

Career Development and Employee Commitment in Port Harcourt Flour Mill Plc

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ABSTRACT

The study is to examine the relationship between career management and employee commitment. The objectives are (i) To determine if self-development led to employee commitment in the Port Harcourt Flour Mill. (ii) To determine if professional development lead to employee commitment in the Port Harcourt Flour Mill. (iii) To determine if Executive Education lead to employee Commitment in the Port Harcourt Flour Mill. It is obvious today that employees are no longer satisfied with having just a job and the usual fringe benefits. They want a career that expresses their interests, personality, abilities and harmonies with their total situation. Their loyalty to the organization depends upon the degree to which their employees satisfy their wants. Workers commitment is a function of how effective management is able to design and implement good career development programme in the organization. Employees want management to show interest in their career development. Managements reward in this regard will increase workers' productivity and greater commitment to the organizational goals. Understanding the trend of collective bargaining and making it suit the aim of the organization, is the premise underlying the career development approach to management. The study recommended that employers or management should place high premium on career advancement, career counseling and career opportunities of their staff.

Keywords: Career Development, Employee Commitment, Executive Education

There is a great desire among today's workers to do more than merely work. They are searching for jobs that allow them to use their interests, personalities, and talents in a new way. As a result, their loyalty to the company is dependent on the extent to which the employer fulfils a number of other needs, such as wages and perks (Kent et al., 2004). Workers can no longer be content with a job and the customary perks because of rising living standards. As a result, they desire a profession that reflects their interests as well as the rest of their lives. As a result, workers are left without the resources they require to advance in their careers since most businesses have failed to see this as a priority.

Paying employees well, offering health and dental insurance, pension plans, stock purchase programmes, and allowing employees to work from home are all factors that may appear to be important for workers to be content in their jobs.

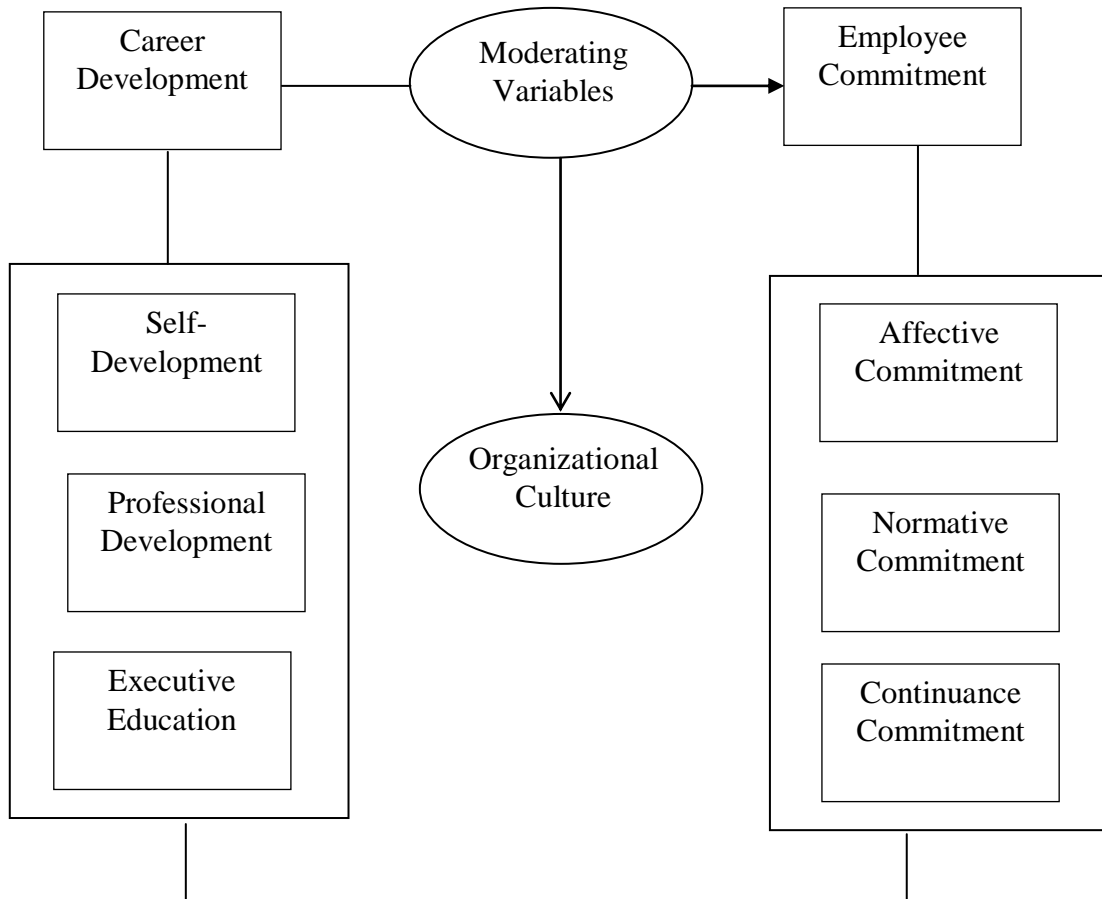
Statement of the Problem

Employee dissatisfaction persists despite these perks, and it may be found at all levels of the organisation. Most employees understand that in order to be content, they must be able to grow and improve in their roles at work. Employees who are given these opportunities are likely to develop a strong sense of loyalty and contentment, which can lead to an increase in productivity.

"Work" used to have a negative connotation in the past, meaning that it was done just for financial survival and was not anticipated to generate a personal source of income. The majority of today's workers are searching for a career that is more than a job that comes with the standard benefits package.

I. INTRODUCTION

Conceptual Framework



Source: Researcher 2022

Aim and Objective of the Study

The aim of the study is to ascertain the association between career development and employee commitment in Port Harcourt Flour Mill Plc. Specifically, the study seeks to:

- (i) Determine whether self-development has any association with employee commitment in the Port Harcourt Flour Mill.
- (ii) Ascertain the relationship between professional development and employee commitment in the Port Harcourt Flour Mill.
- (iii) Examine if executive education influences employee commitment in the Port Harcourt Flour Mill.

Significance of the Study

This study will be to immense benefit to the management of Port Harcourt Flour mill and other enterprises since it will increase the commitment of their employee productivity and profitability. To the employees, it enables them to achieve self-development boost and their self-

esteem in the society where they live since the study will enable organization know the significance of career development to employees the society will benefit also from this study since it enables them have better quality products/services made available courtesy of committed employees. It will ensure availability literature correlating career development with employee commitment in Port Harcourt flour mill.

II. LITERATURE REVIEW

Theoretical Framework

This study utilizes the following theories:

Trait and Factor Theory: To understand the process of career choice, Parsons (2009) developed the trait and factor theory. According to this theory, individuals differ as much as professions, putting the ancient adage about individual differences into sharp relief. The approach aims to match people and jobs based on traits such as aptitude, interest, intellect, disposition, and other personality characteristics. Furthermore, the idea states that an

individual's wants and values can only be completely realized if they are matched with related professions. The following are Parsons' main points of view on how people go about deciding what job path to pursue:

- (i) Understanding one's own strengths, weaknesses, and intersections as well as the resources available to him and the underlying reasons of those things.
- (ii) A good knowledge of the requirement and prospects in different jobs; and
- (iii) A sound reasoning of the relationship between the above two groups of factors and selection of a good match. If an individual's personality traits are studied, it is possible to make more accurate predictions regarding his or her professional path.

Tiedeman and O'hara Ego Identity Theory: In their study from 2003, David Tiedeman and Robert O'hara looked at the process of professional growth within the context of an ongoing process of distinguishing one's ego identity from other selves. They contend that factors such as an individual's early childhood experiences within his family, the psychological crises encountered at various stages of development, the equilibrium between vocational goals and those of society, and the personality characteristics of an individual all have a significant impact on the development of a person's professional life.

Both Tiedeman and O'hara emphasized the fact that there is a connection between a person's job and their personality in an organization, with the former having a considerable impact on the latter. They believe that the process of developing a profession is a process that involves modelling a career identity via distinction and the integration of one's personality whenever one encounters a difficulty linked to work. Their understanding is that difference is connected to the person's capacity for uniqueness as well as the manner in which that capacity is expressed by the individual. On the other hand, they understand the term "integration" to refer to the processes by which an individual adapts himself to accommodate the others who are in his immediate environment in order to become an integrated part of society and an accepted member of it. Their viewpoint is that the individual's choices in connection to his employment and the activities he engages in on a daily basis create the foundation and framework of the individual's career progression. Their approach lays an emphasis on the many stages of career development that move in a progressive manner,

with key professional decisions being made at various points in the process.

Exchange Approach to Organizational

Commitment: In this method, Steven et al. (1978) stated that attachments to organizations are highly impacted by "side-bets" and accumulated extrinsic advantages that would be lost if membership was discontinued. These benefits would be lost if membership was cancelled. According to Becker (2000), commitments are formed when a worker links extraneous interests with a continuous path of action by placing a side bet. This creates a link between the two sets of interests. The workers' perceived related advantages are more likely to remain with that organization when side bets, such as pension plans or other accruing investments, are made to an organisation. Examples of such side bets include pension plans. The worker develops a sense of commitment to the company as a result. The side-bets mechanism is one that works to build occupational commitment inside an organisation. This mechanism is activated when additional investments, such as time or identity, are made in the company.

This interaction Kanter is a good example of a commitment that is maintained continuously (2000). He highlights the manipulation of the reward system to improve continuing commitment as one of the things that organizations do to elicit commitment from their members in his examination of what organizations do to elicit commitment. This corresponds with "calculative engagement" as described by Etzioni (2000). According to Kanter (2000), organisational tactics that foster ongoing commitment via sacrifice and investment are the most successful. The act of voluntarily relinquishing something seen as beneficial or joyful in exchange for membership in an organisation is an example of sacrifice. Participation in this endeavour implies a process in which the individual acquires an interest in the organisation and commits both present and future earnings to it. As a result, in order to realise those benefits, he is required to maintain his involvement in the endeavour. According to Stevens et al. (2008), the exchange approach provides a general model for commitment that can be attached to a variety of objects and that allows for a variety of possible influences, including both positive and negative ones. They argue that this model is made possible by the exchange approach's economic rationale. Measures of commitment that have been generated from the exchange method appear to have at least two drawbacks at this time, when seen from the perspective of forecasting continuing

behaviour in organisations. This is the case at the current moment. First, they contend that this technique has resulted in measures of commitment that segment the notion as an attitude toward the organisation that is nearly wholly anticipated based on utilitarian reasons. These measurements split the idea into two categories. In light of this, the exchange viewpoint assumptions have resulted in the development of measures that target certain instrumentalities that Etzioni (2000) labels as "calculative engagement" and a "low intensity" orientation toward the organisation.

If one views economic levels as being primarily determined by side bets or other tenure-based accruing events, one is led to measures of commitment that may indicate the degree to which a member is reluctant to quit the organisation for work elsewhere (that is, organisational attachment or inclination to depart) but nothing else with respect to ongoing behavioural predispositions within the given employment relationship (Morris & Sherman, 2001). Although such measures may provide good information about a member's propensity to leave an organisation, it is consistent with this argument that the measures developed under this approach have indexed commitment exclusively as the likelihood that respondents would leave the organisation if certain inducements were available in other employment settings. On the other hand, it is difficult to assume, a priori, that other continuing behaviour can also be foreseen.

III. CONCEPTUAL FRAMEWORK Self-Development

According to Mumford (2003), as enunciated by Armstrong (2006), self-development is the realisation that humans are capable of learning but are unlikely to be taught, and that it is the individual's obligation to take the initiative to further their own personal growth. It is up to the individual to work on bettering themselves in order to more successfully carry out the responsibilities they have been given. Accordingly, Pienaar et al. (2003) came to the conclusion that self-development will ultimately lead to a shift in attitude provided that individuals are first motivated to seek out and cultivate change within themselves. Also, Temporal (2004) argued that self-development makes it possible for an organisation to keep up with the dynamics of change because it encourages managers to think positively about change and improvement. This, in turn, makes it possible for the organisation to keep up with the dynamics of change. In addition, self-development fosters involvement in activities and

has the potential to increase an individual's degree of commitment to their organisation (Pienaar et al., 2003). Individuals are responsible for their own investments in themselves to enhance their talents and improve their performance.

In addition, Rothmann (2009) proposed that the efficiency of a manager stems from the individual's level of intrapersonal and interpersonal effectiveness, both of which are essential to the process of self-development. And those self-development programmes are very necessary if they are going to promote the levels of self-awareness, self-regard, self-acceptance, flexibility, and interpersonal effectiveness that have been recognised as difficulties that an organisation is facing. It is important to highlight the fact that one may attain self-development by participating in programmes that are geared toward the promotion of personal progress. These include self-knowledge, self-esteem, self-efficacy, and resilience, all of which are helpful in coping with difficult situations (Stumpfer, 2000). Furthermore, Pienaar et al. (2003) argued that the peculiarity of self-development as a process of growth resides in the synthesis of three essential elements, which include development, the idea as it pertains to the full person, and personal responsibility. As a result, the growth of one's self is an essential component of managerial development.

Professional Development

The term "professional development" refers to "the process of strengthening staff skills and competences needed to generate superior educational results for managers." Professional development is defined as "the process" (Hassel, 2009). According to Thomas Guskey (2000, page 4), "One persistent finding in the study literature is that major changes in education virtually never take place in the absence of professional development." [Citation needed] Continuing one's education in one's chosen field is essential in order to fulfil the requirements of modern organisations.

Organizations cannot function without having high-quality professional development programmes in place. The days of "Sit-and-get" seminars and expert-delivered awareness campaigns for the sake of organisational staff development have long since passed. Moving forward, we will be utilizing strategies for professional growth that are both more successful and more engaging. It is clear that high-quality continuing professional development that enhances management content knowledge and pedagogical abilities; offers chances for practice, research and reflection; and involves initiatives that are job-

embedded; sustained; and collaborative will help us achieve our aim of staying current in our profession (Sparks, 2002). The seminal research conducted by Joyce and Sowers (1988) came to the conclusion that the provision of coaching, study teams, and peer support led to a significant rise in the levels of management learning and strategy application. In addition, professional development is increasingly considered as a systematic process that incorporates the development of all persons associated with organisation accomplishment, from the highest management cadres all the way down to the assistants. This development encompasses all levels of the organisation.

Executive Education

Executive education is a term that refers to programmes that are organised by organisations. These programmes, which are intended to foster professional growth among employees at all levels of the business, do not often provide academic credit or degrees, but they do sometimes result in the conferral of certificates (Nwachukwu, 2004).

Executive education, sometimes referred to as ExEd or Exec. Ed, is a term that describes the academic programmes that are offered in graduate-level business schools across the world for executives, corporate leaders, and functional managers. These programmes do not often provide credits or degrees, but they do occasionally result in the completion of a certificate programme, and some of them provide continuing education units that are recognised by various professional organisations and institutes. According to estimates supplied by Business Week magazine, the market for executive education in the United States is about worth \$800 million annually, with around 80 percent of the services being provided by business schools affiliated with universities. The most important participants in the field of university-based executive education may be found not only at prestigious institutions but also at a large number of regional, smaller, and more mid-sized universities and business schools all around the world.

The section of the market that is developing at the highest rate is executive education, which consists of individualised programmes that are designed specifically for the executives of a single organisation and made available to those executives. The science of business and performance management can be combined into specialised programmes that help organisations increase their management capability. These programmes allow executives to develop new

knowledge, skills, and attitudes. Customized programmes are one way that organisations can increase their management capability. The capability that an organisation applies to the goods and services that it offers on the market is directly correlated to the amount of knowledge that it possesses. According to the findings of research, a company's market-to-book value will be significantly greater if the company has a well stated and understood business and capabilities plan, in comparison to a company that does not have such a strategy.

Participants can sign up to take part in open enrollment programmes as part of the executive education options provided by universities. These programmes take place at various times throughout the year on predetermined days and are open to individuals from a variety of businesses and organisations. Executive education programmes that are shorter in length typically concentrate on certain positions or industries, or on enhancing specific leadership abilities like as persuasion, negotiation, teambuilding, or communication. Other common areas of concentration include leadership development.

Some providers of executive education provide management training alternatives that are more all-encompassing than others. One example of this is the modular "Advanced Management Program" (AMP), which is offered separately by many different business schools.

Programmes of executive education offered by universities, including specialised individualised programmes in particular, involves substantial interaction on the part of CEOs, senior members of the business faculty, and academics who are at the cutting edge of the development of business philosophy and management theory. It has been said that executive education is "the toughest classroom there is" (with the exception of other academic fields such as hard sciences or engineering), and this is due to the fact that time constraints and demanding executives challenge each other in the classroom as much or more than their professors do. It is believed that the programmes provide participants with one-of-a-kind opportunities for personal career development and networking. Additionally, it is believed that the programmes provide opportunities for universities to build stronger alumni networks, which in turn benefit younger graduates of traditional MBA programmes in the form of networking opportunities, internships, and job opportunities.

Executive education offered by universities garners a favourable reception from not all industry watchers. There are a few different

schools of thought about the value of an education obtained from a business school as a method of professional growth. Some people argue that business schools have "lost track" of their professional objective as a result of the proliferation of university-based executive education programmes. This line of reasoning was presented by Rakesh Khurana in the year 2007.

Concept and Measures of Employee Commitment

In general, academics have looked at the three types of commitment: emotional, normative, and continuance (Allen and colleagues 1990; Gilliland and colleagues 2002; Meyer and colleagues 2001; Verchoef and colleagues 2002) referenced in Zafar and colleagues (2016).

In recent years, a number of academic studies have been published on the topic of employee and organisational commitment. Commitment is a difficult concept to clearly define (Meyer & Allen, 2007; Meyer & Hercovitch, 2001). People see commitment as the force that keeps them from deviating from their original path of action, which is important to the intended recipient (Meyer & Hercovitch, 2001). An emotive attachment and involvement with the objective, as well as a knowledge of the costs associated with distancing oneself from the target, are examples of binding forces that can be experienced in a number of ways (i.e., accompanied by a range of mindsets). These ways of thinking are referred to as affective commitment (AC), normative commitment (NC), and continuous commitment in its most unadulterated forms.

Employer commitment is defined by Akintayo (2010) in terms of how dedicated one's organisation feels to one's employee. Employee commitment, according to Ongori (2007), is described as an individual's effective reaction to the entire company, including the amount of connection or loyalty that employee has toward the organisation. The same may be said for Zheng (2010), who equated employee commitment to an employee's attitude toward the company. When an employee is fully engaged in the job of the company, they are displaying a level of loyalty to the management. It demonstrates a sense of belonging and commitment to an organization's day-to-day routine. Managers and would-be managers in an organisation should be concerned at all times with determining the amount of commitment demonstrated by the organisation.

As Meyer and Allen (2007) see it, employee commitment encompasses workers' loyalty, their willingness to put in extra effort for

the purpose of their employer, their adherence to ideals and an intrinsic desire to continue working in the same place. Employee commitment, according to Shahid and Azhar (2013), is a critical determinant of an organization's level of success. As a result, the requirement for employee loyalty to an organisation is quite strong.

As a result, higher levels of success, output, and efficiency are being achieved. Fulfillment, fairness, and caring, as well as workers' concern are the three main drivers of employee commitment. According to Beheshtifar & Herat (2013), employee commitment also refers to a worker's sense of belonging to the company and desire to be actively involved in its operations going forward. Employee commitment, according to Bratton & Gold (2007) in Lee & Chen (2013), is based on how attached an employee is to participating in the activities of the organisations for which he or she works. According to Lee and Chen (2013), employee dedication has a significant impact on the likelihood of employees quitting and doing better at their employment.

It was also discovered that there are three psychological reasons why people become attached to their workplaces. Compliance, identification, and internalisation are the three pillars of an agreement. Compliance commitment is defined as an employee's commitment to an organisation because of the substantial financial and social repercussions of quitting an organisation. Commitment that is based on an individual's desire to be identified with a particular organisation is known as "identification commitment." Finally, devotion to the organization's aims, beliefs, and mission is referred to as internalisation (Madi et al., 2012). As stated above, organisations must assure compliance, identification, and internalisation commitment in order to succeed.

A strong belief in and acceptance of the organization's aims; a strong willingness to invest considerable effort on the firm's behalf; and a strong desire to maintain membership in the organisation are all three components of organisational commitment, according to Porter and coworkers (2004). (Angle & Perry, 2001; Bal, et al., 2014). Organizational commitment is seen as more than just a psychological bond by some experts. Lamba & Choudhary (2013) argued that a commitment to an organisation entails an active connection with an organisation, such that individuals are willing to contribute something of themselves to the well-being of the organisation. In addition, Beheshtifar & Herat (2013) claimed that internal and external control qualities, age, and duration of the individual in the company are the

primary personal elements that impact organisational commitment. Leadership, design, and job analysis are the organisational variables. These elements, according to them, have an impact on employee dedication and, as a result, on performance, and they play an important part in the organization's success.

Meyer and Allen (2001) presented a three-component model of organisational commitment that incorporates several diverse conceptualizations into a single framework. Affective, continuing, and normative commitments are the three dimensional conceptions (Meyer & Allen, 2001). According to Meyer et al. (2004), the most important reason for differentiating between the various kinds of organisational commitment was because of the extremely varied consequences for behavioural outcomes. Despite the fact that these three kinds tend to connect organisational personnel and hence have a negative impact on turnover, their interactions with other types of work behaviour might be quite diverse (Meyer et al., 2002). Employee commitment in this job is measured by Meyer & Allen (2001) through the use of these types of commitment.

Affective Commitment (AC)

Meyer and Allen (2001) defined affective commitment as an employee's emotional attachment to identifying with, and participating in, an organisation because of pleasant feelings or emotions. Job characteristics such as autonomy, importance, uniqueness and skill diversity are all antecedents of affective commitment. Organizational dependability as well as how employees feel they can trust the organisation as it pertains to looking out for their interests and supposed participatory management that can influence decisions on the work environment are also antecedents (Macli et al., 2012). These antecedents, they said, are in accordance with the results of Rowden (2002) that these elements produce valuable situations, inherently favourable to the enhancement of emotional commitment.

There are three basic requirements for the formation of emotional commitment, according to Meyer and Herscovitch (2001). (Meyer et al., 2004). Employees who have a high level of emotional commitment are more likely to stay with the business than those who lack this commitment, according to Meyer and Herscovitch (2001). "Affective commitment" is defined by Bal et al. (2014) as a sentimental attachment to and engagement in the organisation. Prior to this, Allen & Meyer (2001) outlined the affective component as a sense of belonging to an organisation that

comes through identifying with, participating in, and appreciating the benefits of belonging. Affective commitment, on the other hand, refers to an employee's dedication based on the emotional bonds they form with the organisation via great work experiences. Executive education, which is a component of managerial advancement, is connected to job experience.

The term "commitment" encompasses both cognitive and emotive components, according to Meyer et al. (2006). Behavioral forms and the rationale for commitment are referred to as cognitive aspects, whereas feelings associated with a certain mentality (such as pride and/or shame in the NC) are considered affective factors (Jams, 2007:9). The emotional commitment of Meyer and Allen is shown to include three subcomponents by the work of Kaptijn (2009) as well:

- 1) the emotional attachment to the Organization
- 2) the identification with the Organization and
- 3) the involvement in the Organization.

Affective commitment is further developed by these three components. An employee's ability to satisfy their expectations and fulfil their requirements within the limits of an organisation has been found to lead to affective commitment; this employee will want to stay with the business (Bargrain, 2010). Baugrain (2010) found that the three foci of affective commitment: the employee's affective commitment to the organisation as a whole; the employee's affective commitment to the immediate manager; and the employee's affective commitment to immediate coworkers, were all capable of being explored by the study's research. This is critical, since it has an impact on both the work product and the attitude of employees. Employees' level of emotional attachment to the company, their immediate supervisor, or their immediate coworkers can have a beneficial or bad impact.

Affective commitment has been shown to be more important by Meyer & Allen (2007), who explain that individuals who have a strong effective commitment are more likely to achieve high levels of performance and make significant contributions than those who display a continuous or normative commitment (Jena, 2015:61). There is a strong belief in and acceptance of the principles of the organisation, a readiness to put in extra work on behalf of the organisation, and a strong desire to stay a member of that group (Maxwell & Steele, 2003; Falkenburg&Schyns, 2007; Visaggie& Steyn, 2011). Affective commitment to an organisation can be facilitated by work experiences that meet employees' expectations and basic needs (Visagie& Steyn, 2011), and those employees who

display high levels of affective commitment do so even if there is uncertainty about the organization's future (Stallworth, 2004).

Normative Commitment (NC)

Normative commitment, according to Maheeda et al. (2016), is an employee's sense of obligation to a company. In order for an employee to have a sense of moral responsibility to stay in a specific organisation, regardless of how much progress and fulfilment the company provides over time, normative commitment must be developed (1977). This type of normative commitment is founded on prior experiences, such as those in families that place a high value on work loyalty or cultural norms that forbid people from changing jobs frequently. In times of adversity, an employee's sense of loyalty to the company they work for drives them to believe that quitting would be immoral.

Normative commitment, as defined by Madi et al. (2012), refers to a worker's sense of duty to stay with a company since the worker has established the basic principles and aims of that company. Normative commitment refers to an employee's sense of responsibility to remain a member of a certain organisation (Meyer & Smith, 2000; Bal, et al., 2014). Affective and normative elements of colleague commitment, as well as organisational dependability, and participative management, have also been suggested as possible precursors of normative commitment. There are normative signals provided by coworkers' commitment, which are meant to influence employee normative commitment (Commerias&Foumier, 2002; Madi et al., 2012). Organizational dependability and management participation are important concerns that will fester and instil moral duty that will return to the organisation. An employee's sense of duty to the organisation is known as nonnative commitment (Meyer & Smith, 2000; Bal, et al., 2014).

Meyer and Maltin (2010) argued that the latter observation about normative commitment is consistent with previous results that show that employee normative commitment might have "two faces," one indicating a moral imperative and the other reflecting an indebted responsibility (Geltatly et al., 2006; Meyer & Parfyonova, 2010). An important first step in developing a moral imperative mentality is to make a strong emotional commitment in addition to a strong normative one. As a result, the owed responsibility mindset is the outcome of a mix of high normative and continual commitment with a weak emotional commitment. Employees may also believe that they have a duty

to the company since they were granted a position at the right time, according to Lee and Chen (2013). Even in the face of an army of unemployed individuals, this will have a significant impact on employee dedication. Cultural and organisational socialisation and receipt of advantages that trigger the desire to reciprocate are thought to have a role in the development of normative commitment (Scholl, 2001; Wiener, 2002; Meyer, Becker et al., 2004). When it comes to motivation, the normative approach is the least popular, according to Meyer & Allen (2000). In an employee's termination of employment, the identified moral responsibility appears to be a contributory factor. Employees who make this sort of commitment are required to swear unwavering devotion to the organisation and refrain from criticising or opposing its operations.

Continuance Commitment (CC)

When an employee is committed to staying, he or she takes the time to consider the financial impact of his or her departure. Those who worked with Allen (1996). Continuance commitment is defined as the numerous losses an employee would suffer when he leaves his employer, according to Agba et al. (2000). Profit sharing and other types of pension programmes are all at risk of these losses. "Cognitive" commitment, according to Kanter (1968), emerges when there is something to gain from continuing engagement and quitting an organisation loses the employee something valuable. Allen et al. (1990) believe that the following variables contribute to the development of a long-term commitment:

- 1) The degree of investment an employee makes in the organisation
- 2) The Lack of alternatives; this implies the innate fear that the individual might not find another job opportunity.

Commitment may be broken down into high sacrifice and low alternative commitment according to Somers (1993) theory. Because they have no other choice, employees' most vital link to the company is built on their continuing dedication (Meyer et al., 1991). Employees, once they join the company, are compelled to stay since they are aware of the high costs of quitting (Dixit, 2012).

According to Bal et al. (2014), commitment to the organisation is based on the perceived costs of quitting. In Kanter's (2008) definition of continuous commitment, expenses become the primary concern when deciding whether or not to stay in or leave a company. Continuance commitment can also be defined as an employee's commitment to the organisation based

on the costs associated with quitting (due to the high cost of leaving). Age, tenure, job satisfaction, and the desire to quit the company are all possible precursors to a long-term commitment to staying with a company or not. Due to their status as alternative metrics of investment in the organisation, age and tenure can be used to forecast continued commitment (Meyer & Allen, 2007). Madi et al. (2012) believe that tenure shows investments which are non-transferable, such as deep working connections with coworkers and investments in retirement and a professional career as well as certain abilities unique to a given business or organisation. A person's ability to find work depends in part on their age. Career satisfaction, according to some, is a better indicator of how an employee's career-related investments may be affected if he or she departs the company. In addition, they asserted that whatever individuals consider sunk expenses as a result of quitting the organisation are considered as precedents for sustained dedication.

Employees who have a high affective commitment stay with a company because they want to, whereas employees who have a strong continuation commitment stay because they have to, and employees who have a strong normative commitment stay because they believe they should (Meyer & Allen, 2001; Bal et al., 2014). Job contracts and other terms of employment, such as severance pay, are said to be examples of continuation commitments (Mullins, 2001). Due to accumulated investments or side bets that would be lost if a person terminated work and since there is no other job available, continuity commitment grows (Powell & Meyer, 2004). If an organisation want to reduce the risk of personnel leaving, it should include additional rewards for their well-being in the parting package. Employees are required to make a financial investment in order to remain committed to the company they have chosen to work for.

Furthermore, Eslami and Gharakhani (2012) described continuation commitment as being "trapped" and remaining because it is too expensive to go and may be developed from the way HRM practises are seen by the organisation. Constant commitment highlights an employee's adherence to the organization's operations based on anticipated costs of leaving (Meyer & Allen, 2007). Affective, normative, and continuation commitments can all be experienced simultaneously to differing degrees, according to Meyer and Allen (2000), who conducted research on the topic. Continuance commitment, according to Emhan (2012), refers to employees who stay

with a company because they are afraid of losing their pay or other perks that are important to them (Bergman, 2006). It's not just economic and social factors that keep them in the company: they also fear losing their retirement benefits and don't want to quit their coworkers, among other things (Allen & Meyer, 2000; Allen & Grisaffe, 2001; Ernhan, 2012). An individual employee might choose to stay with a company because of the coworker he or she has developed a strong bond with. Employees use the cost benefit analysis ratio, either deliberately or unknowingly, to balance the different expenses associated with leaving or staying in an organisation in order to reach a desired result that would aid them in making a commitment choice.

Also, Stebbins (2000) defined continuity commitment as the belief that an individual employee will be unable to pick another social identity as a result of the related implications of making such a move. It is also said that the mental state of continuity is not only present because of physical rewards but also because of subjective penalties associated to the desire to quit work in that company.

IV. CONCLUSION

Having merely a job and the regular advantages is no longer enough for today's workers. They are looking for a profession that reflects their interests, personality, aptitude, and overall circumstances. Customers' loyalty to a company is based on the level of satisfaction they receive from its personnel. Management's ability to create and administer successful career development programmes has a direct impact on the level of employee engagement. Employees want managers to take a personal interest in their professional progress.

Workers' productivity and dedication to the organization's goals will rise as a result of management's reward in this area. As a foundation for professional growth in management, understanding and adapting to the current trend of collective bargaining is essential. Career growth, career guidance and career possibilities for employees should be prioritised by companies or management, according to the report.

V. RECOMMENDATIONS

The following recommendations are based on the findings of the study above:

- 1) Employers need to understand that their people are their most valuable asset. Personal and professional development programmes should be made available to them. Career

development plans, including union assistance, are part of this long-term strategy.

- 2) Furthermore, it is important for employees to know about the company's job expansion and advancement chances.
- 3) In order for employees to grow and improve their job-related abilities, they need be exposed to a wide range of experiences.

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