TITLE PAGE
RELATIONSHIP BETWEEN CAREER DEVELOPMENT AND EMPLOYEE RETENTION IN PUBLIC SECTOR ORGANIZATIONS: IMPLICATION FOR A TIMELY INTERVENTION (A CASE STUDY OF CEMENT COMPANY OF NORTHERN NIGERIA, SOKOTO)

BY

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CERTIFICATION

This is to certify that this research work was carried out in the Department of Public Administration, Faculty of Management Sciences, Usmanu Danfodiyo University, Sokoto.

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DEDICATION

I will like to dedicate this project to my late father, Alh. Aliyu Shawai and my late mother Hajiya Maryam Shawai and also to my beloved brothers and sisters, Bashir Shawai, Aliyu Shawai, Murtala Shawai, Fatima Shawai, Hadiza Shawai, Salamatu Shawai and my little sister Rukayya Shawai for been there for me and their utmost support to this period.

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CHAPTER ONE: GENERAL INTRODUCTION

1.1 Background to the Study

Career development and employee retention are key strategic considerations for all organization regardless of size, sector, market or profile. The development of the capacity and capability of the organizations managers has a fundamental impact on efficiency, effectiveness, morale and profitability of an organization. High performing organizations increasingly pay close attention to the validity of their recruitment practices and are becoming equally vigilant about developing their employees in order to ensure they achieve optimum performance both in the present and the future. This is confirmed by Mwenebirinda, (1998) who acknowledges that employee performance can be enhance via training that addresses identified weaknesses. One of the most significance developments in the public sector in recent times is the increasing importance given to human resources. Torrington and

Hall (1987) agree and point out that due to their use of labour intensive activities and increasing competition within the sectors, financial services in general and industry in particular have embark on considerable investment in career development. A career refers to all of the jobs that people hold during their working lives. Career planning is the process by which employees plan their career goals and paths. Career development refers to all technical and managerial skills employees acquire to achieve their career plans. Employee retention is an act of keeping or retaining workers in an organization for increases turnover. Employee retention can means how long an individual has stayed with an employer, or it can means how long a person has been attached to the labour force. Employee retention can be represented by a simple statistic (for example, a retention rate 80% usually indicates that an organization kept 80% of its employees given period). However, many consider career development as relating to the effort by which employers attempt

to retain employee in their workforce. In this sense, retention becomes the strategies rather than the outcome.

Career development is considered important factor in employee retention, organization has the incentives to decrease employee turnover in form of training & development of workers. According to Clark (2001), organizations are intensification development for talented employees, through proficiency analysis, input on employee interests, need development and multisource appraisal of capabilities and formulate plans for action. Wetland (2003), suggested that firms and individual made investment on human capital in the form of development. Career development enhances the skills, organization needs to start training and development programme. Career development provides specialized technique and skills to employee that helps to rectify deficiencies in employee performance, and provide the skills and abilities to employee which will be needed in the organization in the

future. Development of skill consists of improving interpersonal communication; technologies, problem solving and basic literacy, the development of people, their competencies and the process of development of the total organization are the main concerns of organization to enhance retention. Stone and Freemen (1992) list special training for career development and employee retention undertaken by supervisors as: Career Planning and Development for personnel. The retention of talented employees is an advantage to an organization because employees' knowledge and skills are central to a company's ability to economically competitive. Employee retention becomes increasingly important to organization because periodic labour shortages can reduce high performance employee. Thus workers are searching for better employment opportunities and organizations are seeking to increase productivity of their career path within an organization to move them to remain in the organization to achieve their personal career goals.

In spite of the fact that, there are challenges in relationship between employee retention and career development, HR executive find that attracting and retaining is a problem because when employee leaves the job, organization lost not only employee. But also lost the customers and clients who were loyal with the talent is a problem because of bounded rationality, particularly of cultural and social norms associated with the country (Metcalfe 2008). Organizations are employees, knowledge of production, current projects, competitor and past history of the organization. Ineffective career development is a problem that affects the retention of employees in the sense that organizations quality of served and turnover would reduce which may stop them not to retain employees. Unwanted turnover due to stress, how job satisfaction, unsatisfactory working condition and inadequate benefits may chase employee not to stay in an organization.

Organizations make enormous efforts to attract handfuls of employees and sustain them in the organization. In today's business scenario only high salary and designation is not significant for employees to retain them in the organization, but career development also play important role in their retention. Career development in the organizations helps to retain the talented employees because it gives imperative outcomes to employer and employees. To gain and maintain competitive advantage, organizations required talented and productive employees and these employees need development to enhance and cultivate their competencies (Prince, 2005). According to Silbert (2005), well skilled and talented workers may easily find good job, position and workplace elsewhere; however the effective way for retaining these talented employees is to enhance friendly and close working environment and to promote leader support. Career development provides opportunity to test employees abilities and providing level of

performance to enhance employees' capability and make them to stay in the organization.

This study provides an assessment of relationship between career development and employee retention in the public sector.

1.2   Statement of the Research Problem

In any public sector organization, career development has become necessary to serve as a way of improving employee talent and retention of employee for the achievements of organizational objectives. In spite of the role such career development has not adequately enhanced employee retention in the public sector, this is as a result of poor training and development in a public sector. Inadequate organizational capabilities and the organizational competencies also affect career development and employee retention. This is because organizational capabilities and organizational competencies need right kind of human resource in order to achieve organizational goal. As argued by Prahald

and Hame (2000), organizations that acknowledge and direct their organizational competencies efficiently competes more productively and effectively. Retaining employees is the key issue in current business environment. Without well incorporated staff in the organization and putting their greatest effort, success can never be long term. Problems existing in the personnel or in a sense human capital, have unforeseen influences that cause troubles with training, planning and decision making. So it clarifies the reason why employees leave the organizations. Cole (2000) stated that employees are more likely to stay with organizations that give them the sense of pride and they will work to maximum potentials due to some rationales as work climate, rewards, opportunities to develop and grow and the work life balance (Madiha et al, 2009). Major cost of organizations is due to more employees quitting the job, these quit rates raise labor costs and lower organizational performance (Norsworthy & Zabala 1986 cited in Batt, Colvin & Keefe, 2002). Several factors e.g presence of challenging and meaningful work,

opportunities for development and growth, level of empowerment, responsibility and managerial integrity and coordination affect the employee retention in various organization (Birtet., 2004). Walker (2001) determined that compensation and appreciation of the task accomplished, challenging and meaningful work climate, learning opportunities, and strong relationship with workers, better work life balance, better coordination within the organization, are the key factor that support retention. Factor such as poor rewards, poor style of leadership, lack of development opportunities, poor working environmental conditions directly affect employee retention (Hytter, 2007).

1.3   Research Questions

i.   The lead question here is to know if there is any effective relationship between career development and employee retention in the public sector? Subsidiary questions incude:

ii. Do ineffective organizational capabilities and capacities affect career development and employee retention in Cement Company of Northern Nigeria plc Sokoto?

iii. Does poor rewards and poor style of leadership affect employee retention   in the public sector?

1.4 Objective of the Study

i. The major objective is to examine whether career development necessitate effective employee retention in the public sector. Subsidiary questions incude:

ii. To determine how ineffective organizational capabilities and capacities affect career development and employee retention in Cement Company of Northern Nigeria plc Sokoto.

iii. To ascertain how poor rewards and poor style of leadership affect employee retention in the public sector

1.5   Hypotheses of the Study

i.   That ineffective organizational capabilities and capacities affect career development and employee retention in Cement Company of Northern Nigeria plc Sokoto

ii.   That poor rewards and poor style of leadership affect employee retention in the public sector

1.6   Significance of the Study

This study will be of great significance to public sector organization and the policy makers to be used as a measure for career development and employee retention in the organization. The result of this study would hopefully be significant as they would enable both the management and labour union to better understand how career development could be ensured to inspire employee to increase and sustain productivity.

Finally, the study could serve as a future reference within the academic community because a research will, at a point only address an aspect, and then ignite a future research interest or point to a future research direction.

1.7   Scope and Limitations of the Study

This research work focuses on the relationship between career development and employee retention in the public sector using Cement Company of Northern Nigeria plc Sokoto as the case study. It is also to cover the period of five years from 2010-2015.

In this research work, there are many constraints that serve as limitation to the output of the study. One of the limitations is time frame within which it has to be completed and submitted. This also coupled with academic and personal pressure. Financial limitation is another factor imposing a big constraint in conducting the research work effectively.

1.8   Scheme of Chapters

This research work is undertaken to assess the relationship between career development and employee retention in the public sector using Cement Company of Northern Nigeria plc Sokoto as a case study comprises of five chapters.Chapter one is general introduction which includes: Background to the study, Statement of research problem, Research questions, Objectives of the study, hypotheses, significance of the study, scope and limitations, definition of terms; and scheme of chapters. Chapter two is literature review which includes: conceptual and theoretical frameworks. Chapter three is research methodology which includes: Introduction, research design, population, sample and sampling techniques, method of data collection and instrument; and method of data presentation and analysis. Chapter four is data presentation and analysis which includes: introduction, analysis on

interpretation of data, and testing of hypotheses. Chapter five is summary, conclusion and recommendations.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter reviews some of the previous and related studies that have similar characteristics with this study. Books, journal, periodicals and textbook on the subjects of career development and employee retention in the public sector are consulted. This is given prevailing trends and issues. Finally, theoretical framework on which the study hinges is presented.

2.2 Definitions of Career Development Interventions

Career is defined as a 'sequence of life experiences over time' (Arthur, 1989). As such, career development involves the creation of a career pattern, decision-making style, integration of life roles, values expression, and life-role self concepts (Herr &Cramer, 1996). Career development interventions (CDIs), defined broadly, involve any activities that empower individuals to cope effectively with career development tasks (Spokane, 1991).

The term 'career development' is used to describe the 'complex process of managing life, learning and work over the lifespan' (MCEECDYA 2010). Education Services Australia (2014) describes career development as enabling young people to acquire the knowledge and develop the skills and capabilities for managing their future training, further education and employment pathways. The goal of this process is often referred to as 'career management' capability (McMahon, Patton & Tatham 2003). Patton (2001) stresses though that developing a career is closely integrated to the contexts, including family, social and broader local and national, in which an individual is located and in which their process of career development unfolds. Career development will be influenced by a number of 'career supports' including family and other social networks, the education system, the career development sector, employers, the broader community, and government policy, programs and services.

The services and activities supporting the career development process have been variously described and categorized. The OECD (2004) provides an overarching definition of career development services as those 'intended to assist people, of any age and at any point throughout their lives to make educational, training and occupational choices and to manage their careers'. In the Australian context, Nous Consulting Group (2011) divides career development services into the three categories of career information, career advice or counseling, and career guidance. Career information usually encompasses the print, electronic and face-to-face services that help users understand occupations and associated employment, education and training opportunities. Career advice goes further to assist individuals or groups to access and interpret career information. Career guidance is described as the process through which individuals or groups are helped to understand their career development needs and potential, the process of

career planning and decision making, and the application of career management skills to reach career goals (Nous Consulting Group 2011).

2.2.1 Career Advancement Opportunities

Employees career advancement is a phenomenon which is formalized, organized and it is planned effort to accomplish the balance between requirement of organization workforce and individual career needs. The rapidly rising awareness makes it evidence that employees can give leading edge to the organization in market place. It is challenge for today HR Managers to identify the organization developmental strategies which enthuses the employee commitment to the organization vision and values to motivate the employees and help the organization to gain and sustain the competitive advantage (Graddick, 1988). Greller (2006) states that people always work for a reason and the cause should be provided by work, organization, co-workers or from within. Findings show that when employees want to advance in their careers, a

motivational factor, it does not matter how old one is, a lot of stay in the organization as a way to advance.

Organization desire to strengthen their bond with employees must spend on the development of employees (Hall & Moss, 1998; Woodruffe, 1999; Steel et al., 2002; Hsu, Jiang, Klein & Tang, 2003). It creates promotion opportunities within organization and provides training opportunities and skill development to improve their employee's employability on the external and / or external labour market (Butler & Waldrop, 2001).

Career development is vital for both the employees and employer (Hall, 2002). Career development is mutual benefited process because it gives imperative outcomes to employer and employees (Hall, 1996; Kyriakidou & Ozbilgin, 2004). To gain and maintain competitive advantage organizations required talented & productive employees and these employees need career development to enhance and cultivate their competencies (Prince, 2005).

2.3 The concept of Training and Development

Training and development are complementary parts of the same process. They are interlinked and interdependent, rather than sequential and hierarchical. Training and development is very crucial to the employees, the organization and their effectiveness (Devi & Shaik, 2012). Staff training and development can occur simultaneously or complementary, but the two do not necessarily have direct relations to each other (Comma, 2008). Training and development activities are important elements of the human resource management function of an organisation.

2.3.1 Nature of Training and Development

Training and development refers to the practice of providing training, workshops, coaching, mentoring, or other learning opportunities to employees to inspire, challenge, and motivate them to perform the functions of their position to the best of their ability and within standards set by local, state, Federal and licensing organization

guidelines. A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge (McGhee et al, 1996:55).Training makes employees feel that they are part of the organization's family. Training creates the sense of belonging in all employees. It creates the professional development and enhances the employee's skills. It also makes knowledgeable workforce with fewer mistakes (Adams, 2002). Increasing job satisfaction and employee morality, enhancing the employee motivation, improving the efficiencies in processes and financial gain, raising the ability to obtain new technologies, developing the innovation in strategies and products and reducing employee turnover are other important benefits of training (McNamara, 2010).

2.3.2 Dimensions of Training & Development

There are various types of training that an organization may adopt depending on the objectives of training and these are outlined below:

i. Orientation/Induction Training

This is given immediately after employment to introduce the new extension staff members to their position. This is mainly concerned with acquainting new employees with the organization. This training is aimed at getting all new entrants familiarize with the organization's goals, structure, culture, work standard and other conditions of employment.

ii. Foundation Training

This is appropriate for newly recruited personnel; every staff member needs some professional knowledge about various rules and regulations of the government, financial transaction, administrative capability, communication skills, report writing, leadership ability, etc

iii. Job Instruction Training

Job instruction training is received directly on the job, and so it is often called "on-the job" training. It is used primarily to teach workers how to do their current jobs. A trainer, supervisor, or co-worker serves

as the instructor. When it is properly planned and executed, this method includes each of the learning principles (Demetra et al, 2008).

iv. Career Development Training

Career development is the ongoing acquisition or refinement of skills and knowledge, including job mastery and professional development, coupled with career planning activities. Job mastery skills are those that are necessary to successfully perform one's job. Professional development skills are the skills and knowledge that go beyond the scope of the employee's job description, although they may indirectly improve job performance.

v. Maintenance/ Refresher Training

This keeps specialists, administrators, accountants, supervisors and frontline workers updated and enables them add to the knowledge and skills they have already.

2.3.3 Training and Career Development

Investment on employee Training and career development is considered important factor in employee retention. Organization has the incentive to make investment in form of training & development only on those workers, from whom organization expect to return and give output on its investment (Messmer, 2000). According to Clark (2001), organizations are intensification development for talented employees, through proficiency analysis, input on employee interests, need development and multisource appraisal of capabilities and formulate plans for action. Wetland (2003) suggest that firms and individual made investment on human capital in the form of training. Training enhances the skills of employees. When employees are hired to enhance the skill, organization needs to start training program (Goldstein, 1991). According to Noe (1999), employees have perception to acquire new knowledge & skills which they apply on the job and also share with other employees. Research studies found that organization often delay

employee training program to determine that workers personal value good matches with organization culture or otherwise, therefore to peter out the employee turnover intention (Lauri, Benson & Cheney, 1996).

According to Gomez et al, (1995), training provides specialized technique and skills to employee and also helps to rectify deficiencies in employee performance, while development provide the skills and abilities to employee which will need the organization in future. Development of skill consists of improving interpersonal communication, technological knowledge, problem solving and basic literacy etc. Garg & Rastogi (2006) explain that in today's competitive environment feedback is essential for organizations to give and receive from employees and the more knowledge the employee learn the more he or she will perform and meet the global challenges of the market place.

Bishop (1998), survey on training found that established, larger, manufacturing and unionized firms have tend to provide training to employee as did multi established firms with flexible production approach or high performance. Research study finds that, larger companies, high performance establishment and those organizations which spend more physical resources were usually more probably to retain their talent (Black & Lynch, 1996). Firms in market with prompt technical advancement and output progress trained more and those firms which have not confronted any competitor in last decade. According to Frazis et at, (1998), firms that offer more benefits as compared to others and train their workers by adopting innovative job practices.

Storey and Sisson (1993), recommend that training is sign of organization commitment to employees. Training also reflects organization strategy that is based on value adding rather than cost lowering. Leading firms of the industry recognize that comprehensive range of training, skill and career development is the key factor of

attraction and retention the form of flexible, sophisticated and technological employees that firms strategy to succeed in the computerized economy (Bassi & Van Buren, 1999; Accenture, 2001).

2.4   Career management

As career motivation is associated – among other factors – with proactiveness, risk taking, and need for achievement and empirical research has found positive relations to career success, one can assume that career motivated people also engage in higher levels of individual career management, which in turn again contributes to higher levels of career success. In fact, Barnett and Bradley (2007) and Seibert and Kraimer (2001) found highly proactive individuals more likely to achieve greater career satisfaction due to actively managing their career. Furthermore, a number of studies (e.g. Freund & Baltes, 1998; Wiese, Freund & Baltes, 2000; Wiese, Freund & Baltes, 2002) with adults from various age groups showed, that optimization career management

strategies are correlated with life and job satisfaction. Meta-analytical results also support the positive relationship between individual career management behaviours and career satisfaction. Significant effect sizes of 0.33 and 0.28 were found respectively for career planning and employee networking behaviour on career satisfaction across up to eight studies (Ng et al., 2005). The positive relationship between career management and subjective career success can also be found longitudinally. Wiese, Freund and Baltes (2002) surveyed 82 young German adults (age range 28 to 39 years) employed in a range of professions including physicians, lawyers, scientists, bank employees, hotel managers and police officers and found that career management behaviours at time 1 predicted 14 per cent of the variance in participants' career satisfaction three years later, after controlling for career satisfaction at time 1. Results from Nabi (2003) among 283 full-time support personnel in the UK show that individuals who felt secure in

their employment tended to engage in higher levels of a specific career-enhancing strategies.

2.5 Organizational factors on career development

It is assumed that career development support and job security in organizations influence subjective career success because they enhance the progressive development of skills and knowledge. These again give employees an opportunity to satisfy their career growth needs thus contributing to higher levels of psychological success (Nabi, 2003). Findings from Aryee, Chay, and Tan (1994) support the positive relation between internal labour market practices and subjective career success, even after accounting for several control variables (e.g. sex, age and career stage). Meta-analytical results from Ng et al., (2005) also revealed that organizational support (e.g. training and development opportunities) have a strong influence on subjective career success. The glass ceiling effect however is still evident in some corporate practices and policies (e.g., training, career development, promotion, and compensation), thus

being a major barrier preventing women from making it to the top (e.g. Oakley, 2000).

2.6   Retention as a tool for Economic Development

Worldwide, retention of skilled employees has been of serious concern to managers in the face of ever increasing high rate of employee turnover. Today's business environment has become very competitive thus making skilled employees the major differentiating factor for most organizations. Organizations - both public and private – rely on the expertise of their employees in order to compete favorably and indeed gain competitive advantage in the international market. However, recent studies have shown that retention of highly skilled employees has become a difficult task for managers as this category of employees are being attracted by more than one organization at a time with various kinds of incentives. Against this background, organizations will continue to lose valuable employees to competitor organizations until managers

are able to identify and apply appropriate retention strategies that will help in reducing the frequent turnover of key employees. A number of studies (Lee, 2006; Raub and Streit 2006; Griffeth, Hom, Fink and Cohen, 1997) have linked employee turnover with recruitment sources. Others like Stovel and Bontis (2002) considered employee turnover in isolation while paying less attention to the issues of retention.

Long-term health and success of any organization depends upon the retention of key employees. To a great extent customer satisfaction, organizational performance in terms of increased sales, satisfied colleagues and reporting staff, effective succession planning etc., is dependent upon the ability to retain the best employees in any organization. Encouraging employees to remain in the organization for a long period of time can be termed as employee retention.

2.6.1 Factors affecting Employee Retention

Fitz-enz (1990) recognized that employee retention is not influenced by a single factor, but there are hosts of factors which are responsible for retaining employees in an organization. Management need to pay attention to factors such as compensation and rewards, job security, training and developments, supervisor support culture, work environment and organization justice etc. According to Osteraker (1999) the employee satisfaction and retention are the key factors for the success of an organization. The Retention factor can be divided into three broad dimensions, i.e., social, mental and physical. The mental dimension of retention consist of work characteristics, employees always prefer flexible work tasks where they can use their knowledge and see the results of their efforts which, in turn, helps in retaining the valuable resources. The social dimension consists of the contacts that the employees have with other people, both internal and external. The physical dimension consists of working conditions and pay. Stein (2000)

, Clarke (2001) , Parker and Wright (2001) have rightly observed that organization must utilize an extensive range of human resource management factors to influence employee commitment and retention. Walker (2001) identified seven factors that can enhance employee retention:

(i)   compensation and appreciation of the performed work,

(ii)   provision of challenging work,

(iii) chances to be promoted and to learn,

(iv)   invitational atmosphere within the organization,

(v)   positive relations with colleagues

(vi)   A healthy balance between the professional and personal life, and good communications. Together, these suggest a set of workplace norms and practices that might be taken as inviting employee engagement. Kehr (2004) divided the retention factors into three variables: power, achievement and affiliation. Dominance and social control represents power. When personal performance

exceeds the set standards, it represents achievement and affiliation refers to social relationships which are established and intensified. Hytter (2007) found that factors such as personal premises of loyalty, trust, commitment, and identification and attachment with the organization have a direct influence on employee retention. She also explained that workplace factors such as rewards, leadership style, career opportunities, the training and development of skills, physical working conditions, and the balance between professional and personal life have an indirect influence. Pritchard (2007) was of the opinion that training and development is one of the important retention programmes incorporated in an effort to retain their employees. Eva Kyndt , Filip Dochy et al.,(2009) have found in their study, while investigating employee retention that personal factors such as level of education, seniority, self-perceived leadership skills, and learning attitude and organizational factors such as

appreciation and stimulation, and pressure of work are of great relevance in employee retention.

2.6.2 Compensation and employee retention

Trevor et al. (1997) has proved that rise in pay has a negative impact on turnover. Davies, Taylor, and Savery (2001) forwarded the view that compensation to top workers is given by every organization but very few organizations uses it strategically. They said that "Salary and benefits policies are not being used strategically, within the organization to improve morale, reduce turnover, and achieve targets within an establishment". Gardner et al., (2004) were of the view that pay is considered as a motivator as well as employee retention technique. Milkovich and Newman (2004) have clearly stated that among all types of reward, monetary pay is considered one of the most important and significant factor in retention. In a research by Moncraz, Zhao and Kay (2009) it was concluded that although compensation was not one of the top factors influencing non-management turnover but

compensation can act as a critical factor in reducing managerial turnover and increasing commitment

2.6.3 Training and Development and Employee Retention

Messmer (2000) found that one of the important factors in employee retention is investment on employee training and career development. Organization always invests in the form of training and development on those workers from whom they expect to return and give output on its investment. Tomlinson (2002) forwarded the view that organizations can keep the leading edge in this competitive world by having their employees well trained in the latest technologies. Garg & Rastogi (2006), explained that in today's competitive environment feedback is very essential for organizations from employees and the more knowledge the employee learn, the more he or she will perform and meet the global challenges of the market place. Handy (2008) has mentioned that proper innovation, and assimilation of new knowledge is

essential for survival in any work environment. Thus knowledge is the most expensive asset of any firm.

2.7 Relationship between Career development and Retention in an organization

Many organizations are faced with the problem of retaining employees. It is expensive to replace employees who leave for greener pastures or are lured away by other organizations. New employees have to be recruited, selected, oriented and trained. In fact, it is estimated that it costs an organization approximately 1½ times the salary of the vacated position to replace an employee. Employee turnover can have a demoralizing effect on an organization, and it may also severely impact the overall efficiency of the organization. This becomes even more critical in organizations which are service-oriented, i.e. law enforcement, firefighters, etc., and require highly developed skills and competencies. Unfortunately, there is no single answer that best addresses the issue of employee retention. However, a number of organizations have

responded to this issue by implementing Career Development Programs in the workplace. These programs teach employees how to work toward their own goals while continuing to do productive work for the organization. Organizations with such programs claim they retain a greater number of employees. Clearly, career development has evolved from an isolated tool for individual growth to a key strategic asset for many far-sighted organizations. Once left exclusively to the individual employee's own initiative, organizations have taken a more active role in their employees' careers through Career Development Programs.

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. Career development encompasses "vertical" issues such as promotions and

upward mobility, but also "horizontal" movement (lateral job transfers) within the organization. Career development deals with the fundamental nature of the relationship of individuals to their work and employees to their organizations. A clearly defined plan of action prepares employees for the future and preserves an organization's ability to meet both existing and future needs. Rarely is enough attention given to alternative paths that reflect more personal aspirations, especially when those desires do not fit the familiar pattern of traditional organizational life. Today's employees are demanding more from their work in terms of fulfillment and personal satisfaction. They use words such as "empowerment" and "self development" in expressing demands. This tells us much about the changing face of the workplace as we prepare to enter the 21st century.

In today's competitive environment, it is imperative that all organizations create a work environment which fosters growth and development. It is apparent this can be accomplished by implementing a

Career Development Program in the workplace. This will enhance organizational loyalty among employees, result in higher levels of job satisfaction, lower employee turnover, and fewer employee complaints (Werther &Davis, 1992).

2.8   Career Development Programmes in the Public Sector

Even with the increased popularity of Career Development Programs, the public sector has lagged behind the private sector in instituting these programs (West &Berman, 1993). Why is this? First, organizations in the private sector are extremely competitive and their bottom line is directly tied to corporate profits. Competition occurs in a global rather than a national context. Also, technological advances have occurred more quickly in the private sector that requires more highly skilled workers. Quite simply, organizations in the private sector must maintain a competitive edge and their overall success translates into corporate profits. Conversely, organizations in the public sector are

service-driven and operate on budgets that are generated primarily by taxes.

Career Development Programs in law enforcement have been even slower in developing. In fact, "career development has been traditionally viewed as nothing more than promoting officers through the ranks until they are eligible to retire" (Gibbons 1995,p. 16). At best, employees are given limited guidance in professional development and little, if any, guidance in areas pertaining to personal growth. Economic pressures have also attributed to the slow growth of Career Development Programs in law enforcement. In the mid-1980's, many police departments were forced to reorganize in an effort to reduce costs. The terms" flattening and downsizing crept into the vocabulary of many administrators" (Grossman& Doherty, 1994, p. 11). This resulted in fewer and fewer opportunities for promotions, and this trend will most likely continue into the 21st century. As a result, organizations must

emphasize the strong value of growing and learning one's current job, as well as, exploring other areas within the organization.

In recent years, many law enforcement agencies have sought accreditation through the Commission for the Accreditation of Law Enforcement Agencies, Inc.(CALEA). This independent accreditation process ensures that law enforcement agencies have met specific requirements and prescribed standards. Participating agencies devote considerable manpower and resources in order to be accredited. CALEA requires that participating agencies have a documented Career Development Program (Commission on the Accreditation for Law Enforcement, Inc., 1991). As a result, an increasing number of law enforcement administrators realize the importance of Career Development Programs and they are viewed in similar context to the private sector.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the activities and processes that were undertaken to gather data for the research work. It gives full details of how data are collected and processed for this research work. The discussion was centered on the following: Research design, Population under study, sampling techniques, sources of data, and method of data analysis.

3.2 Research Design

The design of the study is the description of various processes to be undertaken for the successful completion of the work. The research is a descriptive survey research. The design will be used in making decision on the data sourced research instrument sampling, plan and content method. This is to enable the researcher obtain response and draw conclusion on the research problem.

3.3 Population of the Study

According to silver throne, (1980) population is the totality of any group, person or objects which is defined by some unique attributes. That is to say that population is any group of being the researcher has focused attention on and chosen as approved topic of study. The researcher has chosen the Cement Company of Northern Nigeria plc Sokoto as the studied population. The population of the study constitutes the entire population of staff in Cement Company of Northern Nigeria plc Sokoto. The total number of the staff is 381.

3.4 Sources of Data Collection

The sources of data collection were gathered from the following sources.

- Primary source
- Secondary source

3.4.1 Primary Source of Data

Primary data are first hand data obtained from the respondents. The research used both structured interviews and questionnaires including observation method to obtain relevant data from the respondents.

3.4.2 Secondary Source of Data

Secondary data are data obtained from review of related literatures of opinions of experts in the subject matter. These data were obtained from text books, magazine, newspaper, from private professionals, public and academic libraries and the university.

3.5   Sample and sampling technique.

The sample size is selected to be as nearly representative as of the entire population of **Cement Company of Northern Nigeria plc Sokoto (CCNN)**. Since studying the entire population of **Cement**

Company of Northern Nigeria plc Sokoto (CCNN), will be cumbersome, a sample unit therefore was selected; the sample selected will also be as nearly representative as of the entire population. Here the researcher generated eighty five (85) respondents as systematically selected for assessment as sample to be assessed.

3.6   Method of Data Collection

The researcher will construct a questionnaire which will consist of 20 questions that were both open and close ended questions, with multiple options for the respondent to choose. In designing the questionnaires, conscious efforts will be made to structure the questions into multiple choice question which gives the respondents the opportunity of answering either Yes or No or choose from the ranges of option.

3.7 Method of Data analysis

In analyzing the data collected using questionnaire, the researcher will use descriptive sample percentage tables and chi – square statistical tools which is used in testing the hypotheses. The data collected is going to be presented in a tabulated form with focus on the major research questions in other to enable the researcher determine the results. Data collected were analyzed by use of simple percentage analysis. The following formula was applied:

$$\frac{f}{n} \quad x \quad \frac{100}{1}$$

Where   f   =   frequency of response

           n   =   number of respondents

Decision Rule

All positive respondents to any items are recognized as a factor.

3.8 Method of testing hypotheses

This study will use chi-square to test the hypotheses of the study. The Chi-Square is an inferential statistical test used to determine whether there is any significant difference between the observed and expected theoretical frequency obtained from a distribution. It is represented by:

$$X^2 = \sum \frac{(o-e)^{2}}{e} \text{ or} \qquad X^2 = \sum \frac{(obs - \exp)^2}{\exp}$$

Where O= observed frequency

E= expected frequency

I = the number of items where 1= 1,2,3,

…n

The hypothesis will be tested using the chi-square (X^2)

The formula for calculating chi-square

Step 1: Calculate the expected frequency ($\sum$)

$$E = \frac{CT \times RT}{GT}$$

where:

CT= column total

RT= row total

GT= grand total

Step 2: Calculate the X^2

$$X^2 = \sum \frac{(o-e)^2}{e}$$

where:

X^2 = chi square

o = observed value

e = expected frequency

Step 3: Obtain degree of freedom (DF)

$$DF = (C-1)\ (R-1)$$

where:

C = Number of Columns

R = Number of rows

Step 4: Decide

If CTV>CV reject the hypothesis

If CTV<CV accept the hypothesis

CTV = Critical Table Value (obtained on the table under 0.05 level of significance)

CV = Calculated Value (The value of X^2 that was calculated)

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The purpose of this chapter is to carry out empirical analysis of the responses elicited from the sampled population. However, out of 85 questionnaire administered, only 74 were retrieved. The information in this chapter is therefore premised on the number of retrieved questionnaire

4.2 Data Analysis and Presentation

Table 4.1: Gender?

Variable	Frequency	Percentage(%)
Male	59	79.8
Female	15	20.2
Total	74	100

Source: Field Survey, (2015)

Table 4.1 above shows that 59(79.8%) of the respondents were male while 15(20.2%) of the respondents were female. Therefore majority of the respondents are male.

Table 4.2: Educational qualification?

Variable	Frequency	Percentage (%)
O' level	15	20
ND/ NCE	37	50
Bsc/ HND	14	19
Post graduate qualification	8	11
Total	74	100

Source: field survey (2015)

Table 4.2 above shows that 15(20.2%) of the respondents have O' level qualification, 37(50%) of the respondents have ND/NCE qualification, 14(19.8%) of the respondents have post graduate

qualification while 8(10%) of the respondents have Bsc. Therefore majority of the respondents have OND/NCE qualification.

Table 4.3: Age?

Variable	Frequency	Percentage (%)
20-29	14	19
30-39	45	61
40-49	8	11
50 and above	7	9
Total	74	100

Source: field survey (2015)

Table 4.3 above shows that 14(19%) of the respondents are within the age of 20-29 years, 45(61%) of the respondents belong to the age of 30-39, 8(11%) of the respondents belong to the age 40-49 while 7(9%) of the respondents belong to the age of 50 and above. Therefore majority of the respondents belong to the age years 30-39.

Table 4.4: Marital Status?

Variable	Frequency	Percentage(%)
Married	66	89
Single	8	11
Total	74	100

Source field survey (2015)

Table 4.4 shows that 66(89%) of the respondents were single while 8(11%) of the respondents have married. Therefore majority of the respondents have married.

Table 4.5: Length of service

Variable	Frequency	Percentage (%)
1-5	8	11
6-10	37	50
11-15	14	19
16 and above	15	20
Total	74	100

Source: field survey (2015)

Table 4.5 above shows that 8(11%) of the respondents spent 1-5 years in the service, 37(50%) of the respondents spent 6-10 years in service, 14(19%) of the respondents spent 11-15 years in the service while 15(20%) of the respondents spent 16 and above years in the service. Therefore majority of the respondents spent 6-10 years in service.

Table 4.6 Do you understand the meaning of career development and employee retention?

Variable	Frequency	Percentage(%)
Agreed	67	91
Disagreed	7	9
Undecided	-	-
Total	74	100

Source: field survey (2015)

Table 4.6 above shows that 67 (91%) of the respondents agreed that they understand the meaning of career development and employee retention while 7 (9%) of the respondents disagreed. Therefore majority of the respondents understand the meaning of career development and employee retention.

Table 4.7: Does career development has any impact on employee performance?

Variable	Frequency	Percentage(%)
Agreed	70	95
Disagreed	-	-
Undecided	4	5
Total	74	100

Source: field survey (2015)

Table 4.7 above shows that 70(95%) of the majority of respondents said yes that career development has any impact on employee performance while 4(5%) of the respondents were undecided.

Table 4.8: Does career development enhances organizational retention of employees and development programme?

Variable	Frequency	Percentage(%)
agreed	74	100
disagreed	-	-
undecided	-	-
total	74	100

Source field survey (2015)

Table 4.8 above shows that all the respondents said that career development enhances organizational retention of employees 74 (100%).

Table 4.9: Does ineffective organizational capabilities and capacities affect career development and employee retention in Cement Company of Northern Nigeria plc Sokoto?

Variable	Frequency	Percentage(%)
agreed	37	50
disagreed	20	27
undecided	17	23
Total	74	100

Source field survey (2015)

Table 4.9 shows that the majority of the respondents agreed that ineffective organizational capabilities and capacities affect career development and employee retention in Cement Company of Northern Nigeria plc Sokoto i.e. 37(50%), 20(27%) of the respondents were disagreed on the mater while 17(23%) of the respondent were undecided

Table 4.10: Does poor reward and poor style of leadership affect employee retention in the public sector?

Variable	Frequency	Percentage(%)
Agreed	55	74
Disagreed	19	26
Undecided	-	-
Total	74	100

Source field survey (2015)

Table 4.10 above shows that the majority of the respondents agreed that poor rewards and poor style of leadership affect employee retention in the public sector i.e. 55(74%) while 19(26%) of the respondent disagreed.

Table 4.11 High staff turnover increases work load and stress for each employee?

Variable	Frequency	Percentage(%)
Agreed	70	95
Disagreed	-	
Undecided	4	5
Total	74	100

Source field survey (2015)

Table 4.11 above shows that 70(95) of the majority of respondents said yes that poor rewards and poor style of leadership affect employee retention in the public sector while 4(5) of the respondents were undecided.

Table 4.12 Do you believe that compensation and rewards, job security, training and developments, supervisor support culture, work environment and organization justice are other the factors that influence employee retention?

Variable	Frequency	Percentage(%)
Agreed	74	100
Disagreed	-	-
Undecided	-	-
Total	74	100

Source field survey (2015)

Table 4.12 shows that all of the respondents (100%) agreed that compensation and rewards, job security, training and developments, supervisor support culture, work environment and organization justice are other the factors that influence employee retention.

4.3 Test of Hypotheses

In testing hypothesis, the study adopts the use of chi-square (x^2) Goodness–of–fit which will be tested at .05 level of significance. The

reason for this choice is because the data analysis is based on one variable with many attributes.

Therefore chi-square is represented as

$$X^2 = \sum \frac{(O - E)}{E}$$

Where $X^2 = Chi - square$

$O = Observed\ frequency$

$E = Expected\ frequency$

Hypothesis I

In testing hypothesis I, table 4.9 will be used as follows:

Variable	Agreed	Disagreed	Undecided	Total
Agreed	37	-	-	37
Disagreed	-	20	-	20
Undecided	-	-	17	17
Total	37	20	17	74

Source field survey (2015)

Table 4.10: Contingency Table

O	E	$O - E$	$(O - E)^2$	$\dfrac{(O - E)^2}{E}$
37	18.5	18.5	342.25	18.5
0	10	10	100	10
0	8.5	8.5	72.25	8.5
0	10	10	100	10
20	5.4	14.	213.16	39.47
0	4.5	4.5	20.25	4.5
0	8.5	8.5	72.25	8.5
0	4.5	4.5	20.25	4.5
17	3.9	13.1	171.61	44.00
Total				147.97

Source: Field Survey, 2015

$$\frac{37 \times 37}{74} = 18.5$$

$$\frac{37 \times 20}{74} = 10$$

$$\frac{37 \times 17}{74} = 8.5$$

$$\frac{20 \times 37}{74} = 10$$

$$\frac{20 \times 20}{74} = 5.4$$

$$\frac{20 \times 17}{74} = 4.5$$

$$\frac{17 \times 37}{74} = 8.5$$

$$\frac{17 \times 20}{74} = 4.5$$

$$\frac{17 \times 17}{74} = 3.9$$

$X^2 = 247.97$

$$df = (C - 1)(r - 1)$$

$$= (3 - 1)(3 - 1)$$

$$= (2)(2)$$

$$= 4$$

Testing on 5% level of significance i.e. 0.05, we check the value of 4 under 0.05 in chi-square table = 9.488

i.e. 147.97>9.488

That ineffective organizational capabilities and capacities affect career development and employee retention in Cement Company of Northern Nigeria plc Sokoto.

From the analysis, calculated X^2 is greater than critical value it is therefore accept Hi: that ineffective organizational capabilities and capacities affect career Development and employee retention in Cement Company of Northern Nigeria Plc. Sokoto.

Hii: That poor rewards and poor style of leadership affect employee retention in the public sector

In testing hypothesis II, table 4.2.10 will be used thus:

4.3.2 TEST OF HYPOTHESES TWO

To be able to test the second hypothesis, responses of table 4.10 will be recalled and reproduced as table 4.11.

Variable	Agreed	Disagreed	Total
Agree	55	-	55
Disagree	-	19	19
Total	55	19	74

Source field survey 2015

Contingency Table

O	E	$O-E$	$(O-E)^2$	$\dfrac{(O-E)^2}{E}$
55	41	14	196	4.78
0	14	-14	196	14
0	14	-14	196	14
Total				71.98

$$fe\ i\ \frac{55 \times 55}{74} = \frac{3025}{74} = 40.88 = 41$$

$$fe\ 2\ \frac{55 \times 19}{74} = \frac{1045}{74} = 14.12 = 4$$

$$fe3\ \frac{19 \times 55}{74} = \frac{1045}{74} = 14.12 = 14$$

$$fe\ 4\ \frac{19 \times 19}{74} = \frac{361}{74} = 4.88 = 5$$

$$X^2 = 71.98$$

$$df = (C - 1)(r - 1)$$

$$= (2 - 1)(2 - 1)$$

$$= (1)(1)$$

$$= 2$$

Testing on 5% level of significance i.e. 0.05, the value of 2 is checked under 0.05 in chi-square table $= 3.841$

Therefore, $71.98 > 3.841$

From the above, calculated X^2 is greater than critical value it is therefore accepted Hii: that poor rewards and poor style of leadership affect employee retention in the public sector.

4.4   Discussion of Findings

From the first hypothesis tested, it was find out that the calculated value is greater than the critical value in the table therefore the researcher accept the hypothesis.

From the second hypothesis tested, the researcher discover that the calculated value is greater than the critical value. Henceforth, the hypothesis was accepted.

The summary of hypothesis tested are as follow below:

H_1: 147.97 > 9.488

H_2: 71.98 > 3.841

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.1 Summary

This study investigates relationship between career development and employee retention in the public sector: implication for a timely intervention. A case study of Cement Company of Northern Nigeria plc Sokoto (Sokoto Cement).

Today's employees are more career conscious than ever. They are demanding more in terms of personal growth and development. Organizations that fail to allow employees to meet their individual needs will be losing valued employees. A Career Development Program seeks to match to needs of the employee with those of the organization with the major components being counseling and training. Counseling provides employees with the opportunity to define career goals and to create plans within the context of organizational realities. Training allows the employee to develop and acquire knowledge, skills and

abilities required to enhance his/her current job and prepares them for future job opportunities. The finding shows that it is essential that organizations place a high value on career development. This will allow employees to fulfill their career needs, and organizations will benefit by retaining a greater number of their competent and qualified employees.

When employees" intention to leave the organization was analyzed then respondents rated career development as most important factor that can also be main cause of satisfaction of employees. The findings of this study support intention to leave the organization can be lack of career development, because employees don't want to stay at one job for life time. So majority of employees agreed to leave the organization without climbing the ladder of career development.

5.2 Conclusion

It is couched that employees" job satisfaction is dependent on career development opportunities in their respective organizations in the public sector.Employees agreed they may leave their organization if they feel lack of career development activities. Private sectors are practicing all career development activities as they want to increase employee's job satisfaction which ultimately leads to higher work efficiency and productivity. The study finds high efforts by management to attain and satisfy as well as attract existed employees.

Given the cost implication and destructive tendencies of turnover to organizations it is important to identify the intention to leave the organization. So that satisfaction strategies can be suggested to improve the organizations in order to satisfy employees. Majority of employees were in favor regarding mentoring, counseling and coaching programs as they will undergo these activities they would be able to know and also discuss regarding their careers to enhance. And their steps

to move forward would be easy throughout their career ladder. Hence to increase satisfaction, organization should focus on employee's career progression. There should be some career development programs in which management should discuss employee's career plans with them.

5.3   Recommendations

A. Organizations should make training and development of their employees a continuous activity.

B. Career development in organizations should provide a chance for employees to clarify their individual goals and identify what paths they can take within the organization to reach their objectives and earn valued rewards.

C. organizations should have to develop the knowledge management practices to enhance awareness regarding career development, sharing knowledge regarding career plans, career counseling and employee retention

D. Career development should be directly linked to the satisfaction of employee in a way that employees feel value from their supervisors and organization as their goals are being focused and achieved, they get recognition because along with their own goals organizational goals are also being satisfied

E. That capacity management should be enhanced to incorporate relevant trainings based on skills acquisition and utilization and such trainings programmes should be adequately sequenced according to assessed needs.

F. Top management should improve working conditions within the organisation. The working environment should be conducive for employee's health and safety in the department

G. Top management should reduce staff turnover in order to improve organisational productivity by retaining the best employees.

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APPENDIX A

RESEARCH QUESTIONNAIRE FOR ACADEMIC STUDY

Department of Public administration,

Faculty of Management Sciences,

Usmanu Danfodio University,Sokoto,

Sokoto State.

Dear Respondent,

I am a final year student of department of public administration, faculty of management sciences Usmanu Danfodio University, Sokoto. I am carrying out a research on the subject*" relationship between career development and employee retention in the public sector: implication for a timely intervention.* A case study of Cement Company of Northern Nigeria plc Sokoto (Sokoto Cement)*"* in partial fulfillment of the requirement for the award of B.Sc. Degree in Public administration.

Attached to this Letter is a questionnaire aimed at gathering some vital information to assist me complete the research work. Kindly respond to the statements/questions as freely as possible in the space provided. All information given will be treated with utmost confidentiality and will be used solely for the purpose of the research. Thanks in anticipation of your co-operation

Yours Faithfully,

Usman Shawai

APPENDIX B

INTRODUCTION: DEMOGRAPHIC DETERMINANT OF THE RESPONDENTS

Please tick ( ) the correct answer and write where necessary.

SECTION A

1) Gender?
   A. Male   ( )
   B. Female   ( )

2) Educational qualification?
   A. O' level   ( )
   B. ND/ NCE   ( )
   C. Bsc/ HND   ( )
   D. Post graduate qualification   ( )

3) Age?
   A. 20 – 29 years   ( )
   B. 30 – 39 years   ( )
   C. 40 – 49 years   ( )
   D. 50 – and above   ( )

4) Marital Status
   A. Single   ( )
   B. Married   ( )

5) Length of service   Years

   A. 1-5 years   ( )

   B. 6-10 years   ( )

   C. 11- 15 years   ( )

D. 16 years and above   ( )

SECTION B

Question 6-18 will generate information on relationship between career development and employee retention in the public sector

6. Do you understand the meaning of career development and employee retention?

   A. Agree   ( )
   B. Disagree   ( )
   C. Undecided   ( )

7. Does career development has any impact on employee performance?

   A. Agree   ( )
   B. Disagree   ( )
   C. Undecided   ( )

8. Doescareer development is considered important factor in employee retention?
   A. Agree   ( )
   B. Disagree   ( )
   C. Undecided   ( )

9. Does career development enhances organization needs to start training and development programme?
   A. Agree   ( )
   B. Disagree   ( )
   C. Undecided   ( )

10. Do you agree that retention of talented employees is an advantage to an organization because employees' knowledge and skills are central to a company's ability to economically competitive?

A. Agree   ( )
B. Disagree   ( )
C. Undecided   ( )

11. Labour turnover affect profitability in Cement Company of Northern Nigeria plc, Sokoto?

A. Agree   ( )
B. Disagree   ( )
C. Undecided   ( )

12. Does ineffective organizational capabilities and capacities affect career development and employee retention in Cement Company of Northern Nigeria plc Sokoto?

A. Agree   ( )
B. Disagree   ( )
C. Undecided   ( )

13. Does poor rewards and poor style of leadership affect employee retention in the public sector?

A. Agree   ( )
B. Diagree   ( )
C. Undecided   ( )

14. Which of these type of training your organization may adopt to improve career development?

A. Orientation/Induction Training ( )

B. Foundation Training and Job Instruction Training

( )

C. Career Development Training ( )

D. All of the above ( )

15. High staff turnover increases work load and stress for each employee?

A. Agree ( )

B. Disagree ( )

C. Undecided ( )

16.Do you agree that retention of skilled employees has been of serious concern to managers in the face of ever increasing high rate of employee turnover?

A. Agree ( )

B. Disagree ( )

C. Undecided ( )

17. Does long-term health and success of any organization depends upon the retention of key employees?

A. Agree ( )

B. Disagree ( )

C. Undecided ( )

18. Do you believe that compensation and rewards, job security, training and developments, supervisor support culture, work environment and organization justice are other the factors that influence employee retention?

A. Agree ( )

B. Disagree ( )

C. Undecided ( )`