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# EFFECT OF CAREER DEVELOPMENT ON EMPLOYEES PRODUCTIVITY: EVIDENCE FROM CROSS RIVER UNIVERSITY OF TECHNOLOGY

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## **Abstract**

*Career development programmes are beneficial to organisations because it helps to improve the skills, knowledge and experience of employees towards their work, the work investigate effect of career development on employee productivity in University of Cross River State with objectives of evaluate the effect of career training and career advancement on employee productivity, This study adopted the survey research design on Population of both academic staff and non-academic staff of University of Cross River State, which stood at four hundred and ninety nine (499). The multiple linear regression technique was used to determine the effect of the independent variables on the dependent variables. Beta coefficient in respect to career training (CT) is estimated at 0.946 and career advancement (CA) is estimated at -0.025. Result shows that that career training significantly increases on employee productivity while career advancement insignificantly decreases the productivity of employees in University of Cross River State. It is recommended that, the management of organizations should consider organizing for trainings and seminars for employees this will help to increase employee skills and competence making them more willing to work harder and deliver quality service delivery for the success of the organization*

*Keywords: Career Development, Employee Productivity, Career Training, Career Advancement*



## INTRODUCTION

The wake of 21<sup>st</sup> century has witnessed a rapid change in technological and economic factors, which has also accentuated change in societies around the world. These remarkable changes in the world have led to redefining the nature of careers and jobs in the America, Europe, Asia and Africa. With the rapid changes in the overall systems of the economies of these nations, with respect to socioeconomic, demographic, and technological aspects, a high demand for the highly educated, skilled work force has been created to cater for the requirements of the technically demanding working environment. Therefore, career development has been recognized globally as crucial requirements, which influence the career growth opportunities that remains a key determinant of employee organizational productivity, irrespective of the type or the nature of the organization (Subashini, 2019 & Delbari, Rajaipour & Abedini, 2021). In American organizations for instance, career development has evolved overtime. In recognition of the need to boost career development in USA, the *National Career Development Summit: A Call to Action* was convened by the Coalition for Career Development. The Summit brought together leaders from government, education and business to design a plan to make career readiness a central priority in the US national education system. All attendees were encouraged to come to the Summit with a pledge of what they or their organization would do to promote high-quality career development in the US education system.

More so, in Europe, the European Training Foundation (ETF) works with European Union (EU) neighboring and Central Asian countries to further develop national career development support systems following a structured and systematic approach. The strong interlinkages between career development support, lifelong learning and the requirement of all countries to ensure quality education outcomes, economic outcomes, and social outcomes highlights the relevance of career development support and makes the case for its prioritisation. Lifelong career guidance and counseling, career education, and career development support for workers in formal and informal contexts are catalysts for policies aiming at economic growth, social equity, and innovation closely aligned with the United Nations Sustainable Development Goals (SDGs). Within the individual organisations like the higher education sector, efforts towards ensuring career development have started gaining momentum in the last decade with this effort mostly focusing on the academic staff against the non-academic staff. In the Nigerian higher education sector, two broad categories of employees are recognized: academics and non-academics. In general, academics maintain the higher position and concern in the society, apart from being at upper ranks in the management hierarchy of the organization. Regardless of the level or position in the hierarchy, both these parties are equally important for accomplishment of the aims of the institution. Successful organizations regardless of size need

employees who have the necessary knowledge and skills to make an effective contribution as drivers towards achieving a competitive edge in the organization (Amaeshi, 2019). Thus, career development practices are key strategic considerations in stimulating employees' productivity for all organizations regardless of size, sector, market or profile.

Career development entails preparing individuals to assume different or higher responsibilities within the organization (Firman, 2021). It is usually seen as the pattern of work related experience that spans the course of a person's life. Development is usually associated with increasing the intellectual or emotional abilities needed to accomplish a better job. The aim of all career development programs is to match the needs and goals of employees with the career opportunities available in organisations today and in the future (Delbari, Rajaipour & Abedini, 2021). Career development programmes are beneficial to organisations because it helps to improve the skills, knowledge and experience of employees towards their work. It benefits not only the individual employee, but also the organization. Providing career development opportunities restrict employees from leaving the organization and increases their loyalty (Kibui, Gachunga & Namusonge, 2014). Most organizations may use career development programmes to assist their employees to properly plan their careers because it is believed that, generally employees react positively to career development and advancement opportunities.

Employee productivity is the result achieved by an employee both in quality and quantity that can be seen from the skills and abilities of employees in completing their work in accordance with set standards and responsibilities given by the organizations (Luh & Dewi, 2020). It is the rate at which employees are able to complete tasks assigned to them. This could be measured in terms of employee output, quality service delivery and achievement of set targets. The development of the capacity and capability of employees has a fundamental impact on service efficiency, effectiveness, target achievement, and employee output in the organisation. Modern organizations are increasingly paying close attention to the validity of their recruitment practices and are becoming equally vigilant about developing their employees' career in order to ensure they achieve optimum productivity both in the present and the future (Mwanje, 2010). Career development is the basis of employee confidence and competence (Robbins, 2010). Career development aids organizations in bridging the gap between current productivity and expected future productivity. Organisations that give their employees opportunity for career advancement through career management in the organization helps them plan for their future and that of the enterprise to avoid turnover, which will affect production or service delivery (Kakui & Gachunga, 2016). Organizations aspire to be successful in today's extremely competitive markets need employees with the right competencies to assist in

achieving a competitive edge in the industries. In view of the forgoing, this study seeks to investigate the effect of career development on employee productivity with particular focus on University of Cross River State.

### **Statement of the Problem**

An independent assessment of organisations in recent times has revealed a retrogressive trend in employee productivity. Researchers have often attributed this problem to inadequate career development opportunities available to employees across different organisations in the global economy (Delbari, Rajaipour & Abedini, 2021; Firman, 2021 and Wau & Purwanto. 2021 etc.). These studies have argued that employees that are given the opportunity to grow in their career will be willing to put in their best effort in actualizing organizational objectives. Thus, career development which encompasses career advancement as a phenomenon has been a major concern to scholars, researchers, decision makers and human resources experts.

Furthermore, existing studies used different variables in comparison to the variables used in this present study. The basis for their choice of variables may be understandable, it has however forecloses a further understanding of these career development variables (career counseling, career mentoring, career training and career advancement) in relation to employee productivity. It is against this background that this researcher intended to address this gap by determining the effect of career development on employee productivity in University of Cross River State.

### **Objectives of the Study**

The general objective of this study is to examine the effect of career development on employee productivity in University of Cross River State. The specific objectives are to:

- i. To examine the effect of career training on employee productivity in University of Cross River State
- ii. To evaluate the effect of career advancement on employee productivity in University of Cross River State.

### **Research Questions**

This study seeks to achieve the above objectives by providing answers to the following questions.

- i. To What extent does career training affect employee productivity in University of Cross River State.

- ii. To what extent does career advancement affect employee productivity in University of Cross River State.

### Research hypotheses

Ho<sub>1</sub>: Career training has no significant effect on employee productivity in University of Cross River State

Ho<sub>2</sub>: Career advancement has no significant effect on employee productivity in University of Cross River State.

### REVIEW OF RELATED LITERATURE

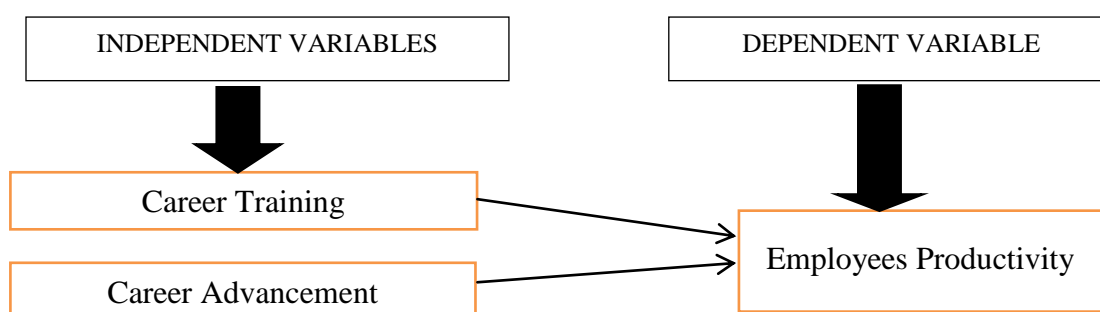


Figure 1 Conceptual Framework

### Dimensions of Career Development

Mark and Nzulwa, (2019) suggests that career development practices are series of activities designed to identify competencies required by employees to manage their career objective which should be linked with organization objective. Mark and Nzulwa, (2019) stated that career development practices aim at providing learning and development opportunities which in turn enhance employee engagement, motivation and job satisfaction. Badaruddin, Giri, Fatmasari and Muhammad, (2020) points out that career development practices builds the skills of employees to match contemporary issues at the workplace.

#### 1. Training and Development

Ikechukwu and Adighije, (2017) states that training involves a professional working with learners to transfer to them certain area of knowledge or skills to improve in their current job. Training ensures that employees enhance their skills to undertake their job effectively and efficiently, and also builds the confidence of employees within an organization. Amaeshi, (2019) claims that development is a broad ongoing plethora set of activities designed to bring someone or an organization up to another threshold of performance, often to perform some jobs or new

roles in the future. According to Amaeshi, (2019) employees must be trained and developed where possible to meet their own career needs and the needs of the organization. Training is job or task oriented, while development is career oriented. Development aims at preparing people for higher responsibilities. Training and development help employees master the knowledge skills and behaviour emphasized in training programs, and apply them to their day to day activities, and future assignment.

## **2. Career Advancement**

Career advancement normally entails a clearly marked path of progression through the ranks of an organisation. It is based on merit without regard for race, gender, age or ethnicity. Deserving cases become eligible for advancement. When employees get to know that each one of them has an equal chance of succeeding, it becomes easy for them to put in their best. Smit, Cronje, Brevis, & Vrba, (2007) agree and note that the prospect of career advancement might in itself motivate employees to work hard.

Mullins, (2007) also confirm that employees aspire to progress steadily in organizations for which they work. Under common belief, career advancement would involve the existence of alternative career paths based on the individual employee's and organisational needs. As Saariand Judge, (2004) point out lack of advancement, for any reason may damage a manager's chance to ascending the ranks within an organisation.

Career advancement is significant to this study and employees involved as it presents them with the opportunity for long term success, higher pay, job security and job satisfaction. A commitment to career advancement will enable steps toward achieving a better motivated workforce and a high performing organisation. It also presents employees with opportunities to further their education and undergo training, thus strengthening employees' skill sets to receive consideration for a promotion and advance their career.

## **Employees Productivity**

Productivity is about the effective and efficient use of all resources. Resources include time, people, knowledge, information, finance, equipment space, energy, materials. Productivity is the ratio of output to input. It is a measure of how efficiently and effectively a business or an economy uses inputs such as labor and capital to produce outputs such as goods and services. An increase in productivity means that more goods and services are produced with the same amount of labor and capital. It is not about cutting costs but "doing things right" and "doing the right things" to achieve maximum efficiency and value. Productivity is the ratio of what is produced to what is required to produce it. It measures the relationship between output and

inputs. Also, productivity means how much and how well we produce from the resources used (Navern, Dawood & Karodia, 2015).

Employee productivity has been described in many ways; ability to achieve targets, realize goals, attain benchmarks. Most commonly, people immediately talked of job productivity as what a person did at work. Different stages of job as well the complexity of a job also affected the overall productivity of the jobholder. This could mean that job productivity as a construct could be defined in different ways depending on the different stages and complexities of the job (Mark & Nzulwa, 2018).

Job productivity is not a single unified concept, but a concept with many viewpoints containing more than one type of behavior. For example, service industries produce intangible goods and quality of services is largely predicted by the immediate productivity of the service employees. Thus, it can be concluded that job productivity is an output that is obtained due to the efforts of the employees (Mark & Nzulwa, 2018).

Sarmiento and Beale, as cited in June (2011) noted job productivity resulted from two elements, abilities and skills (natural or acquired) that an employee possessed, and motivation to use them in order to perform a better job. If productivity was simply defined as the entire behaviour employee engaged in at work, the definition would be slightly misleading because at times people might be engaging themselves in work which had no relation to their job productivity (e.g. making personal phone calls).

This study sees employees' productivity is the amount of work done by an employee in a particular period. High employee productivity is crucial to the success of an organization. Measuring Employee Productivity helps an organization make informed decisions to align the workforce's performance to that of the short-term and long-term goals. It also helps compensate the employees correctly, ensures the optimum utilization of the human resources, and augments business growth.

### **Relationship between Career Development and Employee Productivity**

Career development is an activity that makes it easier for employees to plan their careers in the company in the future so that these employees as well as related companies can develop themselves to the fullest (PurbaSari, Pangaribuan & Sirait, 2021).

Previous research by Sunyoto, (2016) also provides evidence of career development, which significantly influences organizational commitment. Based on the opinion of Sutrisno, (2017), he explained the definition of career development with the official approach used by the company to ensure the availability of human resources when needed by the company, who have the appropriate qualifications and work experience. This career development includes the

arrangement of various activities carried out throughout life, which is also the process of implementing a career that has been planned in advance. Hasibuan, (2017) also defines career development as the process of improving one's performance which is carried out in order to obtain the expected career.

To develop skills required for the different roles an employee takes on as he/she progresses through the ranks takes time: the progress is facilitated by training and the development of managerial and professional skills. Mullins (2007), points out that career provides more opportunities for career progression because it may boost competence levels of individuals and the organization. Career development is therefore seen as vital for employee productivity. There is no contest about the beneficial relationship between career advancement and employees productivity. Career advancement is very important, especially to employees who have been working in the same industry, perhaps even for the same company, for some time. If they were unable to finish their education, this could be the key to further success and progression in their career. They might want to take their education further.

If companies intend to maintain high levels of productivity, they must ensure their employees are provided with career development opportunities. When their employees have the drive and initiative to expand their knowledge, it is a good sign that they will be able to benefit the company further. They might be interested in taking some advancement courses provided by the company. Many businesses will offer to pay for advancement courses so that their employees will perform at a higher standard. Anything that benefits the company should be looked into. Employees who are interested in advancing their career within a company are always willing to participate in additional training courses.

Training existing employees is a great way for employers to maintain a high job satisfaction rate among the employees and a high production rate from their extensive qualifications. According to Ariely (2009) when employees are satisfied with their job and are aware of the room for advancement, they will try hard to prove themselves so they can take advantage of that opportunity. They will also be less likely to leave the position they have for another company that pays better, has better incentives or lets them work in a manner or schedule they appreciate. When an employee undergo career development such as being trained hard or gone back to college for a higher degree, they feel more pride and satisfaction in the work they do which often lead to improved productivity. Thus, career Development is a process that increases the capacity of employees to contribute to the organization.



## Theoretical Framework

This study is anchored on the Krumboltz's (1979) and Social Learning Theory of career development. Krumboltz's (1979) Social Learning Theory of career development is grounded in social learning theory and in classical behaviourism. The theory was propounded in 1979.

## Review of Empirical Studies

A plethora of studies has been conducted on the career development and employee productivity in organisations. This section of the chapter is devoted to the review of these studies.

Delbari, Rajaipour and Abedini, (2021) investigated the relationship between career development and productivity of university staff with the mediating role of self-regulation in Iran. The research approach is quantitative-relational and is based on structural equation modeling (SEM). The population consisted of the staff of two Iranian universities in 2018 out of which 331 participants were selected using Cochran's formula and a proportionate stratified random sampling method. To gather data, the self-regulation questionnaire (SRQ), the career development questionnaire (CDQ) and a researcher-made employees' productivity questionnaire (EPQ) were used. Regression analysis was the main tool of data analysis. The findings indicated that the staff self-regulation had a positive and significant effect on individual, organizational and environmental productivity factors. In addition, self-regulation had the ability to predict those factors. It was found that self-regulation had a mediating role in the relationship between career development and staff productivity. According to the results, educational institutions, especially universities, can provide their staff with the opportunity to exploit their full potentials through reinforcing their self-regulation and increasing their productivity.

The study of Delbari, Rajaipour and Abedini, (2021) like the present study is concerned with the investigation of the relationship between career development and productivity of higher educational system. However the present study will differ by focusing on typical higher educational institution in Benue State like University of Cross River State.

Firman, (2021) aimed to determine the effect of career development toward employee performance at Aswin Hotels and Spa Makassar in Indonesia. The study was quantitative research. The questionnaire was the instrument used to obtained quantitative data used in the study. Interviews were also conducted with Supervisors in each division of Aswin Hotel and Spa Makassar. A sample size of 53 people was used for the study. The analytical method used is a simple regression analysis method. The results of the study indicated that career development had a positive and significant effect towards employee performance at the Aswin Hotel and Spa Makassar.

The study of Firman, (2021) aimed to determine the effect of career development toward employee performance at Aswin Hotels and Spa Makassar. This present study will differ by investigating the effect of career development on employee productivity in University of Cross River State, Benue State.

Wau and Purwanto (2021) determined the effect of career development, work motivation, and job satisfaction on employee performance in Indonesia. The population was employees at MNC Studios company. The sample consisted of 265 people using a saturated sample. Data analysis used validity test, reliability test, Kaiser-Msyer-Olkin measures of sampling (KMO), and Measures of Sampling Adequacy (MSA). Data were analyzed using the Structural Equation Model (SEM) using Lisrel. Based on the result of testing the differences of coefficients in the research model, it was found that career development had a positive effect on employee performance and job satisfaction, job satisfaction had a positive effect on employee performance, and work motivation had a positive effect on job satisfaction and employee performance.

The study of Wau and Purwanto (2021) focused on the effect of career development, work motivation, and job satisfaction on employee performance in Indonesia, this present study will differ by focus only on career development and employee productivity in University of Cross River State, Benue State.

Indra, Nabilah, Heru, Nawangand Arif, (2021) undertake a study that seek to examine whether vocational training has an influence on employee career development in Indonesia. The study aimed to test the effect of employee job training on employee career development in companies. The study used a quantitative approach with the process of finding the knowledge by using data in the form of numbers as a tool that can be generalized to prove hypotheses. The population in this study was 135 employees by sampling 100 employees using sampling method probability by using random sampling type samples to use Slovin formula. Analysis techniques use multiple linear regressions. The results showed that job training significantly influences the career development of employees in companies.

### **Gaps Identified in Literature**

This study examined the effect of career development on employee productivity in University of Cross River State From the review of empirical literature, the following gaps were unraveled. It was discovered that, most of the existing studies were conducted in different geographical settings aside Nigeria. Thus, the present study seeks to fill this research gap by means of providing new perspectives and information on career development and employee productivity in higher education institutions.

## METHODOLOGY

This study adopted the census research design, which leads to the discovery of the associations among the different variables. The Population of this study consists of both academic staff and non-academic staff of University of Cross River State, which stood at four hundred and ninety nine (499).

Table 1 Population of staff, University of Cross River State

S/N	Category of Staff	Population
1	Academic Staff	304
2	Non Academic Staff	195
3	Total	499

The researcher used primary source of data. Primary source of data represents first-hand information source from the study respondents using questionnaire instrument. The method used in collecting the required data is the questionnaire. The questionnaire was adopted due to the qualitative nature of the study. The questionnaire was used to elucidate responses in respect to all the variables used in the study. These variables were measured by means of a 5-point Likert-scale as shown as follows; SA-5 (strongly agree), A-4 (agree), U-3 (undecided) D-2 (disagree and SD-1 (strongly disagree

The validity of the measuring instrument was tested through the content validity method. In this regard, the opinions of experts in the Faculty of Management Science were sought to confirm the extent to which the questionnaire has content validity. For reliability of research instrument, Cronbach Alpha was used to determine the reliability of the instruments using the dimensions career development. A pilot study was carried out to determine the reliability of the questionnaires. The pilot study involved the sample of 1/3<sup>rd</sup> of the sampled respondents from the target population. Cronbach Alpha of 0.7 and above is acceptable and depicts that the data collection instrument is reliable. Cronbach Alpha was established for every objective, which formed a scale.

Table 2 Cronbach Alpha

S/No.	Construct	Cronbach Alpha
1.	Career Counseling	0.990
2.	Career Mentoring	0.986
3.	Career Training	0.985
4	Career Advancement	0.904

Table 2 thus indicates that our data and instrument is reliable and we can confidently apply different statistical tests and interpret the results with confidence.

The data was analyzed by use of both quantitative and qualitative method of data analysis. The quantitative measures were used to generate descriptive statistics to analyze for frequencies, means and percentages while qualitative methods were used in sorting out data from questionnaires. Furthermore, multiple linear regression technique was used to determine the effect of the independent variables on the dependent variables. The analysis was done using the Statistical Package for Social Science (SPSS) version 20.0.

## ANALYSIS AND DISCUSSION OF FINDINGS

### Data Presentation and Analysis

The data for this study was collected through the questionnaire from employees of University of Cross River State. They were followed up with weekly visits within a two-week period so that all employees of the College will participate in the survey. However, after much persuasion, the response rate picked up. The summary of the responses are presented in the table 3.

Table 3 Response Rate

Response Rate of Questionnaire	Frequency
Number of Distributed Questionnaire	499
Returned Usable Questionnaire	490
Unreturned Questionnaire	9
Response rate	98.2%

A total of 499 copies of questionnaire were administered to employees of College of Education Katsina Ala. The instrument contains a total number of 20 questions. After much persuasion, 490 respondents returned their questionnaire back leaving 9 unreturned questionnaire. After outliers were identified and removed the study was left with a total number of 490 questionnaire, which was considered adequate for analysis. The table below presents and analyses the results of the demographic characteristics of respondents.

### Regression Analysis Results

Regression analysis is the main tool used to explain the effect of career development on employee productivity in this study. The result of each regression model is presented under this subsection for further analysis.

Table 4 Model Summary

Model	R	R Square	Adjusted R Square	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
1	.994 <sup>a</sup>	.987	.987	.987	9428.173	4	485	.000

a. Predictors: (Constant), CA, CT, CM, CC

The model summary result between the dependent variable: employee productivity (EP) and the independent variables: career training (CT) and career advancement (CA). The following relevant statistics are explained from the model summary statistics.

The R-value of 0.994 implies that, there is a strong relationship between career development surrogates and employees productivity. The  $R^2$  is estimated as 0.987. The  $R^2$  otherwise known as the coefficient of determination shows the percentage of the total variation of the dependent variable (EP) that can be explained by the independent or explanatory variable (CT and CA).

The adjusted  $R^2$  of 98.7% indicates that if the entire population of higher institutions is considered for this study, this result will still be the same.

Table 5 Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	.338	.101		3.353	.001
	CT	1.850	.052	.946	35.236	.000
	CA	-.045	.055	-.025	-.814	.416

a. Dependent Variable: EP

The standardized beta coefficient in respect to career training (CT) is estimated at 0.946 and corresponding p-value of 0.0000 in respect to career training (CT). This result indicates that a unit change in career training lead to a significant increase in employee productivity by 94.6%. This result therefore implies that career training significantly increases the productivity of employees in University of Cross River State.

Finally the standardized beta coefficient in respect to career advancement (CA) is estimated at -0.025 and corresponding p-value of .416 in respect to career advancement (CA). This result indicates that a unit change in career advancement will lead to an insignificant decrease in employee productivity by 2.5%. This result therefore implies that career

advancement insignificantly decreases the productivity of employees in University of Cross River State. It therefore followed from the analysis that career counseling, career mentoring and career training exert a significant effect on the productivity of employees of College of Education Katsina – Ala while career advancement prove to the contrary.

## **Discussion of Findings**

This study empirically investigates the effect of career development on employee's productivity. The dependent variables (employee productivity) was identified and regressed against a common independent variable (career development). Regression analysis was the major statistical tool used to test the effect of the independent variables on the dependent variables. The test of hypotheses was also performed and the findings and implications are discussed in the paragraphs that ensued.

### ***Career Training and Employee Productivity***

The study in the third hypothesis sought to investigate the extent to which career training on the productivity of employees of University of Cross River State. The SPSS analysis revealed positive beta coefficients and significant p-values of 0.000 in respect to career training and employee productivity. The study therefore rejects the null hypothesis at 5% level of significance. The study therefore concludes that career training has a significant effect on employee's productivity in University of Cross River State. The implication of these findings is that employee who is given the opportunity to be trained through workshops, seminars; improved academics qualification and other short course in their chosen profession aimed at to improving their skilled would turn to enhance their productivity in the institution. This finding corroborate with findings of Firman, (2021) and Wau and Purwanto (2021).

### ***Career Advancement and Employee Productivity***

Finally, in the test of the last hypothesis of the study, the p-values of the standardized beta coefficients at 5% level of significance for a two tailed test was applied to establish whether career advancement has a significant effect on employee productivity at University of Cross River State. The result of the analysis revealed an insignificant negative beta coefficient of 0.416 in respect to career advancement, which lies above the 5% level of significance. The null hypothesis was therefore accepted at 5% level of significance. The study therefore concludes that career advancement as an insignificant effect on employee productivity at University of Cross River State. The negative direction of the effect is an indication that career advancement insignificantly decreases employee productivity. This finding may be so probably because the

institution under study was not keen to offering career advancement opportunity to its employees or those offered career advancement opportunity were people who were not qualified for such opportunities but due to favoritism, nepotism and corruption were been given the chance for career advancement thus leading to a decrease in their productivity. This finding agrees with findings of Amaeshi, (2019) and Badaruddin, Giri, Fatmasari and Muhammad, (2020).

## **CONCLUSION**

This study empirically examined the effect of career development on employee productivity in University of Cross River State. In conformance with the findings of this study, which were favorable to a significant effect of career development measured in terms of career counseling, career mentoring, career training and career advancement on employee productivity, the study therefore, conclude that career development strategies significantly enhanced employees' productivity in University of Cross River State.

## **RECOMMENDATIONS**

Sequel to the findings and conclusions above, the following recommendations are proffered:

- i. It was also recommended that, the management of organizations should consider organizing for trainings and seminars for employees this will help to increase employee skills and competence making them more willing to work harder and deliver quality service delivery for the success of the organization.
- ii. University of Cross River State should work towards improving the prospects for promotion for trained employees. The organization should address and correct the anomaly of lack of opportunities in as far as career paths are concerned. Trained employees should not be stagnated in their jobs or positions. To avoid stagnation at some levels, management should facilitate steady career progression by widening promotion opportunities and creating new openings for trained and competent staff. Options include restructuring the organization, job enlargement or developing alternative career paths and making retirement much more attractive.

## **FURTHER STUDIES**

Further researches should focus on issues related to career development and productivity such as long training periods, compensation, gender and training needs, diversity and career development.

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