagement. The adjusted R² of 0.58.5 indicates 58.5% of the variance in employee engagement can be predicted by career development practiced of the bank. Thus, the study concluded that improved career development practices are an increasingly important weapon for improving engagement of employees. Therefore, the management of Wegagen Bank should influence these career development practices as a way of improving the engagement of employees.

Key Words: *Career Development, Wegagen Bank, Career Counseling, Career Planning, Career Specialty Training, Employee Engagement and Internal Promotion*

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Every organization is a social entity, and might aim at achieving profitable growth with the help of streamlined operations, robust finances and aggressive marketing (Desai, et al,2012). However, its human resources carry out all these functions. For an organization to be on a better position and maintain its progress in regards to the intended objectives, it should be sufficiently staffed with efficient and motivated staff along with well-developed personnel management system set in place. Among the various personnel management issues, career development and employee engagement are key topics that get strategic considerations in all organizations regardless of their size, sector, market or profile.

Employee engagement is a major concern for firms and human resource management practitioners as it signifies the level of commitment and involvement of employees to their organizations. Engaged employees show higher levels of job satisfaction, dedicate more time and energy to call of duties as well as passion for the work they do. Researchers have shown that firms with higher employee engagement are more likely to have superior performance than those with low levels of employee engagement (Sundaray,2011). Engaged employee are display relatively higher affective and cognitive connection with their organization (McEwen, 2011). Further, engaged employees are less likely to exit their work, thus reducing firms turn over and procurement cost, besides ensuring firms` stability (Dulagil, A. 2012).

Agyemang and Ofei (2013), 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. Employee engagement is also defined as “the individual's involvement and satisfaction with, as well as enthusiasm for, work” (Harter et al., 2002).Furthermore, employee engagement is expected to occur when “individuals are emotionally connected to others and cognitively vigilant” (Harter et al.,2002).According to Dromey (2014), engagement is a combination of attitude and behavior. With the attitude is being seen as commitment, whilst the behavior is being seen as going the extra mile.

It is widely acknowledged in current human resource management discussion that managers have to widen an understanding of the importance career development if their employees want to engaged and perform effectively (Sokro, 2012). Career development is one key element of employee engagement in a workplace. Research in the organizational science links engagement to both the career development (Simon, 2012) and the career-development opportunities (Bakker and Demerouti, 2007) in organizational contexts. Career development is a great way to not only engage employees, but also recognize, motivate, and retain them. For managers, the best way to start career development plans with employees is to meet them individually and learn about their talents, areas to be improved, and their long-term career goals. Career development is crucial for organizations to engage their employees and reduce turnover.

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-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.

Career development is the series of on-going activities in the organization which involves training on new skills, making a career change within organization to attract and retain employees to stayin the organization for a long period (Kibui,et al, 2014). Career development in dealing with individual's development at different career stages not only fulfills an individual's need but also that of the organization (Torrington and Hall, 1998).Nowadays, the talented people are having a strong desire and very ambitious to succeed. They are expecting a high development of their career and demanding the assistance from the organization to accomplish that development. Consequently, talented employees will only stay longer in the organization if the organizations are able to provide them every opportunity to develop their potential (Kibui et al.,2014).

In order to promote culture of engaged work force, firms initiate formal career plans, establish mentoring programs, institute structures that support individual career advancement by pursuing continued professional studies. Studies have established that planned career programs empower employees, reduce frustration at work, and improve competitive advantage of the firm as well as improving personal self-esteem. In addition, effective career plans reduce employee turnover, reduce operational costs and enhances degrees of equity and fairness especially to disadvantaged populations (Agochiya, 2011). Thus, employees who feel their future careers are assured tend to get engaged in the work, hence increasing labor productivity.

The banking industry is one of the sectors that have witnessed growing interest in adoption of career development management that are made in order to survive successfully in unstable business environment and to match the ever-changing market place. Due to rapid level of competitive rivalry and the drive to attain prime over, the banking industries are imperatively conscious of what, why, when, where and how they can best characterize and achieve their set purpose and goal (Nwibere, 2013). The banking industry is operating in competitive markets are consistently under pressure to monitor and improve their performance with the goal of meeting the ever-increasing expectations of investors, employees, and customers. Therefore, in balancing the divergent stakeholder interests, financial institutions are increasingly recognizing the importance of maintaining human capital management by training and career development, so as to address such complex and diversified demands of the market (Etleva et. al., 2013). Challenge confronting these companies is to balance its resources and building human capital and a requisite strategy so as to be competitive in the full spectrum of operations of banking industry those provide financial service and solutions. Thus, analysis devoted to the major effects of career development on the engagement of employees of banking industry in Ethiopia seems to be of great relevance.

Although career development provides a relatively stable and frugal pathway to improving engagement of employees with in specific firm, it has received little research attention particularly in emerging industries such as banking industry (Owino and Francis, 2019). Accordingly, the questions relate to whether the career development represented positive change and are affecting the engagement of employees of the banking industry will have greater

importance. The study was therefore attempted to examine the effects of career development on employee engagement with specific reference to Wegagen Bank S.C.

1.2. Background of Wegagen Bank S.C.

Wegagen Bank S.C was established on June 11, 1997. Wegagen Bank SC was established on the 11th of June 1997. It came to life as a result of the entrepreneurial wit of sixteen 16 founding members who recognized the critical role that financial institutions would play towards creating a sustained economic development and were able to put in an initial paid-in capital of Birr thirty million (Birr 30 Million)(www.wegagen.com).

Established under the banking proclamation of Licensing and Supervision, Proclamation No. 84/1994, the Bank was registered with the National Bank of Ethiopia on April 30, 1997. The Memorandum and Articles of Association of the Bank were signed on April 15th, 1997 and registered with the Addis Ababa Bureau of Trade, Industry and Tourism on April 15, 1997, Registration Number 1/34/4/89. The Bank, as it started back then, operated through its Head Office located in Gofa Sefer, Addis Ababa. In October 2017, Wegagen moved to its 23 Storey Headquarters Building in front of Addis Ababa Stadium, Ras Mekonnen Street (www.wegagen.com).

Wegagen Bank has a network of 397 branches of which 144 are in Addis Ababa and the remaining 253 are located in other cities and towns of the country. To expand its service coverage, the Bank keeps on opening additional branches both in Addis Ababa and regional towns. Wegagen Bank is a pioneer to introduce a Core Banking System as of July 2000, thereby managing to network the Head Office & all branches. Through its versatile ISO Standard Core Banking System, the Bank is now delivering more efficient services to its customers. The system has also enabled the Bank to provide technology-based banking services such as Card payment services (through ATM & POS), internet banking as well as mobile banking services. The bank has a vision of aspiring to be a champion of excellence in banking business in Ethiopia. It set a mission to maximize stakeholders' value by providing diversified banking services through competent and motivated employees, and up-to-date technology (www.wegagen.com).

1.3 Statement of the Problem

With the passage of time, business environment has been changed and it requires every organization to put effort for its employee's well-being by investing in them to increase their engagement in work (Vance, 2006). However, studies have showed that organization is still faced challenges of ensuring engagement of employees. Gallup (2017) revealed that 87% of organizations worldwide do not have engaged employees. Most of the organizations with disengaged employees were in the Middle East and North Africa (MENA) and Sub-Saharan Africa regions. Could these findings be the case of Wegagen Bank or different findings might face? This could be one of the basic research problems being addressed by this study.

In today's rapidly moving dynamic banking business environment, banking industry in Ethiopia begin to discover and experience skill shortages and find it progressively harder to employ top talent workers. The industry is also facing the challenge of retaining their talent (Scullion, Collings, & Caligiuri, 2010; Tarique & Schuler, 2010) and the risk of losing their current talent to the competitors with vast market changes, demographic changes, international competition (Michaels, Hand field-Jones, & Axelrod, 2001). Nowadays, the talented people are having a strong desire and very ambitious to succeed. They are expecting a high development of their career and demanding the assistance from the organization to accomplish that development. Consequently, talented employees will only stay longer in the organization if the organizations are able to provide them every opportunity to develop their potential.

Increasingly, organizations are using employee engagement as a promising strategy to increase retention and improve labor productivity. Dale Carnegie (2012) findings stated that while there are many research studies that point to the percentage of engaged and disengaged employees, few studies have considered what really drives employee engagement especially in banking industry. In particular, it is observed from existing literature that the role of career advancement in this sector in Ethiopia and its relationship with employee engagement has not received fair prominences in the broader employee engagement studies (Anteneh, 2018). Hence analysis devoted to investigate the influence of career development practices on employee engagement in banking industry in Ethiopia seems greater relevance.

Currently, Wegagen Bank has faced with challenges of ensuring of career development of its employees'. Many employees have been assigned and trained following the organization reform of bank reform since 2015 but they are remained stagnant with little evidence of career development. There is a level from which employees (whether staff or management) find it difficult to move upwards or get promoted yet the bank needs employees who perform their duties well. Limited career development is a problem. So, how limited career development affects the engagement of employees remains not well understood in Wegagen Bank context. In addition, the hindrances to career development are not known and the solutions to these hindrances are not known either. If this problem continues and engagement gets seriously affected, the performance of the employees is likely to decline and this could seriously affect the achievement of the goals and objectives of the bank.

Therefore, the focus of this study was to assess the level of career development practices of Wegagen Bank, the hindrances to career development and the effect of this on employee engagement. And also, to recommend the possible strategies that will minimize hindrances of career development and maximize the engagement of employees in the company so as to enhance the performance of the employees that will contribute to the achievement of the broad organizational goals and objectives of the bank.

1.4. Research Questions

On the basis of the problem, the study was framed to answer the following research questions:

- i. To what extent does career planning affect employee engagement at Wegagen Bank?
- ii. To what extent does career counseling and advice an affect employee engagement at Wegagen Bank?
- iii. To what extent does career training affect employee engagement at Wegagen Bank?
- iv. To what extent does internal promotion affect employee engagement at Wegagen Bank?

1.5. Objectives of the Study

The objective of the study details in to general objective and specific objective.

1.5.1. General Objectives

The general objective of the study was to examine the effect of career development on employee engagement of Wegagen Bank.

1.5.2. Specific Objectives

On the basis of the problem, the study was framed to answer the following research questions:

- ✓ To assess the effect of career planning on employee engagement at Wegagen Bank?
- ✓ To assess the effect of career counseling and advice on employee engagement at Wegagen Bank?
- ✓ To assess the effect of career training on employee engagement at Wegagen Bank?
- ✓ To assess the effect of internal promotion on employee engagement at Wegagen Bank?

1.6. Significance of the Study

The findings of this study benefit to some identified stakeholders when they rely on the findings of the study in making decisions as well as taking actions in the various endeavors. First of all, the findings of this study will be of help to management of Wegagen Bank 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 inform management about the next course of actions to be taken. By highlighting the perceived challenges inherent in the career development system of Bank, management has first-hand information as to how to handle those challenges to promote efficiency and subsequently deepen employee engagement.

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.

1.7. Scope of the Study

The scope of this study was delimited in terms of subject (concept) and area (geography). The conceptual scope of this study was focus on assessing the impact of career development at Wegagen Bank on employee engagement. The study covers career development as independent variable & employee engagement as dependent variable. It is obvious that there are many variables that have impact on employee engagement, the researcher delimited to career development. In addition, considering the facts there are so many factors for employee career development, the researcher delimited to *career planning, Career counseling and advice, career training, and internal promotion*. Regarding the geographical area coverage, the study was limited to employees of Bank at head office in Addis Ababa. It could be seen from the explained empirical literatures that the effect of career development on employee engagement mixed evidences and inconclusive. Thus, it is important to consider that research on career development and its effect on employees 'engagement have no or inadequate systematic evidence with globally accepted results. Therefore, it brings an open ground for the researchers, academicians, bankers, regulators and supervisors to know empirically the effect of career development on employee engagement. Furthermore, from the reviewed relevant literature, it was evident that there is lack of studies to empirically examine the effect of career development on employee engagement in Ethiopia specifically with in context of financial industry. The study therefore aims to fill this gap of literature by studying the effect of career development on employee engagement with case of Wegagen Bank.

1.8. Limitation of the Study

Even though the study is design to enable the researcher collect accurate and reliable data that can be used to make some inferences, it is however not free from limitations. First, the study was only encompassed the view and opinion of employees in head office in Addis Ababa. Data was collected from sample employees drawn from the bank head office in Addis Ababa. Thus, those employees outside the head office in Addis Ababa was omitted in this study as finances and distances are the limiting factors that inhibit collecting the data from all the employees across the country. More so, since the study is based on quantitative approach, it is not be able to provide some unquantifiable reasons behind the responses given by the respondents.

1.9. Organization of the Study

The study is organized into five chapters. Chapter one discusses the introduction part. It contains the background to the research study, presents the statement of problem, and research objectives. Also, the chapter has the significance, scope, and limitations of the study. The Chapter Two handles the Literature Review. This chapter re-examines the theories, models, write-ups, and existing literature pertinent to the topic. Chapter three covers the research methodology adopted in this study. It deals with the research design, the study area, the population, sampling procedure, data collection instruments and procedure, and data processing and analysis. Chapter four discusses about the data analysis and interpretation of the outputs. Chapter five presents the conclusions, recommendations and further research suggestions.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter the researcher reviews relevant literature on theoretical, empirical and conceptual framework issues which are found to be essential to the research inquiry. Thus, the first section discussed theoretical framework related to the study variables which were considered in order to lay solid foundation for the research. Then a brief summary of some of the related previous work on this study were discussed. In the final analysis, the chapter reviewed the literature related to the key study variables as presented in the conceptual framework.

2.1. Theoretical Review

This opening section discusses the theoretical background of basic concept and theories of career development and employee engagement. The meaning of terms varies from study to study depending on their purpose and the context in which they are utilized. The precise clarifications of basic concepts and theories make clear how they are utilized in the study. The main concepts and theories that this study cover are explained in the following section.

2.1.1. Career Development defined

Many previous researchers have contributed the study of career development from many perspectives. The concept was first advanced by Frank Parson in 1909s and later Ginsberg et al, (1951), this concept has transformed from the view of career development as a development process by which individuals make occupational choices up to their early adulthood, to being viewed as a lifelong process of occupational decision-making process that occurs at different sub-stages of one's life (Patton & McMahan, 2006).

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 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 (Merchant 1992).

Field & Thomas (1992) defines career development as a series of activities or the ongoing process of developing one's career. It is a process that entails training new skills, moving to higher job responsibilities; make a career change with the same organization, or starting one's own business. Career development is an effective way to foster future leaders within organization with relevant skills and experience that will be required to implement organization strategies. Career development' has been defined as “the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape the career of any given individual over the life span” (Daniels& Gysbers, 1992).

The most-used definition of job satisfaction is by (Kakui & Gachunga, 2016) career development can be defined as a systematic planning method used to link employee career objectives with the corporate career needs of an organization. It entails activities undertaken by the employees themselves and the organization to achieve career objectives and job requirements. Robbins (2010) contends that career development is a key strategic consideration for all organizations regardless of size, sector, and market or profile. Organizations that aspire to be successful in today's extremely competitive markets need employees with the right competencies to assist in achieving a competitive edge in the industries.

Career development is part of human resource management practices which is known as the process by which managers encourage and motivate employees to be accountable for their careers, provide continuous support, like feedback on individual performance and disclose information about the organization, career opportunities, positions and vacancies that might be of interest to the employees. According to Maimunah (2015), career development that consists of training, coaching, mentoring, counseling and promotion would motivate employees to perform well and show their actual capability in achieving the organizational goals. Career development is an important area that organizations must put into consideration to have employees who will assist in meeting today's changing business needs.

Overall, career development is the enduring route of managing knowledge, effort, and freedom, and evolution to move toward a personally resolute and developing preferred future. Career

development is the use of pre-planned instructions to encourage teaches (Ali & Mehreen, 2018). This process not only benefits the employee but the organization also. The purpose of career development is to match the employee's aspirations with the firm's challenges that could result in organizational effectiveness (Saeed et al., 2013). Organizations that want to attract, motivate and retain employees, they need to show concern towards employee career development. History shows that the organizations that support their employees in this regard have experienced the success (Renee & Bradley, 2007).

Dimension and indicator of career development according to Sunyoto (2012), namely

- Career Planning
- Career Advancement

2.1.1.1. Career Planning

Puah and Ananthram (2006), define career planning as the process that allows individuals to acquire requisite knowledge and skills, so as to achieve their career goals for the dynamic job market. Equally stated, career planning is the ongoing process of refining, implementing and monitoring career goals made by an individual or an organization, and evaluating the steps undertaken to achieve the goals (Hall, 2002).

Felix (2012) postulates that career planning is the intentional process where an organization or individual gets to know of personal competencies and focuses on plans to achieve specific career goals. It aims to discover the goals for a person's career and undertaking manpower programs to support that career (Antoniou, 2013). The researcher argues that career planning leads to the matching of individual and organizational career goals. Further, he postulated that to achieve these, career counseling activities should be embraced and provided to the employees. This would be done by professionals with psychological training who are well versed with both individual and organizational needs.

Leibowitz (1986) claims that career planning is a continuous process of self-assessment and goal setting designed by employee and employer in order to work in line with organizational objective. Career planning involves both employee and employer connecting together to identify goals, and also develop strategies required to fulfill identified goal.

2.1.1.2 Career Advancement

Career advancement is the process of progressing an individual's career (Chanin, 2012). According to Tatham (2013) career advancement is the series of activities or the - going/lifelong process of developing one's career. It usually refers to managing one's career in an intra-organizational or inter-organizational scenario. It involves training on new skills, moving to higher job responsibilities, making a career change within the same organization, moving to a different organization. Similarly, Kibui, et al (2014), argue that a career advancement plan for employees plays a critical role in establishing commitment which results in the retention of employees.

Career advancement is measured in terms of job accomplished through the efforts of the employee in pursuit of personal career goals. A Study by Weng, McLeroy and Morrow (2010) found out that career advancement entails two main dimensions namely career growth and job promotions. The study postulated that individual career advancement included the acquiring of new competencies which are worthwhile to the organization and employees in meeting future career needs.

Career advancement normally entails a clearly marked path of progression through the ranks of an organization. It is based on merit without regard for race, gender, age or ethnicity. Deserving cases become eligible for advancement. When employees get to know that each one of them has an equal chance of making it to the top, it becomes easy for them to put in their best. Graham and Bennet (1995) agree and note that the prospect of career advancement might in itself motivate employees to work hard. Providing career advancement opportunities restrict employees from leaving the organization and increases loyalty. Equally, Khan, Rajasekar, and Al-Asfour (2015) argued that most organizations may use career advancement programs to assist their employees to properly plan their careers because it is believed that, generally employees react positively to career advancement and advancement opportunities. Thus, career advancement is perceived as a joint effort between the individual employee and the organization (Kibui et al., 2014).

2.1.2. Components of a Career Development Program

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(Werther & Davis, 1992).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 (Maimunah, 2015).

The essential components are counseling and training. Career counseling 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.

2.1.2.1. Career Counseling

Duxbury, et al. (1999) opined that one of the most logical and important aspects of the career development process involve career counseling. The United Nations Educational, Scientific and Cultural Organization [UNESCO] (2002) reported that career counseling 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 counseling can be distinguished from other forms of counseling by focusing particularly on narratives that deal with future career development. For career counseling to be effective, one must possess good counseling skills (sensitivity, flexibility, and communication) and have information about the employee being counseled. 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 judgments about the employee.

2.1.2.2. 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 Shah (2013), proficiency in-service training programs have more clearly defined goals. This benefits 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 (Patton & McMahon, 2001).

2.1.2.3. 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 (Kakui & Gachunga, 2016).

2.1.2.4. Internal Promotion

Internal promotion is a selection method where the organization's existing employees are the candidates. So, rather than searching for external talent, it means promoting employees who have shown them to be capable of taking on new responsibilities. In general, factors such as experience, training and skills demonstrated by candidates to date are taken into account in this process. Performance evaluations are often used to identify internal talent and ascertain who

deserves to move up the ladder. According to Owan, et al. (2004), this type of initiative has a highly positive impact on the company: cost savings, improved motivation and engagement.

According to Lauterbach, et al. (1999) within companies, there can be different types of internal promotions. Literature normally distinguishes between three: The first one is horizontal promotion. Horizontal internal promotion is when a worker moves to a higher grade in a different department in the company. The second one is vertical promotion. This is probably the most well-known type of internal promotion and involves the worker moving to a more senior role than they held to date. It usually involves more responsibility and, accordingly, a pay rise. There are also cases in which an employee receives a temporary promotion to cover a colleague's absence or maternity/paternity leave. Therefore, once this period is over, the employee will return to their previous position.

Internal selection procedures are not so different from external ones. The main difference lies in the preparatory work, in which the recruiter needs to meticulously analyse the current workforce to find candidates (Owan, et al., 2004).

2.1.3. Challenges in Career Development

2.1.3.1. The organizational structure

The organizational structure as noted by Tharenous et al (1994), may indeed play a part in one's job situation as far as training and career advancement are concerned. It is argued further that an organization whose hierarchy is dominated by men may impact negatively for career advancement for women managers.

In addition, a rigid structure which provides very few job openings impacts negatively on career advancement after extensive experience & training. Beardwell, Holden and Claydon (2004) observe and rightly so that effective management development should give due consideration to career paths and opportunities for promotion and progression. Today, due to rapid changes in organizations, (as organizations are delayed) there is a great deal of uncertainty and no clearly defined progression paths; promotion is no longer automatic as was the case in the structures and cultures of traditional organizations.

2.1.3.2. Individual Factors

Torrington and Hall (1995), note that the responsibility for managing a career is with the individual, although the organization may play a key role in facilitating and supporting this. Indeed, an employee who pursues training that is inconsistent with the organization's set goals and objectives would not advance his/her career. This point is also advanced by Mullins (2005) who argues that for self-development to be supported by management, it has to be relevant to organizational needs and goals. Graham and Bennett (1995) concur and in their discussion of jobs and careers argue that employees should set and aim at specific targets, identify career priorities and consistently monitor their achievements and failures.

2.1.3.3. Organizational Politics

Organizational politics may prove to be a hindrance to career advancement after the reform in whatever forms it takes (from nepotism, ethnicity, and corruption to favoritism). Nzuve (2007) states in some institutions, managers create coalitions to assist, block, protect or hinder some employees. On the other hand, some organizations for example may have to be conceptualized in the larger context of national politics. Indeed, the Evergreen Business Group (2006) in their discussion on accelerating career success, acknowledge that organization politics can be a real problem that can stretch from victimization, disregard for ethics, talent and manipulation by supervisors. Robbins (2010) points out that, systems that can be manipulated by managers in order to reward and recognize favorite employees demoralize the rest of the staff. Cranfield University's School of Management (2006) agree and send a stark warning that organization politics, which concerns motives, power, positions and competition, if not used constructively, can impact negatively on various aspects of the workplace.

2.1.4. Employee Engagement

Employee engagement has become a widely used term in the practitioner literature (Saks, 2006). However, there is a lack of consensus among academics on how to conceptualize the idea or interpret the concept (Saks & Gruman, 2014). Literature suggests that engagement can be defined as both a process and an outcome.

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 focused on how psychological experiences of work shape the process of people representing and absenting themselves during task performance. Khan (1990) defining job engagement as “the harnessing of organizational members’ selves to their work roles”.

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. Employee engagement is the extents to which employees feel obsessive about their jobs are loyal to the organization, and put unrestricted exertion into their work. Engagement is not just job satisfaction and retention in the company, but it is much more over this phenomenon. Engaged employees work with their full physical, mental and emotional energy level. These employees have a strong type of bond with their jobs and feel empowered within the surroundings of the workplace

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 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 absorptionl (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).

Overall, unanimous with the most definition of employee engagement is passion, drive commitment and involvement of employees in providing consistent and sustained discretionary effort (Cook, 2008; Anitha, 2014). These scholars concur that the consequence of good levels of employee engagement is improved customer satisfaction, positive results and organizational performance (Mone & London, 2014; Boikanyo, 2012). Employee Engagement is the devotion, passion of employees and effective leadership skills with support from the top management to the employees.

2.1.5. The Importance of Employee Engagement in Work Place

Baumruk (2010), point out that, by building a culture that enables employees to engage in their work, organization 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.

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 behavior 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, et al., 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 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.

2.1.6. Enablers of Employee Engagement in Workplace

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 this right, they argued, and employee engagement will follow. The enablers are summarized 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 organizational culture which gives employees

a line of sight between their job and the vision and aims of the organization (MacLeod & Clarke 2009). They emphasize 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 organizational 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 organized 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 emphasize the importance of this, saying that the relationship with the line manager is the most important at work, and observing that “people join organizations, but they leave managers.

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 organization, enabled by effective communication” (Dromey, 2014).

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.

The final enabler of employee engagement is integrity. This is defined as a belief among employees that the organization lives its values, and that espoused behavioral norms are adhered to, resulting in trust and a sense of integrity (Dromey, 2014). Having a gap between stated values and the reality of the organization's behaviors 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.

2.1.7. Theoretical Foundation

This study is anchored on career development and integrated theory of employee engagement. These theories are further discussed in the succeeding section.

2.1.7.1. 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 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 (Tiedeman and O'hara, 1963). As used in this study, this theory explains employee career choices and desire for development.

2.1.7.2. 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) suggests 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 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 organization's 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 (Clark, 2001).

2.2. Empirical Literature Review

Several studies were conducted in the past to understand the inter-relationship of career development and employee engagement.

Liu, He & Yu (2017) did a study on the relationship between career growth and employees' engagement in China. The study found out that many corporate organs origin in China lacked engaged workers since they were not satisfied due to lack of career growth. The study further found out that correlation between the organization's commitment and workers engagement in

initiating activities that would ensure career growth of their employees was positive. However, Taylor (2017) later argued that career development activities often fail to improve employees' engagement, due to failure to train workers on new technology as a driving force in career growth.

Fredrick (2014) found out that talent management was a useful tool that can be used by Human Resource Management Practitioners to establish how organizations can retain talented workers in their establishments. He further found out that the organizations were losing talented workers mainly due to lack of promotions and poor compensation by the organization. This in essence suggests that career development was not the main motivator for retaining and engaging workers but the monetary compensations, which therefore contradicts the later findings of Liu, He & Yu (2017). This contradiction in the past research made it necessary for further research to be done to establish whether career development has any influence on workers engagement today. The study further found out that correlation between the organization's commitment and workers engagement in initiating activities that would ensure career growth of their employees was positive. However, Taylor (2017) later argued that career development activities often fail to improve employees' engagement, due to failure to train workers on new technology as a driving force in career growth.

In Indian context, Manisha and Atul (2017) conducted a study that seeks to assess the impact of employee training and career development on their engagement and to assess whether career development raises the level of employee engagement more than training. The data was collected from 127 employees in various departments of selected IT companies, using a structured questionnaire. The standard scales of measurements, namely, Organization Career Management (OCM) and Utrecht's Work Engagement Scale (UWES) were used. The study has revealed that encouraging career development prospects in the organization significantly contributes to all the components of employee engagement more than the support provided by training initiatives alone.

In Kenyan context, Guyo and Mutumbu (2019) conducted a study that sought to assess the influence of career advancement on employee engagement in NGO's operating in Meru County, Kenya. The study used descriptive research design and purposive sampling method to arrive at

172 respondents. The study revealed that 54% of variation on employee engagement is influenced by career advancement. Further, unit change in career advancement of an employee will increase employee engagement by the rate of 0.365. Even when career advancement opportunities are non-existent, employee engagement was still positive at 0.351. The finding of this study corroborates similar research work and places critical importance on employee career advancement and performance management especially in the context of NGOs given the dynamic nature of their work.

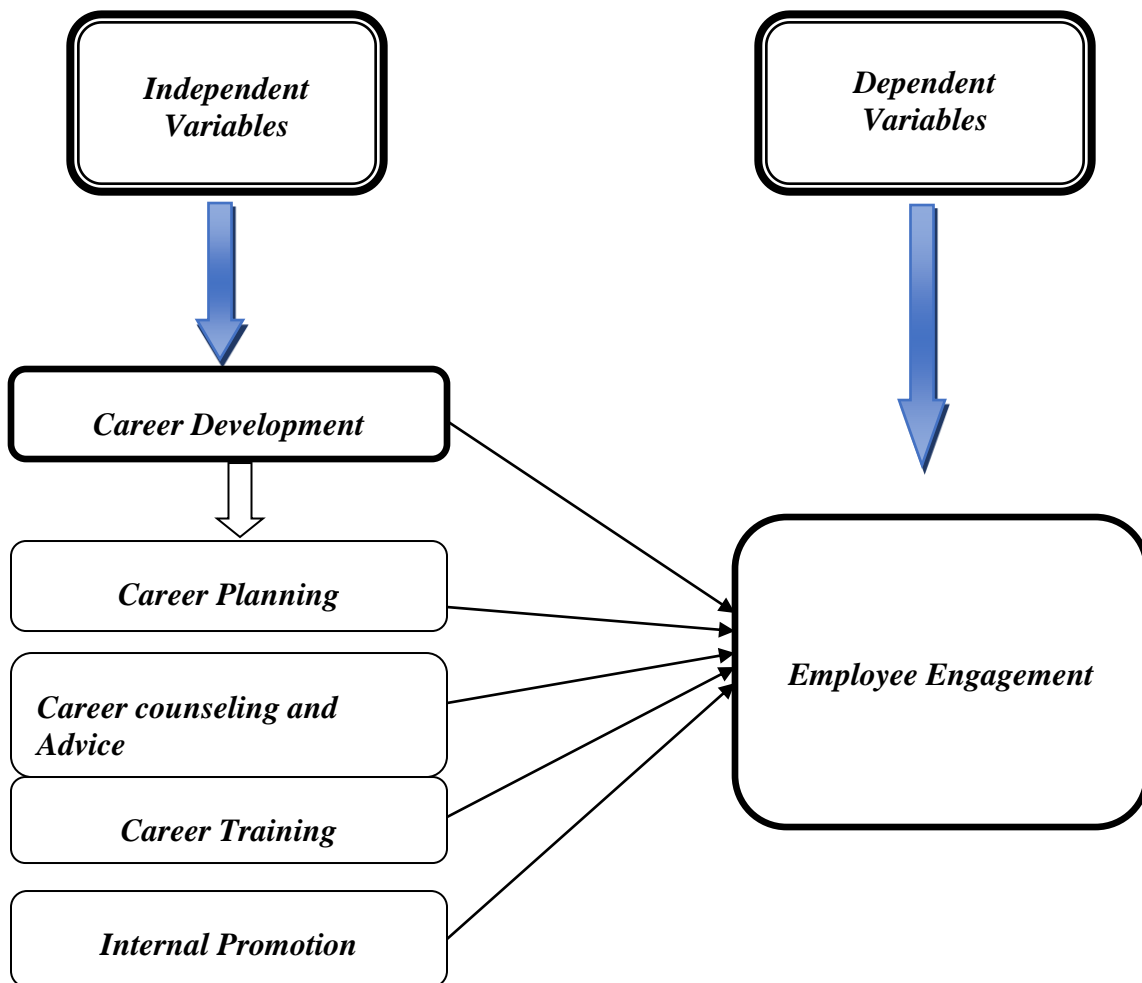
Similarly, in Kenyan context, Ndiritu (2019) conducted a study that sought to establish the impact of career development on the engagement of non-academic staff at Kenyatta University. A descriptive survey design was applied. The target population was all the 1967 non-teaching employees of Kenyatta University. A stratified sampling technique was applied giving a sample size of 106 respondents. From the model results, Internal promotions impacts highest to staff engagement ($B=0.715$, $p=0.027$) while performance feedback has the lowest impact ($B=0.318$, $p=0.528$). At the 5% level of significance, training, promotions and skill enhancement are statistically significant to staff engagement. Mentorship and performance feedback are statistically not significant to staff engagement ($B=0.318$, $p=0.528$, $B=0.428$, $p=0.147$). The study findings create informed ground for policy formulation on staff career development and provide a solid foundation on which further research can be continued.

In more recent time, in USA context, Lartey (2021) conducted a study investigated the impact of career development, employee autonomy, and manager recognition on employee engagement through the lens of the social exchange theory. A survey of 120 employees in US small and medium sized enterprises (SMEs) was conducted and a multiple regression model was employee autonomy, and manager recognition contributed to employee engagement and if so, to what extent. The results supported the theoretical model of social exchange as well as the hypothesized relationships. In other words, data confirmed the existence of a statistically significant relationship between the independent variables: career development, employee autonomy, and manager recognition, and the dependent variable, employee engagement. Career development was identified as a better contributor to engagement as compared to the other two predictors. Manager recognition, while contributing less than career development, was deemed a better contributor compared to employee autonomy.

2.3. Conceptual Framework

A conceptual framework is a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation (Kombo & Tromp, 2009). It is a research instrument that helps a researcher to develop awareness and understanding of the situation under inquiry and to communicate it. The conceptual framework guiding the research objectives of this study is presented on Figure 2.1.

Figure 2.1 Conceptual Framework



Source: Compiled by the researcher (2022)

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 the company put in place career development program (which include career counseling, proficiency-in-service training and career specialty training) accessible to all employees, and employees are subsequently allowed to go through, the career development programs will impact on the overall level of employee engagement.

2.4. Chapter Summary

This chapter has provided an extensive of literature with respect to the topic under study. The chapter started with defined key concepts in this study including; employee engagement, the concept of career development, the various dimensions of career development and challenges in career development programs. Then the chapter presents 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 behavior in the organization on the basis of anticipated satisfaction of valued goals set by them. 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 METHODOLOGY

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.

3.1. Research Paradigm and Approach

This study was conducted based on the assumptions of positivism philosophy which states that the properties of external world should be analyzed through objective methods. The positivism philosophy assumes that reality is directly measurable, fixed and understandable and there is just one external reality, one truth (Saunders et al., 2009). This assumption was used in this research because researchers who can tolerate uncertainty are more possible to favor quantitative techniques which are supported by positivism philosophy with its acceptance of various viewpoints of constantly changing reality and truth. More so, this paradigm is used when testing relationships between variables to assist in determining these relationships. This paradigm generalizes from the sample to the population (Collis & Hussey, 2003).

Regarding the research approach, this research was based on the assumptions of deductive approach which is highly advocated by positivist philosophers. The researcher choose this approach because, a deductive approach is concerned with “developing a research objectives based on existing theory, and then designing a research strategy to address objectives” (Wilson,2010).In this research, the study begins from the existing theories, models and literature concerning career development and employee engagement from which conceptual model is developed as presented above in chapter two.

The research project was followed quantitative approach. Curran and Blackburn, (2001) acknowledged that this choice is increasingly advocated within business and management

research. As the study has an objective of analysis of the career development dimensions which influence on employees' engagement in Wegagen Bank, that entails statistically to test the relationships among variables, a quantitative approach is best suited. The quantitative approach considered approach 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 also makes data analysis easy and simple (Malhotra, 2007).

3.2 Research Design

Research design is the arrangement of conditions for collection and analysis of data in a way that intend to combine importance to the research purpose with economy in procedure. Kothari (2004) further emphasizes that research design assist the smooth performance that carrying out the various research operations, thus enabling the exercise as efficient as possible, comprehending utmost outcome with minimum resources.

The choice of research design depends on objectives that the researchers want to achieve (Newing, 2011). The primary aim of this study is to examine the effect of career development on employee engagement at of Wegagen Bank. To achieve this objective, the researcher was employed descriptive as well as explanatory type of research design through survey questionnaire. Lavrakas (2008) describes a descriptive survey research design as a systematic research method for collecting data from a representative sample of individuals using instruments composed of closed-ended and/or open-ended questions, observations, and interviews. It is one of the most widely used non-experimental research designs across disciplines to collect large amounts of survey data from a representative sample of individuals sampled from the targeted population. The reason for using descriptive study in this research is because it is widely used to demonstrate associations between variables and especially in studies involving collection of data using survey methods. In this study, the descriptive survey research design also used, to assess people knowledge, beliefs, preferences and satisfaction, in an attempt to measuring these magnitudes in the general population (Kotler & Keller, 2013). Besides, descriptive survey design was used for its economy, ease of data collection and interpretation through structured questionnaire, and ability to understand the characteristics of the population under study.

More so, the study was also use explanatory research design in order to empirically test the relationship between the study variable. Explanatory research design is focus on an analysis of a situation or a specific problem to explain the patterns of relationships between variables. It helps tounderstandthenatureoftherelationshipbetweentheindependentanddependentvariables. The purpose of using explanatory research is to know effect of career development on employees' engagement. It is therefore justified in view of the above definitions, descriptions and strengths that descriptive as well as explanatory survey design are the most suited and appropriate design for this study.

3.3 Target and Study Population

In this study, there are two types of population. These are the target population and study population. Target population of survey is the entire set of units for which the survey data are used to make inferences (Smyth, 2004).It is the population that a researcher wants to generalize the results of the study. The target population of the study consisted of all employees of Wegagen Bank who are working all around the country. According to the Human Resource Management department of the bank, the total number of employees of Wegagen Bank reached around 4310 at the end of June 30, 2021 which constitutes the target population of the study.

The study population can be defined as the entire collection of cases or units about which the researcher wishes to draw conclusions (Castilo, 2009). The study population, which is also known as accessible population, is the population that is derived from the target population for the smooth condition of the research in specific term. It is from the study population that researchers draw the sample. According to Smyth(2004), the geographic characteristics of the study population need to be delineated, as well as, types of units being included. Accordingly, the study population for this study is targeting at employees of the bank that working Head Office in Addis Ababa.

The study was chosen the head offices in Addis Ababa mainly for the reason that for the smooth conditioning of conducting research, i.e., for easy access to data, cost effectiveness and easy manageability of the study, it is geographically delineated at head office in Addis Ababa. More so, the unit of analysis in the study consisted of members of professional staffs of Wegagen Bank working in head office at Addis Ababa who are more than one year of experience in bank. Thus,

currently the bank has a total size of 412 professional staffs that have more than one year of experience at Head Office in Addis Ababa which constitute the study population.

3.4 Sample Size

Lavrakas (2008) explains a sample in survey research as a subset of elements drawn from a larger population. Obviously, such a sample should be typically identical with the population thus provide adequate representation. If a sample is not precise and inadequate both in characteristic and size, it may lead to rejection of false null hypothesis, wrong result and therefore a waste of resources (Gerstman, 2003). Likewise, a study that collects too much data is wasteful. Therefore, it is essential to establish adequate sample size before going on data collection for a study.

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 model to determine sample size as developed by Nassiuma (2000) is used for this purpose. Therefore, the following formula is used to determine the sample size.

$$n = \frac{NC^2}{C^2 + (N-1)e^2} = \frac{412(0.3)^2}{0.3^2 + (411)(0.02)^2} = 146$$

Where n = Sample size, N = population size, C = Coefficient of variation and e = Standard margin of error. Nassiuma (2000) recommends a margin error ranging between 2%-5% and coefficient of variation ranging between 20%-30%. For this study N = 412 employees, C = 30% and e = 0.02, which gives a sample of 146. Thirty percent coefficient of variation is used to ensure that the sample is wide enough to justify the results being generalized for whole employees of the bank. The choice of c=0.02 is justified to ensure that the estimate is more precise.

3.5. Sampling Technique

The researcher was use stratified random sampling technique. According to Kothari (2004), if a population, from which a sample is to be drawn, does not constitute a homogeneous group, stratified random sampling technique is generally applied in order to obtain a representative

sample. The study was use stratified random sampling technique on which the respondents are structured into nine strata (Department). Stratified random sampling technique is used to select sample of the study from the existing employees of the bank at head office. This is because the study focus on different groups of respondents (divisions and departments) and each group of the respondents is required to have its own representative from the total sample size. Stratified sampling guarantee specific groups within a population are adequately represented in the sample. Simple random sampling technique was used to select respondent from each stratum (division and department).

3.6. Data Collection Instrument

For this study both primary and secondary sources of data was used. Dawson (2009) states that secondary research data involves the data collected using information from studies that other researchers have made of a subject. Both sets of data are used in this study.

Questionnaire was the main data collection instrument used to collect data from the field survey. The choice this instrument is 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. In view of the advantages and the need to gather more information, questionnaires were administered to employees and to solicit their views concerning the effect of career development on employee engagement at Wegagen Bank.

3.7. Data Collection Procedures

The data collection process was carried out with the prior permission of the authority head office and then contact the respective respondents to get the responses. Questionnaire was accompanied by an introductory letter with information about the purpose of the study, and they were also informed that confidentiality of the information under study. The questionnaire was given to the qualified respondents, who were systematically selected, during their working hours after permission has been granted by the management of Wegagen Bank for such exercise to be carried out.

3.8. Reliability and Validity

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. The study was employ Cronbach's alpha to assess reliability of the questionnaire. Cronbach's co-efficient alpha is the most common way of measuring internal consistency. Cronbach's coefficient (alpha) may range between 0 to 1, with 0 indicating an instrument full of errors and 1 indicating total absence of error. The closer Cronbach's alpha coefficient is to 1, the higher the internal consistency reliability (Oyerinde, 2011). A reliability coefficient (alpha) of 0.70 is considered acceptable, reliable and recommended for new questionnaire. The reliability of the questionnaire was tested using the Cronbach's alpha correlation coefficient with the aid of Statistical Package for Social Sciences (SPSS) software. The resulted indicated Cronbach's alpha coefficient of all the above variables was fall within the stated range and concluded that there is consistency among each question in the questionnaire

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 was review other relevant literature that serve as evidence and supported the answers found using the questionnaire (Saunders, et al., 2009). Further, the designed questionnaire was submitted to advisor and other technical experts for vetting, correction and approval before distributing it to the respondents

3.9. Data Analyzing

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 were coded before entering the data into Statistical Package for Social sciences SSPS (version 22.0) for processing. Before the actual statistical techniques are used, the reliability of the instrument was computed.

In this study, the primary data was collected from distributed questionnaire. Once the questionnaires are gathered, the next step is to edit, clean, encode and look for errors in the data. This was the question of data processing. Data processing is a series of actions or steps performed on data to verify, organize, transform, integrate, and extract data in an appropriate output form for subsequent use. In recognition of this fact, therefore, the data processing of collected questionnaires was rigorously done. This helped in compressing and arranging the data into small sets for easy examination and analysis.

Next, the collected and processed primary data from the questionnaire was analyzed by descriptive statistics, and multiple linear regression analysis. Descriptive statistics such as frequency, percentages, mean and standard deviation were used to describe the phenomena of interest. Inferential statistics such as multiple linear regressions and correlation were 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 analyzed data, were tabulated with frequency tables, percentages and graphs.

3.10. Ethical Consideration

According to Cooper and Schindler (2008), ethics are the norms or standards of behavior that guide moral choices about our behavior 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. The researcher was making his best to address ethical consideration of confidentiality, privacy, and informed consent. Consent was obtained from the administrative of the enterprise after explaining the relevance of the study. All the study participants were informed about the purpose of the study and verbal consent of all study subjects were obtained before data collection. Participants were also informed that they have full right to discontinue or refuse to participate in the study. To ensure confidentiality, the name of interviewee was written on the questionnaire.

Chapter Four

Data Presentation, Analysis and Interpretation

Introduction

This chapter presents the discussions of the results the study. As mentioned earlier, the purpose of the study was to examine the effect of career development on employee engagement at of Wegagen Bank S.C. The first part presents an analysis of the demographic information such as gender, age, education, employee category and duration of work with Wegagen Bank. The second part explored finding from descriptive statistics regarding the data designed to respond to the research question. Then, results and discussions from correlation analysis and multiple linear regressions are presented

4.1 Response Rate

Table 4.1 indicates the response rate. When distributing the questionnaire, the aim was to gather data from 146Wegagen Bank employees.

Table 4.1: Response Rate

Questionnaires distributed	Questionnaires returned	Questionnaires rejected	Usable Questionnaires	Response rate
146	135	9	126	86.3

Source: (Survey data, 2022)

Out of these 146 copies of the questionnaire were distributed, and 135 copies were returned. To make the raw data that was collected through questionnaire ready for conducting statistical analysis data cleaning was performed by checking the data for completeness and outliers. Thus, out of the 135collectedcopies, 9 were rejected because they were incomplete. Nevertheless, the usable copies helped to achieve a response rate of 86.3%, which is considered very good response rate according to Mugenda (2003).

4.2 Demography Information of Respondents

Under this, the respondents' sex, age, education, employee category and duration of work with Wegagen Bank are presented. This information was sought to ascertain the respondents' demographic characteristics. The result is shown in Table 4.2.

Table 4.2 General Information of the respondent

Factor level	Frequency	Percentage
1. Sex		
Male	86	68.3
Female	40	31.7
Total	126	100.0
2. Age		
18 – 29 years	19	15.1
30 – 39 years	55	43.7
40 - 49 years	41	32.5
Over 50 years	11	8.7
Total	126	100.0
3. Education		
Secondary	6	4.8
Diploma	6	4.8
BA Degree	61	48.4
MSC or above	52	41.3
Total	126	100.0
4. Tenure in current Company		
Under 2 year	12	9.5
2 - 5 years	33	26.2
6 - 10 years	54	42.9
11 - 15 years	19	15.1
above 15 years	8	6.3
Total	126	100.0
5. Types of job		
Clerical	15	11.9
Professional	99	78.6
Managerial	12	9.5
Total	126	100.0

Source: (Survey data, 2022)

As can be seen from Table 4.2, males and females constituted 68.3% and 31.7% of the sample population respectively. This shows that there is a noticeable disparity in representation between the two sexes in the sample population. This visible gap in gender representation was not due to sampling and or non-sampling errors; instead, it was due to the un-proportional representation of males and females in the organization, which is 68.3% males and 31.7% females. Generally, it is the reflection of the total population structure.

To maintain representativeness of the study's sample population, sample elements were taken from diverse age structures of the company's employees, which is for the purpose of this research, they were classified into four age groups as depicted in Table 4.2. Thus, 15.1% of the respondents are within the age group of 18-29 years, 43.7% represents the age group 30-39, 32.5% are within the age group of 40-49 and the remaining 8.7% respondents represent the age group 50 and above. Of the four age classes, the first class is termed as the youth group and all the others are groups of the adult population. From the adult population, the first age group 30-39 years of age is considered early adulthood, the 40-50 years represent middle adulthood and above 50 years of age represents late adulthood. Demographically, 29 years of age is considered the upper bound for the youth age group, and 30 years is the beginning of early adulthood. This implies that the company has a adult dominated population structure. This is again a reflection of the total population.

In terms of educational qualification, the sample population was classified into five categories, ranging from secondary to highest academic qualification. Table 4.2 displays the different levels of educational qualification for the sample population along with their corresponding percentage. The highest share of the sample was having First Degree education (48.4%), followed by Second Degree holders (41.3%) and staffs with master's Diploma holders and secondary education have same proportion (4.8%). This implies that the respondents were represented from good education levels; hence, able to give their perceptions of the career development practices by answering the questionnaire.

Concerning the work experience of respondents, 9.5% of the sample population have worked for less than 2 years, 26.2% worked for 3 - 5 years, 42.9% worked for 6-10 years, 15.1% worked for 11-15 years, and the remaining 6.3% worked for more than 15 years. This implies that around

two third (64.3%) of the respondents have long tenure, i.e., greater than 5 years. Concerning work category, 78.6% were worked in professional position, 11.9% were worked in clerical job position and the remaining 9.5% were worked in managerial position.

4.3 Descriptive analysis of study variables

Descriptive analysis is the elementary transformation of data in a way that describes the basic characteristics such as central tendency, distribution, and variability (Zikmund et al, 2009). They present simple summaries about the sample and the measures together with simple graphic illustrations. This section discusses the descriptive statistics of measures of the four major career development practices and employee commitment that were collected by the questionnaire. In this regard, a 5-point Likert scale was used to rate the various indicators where by 1 point was accorded to ‘Strongly disagree’, 2 point as ‘Disagree’, 3-point as ‘Neutral’, 4-point as ‘Agree’, and 5-point as ‘Strongly Agree’. Accordingly, the composite mean value shows the average of all respondents’ perceptions on each question. While standard deviation shows how diverse are the perceptions of respondents for a given question. Thus, detail of the analysis was presented as follows.

4.3.1. Respondents view on career planning practices

Career planning is the process that allows individuals to acquire requisite knowledge and skills, so as to achieve their career goals for the dynamic job market. The study assesses the perception of employees towards career planning practices of the Wegagen Bank S.C. To find out the company career development practice in terms of career planning the study made an attempt to develop a five scale Likert types of questions and employees were invited to indicate their views for each of the questions. Based on these, respondent were asked about career planning practices, the result mean score value and standard deviation implied below 4.3 in the table.

Table 4.3: Respondents view on the recruitment and selection practice

Indicators	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean	STD
	1	2	3	4	5		
I have set my career goals in Wegagen Bank	2.4	55.6	8.7	31.0	2.4	2.75	1.0
The bank has a career policy that promotes the career development of all workers	0	30.2	35.7	29.4	4.8	3.09	.88
There is room for individual assessments of abilities, interests, career needs, and goals.	0.8	47.6	18.3	31.0	2.4	2.87	.95
My employer initiates and communicates career development options for or with all employees.	1.6	66.7	5.6	24.6	1.6	2.58	.93
Adequate time is allowed to workers for their career planning and development agenda.	0	36.5	35.7	24.6	3.2	2.94	.86
Grand Mean						2.84	0.92

Source :(Survey data, 2022)

Question was asked on whether employees have set my career goals in Wegagen Bank. The finding showed that 55.6% were disagreed, while 31% were agreed. Mean response was 2.75 with standard deviation of 1.0. The finding implied that majority of employees were not set career goals in Wegagen Bank, though around one third of employees were still agree with statement. Question was also asked whether the bank has a career policy that promotes the career development of all workers. The finding showed that 34.2% were agreed and 30.2% were disagreed, while 35.7% were neutral. Mean response was 3.09 indicating that respondents were indifferent view on whether the bank has a career policy that promotes the career development of all workers.

On whether there is room for individual assessments of abilities, interests, career needs, and goals, the finding showed that 48.4% were disagreed and 33.4% were either agreed or strong agree, while around one-fifth (18.3%) were neutral. Mean response was 2.87 with standard deviation of 0.95 implied that most of respondents were less agreement regarding statement that there is room for individual assessments of abilities, interests, career needs, and goals. Question was also asked whether employer initiates and communicates career development options for or with all employees. The finding showed that 68.3% were disagreed, while 26.2% were agreed. Mean response was 2.58 indicating that respondents were less agreement on the statement that employer initiates and communicates career development options for or with all employees.

Question was asked on whether adequate time is allowed to workers for their career planning and development agenda. The finding showed that 27.8% were agreed, and 36.5% were disagreed and 35.7% were remained neutral. Mean response was 2.94 with standard deviation of 0.86. The finding implied that respondents were indifferent on statement whether adequate time is allowed to workers for their career planning and development agenda.

4.3.2. Respondents view on career counseling practice

Career counseling is one of the most logical and important aspects of the career development process. Career counseling basically consists of four elements including helping individuals to gain greater self-awareness in areas such as interests, values, abilities, and personality style, connecting individual to resources so that they can become more knowledgeable about jobs and occupations. In premise to this concept the survey were provided related questions to assess respondent view on the bank career counseling practices and results were presented in table 4.4.

The study was assessed respondents view regarding whether they have got appropriate career counseling services in the bank. The finding showed that 62.7% were either disagreed or strongly disagreed, while 23.8% were agreed. Mean response was 2.63 with a scattered standard deviation of 0.91 which indicated that most of the employees have not got appropriate career counseling services in the bank. Question was also asked whether employees are counseled and supported during times of organizational downsizing or restructuring. The finding showed that 59.5% of respondents were disagreed, while about one-third (32.5%) were agreed. This is an indication

that employees are not appropriately counseled and supported during times of organizational downsizing or restructuring.

Table 4.4: Respondents view on the training and development practice

Indicators	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean	STD
	1	2	3	4	5		
Career counseling services are given to workers in the bank	1.6	61.1	11.9	23.8	1.6	2.63	.91
Employees are counseled and supported during times of organizational downsizing or restructuring.	22.2	37.3	7.9	25.4	7.1	2.58	1.2
The bank has experienced counselors that provide counseling to employees facing challenging task.	11.1	43.7	12.7	27.0	5.6	2.72	1.1
Employees are frequently given counseling to give them sense of direction in their career path.	0.6	38.1	34.9	20.6	1.6	2.76	.88
Average						2.67	1.02

Source :(Survey data, 2022)

Question was also asked whether the bank has experienced counselors that provide counseling to employees facing challenging task. Similar to the above finding majority (58.8%) was disagreed, while around 32.5% were agreed. Mean response was 2.72 with a standard deviation of 1.1. This is an indication that the bank lacks experienced counselors that provide counseling to employees facing challenging task. When respondents were asked whether employees are frequently given counseling to give them sense of direction in their career path, 42.9% were disagreed, while little above one-fifth (22.2%) were agreed with the statement. Mean response was 2.76. This is an indication that employees are not frequently given counseling to give them sense of direction in their career path.

Over all, respondents view on the company career counseling practices was showed the grand mean value of 2.67 that showed there are lots of gaps that need further improvement and attention. Specifically, there is gap in terms of giving employees appropriate and frequent career counseling services in the bank.

4.3.3. Respondents view on career specialty training practice

Career specialty training is the other important component of career development program that aim to provide 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. With regards to this practice the study was assessed the practices of career specialty training through five likert scale question. Accordingly below the table implied respondents' respective view regarding career specialty training practices.

Table 4.5: Respondents view on the performance appraisal practice

Indicators	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean	STD
	1	2	3	4	5		
My employer provides career specialty training for all workers.	3.2	44.4	20.6	26.2	5.6	2.87	1.0
My employer provides proficiency in-service to all workers.	22.2	50.5	9.5	12.7	5.6	2.29	1.1
The bank training programs are aligned with Wegagen Bank staff career development goals.	9.5	60.3	7.1	18.3	4.8	2.48	1.0
My employer fully finances career development programs of all workers	6.3	43.7	13.5	25.4	11.1	2.91	1.1
The bank Provides equal opportunities to training and development of employees.	4.8	37.3	8.7	34.9	14,3	3.17	1.2
Average						2.74	1.08

Source:(Survey Data, 2022)

Question was asked on whether the bank provides career specialty training for all workers. The finding showed that 47.6% of respondents were disagreed; while around 31.8% of respondents were agree with the statement. Mean response was 2.87 with a standard deviation of 1.0 implied that most of respondents were less agreement. Concerning to the question asked whether the bank provides proficiency in-service training for all workers, the finding showed that 72.2% were disagreed and 18.3% were agreed, while 9.5% of respondents neutral. Mean response was 2.29 with standard deviation of 1.1. The finding indicating that respondents' views are not similar, majority of them implied their disagreement with statement that the bank provides proficiency in-service training for all workers.

On whether the bank training programs are aligned with staff career development goals, the finding showed that 69.8% were either disagreed or strongly disagree, while 23.1% of the respondents were either agreed or strongly agreed and 7.1% were indifferent on the statement. Mean response was 2.48 with standard deviation of 1.0. Based on the respondents' view, there are numerous respondents that implied their disagreement on the questions indicated that still there is a gap in aligning the bank training programs with staff career development goals. More so, the study was assessed whether the bank fully finances career development programs of all workers. The finding showed that 50% were disagreed and 13.5% were neutral, while around 36.5% were agreed with statement. Mean response was 2.91 with standard deviation of 1.1. The finding implied that the bank had not fully finances career development programs of all workers.

Overall, respondents view on the company career specialty training was showed the grand mean value of 2.74 that showed there are gaps that need further improvement and attention. Specifically, there is gap in terms of providing career specialty and proficiency in-service training for all workers.

4.3.4. Respondents view on internal promotion practice

Internal promotion is the other important component of career development. Based on these the study was provided related questions for employees and their respective response were provided below in the table 4.6.

Table 4.6: Respondents view on the compensation management practice

Indicators	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean	STD
	1	2	3	4	5		
There is room for promotion after employees have gone through career development programs.	1.6	23.8	27.8	40.5	6.3	3.26	.94
The bank has been advertising employment opportunities internally.	5.6	24.6	13.5	40.5	15.9	3.37	1.1
The Bank has been giving me a chance to take up a higher position before offering it to an individual outside.	7.9	30.2	9.5	38.1	14.3	3.21	1.2
Average						3.28	1.08

Source: (Survey data, 2022)

Question was asked on whether there is room for promotion after employees have gone through career development programs. The finding showed that 46.8% of respondents were agreed; while only 25.4% of respondents were disagree with the statement. Mean response was 3.26 with a standard deviation of 0.94 implied that majority of respondents were an agreement with preposition that there is room for promotion after employees have gone through career development programs. Concerning to the question asked whether the bank has been advertising employment opportunities internally. Mean response was 3.37 with standard deviation of 1.1. The finding indicating that most of the respondents were indicated the bank has been advertising employment opportunities internally.

On whether the bank has been giving employees a chance to take up a higher position before offering it to an individual outside, 56.4% were either agreed or strongly agree, while 30.2% of the respondents were either disagreed or strongly disagreed and 13.5% were indifferent on the statement. Mean response was 3.21 with standard deviation of 1.2. The finding showed that there are numerous respondents that implied their disagreement on the bank practice of providing a chance to take up a higher position before offering it to an individual outside.

Generally, the result of the respondents regarding internal promotion practice has grand mean score of 3.28 that implied that there is somehow moderate room for promotion after employees have gone through career development programs.

4.3.5. Employee engagement

The respondents were also asked to rate their opinions concerning their level engagement at Wegagen Bank S.C. Respondents were asked to rate their engagement in terms of five dimensions of engagement which include: cognitive engagement, emotional engagement, physical engagement and organizational engagement. The summary of their responses to specific questions is presented in table 4.7.

Table 4.7: Cognitive Engagement

Indicators	SA (%)	D (%)	N (%)	A (%)	SA (%)	Mean	STD
	1	2	3	4	5		
Cognitive Engagement							
Time passes quickly when I perform my job	1.6	31.0	25.4	35.7	6.3	3.14	.98
I often think about other things when performing my job else	1.6	19.8	29.4	38.9	10.3	3.37	.96
I am rarely distracted when performing my job	4.8	24.6	25.4	34.1	11.1	3.22	1.08
Performing my job is so absorbing that I forget about everything	6.3	31.0	27.8	29.4	5.6	2.97	1.04
Average Mean Score						3.17	1.02
ii. Emotional Engagement							
My own feelings are affected by how well I perform my job	2.4	19.0	27.0	37.3	14.3	3.42	1.03
I really put my heart into my job	3.2	22.2	27.0	38.1	9.5	3.29	1.02
I get excited when I perform well in my job	2.4	23.8	45.2	23.0	5.6	3.06	.88
I often feel emotionally attached to the job	0	35.7	22.2	40.5	1.6	3.08	.90
Average Mean Score						3.21	.96
iii. Physical Engagement							
I stay until the job is done	5.6	36.5	22.2	34.1	1.6	3.00	.912
I exert a lot of energy performing my job	4.0	32.5	19.8	32.5	11.1	3.28	1.04
I take work home to do	6.3	36.5	18.3	37.3	1.6	3.08	.91
I avoid working overtime whenever possible	6.3	38.9	19.0	34.1	1.6	3.00	.91
I avoid working too hard (rev)	5.6	53.2	13.5	26.2	1.6	2.71	.92
Average Mean Score						3.01	.94

iv. Organizational Engagement							
Presently I am not keen in leaving Wegagen Bank	3.2	57.9	11.1	26.2	1.6	2.65	.91
I do put all my efforts to ensure that the image of Wegagen Bank is better	4.0	33.3	12.7	37.3	12.7	3.26	1.10
I strongly feel a sense of “belonging” to Wegagen Bank	6.3	31.7	21.4	38.1	2.4	3.10	.94
I have a feeling of need to ensure that I offer quality service to the clients of Wegagen Bank	5.6	25.4	15.1	44.4	9.5	3.47	.99
I encourage my friends and relatives to seek employment at Wegagen Bank	4.0	38.9	15.1	31.0	11.1	3.17	1.08
This organization deserves my loyalty.	4.8	35.7	19.8	38.1	1.6	3.10	.911
Average Mean Score						3.12	0.99
Grand Mean for employees’ engagement						3.13	0.97

Source:(Survey data, 2022)

As illustrated in Table 4.7, in terms of cognitive engagement measure, when respondents were asked whether time passes quickly when they perform their job; 41.3% were agreed, 32.6% were disagree and 25.4% were remained neutral. More so, when respondents were asked whether they often think about other things when performing the job; 49.2% were agreed, 37% were disagreed and 27.8% were remained neutral. When respondents were asked whether they rarely distracted when performing their job; 45.2% were agreed, 29.4% were disagree and 25.4% were remained neutral. More so, when respondents were asked whether performing their job is so absorbing that they forget about everything; 35% were agreed, 37.3% were disagreed and 27.8% were remained neutral over all, the grand mean score value for cognitive engagement is 3.17 and standard deviation is 1.02. This means that employees are average level of cognitive engagement.

In terms of emotional engagement measure, when respondents were asked whether their own feelings are affected by how well they perform their job, 51.6% were agreed, 21.4% were disagreed and 27.0% were remained neutral. More so, when respondents were asked whether they often feel emotionally attached to the job, 42.1% were agreed, 35.7% were disagree and 22.2% were remained neutral. When respondents were asked whether they get excited when they perform well in the job, only 28.6% were agreed, 26.2% were disagreed and 45.2% were remained neutral. In general, the average means score value for emotional engagement is 3.21 and

standard deviation is 0.96. This is an indication that there is relatively moderate level employee cognitive engagement in Wegagen Bank S.C.

More so, in terms of physical engagement measure, when respondents were asked whether they stay until the job is done, 35.7% were agreed, 42.1% were disagreed and 22.2% were remained neutral. More so, when respondents were asked whether they exert a lot of energy performing their job, 43.6% were agreed, 36.5% were disagree and 19.8% were remained neutral. More so, when respondents were asked whether they avoid working too hard, 27.8% were agreed, 59.8% were disagreed and 13.5% were remained neutral. In general, the average means score value for physical engagement is 3.01 and standard deviation is 0.94. This means that employees are average level of physical engagement.

More so, in terms of organizational engagement measure, when respondents were asked whether they are not keen in leaving Wegagen Bank presently, 27.8% were agreed, 61.1% were disagreed and 11.1% were remained neutral. More so, when respondents were asked whether they do put all my efforts to ensure that the image of Wegagen Bank is better; 50% were agreed, 37.3% were disagree and 12.7% were remained neutral. More so, when respondents were asked whether they strongly feel a sense of “belonging” to Wegagen Bank; 40.5% were agreed, 38.1% were disagreed and 21.4% were remained neutral. In general, the study further showed that the average means score value for organizational engagement is 3.12 and standard deviation is 0.99. This means that employees are average level of organizational engagement.

Over all, the grand mean value for employee engagement as whole is 3.13 and standard deviation is 0.97. From this, one can infer that there is average level of employee engagement at Wegagen Bank S.C. the study found that staffs of Wegagen Bank S.C are moderately engaged to the bank. This concurs with earlier research findings of Osman (2017) who noted that when an employee is provided with career development opportunities, such an employee become willing to go an extra mile in order to help the organization succeed and gets emotionally attached to the organization. In addition, some respondents were found not to be engaged to Wegagen Bank S.C as an organization. This point to the fact that such employees would not suggest employment opportunities for their relatives or friends or they themselves leave the bank for employment in another organization if such opportunities were available. This was in line to the finding of

Finkelshetyn (2019) who argued that when employees are taken through a career development program, it creates a bond between such employee and organization which make the employee committed to the organization.

4.4. Correlation analysis

The study conducted correlation analysis to test the strength of relationship or association between the research variables from the primary data. Correlation is the measure of the relationship or association between two continuous numeric variables (Kothari, 2004). Correlation indicates both degree and direction in which research variables co-vary with one another from case to case without implying that one is causing the other (Crossman et al., 2013). A Pearson correlation was run to establish how the variables were related to each other. The value of correlation coefficient ranges between -1 and +1. A correlation coefficient of +1 indicates that two variables are perfectly related in a positive linear. A correlation of -1 indicates that two variables are negatively linearly related and a correlation coefficient of 0 indicates that there is no linear relationship between two variables. The study used Marczyk, et al. (2005) guide to interpret the result which is presented in the Table 4.8.

Table 4.8: Correlation result interpretation guide

Correlation value in range	Interpretation
0.00 to 0.19	Weak/ very low correlation
0.20 to 0.39	Low correlation
0.40 to 0.59	Moderate correlation
0.60 to 0.79	High correlation
0.8 to 1.0	Very high correlation

Source: (Marczyk, et al., 2005)

The study conducted correlation analysis in order to identify the strength of relationship or association between career development components and employee Engagement the findings of the study are presented in Table 4.9.

Table 4.9: Correlation of career development components and Employee Engagement

		Career planning	Career counseling	Career Specialty Training	Internal promotion	Employee Engagement
Career planning	Pearson Correlation	1	.011	.068	-.006	.134
	Sig. (2-tailed)		.906	.447	.945	.135
	N	126	126	126	126	126
Career counseling	Pearson Correlation	.011	1	.496**	.555**	.757**
	Sig. (2-tailed)	.906		.000	.000	.000
	N	126	126	126	126	126
Career Specialty Training	Pearson Correlation	.068	.496**	1	.593**	.762**
	Sig. (2-tailed)	.447	.000		.000	.000
	N	126	126	126	126	126
Internal promotion	Pearson Correlation	-.006	.555**	.593**	1	.780**
	Sig. (2-tailed)	.945	.000	.000		.000
	N	126	126	126	126	126
Employee Engagement	Pearson Correlation	.134	.757**	.762**	.780**	1
	Sig. (2-tailed)	.135	.000	.000	.000	
	N	126	126	126	126	126

** . Correlation is significant at the 0.01 level (2-tailed).

Source:(Survey data, 2022)

The findings of the study are presented in Table 4.9. The result shows that there are positive but moderate string relationship between the three career development dimensions (internal promotion, career counseling and career specialty training) and employee engagement. The results show that internal promotion as one dimension career development was positively correlated to employee engagement with a Pearson’s Correlation Coefficient of $r = 0.780$ and at level of significance of 0.000. This relationship was high, according to Marczyk, et al.,(2005). The results also revealed that Career specialty training as one dimension career development was positively correlated to employee engagement with a Pearson’s Correlation Coefficient of $r = 0.762$ and at level of significance of 0.000.This relationship was high, according to Marczyk, et al., (2005).Career counseling as one dimension career development was also positively correlated to employee engagement with a Pearson’s Correlation Coefficient of $r = 0.757$ and at level of significance of 0.000. This relationship was moderate, according to Marczyk, et al.,

(2005). On other hand, career planning was not significant relationship with employee engagement.

Over all, all the three out of four career development dimensions (internal promotion, career counseling and career specialty training) are pretty strong positive relation with employee engagement with a Pearson's Correlation Coefficient of $r > 0.7$ in all case.

4.5. Multiple Linear Regression Analysis

The study had an objective to examine the effect of career development on employee engagement at of Wegagen Bank S.C. This was mainly addressed by using inferential statistic through multiple linear regressions. According to Zikmund, et al. (2009), regression analysis is another technique for measuring the linear association between a dependent and an independent variable. Regression is a dependence technique that makes a distinction between dependent and independent variables. Thus, with simple regression, a dependent (or criterion) variable, Y, is linked to an independent (or predictor) variable, X. linear regression is used when we want to predict the value of a variable based on the value of another variable. Thus, in this study to identify factors (independent or predictor variable) that significantly influence employees' engagement (dependent or criterion variable) linear regression test has been performed.

4.5.1. Assumption Test for multiple linear regressions

Multiple linear regressions are based on the assumptions of Ordinary Least Square (OLS). When one decides to analyze data by means of multiple regressions, part of the process involves checking to make sure that the data need to analyze can in fact be analyzed using multiple regression. One could do this for the reason that it is only appropriate to use multiple regressions if the data "passes" those assumptions that are required for multiple regressions to give a valid result. To draw conclusions about a population based on a regression analysis done on a sample, according to Field(2009) the following assumptions: variable types, non-zero variance, linearity, no perfect multico-linearity, independent error and homoscedasticity must be true. So, in the following section necessary diagnostic tests were carried out on the variables.

Assumption One: Variable Type

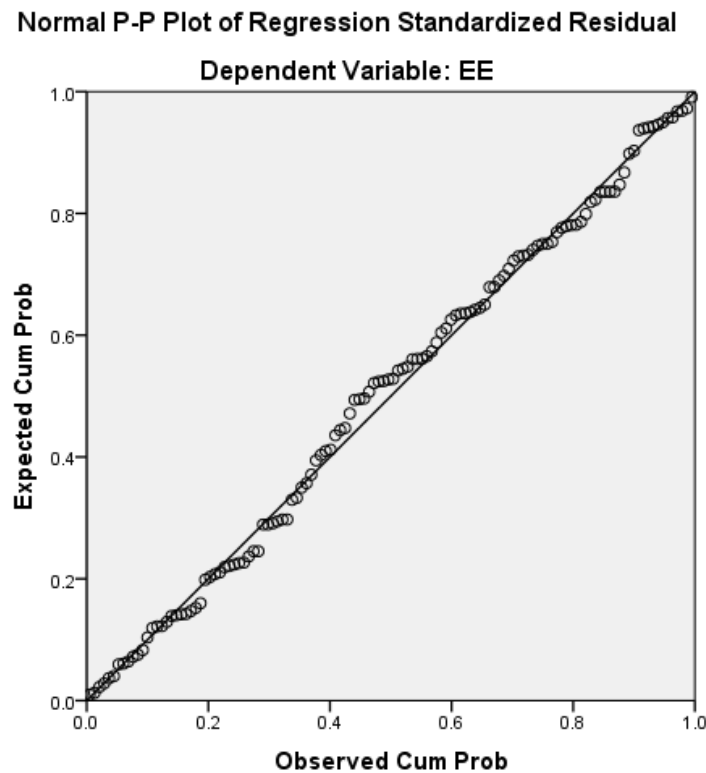
The predictor variable must be quantitative or categorical, and the outcome variable must be quantitative, continuous and unbounded. By quantitative it is meant that they should be measured

at the interval level and by unbounded it is meant that there should be no constraints on the variability of the outcome. This assumption is maintained in this study by changing the ordinal data (which was originally gathered) to interval by multiplying each mean value by the respective number of questions of the instrument.

Assumption two: Normality Test

Normality is the assumptions in linear regression that assumes residuals (errors) are approximately normally distributed. To ascertain the degree to which the data met the assumptions of normality required developing a normality probability (P-P) plot and for each of the criterion variables. Normality assumption of residuals is attained if P-P plot dots are closer to the diagonal line; Normal P-P plot points should lay reasonably straight diagonal line from the bottom left to the top right. Figures 4.1 shows the P-P plots of the regression standardized residuals for employee engagement. The data points lay in a straight diagonal line from bottom left to top right, indicating no violation of normality assumption.

Figure 4.1: Normal P-P plots of standardized residuals for employee engagement

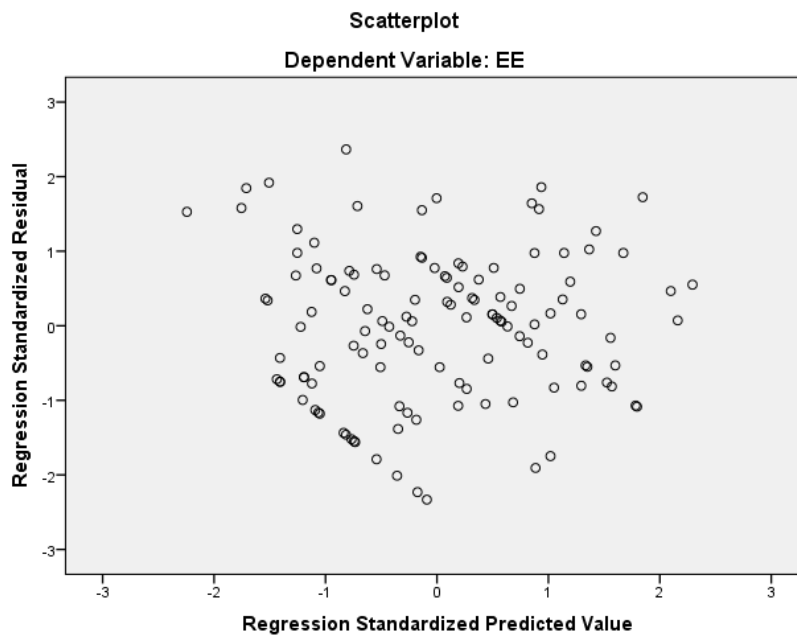


Source: (SPSS Output, 2022)

Assumption three: linearity Test

The linearity assumption of multiple regression analysis assumes that there must be a linear relationship between the dependent variable and each of independent variables, as well as the dependent variable and the independent variables collectively (Asghar & Saleh, 2012). The most commonly used way of checking linearity is creating scatter plots and then visually inspecting these scatter plots to check for linearity. If the figure not has an obvious pattern and the point is evenly distributed above and below zero on the X-axis, and to the left and right of zero on the Y-axis, it is an indication of linearity. The figures below show scatter-plot of student zed residual against linearly predictive value. The figures have a horizontal band of points indicating the linear relationship. The figure for the scatter plots for each of independent variables are attached in annex II which also illustrated that assumption of linearity has been met.

Figure 4.2: Scatter plot for dependent variable



Source: (SPSS Output, 2022)

Assumption four: Homoscedasticity

Homoscedasticity in a study usually happens when the variance of residuals (error term) would be same for all predicted (Tabachnic & Fidell, 2007). On the other hand, heteroscedasticity in a study usually happens when the variance of the errors vary across observation (Long & Ervin, 2000). The most commonly used methods is Breusch-Pagan test which was used to test the null hypothesis that the error variances are all equal versus the alternative that the error variances are

a multiplicative function of one or more variables. Breusch-Pagan tests the null hypothesis that heteroscedasticity is not present. If sig-value is less than 0.05, reject the null hypothesis. A large chi-square value greater than 9.22 is an indication of the existence of heteroscedasticity (Sazali, et al., 2010). In this study, the sig-value for fitted values of dependent variable employees' engagement was 0.285 and chi-square value of 1.75, which are indicating that heteroscedasticity was not a concern.

Table 4.11: Breusch-Pagan for Heteroscedasticity

Breusch-Pagan / Cook-Weisberg test for heteroskedasticity
Ho: Constant variance
Variables: fitted values of employees engagement
chi2(1) = 1.75
Prob > chi2 = 0.285

Source: (Survey Data, 2022)

Assumption five: multico-linearityTest

According to Myers (1990), multico-linearity refers to very high inter-correlation among predictor variables. A perfect linear relationship among the independent variables implies difficulty of computing unique estimates for a regression model. Variance inflation factor (VIF) was used to check the seriousness of multico-linearity among explanatory variables. As a rule of thumb, multico-linearity is a potential problem when VIF is greater than 4; and, a serious problem when it is greater than 10 (Field, 2013).

Table 10 present the co-linearity statistics of the predictor variables. The results indicated the co-linearity statistics were within the allowable values. The observed variance inflation factor (VIF) values from all predictor variables were less than 10, and the tolerance values were below 1.0, indicating an absence of multico-linearity (Field, 2013).

Table 4.10: multico-linearitytest for the study variables

Variable	VIF	Tolerance
Career Planning	.992	1.008
Career Counseling	.649	1.541
Career specialty Training	.603	1.657
Internal Promotion	.556	1.797

Source:(Survey data, 2022)

4.5.2 Analysis of Regression Results

The main objective of study was to examine the effect of career development on employee engagement at of Wegagen Bank S.C. This was done through regression analysis. The independent variable career developments are operationalized through: internal promotion, career planning, career counseling and career specialty training. Thus, study sought to determine the effect of each of the four career development dimensions (internal promotion, career planning, career counseling and career specialty training) on the employee engagement. The result of the regression analysis is presented in the following section.

4.5.2.1. The Multiple Coefficient of Determination R²

Coefficient of determination explains the percentage of variation in the dependent variable (the employee engagement) that is explained by all the four independent variables (internal promotion, career planning, career counseling and career specialty training). The table 4.11 below preset the model summary.

Table 4.11: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.773 ^a	.598	.585	3.13455

a. Predictors: (Constant), Career Specialty Training, Internal promotion, Career counseling and Career Planning

b. Dependent Variable: Employee Engagement

Source, (Survey data, 2022)

The result shows that the four independent variables: internal promotion, career planning, career counseling and career specialty training that were studied explain 58.5% of variation employee engagement as represented by the R² value. The remaining 41.5% of the variability in employee engagement is left unexplained by the explanatory variables used in the study.

4.5.2.2. ANOVA Interpretation

The result in ANOVA table 4.12 shows that the sum of squares of the regression is 1767.763at 4 degrees of freedom and a mean square of 441.941. The residual sum of squares is 1188.872with 121 degrees of freedom and mean square value of 9.825. The test for the joint significant which is given by the F statistic is 44.979, it is statistically significant. This imply that the independent

variables, that are internal promotion, career planning, career counseling and career specialty training, considered were relevant in explaining employee engagement at Wegagen Bank S.C.

Table 4.12: ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1767.763	4	441.941	44.979	.000 ^b
Residual	1188.872	121	9.825		
Total	2956.635	125			

a. Dependent Variable: Employee Engagement

b. Predictors: (Constant), Career Specialty Training, Internal promotion, Career counseling and Career Planning

Source, (Survey data, 2022)

4.5.2.3. Regression Coefficients

The findings in Table 4.13 show the coefficients of the regression. According to the findings, three out of four career development dimensions (career specialty training, internal promotion, and career counseling) are significant in predicting the employee engagement since the p values were less than 0.05.

Table 4.13: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	37.295	2.100		17.757	.000		
	Career planning	.271	.141	.111	1.917	.058	.992	1.008
	Career counseling	.267	.109	.175	2.449	.016	.649	1.541
	Career Specialty Training	.384	.083	.343	4.615	.000	.603	1.657
	Internal promotion	.651	.132	.380	4.919	.000	.556	1.797

Source, (Survey data, 2022)

Internal promotion has positive and significant effect on employee engagement with a beta value (beta =.651) and t value of 4.919 which is significant. Similarly, Career Specialty Training has also positive and significant effect on employee engagement with a beta value (beta =.384) and t value of 4.615 which is also statistically significant. Likewise, career counseling as one dimension of career development has also positive and significant effect on employee

engagement with a beta value (beta =.267) and t value of 2.449 which is also statistically significant. However, career planning has also positive but insignificant effect on employee engagement with a beta value since the sig-value is greater than the cut-point value 0.05.

When these beta coefficients are substituted in the equation, the model becomes

$$Y = 0.651IP + 0.271CP + 0.267CC + CST0.384+37.295$$

Where: Y is the employee engagement at Wegagen Bank S.C, IP is Internal Promotion, CP is Career Planning, CC is Career Counseling and CST is Career Specialty Training. This means that holding other factor constant one unit increase in internal promotion result in 0.651 unit increases in employee engagement, one unit increase in career counseling practice result in 0.267 unit increase in the employee engagement and one unit increase in career specialty training result in 0.384 unit increase in employee engagement.

4.6 Discussion of finding

The section discusses the study result and compares them with related past research with similar variable. The study was aimed to examine the effect of career development on employee engagement at of Wegagen Bank S.C. The study measures career development in terms of career specialty training, internal promotion, career counseling and career planning.

From the outcome of the study, it was found that career development has significant effect on employee engagement at of Wegagen Bank S.C. This means that the better the career development of employees the engagement of employee increases. This is in line with the finding Sungkono (2013) who found that career development had a positive and significant impact on employee engagement with in the context commercial banks in Kenya. Furthermore, research conducted by Kong, Cheung, & Song (2012) shows that the dimensions of hotel career management (career assessment, career development, and career training) affect employee engagement. Similarly, Weng's empirical research (2013); Zhou (2015); Li (2012) and Son & Kim (2019) who revealed that the intrinsic function of the organization towards career development is positively related to work engagement. Further research conducted by Bai & Liu (2018) and Liu, He, & Yu (2017) revealed that career development had a significant effect on employee engagement.

The study also found that internal promotion as career development strategy was found to have a high impact on making employee engaged. This concurred with the finding of Jonson (2017) who opined that when employees are given an opportunity to promote internally, it makes them committed to the organization and dedicated to their work. Furthermore, research conducted by Zacher, Chan, Bakker, & Demerouti (2015) revealed that internal promotion had a significant positive effect on employees' attractiveness to their work. Further research conducted by Venz, Pundt, & Sonnentag (2018) shows that by using internal promotion given to employees in the workplace, employees can actively improve their own job attitudes. This was in line with the findings of Ternynch (2015) who observed that promotion of an employee tops the list as career development strategy, and that if it is executed with the right plan, by promoting an employee into a new position, it can result to such an employee being motivated to offer greater performance in organization making him or her an engaged employee. This is due to the fact that employees feel privileged in addition to getting monetary benefits from their work.

Career specialty training was found to have significant effect on employees' engagement when used as a career development strategy. This concurred with the finding of Timms et al. (2015) who opined that career specialty training will significantly positively effect on employee work engagement. Furthermore Penger & Èerne (2014); Memon, Salleh & Baharom (2016) and Yalabik, Rayton, & Rapti (2017) revealed that training and development has a significant positive relationship with work engagement.

The other result of study revealed that career counseling was found to have significant impact on engagement of Wegagen Bank S.C staffs. This research is in line with research conducted by Shaw, & Rich, (2010) which revealed that career counseling has a positive influence on employee engagement. However, this study contradicts this research conducted by Ezekiel Chinyio, Suresh, & Salis (2018) stating that career counseling did not have a significant impact on employee engagement. This finding also contradicts the study of Schein (1978) who disclosed that despite the fact that it seems clear that career counseling 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 counseling. He further follows up that, in the vast majority of organizations, career counseling responsibilities are normally assigned to personnel within the organization, either by a specialized counseling staff or the employee's immediate

supervisor; hence, the employee may have a hard time taking serious advice that comes from a nonprofessional. The results of the study showed that the career planning has not significant effect on employee engagement. This finding is in disagreement with Lindholm (2013) findings who found that employees are more likely to be engaged to their different work tasks as a result of the participating in career planning and going through a career development process.

Chapter Five

Summary, Conclusions and Recommendations

Introduction

The purpose of the study was to examine the effect of career development on employee engagement at of Wegagen Bank S.C. In this chapter, the summary of findings, conclusions and recommendations of the study were discussed.

5.1 Summary of Findings

The study was conducted with an aim of examining the effect of career development on employee engagement at of Wegagen Bank S.C.

The study aimed to answer the following 4 research questions: (1) to what extent do career planning influence employee engagement at Wegagen Bank S.C? (2) To what extent do career counseling affect employee engagement at Wegagen Bank S.C? (3) To what extent do career specialty training influence employee engagement at Wegagen Bank S.C? (4)To what extent does internal promotion affect employee engagement at Wegagen Bank S.C? Subsequently, a survey was conducted. The study sample had 146 questionnaires distributed and 126 were duly completed and returned for analysis. The findings of the study based on the research questions have been summarized as follows.

The study found that staffs of Wegagen Bank S.C are only moderately engaged to the bank. More so, the findings of the study revealed that the combined effect of various career development practices influenced employee engagement positively. These findings were both supported by the correlation and regression result. The correlation result shows that there is positive and significant relationship between three of four career development dimensions (internal promotion, career specialty training, and career counseling) and employee engagement. The finding also indicates that the highest relationship was found between internal promotion and employee engagement, while the lowest relationship was found between career counseling and employee engagement.

The result of regression also indicates that three out of four predictor variables or career management practices (internal promotion, career specialty training and career counseling) have

statistically significant contribution on employee engagement. The adjusted R^2 of 0.585 indicates 58.5% of the variance in employee engagement can be predicted by career development practiced of the bank. Therefore, career development practices have a positive and significant effect on employee engagement.

5.2 Conclusions

The study was undertaken to examine the effect of career development on employee engagement at Wegagen Bank S.C. Accordingly, based on the findings presented in the above section; the researcher makes some conclusions concerning the relationship between the career development practice and employee engagement.

The first specific objective of the study sought to investigate the effect of career planning on employee engagement at Wegagen Bank S.C. Results revealed that career planning practiced had not significant effect on employee engagement at Wegagen Bank. This was supported by the test for significance which showed that the effect was statistically insignificant. This implies that career planning as one element of career development practice is not significantly affecting engagement of employees at Wegagen Bank S.C.

The second specific objective of the study sought to assess the effect of career counseling on employee engagement at Wegagen Bank S.C. Results revealed that career counseling practice has significant and positive effect on employee engagement at Wegagen Bank S.C. This is supported by the test for significance showed that the effect was statistically significant. This means that career counseling has a significant effect on employee engagement at Wegagen Bank S.C so that company should therefore leverage on this practice and make it a reference point for improve the employee engagement.

The third specific objective of the study aimed to investigate the effect of career specialty training on employee engagement at Wegagen Bank S.C. The finding demonstrated that career specialty training practice has significant and positive effect on employee engagement at Wegagen Bank S.C. The test for significance was showed that the effect was statistically significant and this means that career specialty training has a higher potential of improving employee engagement at Wegagen Bank S.C. Thus, the bank should therefore leverage on this practice and used it as an important tool for improving employee engagement.

The fourth specific objective of the study intended to investigate the effect of internal promotion on employee engagement at Wegagen Bank S.C. The result illustrated that internal promotion practice has significant and positive effect on employee engagement at Wegagen Bank S.C. The test for significance also was showed that the effect was statistically significant. This means that internal promotion practice is good at predicting employee engagement at Wegagen Bank S.C.

Overall, it can be concluded staff of Wegagen Bank S.C are only moderately engaged to the bank. More so, it can be concluded that three out of four career development practices (internal promotion, career specialty training and career counseling) influence employee engagement at Wegagen Bank S.C positively and significantly. The improvement of these career development practices by company has a higher potential of improving employee engagement. Thus, it can be concluded that improved career development practices are an increasingly important weapon for improving engagement of employees. Therefore, the management of Wegagen Bank S.C should influence these three career development practices as a way of improving the employee engagement.

5.3 Recommendations

Based on the findings and conclusions of the study, the researcher provides the following recommendations aimed at ensuring that the human resources strategies and practices adopted by the company play a positive role in ensuring the improved performance and competitive advantage of the company.

- Based on the findings of the study, it is recommended that management of Wegagen Bank S.C should put in place a strong career development program and succession plan system. Employees of the bank should be made to see that even after career growth, there exist an opportunity for them in the organization to 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 programs and policies to enhance employees' engagement. These programs must be aligned to employee loyalty programs. Such programs will successfully help to effectively foster employee satisfaction, commitment, employee engagement and motivation within the organization. Additionally, 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 the 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 counseling 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.

5.4 Area Further Research

Although this research provides some significant insights into the roles of career development practices on employee engagement with in context of Wegagen Bank S.C, there is still a chance to extend the findings to gain a more comprehensive understanding. Due to time and budget constraints this research was geographically delimited to employees of head office in Addis Ababa. Therefore, any future endeavor might include employees working outside the capital city if there are any variances in the study findings. More so, 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. More so, further research in the areas of career development practices would be useful in understanding the impact that the practices have on other performance indicators like employee performance and employee job satisfaction.

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APPENDIX I: QUESTIONNAIRE

The purpose of this questionnaire is to collect data for post graduate study for Master of Business Administration Program for the study entitled "The Impact of Career Development on Employee Engagement in Case of Wegagen Bank". This questionnaire is required to assist in determining the objectives of the study. Your privacy will be kept anonymously and, therefore, no one knows who provided the information. Any information provided will be used for academic purpose only and will be treated in strict confidence. Therefore, you are kindly requested to provide your responses to different questions below. Thank you in advance for agreeing to participate in this study.

General Instruction: - Circle your response or indicate "√" in the box beneath for closed-ended questions among the provided alternatives. You don't need to write your name.

Section I: Demographic Profile of Respondent

Instruction: Circle your response against any response that applies to you.

1.	Sex:	Male <input type="checkbox"/>	
		Female <input type="checkbox"/>	
2.	Age:	a. years <input type="checkbox"/>	41-55 years <input type="checkbox"/>
		26-40 years <input type="checkbox"/>	over 55 years <input type="checkbox"/>
3.	Education level	Secondary school <input type="checkbox"/>	First Degree <input type="checkbox"/>
		Diploma <input type="checkbox"/>	Master & above <input type="checkbox"/>
4.	For how long have you been employed in this company?	2 – 5 years <input type="checkbox"/>	
		1. – 10 years <input type="checkbox"/>	
		5. – 15 years <input type="checkbox"/>	
		> 15 years <input type="checkbox"/>	
6.	Position in the Organization?	Clerical <input type="checkbox"/>	
		Professional <input type="checkbox"/>	
		Managerial <input type="checkbox"/>	

Section II: The item for measuring employee career development

To what extent do you agree with the following statement? Use the following rating scale, and put “√” mark for each rating. **1: Strongly Disagree, 2: Disagree, 3:Neutral,4:Agreeand 5:StronglyAgree**

S.N	Items on career development measure	5	4	3	2	1
		(SA)	(A)	(N)	(D)	(SD)
	a. CAREER PLANNING					
CP1	I have set my career goals in Wegagen Bank					
CP2	The bank has a career policy that promotes the career development of all workers					
CP3	There is room for individual assessments of abilities, interests, career needs, and goals.					
CP4	My employer initiates and communicates career development options for or with all employees.					
CP5	Adequate time is allowed to workers for their career planning and development agenda.					
	ii. CAREER COUNCILING					
CC1	Career counseling services are given to workers in the bank					
CC2	Employees are counseled and supported during times of organizational downsizing or restructuring.					
CC3	The bank has experienced counselors that provide counseling to employees facing challenging task.					
CC4	Employees are frequently given counseling to give them sense of direction in their career path.					
	iii. CAREER SPECIALTY TRAINING					
CST1	My employer provides career specialty training for all workers.					
CST2	My employer provides proficiency in-service training for all workers.					

CST3	The bank training programs are aligned with Wegagen Bank staff career development goals.					
CST4	My employer fully finances career development programs of all workers					
CST5	The bank Provides equal opportunities to training and development of employees.					
	iv. INTERNAL PROMOTION					
IP1	There is room for promotion after employees have gone through career development programs					
IP2	The bank has been advertising employment opportunities internally.					
IP3	The Bank has been giving me a chance to take up a higher position before offering it to an individual outside.					

Section C: The item for measuring employees' engagement

To what extent do you agree with the following statements (variables) as they occur in Wegagen bank? Use the following rating scale, and put “√” mark for each rating. **1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree and 5: Strongly Agree**

S.N	Items on Employee engagement measure	5	4	3	2	1
		(SA)	(A)	(N)	(D)	(SD)
	i. COGNITIVE ENGAGEMENT					
C1	Time passes quickly when I perform my job					
C2	I often think about other things when performing my job else					
C3	I am rarely distracted when performing my job					
C4	Performing my job is so absorbing that I forget about everything					
	ii. EMOTIONAL ENGAGEMENT					
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					
	iii. PHYSICAL ENGAGEMENT					
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					
	iv. ORGANIZATIONAL ENGAGEMENT					
O1	Presently I am not keen in leaving Wegagen Bank					
O2	I do put all my efforts to ensure that the image of Wegagen Bank is better					
O3	I strongly feel a sense of “belonging” to Wegagen Bank					
O4	I have a feeling of need to ensure that I offer quality Service to the clients of Wegagen Bank					
O5	I encourage my friends and relatives to seek employment at Wegagen Bank					
O6	This organization deserves my loyalty.					

AppendixII Regression Output

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.773 ^a	.598	.585	3.13455	1.913

a. Predictors: (Constant), IP, CP, CC, CST

b. Dependent Variable: EE

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1767.763	4	441.941	44.979	.000 ^b
	Residual	1188.872	121	9.825		
	Total	2956.635	125			

a. Dependent Variable: EE

b. Predictors: (Constant), IP, CP, CC, CST

Coefficients^a

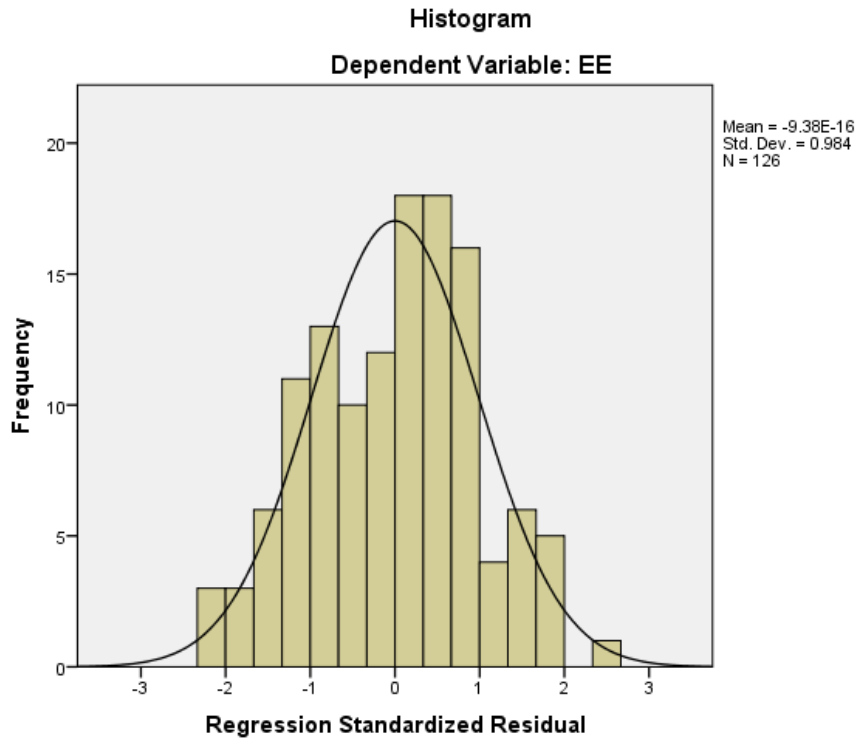
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	37.295	2.100		17.757	.000		
	CP	.271	.141	.111	1.917	.058	.992	1.008
	CC	.267	.109	.175	2.449	.016	.649	1.541
	CST	.384	.083	.343	4.615	.000	.603	1.657
	IP	.651	.132	.380	4.919	.000	.556	1.797

a. Dependent Variable: EE

Residuals Statistics^a

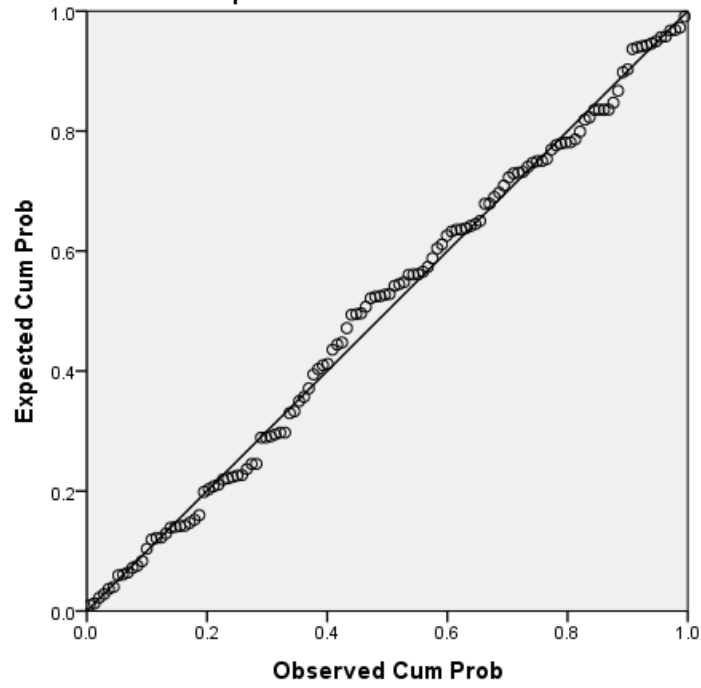
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	45.2112	62.2734	53.6508	3.76060	126
Std. Predicted Value	-2.244	2.293	.000	1.000	126
Standard Error of Predicted Value	.346	1.057	.607	.148	126
Adjusted Predicted Value	44.7849	62.1662	53.6369	3.76887	126
Residual	-7.30960	7.41367	.00000	3.08399	126
Std. Residual	-2.332	2.365	.000	.984	126
Stud. Residual	-2.377	2.398	.002	1.005	126
Deleted Residual	-7.59789	7.62207	.01387	3.21919	126
Stud. Deleted Residual	-2.425	2.447	.002	1.012	126
Mahal. Distance	.530	13.215	3.968	2.423	126
Cook's Distance	.000	.062	.009	.012	126
Centered Leverage Value	.004	.106	.032	.019	126

a. Dependent Variable: EE



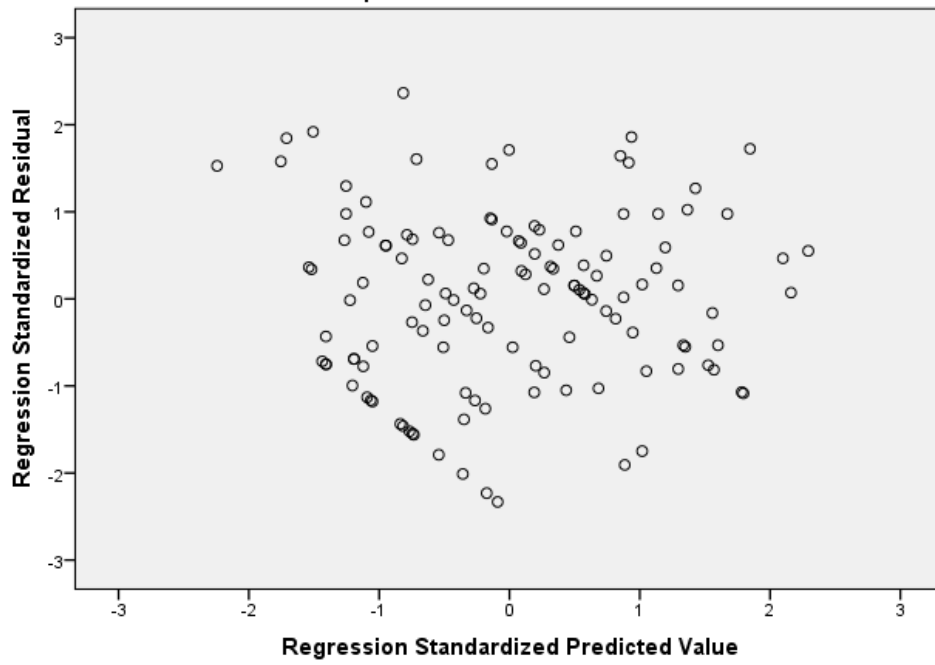
Normal P-P Plot of Regression Standardized Residual

Dependent Variable: EE

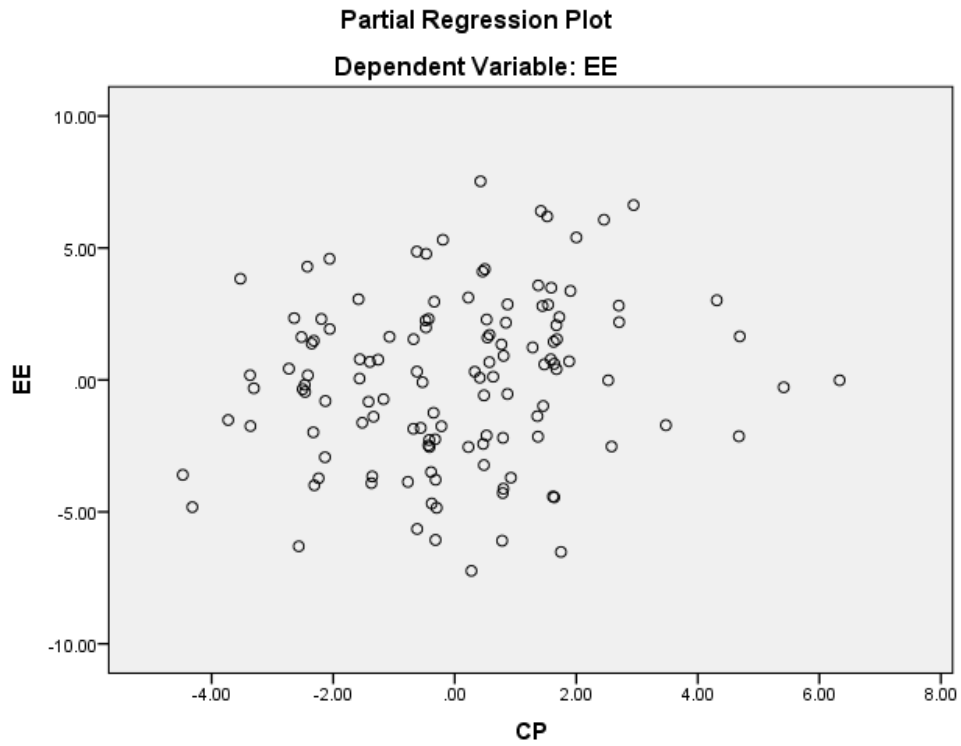


Scatterplot

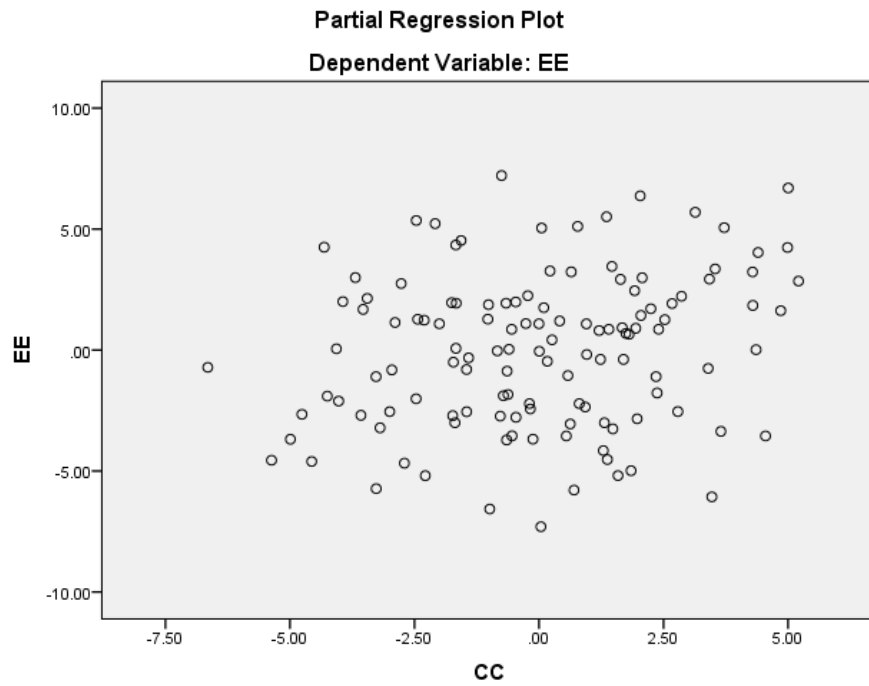
Dependent Variable: EE



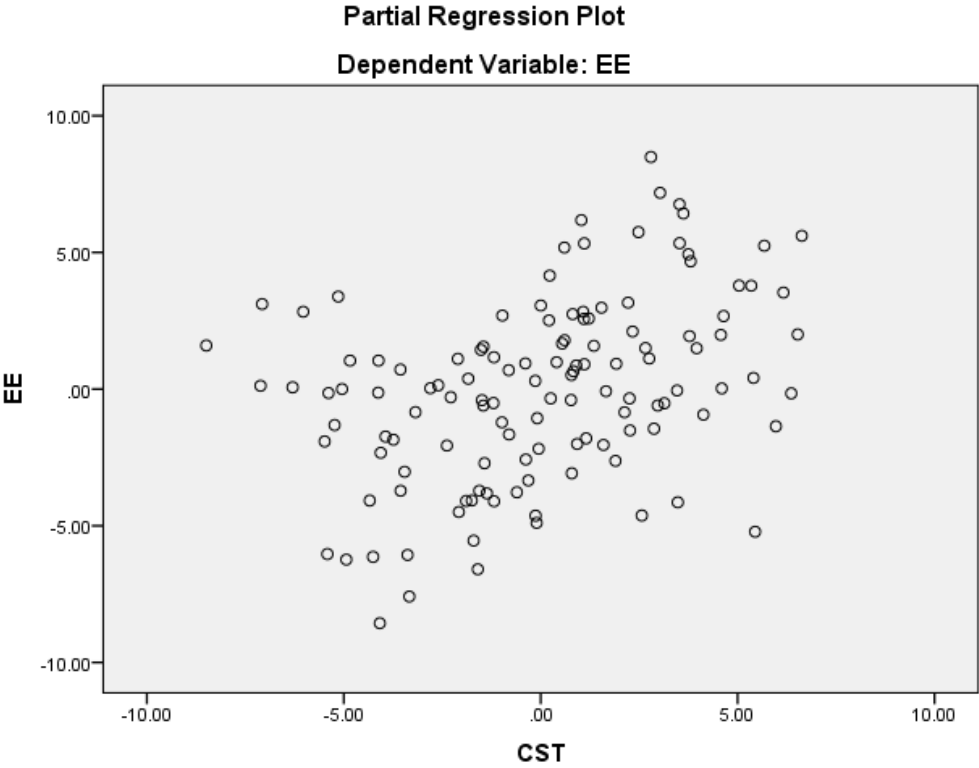
Partial Plot for employee engagement and Career Planning (CP)



Partial Plot for employee engagement and Career Counseling (CC)



Partial Plot for employee engagement and Career Specialty Training (CST)



Partial Plot for employee engagement and Internal Promotion (IP)

