KNOWLEDGE FOR SELF RELIANCE

KOGI STATE UNIVERSITY ANYIGBA

Faculty of Management Sciences

ISSN: 3212 - 3122

Journal of MANAGEMENT

Volume 7, No. 4, December 2021

www.kogmanjourn.com.ng

A PUBLICATION OF

Faculty of Management Sciences
Kogi State University
Anyigba, Nigeria

KOGI STATE UNIVERSITY ANYIGBA

Faculty of Management Sciences

KOGI JOURNAL OF MANAGEMENT

VOL. 7, No 4, December, 2021

ISSN: 3212-31-2-2

A Publication of

KOGI STATE
UNIVERSITY ANYIGBA
Faculty of Management Sciences

3212-31-2-2

All Right Reserved:

No part of this publication may be produced, stored in a retrieval system, or transmitted in any form of by any means of electronic, photocopy, recording without the prior written permission of the publisher.

Kogi Journal of Management Team

Advisory Board:

Prof. S.I. Ocheni	Kogi State University , Anyigba
Prof. (Mrs) M.S. Tenuche	Kogi State University , Anyigba
Prof. (Mrs.) J.O. Nnabako	University of Nigeria, Nsukka
Prof. (Mrs) C.N. Oguonu	University of Nigeria, Nsukka
Prof. (Mrs) M.A.O. Obi	University of Nigeria, Nsukka
Prof. J.C. Ihemeje	Fed. University of Agric. Umudike
Prof. Hamithan Isu	Abia State University, Uturu

Editorial Board:

Prof. Odi Nwankwo

Dr. E.E. Ogbadu

Dr. Abu Adah

Dr. J.S. Garba

Dr. J.O. Achegbulu

Editor-in-Chief

Dr. E.E. Ogbadu

Secretary

Dr. J. O. Achegbulu

Quarterly March, June, September and December 2021

Table of Contents

ANALYSIS OF FACTORS AFFECTING BRAND LOYALTY OF PRODUCT AMONG CONSUMERS IN NIGERIA
Hadiza Saidu Abubakar Page | 1

MICROFINANCE BANKING IN NIGERIA: PROBLEMS AND PROSPECTS
Acha Ikechukwu A. Page | 9

EVALUATION OF PROFESSIONAL ACCOUNTANCY EDUCATION AND RAINING IN NIGERIA
Augustine Oke Okolie PhD. & Prof. Famous O. I. Izedonmi Page | 19

BUREAUCRATIC CORRUPTION AND PRACTICE OF PUBLIC ADMINISTRATION IN NIGERIA
R. N. Nwankwo, M. O. Ananti & M. H. C. Madubueze Page | 32

MANAGEMENT DEVELOPMENT AND ORGANIZATIONAL RESILIENCE: A CASE STUDY OF SOME SELECTED MANUFACTURING FIRMS IN RIVERS STATE, NIGERIA
G. I. Umoh, *PhD.*; E. Amah, *PhD.* & H. I. Wokocha *PhD.* Page | 47

ENTREPRENEURSHIP DEVELOPMENT IN NIGERIA, PROSPECTS AND CHALLENGES
Metu, Amaka G. & Nwokoye, Ebele S. Page | 66

THE RELATIVE CONTRIBUTION OF MANAGEMENT SKILLS TO ENTREPRENEURIAL SUCCESS: A SURVEY OF SMALL AND MEDIUM ENTERPRISES (SMES) IN THE TRADE SECTOR
Kenneth Chukwujioke Agbim Page | 76

INFLUENCE OF EMPLOYEES' PERFORMANCE APPRAISAL ON EMPLOYEES' JOB SATISFACTION IN DANGOTE FLOUR MILLS PLC
Omolabi, Issa *PhD.* Page | 92

IMPLEMENTING AN AEROSPACE INFORMATION SYSTEM FOR A DEVELOPING ECONOMY
Oladipo Onaolapo F., Ejiofor Virginia E., & Onyemaobi Chibuzo B. Page | 107

PERFORMANCE ASSESSMENT OF THE DEFINED CONTRIBUTORY PENSION SCHEME: A STUDY OF FEDERAL GOVERNMENT EMPLOYEES IN SOKOTO STATE
Nurudeen Bello Ahmed *PhD.* Page | 118

EFFECT OF SME'S PRODUCT QUALITY IMPROVEMENT ON CUSTOMER SATISFACTION IN ILORIN METROPOLIS
Yusuf Ismaila *PhD.* Page | 134

CAREER DEVELOPMENT METRICS AND EMPLOYEE MOTIVATION OF PFAS IN NIGERIA
Omolabi, Issa *PhD.*; Ishola, Abdulrasaq Ajadi & Olabanji, Olayide Abimbola Page | 144

KOGI JOURNAL OF MANAGEMENT
VOL. 7 No. 4, December, 2021
http://managementjournal.ksu.com.ng

CAREER DEVELOPMENT METRICS AND EMPLOYEE MOTIVATION OF PFAS IN NIGERIA

[1]Omolabi, Issa *PhD*.; [2]Ishola, Abdulrasaq Ajadi & [3]Olabanji, Olayide Abimbola

[1,3]Department of Business Administration,
Faculty of Management Sciences, University of Ilorin, Ilorin, Nigeria

[2]Department of Public Administration,
Faculty of Management Sciences, University of Ilorin, Ilorin, Nigeria

Abstract

The nexus between career development and employee motivation cannot be over emphasized as the era of using financial means to get the attention of the employees has long expired. The emerging trend is for the organisation to create an enabling platform for the employees to grow in their career. This alone can stimulate the staff to perform better and thus facilitate the effective efficient achievement of pre-set organizational goals. It is this nexus that this paper explored among the employees of Pension Fund Administrators (PFAs) in Nigeria. This relationship was proved using a survey design with 4983 staff of the 22 pension Administrators in Nigeria as at December 2020. From the population, a sample of 370 respondents were selected using Taro Yemane sample size formula. With a structured questionnaire, primary data were collected and analysed with a multiple regression analysis. The study found that that the coefficient values for all the career development metrics positively and significantly influence employee motivation of PFAs in Nigeria. It thus concluded that career development metrics have significant effect on employee motivation of PFAs in Nigeria. The paper therefore recommended that career advancement systems which are linked with performance levels since rewards in terms of career growth and promotion opportunities have an effect on employees' job related attitudes.

Keyword: *Career; Career Development; Employees' Motivation; PFAs; Mentoring*

INTRODUCTION

Success for most organisations depends on finding the employees with the skills to successfully perform the tasks required to achieve the organizational strategic goals and objectives. This reliance on skills is not a difficult to understand situation because human competence regulated both product's and service's quality and quantity. It is in view of this that serious attention is paid to all activities related to the career needs of the employees by upgrading their skills and extending their knowledge and competencies which would lead to

employee motivation and subsequently enhance performance optimally (Drabek, Lorincova & Javorcikova, 2017).

In Nigeria and in other countries of the world, employee career development is one of the main activities of the Human Resource Management (HRM). It is referred to as an important aspect that organizations must put into consideration in order to have low employee turnover and keep motivated employees who are apt to improve work efficiency. Osibanjo, Oyewunmi and Ojo (2014) opine that career development is very beneficial for the organisation as it helps reduce the cost expended on recruiting and training new employees. More so, employees in this modern age are requesting as much as self-improvement and advancement, thus organisations that neglect these needs would lose valuable workers (Wane, 2016).

According to Kashyap (2018), one of the most critical tasks of management in organisations is to make employees perform their duties in a constructive manner and in a such way that desired results could be achieved as at when due; by creating an enabling environment that allows them to retain requisite skills and knowledge needed for their present and future jobs. Allowing for career development gives a return that is much more than financial gain; it enhances and increases productivity, increase employees' happiness and sense of job security, result in low employee turnover. Experts agree that it cost less to retain an existing employee than to recruit a new one (Merhar, 2020). To keep quality and motivated employees therefore, it is imperative that organisations do more in the aspect of career development.

Career development includes individual and organisational activities which are basically achieved through education and skills development; this will ensure that the employees have a sense of motivation, satisfaction and commitment as a result of the knowledge, skills and competence gained. This resonate with the assertion that engaged and happy employees give back to the company tenfold, but perform below expectation or leave when they feel stuck and unsatisfied in their role; and replacing such employee costs more than retaining them (Craig, 2018). Given the background information, this study examined the effect of career development on employee motivation of Pension Fund Administrators (PFAs) in Nigeria.

LITERATURE REVIEW

According to Lobene and Meade (2013), a professional career development program is regarded as one of the renovation processes implemented for career survival in a specific field; this implies that career development is the link between the organization and the employee in achieving productivity, growth, development, success and survival in a modern technological, innovative, dynamic and highly competitive business environment. However, despite the expedient role of employee career development, it has been a challenging and unpredictable task taking into consideration the individual career expectations and organizational

development. Effective career development process is therefore best achieved with proper indulgence of employee's career planning and organizational career management (Chetana & Mohapatra, 2017).

Also, despite the obvious significance of employee career development, the enormous expansion in the content of employee career development over time has largely been taken for granted. Human resource managers in modern organisations, Pension Fund Administrators in Nigeria inclusive, focus more on the fear of losing employees after investing in them for career development, thereby undermining the huge benefits that the employees and the organisation as a whole stand to gain (Mourdoukoutas, 2012).

Prior to delving into the contributions of scholars on the nexus between career development and employees' motivation, this paper will present a brief review of the classical definition of the major concepts in the topic. The concepts are career development and employee motivation.

Career Development

The concept of career development also known as professional development is concerned about providing analysis necessary to identify the individual interests, values, competencies, activities and assignments required to develop skills for future jobs; it represents employees' plans for future job promotions and positional levels within their workplace. This makes the organisation capable of attaining high calibre staff with professional skills needed in the business sector (Osibanjo et al., 2014).

The process of career development involves employees' performance development and career advancement; as such the process is seen from two points of view. The first is the employees' point of view who is trying to plan for their career in a constructive manner for promotion and more financial benefits. This career development is done through identifying career objectives, work advantages, challenges, choices, needed education, and experience to reach such objectives. The second point of view relates to the organisation and it involves all the activities for staff selection that meet organizational strategic management goals and objectives (Helmy & Zaki, 2020).

Furthermore, for career development to be productive, it must be planned. Thus, developing and putting in place an effective career planning system is therefore vital to organizations in finding employee development needs and linking them to corporate needs; it also reduces the required period to fill a job vacancy, assists in succession planning and ensures all employees have the opportunity to develop career objectives and subsequent action plans to achieve them. As such it is an employee activity that helps employees plan their future careers in the organization so that the organizations and employees concerned can develop themselves to the fullest (Suyanto, Sapta & Sudja, 2018). It thus becomes necessary to briefly

define career planning, mentoring and career advancement because of their relevance to this discussion.

Career planning leads to the matching of individual and organizational career goals. There are mainly two approaches to career planning namely the organisation centred planning system and the individual centred planning system (Ibrahim, Baharun & Harun, 2017). Organisation centred career planning primarily focuses on the development of manpower and focuses on identifying career paths that provide for a logical progression of people between jobs, while an organization; it involves the organisation's preparations for future employee job roles. The individual centred career planning refers to all the systematic procedures of self-assessment, researching of opportunities and goal setting which are intended to assist the individual to make suitable changes about his/her career; it aims at discovering the competencies and interests of an individual, and focuses on an individual's career rather than on the organization's needs.

Mentoring is the second aspect of career development and it refers to the process of developing formal relationships between junior and senior members of an organisation. It entails the establishment of formal relationships between more experienced employees and less experienced ones; these relationships are created to develop careers of employees (Nyambura and Kamara, 2017). Furthermore, mentoring enables employees to connect, develop and grow along their own career paths; it encourages the less experienced employees to tap into the knowledge of more experienced employees thereby perfecting their skills and abilities (Hayes, 2015).

Effective and clear mentoring policies have led to the success of many organisations because employees gain more competencies leading to improved productivity. Organisations instill the drive in employees by providing a challenging work environment in order to develop a leadership mindset and by providing early exposure to future roles (Fernandez-Araoz, 2014). However, mentoring process requires pulled efforts of both individuals and the organisation. The individual has his own career goals which require him to improve his competencies, while the organisation also has to provide training programs to individuals which will ensure matching of the personal career goals to the corporate career goals. Therefore, it is pertinent to ensure creation of a learning culture within the organization, as it is an effective way to improve performance and innovation, employee satisfaction and retention, as well as prepare employees for future career and role changes (Niles-Hofmann, Moat, & Ridley, 2019).

Career advancement is the third aspect of employee career development and it refers to the acquisition of new competencies that are worthwhile to the organisation and employees in meeting future career needs. It can be viewed from two main perspectives namely career growth and job promotion. Emphasizing career growth dimensions such as professional ability,

development and remuneration growth can create significant and lasting benefits for the workers and can also lead to increased employee retention and an increase in employee motivation and productivity; which can help position the organisation to be even more competitive in the dynamic business environment (Robert, 2020). Career growth opportunities in an organisation also attract skilled employees who wish to progress in their careers, and if they are recruited, these employees get to explore their full potential which leads to overall organisational success. Job promotion is the second perspective of career advancement and it refers to the progress of an employee to a higher position which involves a higher status, increased responsibilities and increased salaries.

Employee Motivation

The word motivation is derived from the Latin word *motus*, which means to move, influence, affect, and excite. Motivation refers to the degree to which a person is moved or aroused to act; it is the set of psychological processes that cause the arousal, direction, and persistence of individual's behaviours toward attaining a goal. The main features of motivation are a goal-oriented continuous process and a psychological phenomenon that converts abilities into performance. It is one of the most important concepts of psychology and very crucial for the managers who direct the growth of his subordinates towards the achievement of set goals and objectives (Sandhu, Iqbal, Ali, & Muhmmad, 2017).

The concept of motivation is used to explain the distinction between employees who have the same talents, abilities and opportunities to do their jobs in a similar organization and are under the same employment conditions, with the same facilities, but demonstrate different and better performances. There are theories of human needs such as expectancy theory, equity theory, goal setting theory and reinforcement theory that serve as the bedrock for the concept of motivation. As such, it requires that employees' needs are identified and satisfied, in alignment with organisational objectives (Sandhu et al, 2017).

According to Suyanto, Sapta and Sudja (2018), the survival of the organisation depends on employee motivation. Self-motivation is concerned with the direction of the choice of individual's behaviour from several alternatives, the power of one's behaviour after making an alternative choice, and the determination of that behaviour. It is thus a form of energy that moves the employees to achieve the goals of the organization, as such the positive mental attitude of employees serves as the motivation to work and achieve maximum performance.

There are two dimensions of motivation, which are intrinsic and extrinsic. These refer to qualities that are intrinsic or extrinsic to the work process itself. Accordingly, the difference in individual goals would affect the respective category of motivation. Consequently employees who are driven by goals and desire to acquire new work related skills and competences would fall in the category of intrinsically motivated individuals, while those who are driven by

performance related goals would be categorised as extrinsically motivated (Forgeard & Mecklenburg, 2013).

Career Development and Employees' Motivation

It is evident that employees tend to work harder when there are opportunities for career growth and job promotions as they provide a good sense of motivation; this implies that satisfied and motivated employees are likely to improve the quality of their work, which will have a domino effect on the individual employee productivity and overall organisational productivity (Anastasia, 2020). Consequently, career advancement leads to job effectiveness and greater employee retention, because employees who perceive their organisation as attaching great significance to their career growth and promotion will not hesitate to put in their best in the performance of their duties in the workplace.

Josef, Drabek, Lorincova and Javorcikova (2017) opine that organisations have become increasingly aware that their success depends largely on their employees; as such it is pertinent to pay consistent attention to employee career development. A central idea is that consistency in the expansion of employees' career development creates conditions where employees feel motivated and believe that their organisations value their involvement, and care about their skill enhancement and career growth. In order words, focusing on employee career development enhance the employees' ability to achieve career advancement and acquire skills, knowledge and personal development that belong to them for life.

Career development is a crucial human resource management exercise that cannot be ignored, as current technological innovation and globalization, with prevailing competitions among corporate organizations have made the career world excessively active, requiring up-to-date attitudes, knowledge, and skills. To survive therefore, the organisation and the employee must not leave career development to chance. The organisation that pays attention to career development stands a high chance to reap high productivity from a properly trained, highly skilled, talented and motivated workforce (Gyansah & Guantai, 2018).

Table 1: Variable Measurement Index

Variables	Measurement Index	Source
Career Development	Skills Experience Promotion Values Recognition & Reward	Mishra & Sachan, 2012
Employee Motivation	Intrinsic and Extrinsic	

Source: *Mishra & Sachan (2012)*

Table 2: Elaborate details on the Variable Measurement Index

Career Development Variables	Description of Measurement Index
Skills	Career skills are the abilities that enable individuals to manage their career and effectively carry out their tasks in the workplace. These are over and above the skills and technical knowledge that is needed to perform the tasks that are part of an employee's job function. These skills will determine success in decision making, influencing others and getting the job done *well.* Career skills also ensure that an individual is able to get the desired job, negotiate remuneration and prepared for future roles.
Experience	It is experience that teaches what works and what doesn't. This implies that without experience, the wrong decisions may be made or in some cases, no decision at all! While education and training are important to skill development, it is also known that only a few percent of adult learning happens in the classroom, from books, tapes, or online learning activities, due to the fact that learning in these formats is more passive. Most adult learning happens by doing. Learning by doing can take place through on-the-job and leadership experiences.
Promotion	Promotion stimulates self-development and creates more interest in the job. It is a desire by an employee for the service rendered by him in the organisation; it is the ultimate motivating factor for any employee as it moves employee forward in hierarchy added with additional responsibility, higher respect and honour, with increase in grade, pay and allowances. Promotion provides incentive to initiative, enterprise and ambition, it also minimizes discontent and unrest; it attracts capable individuals; necessitates logical training for advancement and forms an effective reward for loyalty and cooperation.
Recognition and rewards	Reward and recognition programmes are very important, as such; creating a method for celebrating those who are high performers. For many organisations, this involves giving out financial rewards, such as bonuses. However, simple praise and recognition of a job well done by the supervisor is just as important for maintaining morale and continued performance.

Source: *Mishra and Sachan, 2012.*

Theoretical Review

Trait and Factor Theory

Frank Parsons (1909) is the proponent of trait and factor theory, which focuses on matching careers to talents, skills and personality. The theory basically aims to identify five traits such as; ability, achievement, interest, values and personality. He developed the idea that an ideal career is based on matching personal traits such as; abilities, achievement, interests, values, and personality with job factors such as; pay and work environment (Atli, 2016). The theory asserts that the individual's needs and values can only be fully realized when they are matched with those jobs that are relevant to such needs and values (Diakole &Nkechi, 2017).

Parsons identified a three - phase process in career choice that an individual need to consider, these are;

i. Recognition and clear understanding of own abilities, interests, values, emotions and limitations.

ii. A clear understanding of necessities, conditions, advantages, disadvantages and prospects of different occupation.

iii. Combination of recognition of individual's traits such as abilities, interests, emotions, limitations and matching the understanding necessities, conditions, prospects of the career (Atli, 2016).

The trait and factor theory is hinged on the assumptions that people perform best when they are in jobs best suited to their abilities; individuals have peculiar, unique characteristics related to interests, abilities, needs, values, and personality trait; occupations and jobs have unique characteristics to work tasks, skills required, demands and rewards; and that the unique characteristics of both individuals and occupations can be measured.

Acquired Needs Theory

David C. McClelland's acquired needs theory is also known as "human motivation theory' or "Motivational Needs Theory". **The focus** is on individuals' **needs** and their classification, which are; **need** for achievement, need for power and need for affiliation. McClelland proposes that each person falls into one of the three types of **needs** based on personal preference and personal experience. He describes how an individual's life experiences can change the type of individual's needs over time. The implication of this theory is that regardless of gender, culture, or age, every human being has three needs that motivate them , namely; need for achievement, power and affiliation, and one of these needs represent the dominant one, as such a person's behaviour and performances at work are strongly influenced by the most dominant of these needs. This dominant need is largely dependent on culture and life experiences (Hartzell, 2012).

The Acquired Needs Theory thus focuses on the diversity of people; it is based on the assumption that needs are acquired or learned on the basis of life experiences. When a need is strong, it will motivate the person to engage in behaviour that satisfies that need. Achievement is represented by the drive to excel, accomplish challenging tasks to achieve a standard of excellence. Achievement motivation depends on childhood, personal and occupational experience and even the type of organization. According to this theory some people have a compelling drive to succeed. They strive for personal achievement rather than for the rewards of success. They have a strong desire to do something better or more efficiently than it has been done before. Individuals high on achievement needs often make good entrepreneurs running their own business (Johns, 1996).

Empirical Review

Helmy and Zaki (2020) investigated the overall situation of the career development programs in greater Cairo three-star hotels. The sample for the study is fifteen (15) three-star hotels in greater Cairo, representing 42.85% of the total number of three-star hotels in greater Cairo. The research made use of questionnaires to gather data from the respondents. The questionnaires were distributed among 45 managers as 3 managers per hotel; and also among 450 employees of the hotels. The total number of valid answered questionnaires was 379 representing 84.2% of the total questionnaires distributed. Correlation coefficient was used to analyse the data, and the research results demonstrated that there is no full staff awareness about hotel career pathways in the hotels with no career plan and reliable criteria for staff promotion, which is responsible for job-dissatisfaction on the part of employees. The study recommended that; an awareness campaign be launched for hotels' staff about the importance of career development, also that HR staff be schooled on the procedures of the career development process, and that academics and researchers should assist in preparing benchmarking studies that could support career development programs in hotels.

Simiyu and Mbithi, (2019) conducted a descriptive research design to investigate the influence of career development on employee commitment in Masinde Muliro University of Science and Technology, Kenya. The target population was 1,112 which included management staff, teaching and non-teaching staff, out of which 10% was taken from each stratum to form a sample size of 112 from the total population. Self-administered structured questionnaire was used as the instrument of data collection and (SPSS) was used to analyze data. Linear regression analysis was carried out using multiple regression model to present the data for ease of understanding and analysis. Inferential statistics included a regression model which was employed to establish the extent to which the specific variables under investigations influence employee commitment. The findings revealed that the relationship between career development and employee commitment was statistically significant. Increased career development or more job training opportunities would develop employee skills and increase their interest in their job, hence more committed to their job deliveries. The study recommends that employees should be involved in making work related decisions, this motivates employees and make they feel as part of the organization; it also gives them a chance to set achievable targets, which makes them committed towards achieving organisational goals.

Suyanto et al. (2018) carried out a quantitative research to determine the effect of career development and leadership on Employee Performance with work motivation as intervening variables on CV. Blue Waters Bali, Indonesia. The study used primary data obtained from questionnaires which was measured by using likert scale on a population of 52 employees of the garment factory. Purposive sampling was used as the sampling technique, while

Structural Equation Modeling (SEM) based on Partial Least Square (PLS) using Smart PLS 3.0 program was used for data analysis. The findings of the research show that career development has positive and significant effect on work motivation, that there is positive and significant relationship between leadership and work motivation, and that career development have positive and significant impact on employee performance. This implies that the higher the career development, the higher the work motivation and the higher the career development the higher the employee performance, also that motivation of work has a positive and significant impact on employee performance.

Diakole and Nkechi (2017) in their study focused on the effects of career growth and career advancement on employees' performance and motivation of non-academic staff of Michael Okpara University of Agriculture, Umudike in Abia State, Nigeria. Survey research design was adopted for the study, and both primary and secondary sources of data were used. The population of the study consist of all the non-academic staff of the university which was two thousand six hundred and thirty (2,630) employees. The sample size of the study was three hundred and forty-six (346), determined by using Taro Yamane's formula at a normal confidence level of 95% and error tolerance of 5%. Pearson Product Moment correlation analysis was used to analyse data with the aid of Statistical Packages for Social Sciences (SPSS) version 20. The study revealed that there is a positive and significant correlation between career development and the performance of the non-academic staff of the university; also career advancement is positively correlated with motivation of the non-academic staff of the University. The study recommends that the school management should continue to contribute to the career growth of the non-academic staff by providing opportunities for self-development, advancement, structured learning; funding career development programmes, and providing incentives for career development as these are sine qua non in maintaining and sustaining outstanding administrative performance in the institution which is vital in facilitating learning and academic researches carried out in the university.

Table 3: Gaps in Literature

S/N	Author (year)	Place: Industry (Sector) & Focus	Methodology	Gap
i.	Helmy and Zaki (2020)	Cairo: Hotel; Career development programs in greater Cairo three star hotels.	Primary data approach was adopted and the total number of valid answered questionnaires was 379. Correlation coefficient used for data analysis.	Research was conducted in just 15 hotels (42.85% of the total number of hotels in Cairo.
ii.	Simiyu and Mbithi (2019)	Kenya: Education; The influence of career development on employee commitment in Masinde	Descriptive research design was used for the study, and self-administered questionnaires to 112	Reliance on primary data alone may be subjective.

		Muliro University of Science and Technology, Kenya.	respondents (sample size out of 1,112 of the total population) were used for the purpose of data collection SPSS was used for the purpose of data analysis.	
iii.	Suyanto et al. (2018)	Indonesia: Garment; Effect of career development and leadership on Employee Performance with work motivation as intervening variables on CV. Blue Waters Bali.	Quantitative research was used and primary data gotten by the use of questionnaires on 52	There is need to use larger populations and wider samples for more reliable test results.
iv.	Diakole and Nkechi, (2017)	Nigeria: Education; Effect of career development and career advancement on employees' performance and motivation of non-academic staff of Michael Okpara University of Agriculture, Umudike; respectively.	Survey research design was used and both primary and secondary data were used. Population of the study was 2,630, and questionnaires administered to sample size of 346. SPSS was used for data analysis.	The research was carried out in the education sector and results may not be applicable in the pension industry of Nigeria, hence the need for research in other sectors.

METHODOLOGY

Research Design

This study adopted the use of survey research design to elicit the needed information directly from the target respondents (staff of the PFAs) which covers the top and other levels of operation spread across the twenty- two Pension Fund Administrators (PFAs) in Nigeria as at Dec, 2020.

Population of the study

The population of the study is four thousand, nine hundred and eighty-three (4,983), which is the entire staff of the 22 pension fund administrators in Nigeria as at Dec 2020.

Table 4: Staff Strength and sample size proportion of the 22 Pension Fund Administrators

S/N	Pension Fund Administrators	Year of Est.	Staff Strength	Sample
1.	AIICO Pension Managers Limited	2006	182	14
2.	APT Pension Fund Managers Limited	2004	187	14
3.	ARM Pensions Managers Limited	2005	320	25
4.	AXA Mansard Pension Limited	2006	179	13
5.	Crusader Sterling Pensions Limited	2004	184	14
6.	FCMB Pensions Limited	2005	321	24
7.	Fidelity Pension Managers	2007	197	15

8.	First Guarantee Pension Limited	2006	180	13
9.	IEI-Anchor Pension Managers Limited	2004	92	7
10.	Investment One Pension Managers Ltd	2007	192	14
11.	Leadway Pensure PFA Limited	2004	399	30
12.	Nigeria University Pension Management Company (NUPEMCO)	2019	29	2
13.	NLPC Pension Fund Administrators Ltd	2005	175	13
14.	NPF Pensions Limited	2013	211	16
15.	OAK Pensions Limited	2014	104	8
16.	Pensions Alliance Limited	2005	300	22
17.	Premium Pension Limited	2005	410	30
18.	Radix Pension Managers Limited	2017	34	3
19.	Sigma Pensions Limited	2004	332	25
20.	Stanbic IBTC Pension Managers Limited	2004	100	7
21.	Trustfund Pensions Plc	2005	717	53
22.	Veritas Glanvils Limited	2007	138	10
	Total		**4,983**	**370**

Source: *Researcher's Computation 2020.*

Sample Size and Sample Techniques

The sample size for the study was drawn from the population that comprises the total number of staff of the 22 Pension Fund Administrators in Nigeria which was 4,983; then the sample size is determined by using Taro Yamane (1967) sample size determination formula.

$$n = \frac{N}{1 + N(e^2)}$$

Where;

n= the sample size

N= the population size

e= the acceptable error term

95% confidence level and p=0.5 are assumed

$$n = \frac{4,983}{1 + 4983(0.05^2)}$$

$$n = \frac{4,983}{1 + 4983(0.0025)}$$

$$n = \frac{4,983}{1 + 12.4575}$$

$$n = \frac{4,983}{13.4575}$$

$$n = 370.275$$

$$n = 370.1$$

Therefore, 370 was the sample size for this study, and it was allocated in proportion to the staff strength of each of the 22 pension fund administrators with the aim of serving questionnaire that is commensurate to the size of the population using Kumar (1976) sample size proportion determination formula presented below:

$$Nh = \frac{NH*n}{N}$$

Where Nh = Stratum allocation

n = sample size

N = Overall population

NH = Stratum population

Multi stage sampling technique was adopted to select respondents from whom the data gotten guided the study in the achievement of set objectives. Stratified sampling techniques took care of different levels of employees in the organisations under study and simple random techniques were used to select respondents from identified homogenous population in the stages of the research effort.

Sources of Data Collection

Primary and secondary sources of data were used to obtain needed information for the study. The primary data was obtained from the respondents on their views and opinions on the topic under investigation through the use of structured questionnaire. The secondary data were obtained from journals, textbooks and online databases of HR databases of PFAs.

Research Instrument and Method of Data Collection

The use of a structured questionnaire was adopted for this research study. The questionnaire was divided into two parts; the first part contained demographic information that enabled the understanding of the pedigree of the respondents, while the second part contained questions that were designed to elicit information that relates to the variables in this

study. The independent variables and dependant variables questions featured in the part two of the questionnaire with the use of five (5) points Likert scale that enabled respondents to express their minds on the effect of career development on employee motivation in their organisations.

Reliability and Validity of Research Instrument

The research instrument for this study (questionnaire) was subjected to both face and content validity done by at least three experts that included the study supervisor and other two senior lecturers in the Department of Business Administration, University of Ilorin. The study also made use of content validity to ascertain a well spread research instrument (questionnaire items) for the study so that the objectives set out for the study are easily achieved. Reliability and validity test of research instrument are the two ways to ensure that a research instrument is capable of measuring the intended features in a population that the research objective is set to achieve before use. This is all about the consistency, accuracy, durability and stability of conclusion drawn from the use of a particular research instrument(s). Cronbach's alpha (α) was used to test the reliability of the research instrument. Usually, reliability coefficients should be at least '0.70' and the higher it is the better. Therefore, the reliability of the instrument is assured as the Cronbach's alpha value exceeds 0.7 (0.831), showing high internal consistency among all the items included in the scale.

Table 5: Cronbach's Alpha for Reliability Statistics

Standardized items	Number of Items	Cronbach's Alpha Value
Overall	**24**	**0.831**
Employee Motivation (EMP)	3	0.823
Career Planning (CPL)	3	0.792
Mentoring (MENT)	3	0.775
Career Advancement (CADV)	3	0.768
Career Skills (SKL)	3	0.797
Experience (EXP)	3	0.788
Promotion (PRO)	3	0.782
Recognition & Reward (RER)	3	0.711

Source: *Field Study, 2021*

Method of Data Analysis

Data obtained was processed, analysed and presented through the use of inferential statistical techniques which helped to achieve a meaningful outcome from the data gotten from the target respondents and smoothly achieve the objectives set for this study. Inferential statistical tool of multiple regression analysis with the aid of SPSS was employed to test the hypotheses formulated for the study relating to the variables under investigation. This statistical tool was employed to evaluate the amount of variations in the dependent variable (Employee Motivation) that can be linked with changes in the value of the independent variable (Career development).

Model Specification for the study

Hypothesis

H_0: Career development metrics has no significant effect on employee motivation of PFAs in Nigeria.

Statistical tool: Multiple Regression Analysis

This hypothesis is mathematically expressed thus;

$$EPM_i = \alpha_i + \beta_{i1}CPL_{i1} + \beta_{i2}MENT_{i2} + \beta_{i2}CADV_{i2} + \varepsilon_{i1}$$

Where;

EMP = Employee motivation

CPL = Career planning

MENT = Mentoring

CADV= Career advancement

α = constant variable

ε = error terms

RESULT

This section contains the analysis of data obtained through questionnaire from the target respondents of 370 which was the sample size obtained from the study population of 4,983. However, 337 questionnaires were adequately filled and returned, which represent 91.1% response rate, and these were used for the analysis.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.765[a]	.585	.581	.334

a. Predictors: (Constant), CADV, CPL, MENT

Source: *Researcher's SPSS Printout 2021*

Table 6 signifies that correlation coefficient is 0.765 (76.5%) which indicates that career development variables are strong, positive and jointly related to employee motivation of PFAs in Nigeria. It equally depicts that the R^2 value of 0.585 (58.5%) suggests that career development metrics jointly accounted for 58.5% when determining employee motivation of PFAs in Nigeria, while the remaining 41.5% was accounted for by the exogenous variable not considered by the model. Moreover, the adjusted R^2 value of 0.581 (58.1%) confirmed that career planning (CPL), mentoring (MENT), and career advancement (CADV) actually contribute to variation in the level of employee motivation (EMP) of PFAs in Nigeria. This is good enough in determining the goodness of fit for the model and for making predictions.

Table 7 **ANOVA[a]**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	52.331	3	17.444	156.321	.000[b]
	Residual	37.159	333	.112		
	Total	89.490	336			

a. Dependent Variable: EMP (Employee Motivation).
b. Predictors: (Constant), RER, EXP, PRO, SKL
Source: *Researcher's SPSS Printout 2021*

As revealed in table 7, the F-statistics value of 156.321 with probability value of 0.000 depicts that the independent variables {career planning (CPL), mentoring (MENT), and career advancement (CADV)} have significant influence on the dependent variable [employee motivation (EMP)]. This established that career planning (CPL), mentoring (MENT), and career advancement (CADV) collectively explained the variations in employee motivation (EMP) in PFAs in Nigeria.

Table 8 **Coefficients[a]**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.250	.155		46.685	.000
	CPL	.277	.029	.454	9.525	.000
	MENT	.238	.040	.294	5.916	.000
	CADV	.119	.050	.125	2.355	.009

a. Dependent Variable: EMP (Employee Motivation).
Source: *Researcher's SPSS Printout (2021).*

Table 8 shows that the coefficient values for all the career development metrics positively and significantly influence employee motivation of PFAs in Nigeria. As shown in the table, career development in motivation of PFAs in Nigeria would be equal to 7.250 when all other variables are held constant. It would however increase by 0.454, 0.294 and 0.125 when there is a unit increase in career planning (CPL), mentoring (MENT), and career advancement(CADV)respectively, while other variables remain constant.

Furthermore, as revealed in the table, the standardized beta coefficient in respect to career planning (CPL) is 0.454 with t-test value of 9.525 at 5% level of significance. This posits that career planning (CPL) was a positive predictor of employee motivation (EMP) in PFAs. The standardized beta coefficient in respect of mentoring (MENT) is 0.294, with t-test value of 5.916 at 5% level of significance. This means that mentoring (MENT) is significantly relevant in predicting employee motivation (EMP) in PFAs. The standardized beta coefficient in respect of career advancement (CADV) is 0.125, with t-test value of 2.355 at 5% level of significance, which posits that career advancement (CADV) is significantly relevant in predicting employee motivation (EMP) in PFAs. It therefore becomes obvious that the metric values for all the career development variables positively and significantly influence employee motivation of PFAs in Nigeria. This led to the rejection of the null hypothesis and acceptance of the alternative

hypothesis which established career development metrics has significant effect on employee motivation of PFAs in Nigeria.

DISCUSSION OF FINDINGS

Indication from the result showed that career development metrics have significant effect on employee motivation of PFAs in Nigeria. This revelation became apparent through the use of a multiple regression analysis. The findings showed that the coefficient values for all the career development metrics positively and significantly influence employee motivation of PFAs in Nigeria. This is in tandem with the work of Suyanto et al. (2018), where they posited that the prospect of career advancement motivates employees to work harder, as such the higher the career development, the higher the employee motivation and performance.

CONCLUSION AND RECOMMENDATIONS

Sequel to the results above, the study concluded that career development has a huge and significant effect on employee motivation of PFAs in Nigeria, and that there is a strong correlation between career development and employee motivation of PFAs in Nigeria. Derivable from the above, the study recommends:

An enabling environment must be created for the employees. To have the opportunities for recognition and reward, as well as career advancement in line with career planning and performances, organisation must take the working environment with all seriousness. In the end, this will ultimately increase employees' level of motivation and spur them to put in their absolute best to the achievement of organisational goals and objectives. In addition, employers should adhere to career advancement systems which are linked with performance levels since rewards in terms of career growth and promotion opportunities have an effect on employees' job related attitudes. Which will enable them attract and retain a highly skilled and motivated workforce.

References

Abdullah, A. (2016). The effects of Trait – Factor theory based Career Counseling sessions on the levels of career maturity and in decision of high school students. *Universal journal of Educational Research* 4(8): 1837-1847, 2016. DOI: 10.13189/ujer.2016.040813.

Belyh, A. (2020). What is Career development? https://www.cleverism.com/what-is-career-development/ .

Byars, L., & Rue, L. (2016). Human Resource Management. New York, McGraw-Hill/Irwin.

Chetana, N., & Mohapatra, A.K., Das (2017). Career Planning and Career Management as antecedents of Career Development. *Asian Journal of management*.

Craig, W. (2018). 8 Ways to successfully develop employees year round. Retrieved form Forbes

Dialoke, I., dan Nkechi, P. A. J. (2017). Effects of Career Growth on Employee Performance: A Study of Non-academic Staff of Michael Okpara University of Agriculture Umudike Abia State, Nigeria. *World Journal of Entrepreneurial Development Studies*, 1 (1): 2579-0544.

Drabek, J., Lorincova, S., & Javorcikova, J. (2017). Investing in Human Capital as a key factor the development of enterprises, 10.5772/67741pub.1090038032.

Fernandez-Ara, C. *(2014). 21st Century Talent Spotting* by http://hbr.org/2014/06/21st-century-talent-spotting/ar/6.

Gyansah, S.T., & Guantai, H.K. (2018). Career development in organizations: Placing the organisation and the employee on the same pedestal to enhance maximum productivity. *European Journal of Business and Management*, 10(14), 40- 45

Hayes, T.M. (2015). Demographic characteristics predicting employee turnover intentions (Doctoral dissertation). Available from *ProQuest Dissertation and Theses database*. (UMI No. 3728489)

Helmy, N., & Michael, Z. (2020). Career Development Programs in Greater Cairo Three-Star Hotels. *Journal of Association of Arab Universities for Tourism and Hospitality*. 18. 134-163. 10.21608/jaauth.2020.36205.1048.

Kanagaraj, A. K., Archana, S., & Malathi, K., (2014), 'A Study of Employees Career Planning and Development', *Global Journal for Research Analysis*, 3 (7), 196-197.

Khayinga, C. Mk., & Muathe, S. (2018). Human Capital Development and organizational performance: review & critique of literature and A research agenda. *International Journal for Innovation Education and Research*, *6*(2), 144–153.

Lobene, E.V., & Meade, A.W. (2013). The effects of career calling and perceived over qualification on work outcomes for primary and secondary school teachers. Journal of Career Development, 40(6), 508-530.

Merhar, C. (2020). Employee retention: the real cost of losing an employee.

Mishra, B., & Sachan, V. (2012). Career management: A key driver of performance and productivity. *International Journal of Management Research and Reviews*, 2(8), 1334-1341.

Ibrahim, M., Baharun, H., Harun, H., & Othman, O. (2017). Antecedents of Intrinsic Motivation, Metacognition and Their Effects on Students' Academic Performance in Fundamental Knowledge for matriculation courses.

Ndegwa, R. (2016). Career Management; an antecedent of Career Development and its effect on Employees' Commitment in Public Universities in Kenya. *Strategic Journal of Business & Change Management, 3*.

Niles-Hoffmann, L., Moat, S., & Ridely, T. (2019): How to build continuous learning. https://www.valamis.com/hub/continuous-learning#how-to-build-continuous-learning.

Nyambura, K.N., & Kamara, M. (2017). Influence of Career development practices on employee retention in public universities in Kenya: A case of Technical University of Kenya. *The strategic journal of business and change management*, 4 (2), 510-522.

Osibanjo, A.O., Omotayo, A., Oyewunmi, A.E., Adebukola, E., & Ibiyinka, S., Ojo, S.I. (2015). Career Development as a Determinant of Organizational Growth: Modeling the Relationship between these Constructs in the Nigerian Banking Industry. *American International Journal of Social Science*. 3. 67-76.

Pillay, Dawood & Karodia (2015). The relationship between Career development and staff motivation in the South African Petroleum Sector; A case study of Durban refinery. *Arabian Journal of Business and Management Review (Nigerian Chapter) Vol. 3, No. 2, 2015.*

Robert, H. (2020). Seven ways to support employee career advancement. https://www.roberthalf.com/blog/management-tips/7-ways-to-support-employees-career-advancement

Simiyu, B.K., & *Mbithi,* M. *(2019)*. Influence of Career development on employee commitment: A case study of Masinde Muliro University of Science and Technology. *Strategic Journal of Business & Change Management, 6*.

Sapta, .I.K., & Sudja, I.N. (2018). The Effect of Career Development and Leadership on employee performance with work motivation as intervening variables on CV Blue waters, Bali. *International Journal of Contemporary Research and Review*, *9*(03), 20583-20591. https://doi.org/10.15520/ijcrr/2018/9/03/467.

Shadhin, K. (2021). Acquired Needs Theory; Need for Achievement, Power and Affiliation. https://www.iedunote.com/acquired-needs-theory#:~:text=Acquired%20needs%20theory%20studies%20individuals%E2%80%99%20needs%20and%20classifies,personal%20preference%20and%20personal%20experience%20of%20that%20person.

Sherri, H. (2012). Acquired Needs Theory: Need for Achievement, Power & Affiliation. (2012, October 10). https://study.com/academy/lesson/acquired-needs-theory-need-for-acheivement-power-affiliation.html

Vartika, K. (2018). https://www.proofhub.com/articles/what-makes-a-good-manager.

Wane, K. (2016). Effect of Career development programs employee retention in International non-governmental organisations in Kenya. Master's thesis. University of Nairobi.