

**UNIVERSITY OF EDUCATION WINNEBA**

**THE INFLUENCE OF CAREER PROGRESSION ON EMPLOYEE  
COMMITMENT: THE MODERATING ROLE OF ORGANISATIONAL  
JUSTICE**



**MASTER OF BUSINESS ADMINISTRATION**

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**UNIVERSITY OF EDUCATION, WINNEBA**

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COMMITMENT: THE MODERATING ROLE OF ORGANISATIONAL  
JUSTICE**



**A dissertation in the Department of Management Sciences,  
School of Business, submitted to the School of  
Graduate Studies in partial fulfilment  
of the requirements for the award of the degree of  
Master of Business Administration  
(Human Resource Management)  
in the University of Education, Winneba**

**NOVEMBER, 2023**

## DECLARATION

### Student's Declaration

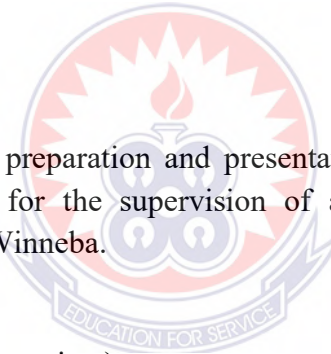
I, Patience Ayisi, declare that this dissertation, except quotations and references contained in published works which have all been identified and acknowledged. I hereby declare that this dissertation is the result of my original research and that no part of it has been presented for another degree at this University or elsewhere.

Signature: .....

Date: .....

### Supervisor's Declaration

I hereby declare that the preparation and presentation of the work was supervised following the guidelines for the supervision of a dissertation laid down by the University of Education, Winneba.



Mr. Isaac Nyarko Adu (Supervisor)

Signature: .....

Date: .....

## **DEDICATION**

To my husband Dr. Emmanuel Assasie and children, Emmanuel Assasie, Lucas Assasie, Fredrick Assasie and Esther Marfo.



## ACKNOWLEDGEMENTS

Reaching this milestone is a testament to the grace of God and not just my efforts. I humbly offer my gratitude, praise, and thanks to the Lord for His unwavering guidance, protection, and wisdom throughout this programme.

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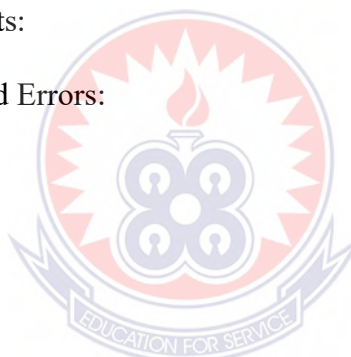


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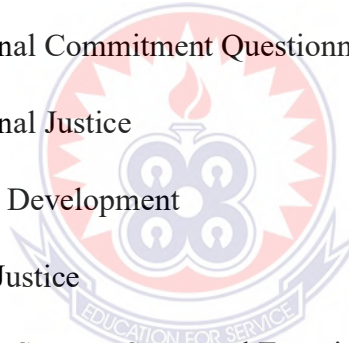
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## ABBREVIATIONS

<b>CFA</b>	Confirmative Factor Analysis
<b>CGS</b>	Career Growth Scale
<b>CP</b>	Career Progressions
<b>DJ</b>	Distributive Justice
<b>EC</b>	Employee Commitment
<b>IJ</b>	Interactional Justice
<b>OC</b>	Organizational Commitment
<b>OCB</b>	Organization Citizenship Behaviour
<b>OCG</b>	Organisational Career Growth
<b>OCQ</b>	Organizational Commitment Questionnaire
<b>OJ</b>	Organizational Justice
<b>PD</b>	Professional Development
<b>PJ</b>	Procedural Justice
<b>PLS-SEM</b>	Partial Least Squares Structural Equation Modeling
<b>TM</b>	Talent Management



## ABSTRACT

This study investigates the interplay between career progression and employee commitment, with a focus on the moderating role of organizational justice. The research was conducted at the University of Education, Winneba, and provides insights into the critical factors that shape employee commitment within the context of career progression and organizational justice. A structured questionnaire was the main instrument used to collect data from a sample of 209 academic and non-academic staff. Data collected were analysed using the Statistical Package for Social Sciences (SPSS) and presented in descriptive statistical tables. The findings of this study highlight a positive relationship between career progression and employee commitment. Employees who perceive clear and viable opportunities for career advancement demonstrate higher levels of commitment to their organizations. However, the strength of this relationship is contingent on the perception of organizational justice. Organizational justice, as a moderating factor, plays a notable but not overwhelming role in the connection between career progression and commitment. In essence, while career progression is positively associated with commitment, the impact is further nuanced by the degree of justice perceived within the organization. The study underscores the importance of aligning organizational practices with career progression and organizational justice. Recommendations include strengthening career progression programs, promoting organizational justice, conducting regular assessments of employee perceptions, enhancing employee engagement strategies, and fostering diversity and inclusion. These measures are critical for organizations aiming to bolster employee commitment, ultimately contributing to their success and long-term sustainability. This research offers valuable insights into the intricate relationship between career progression, organizational justice, and employee commitment, providing a foundation for further investigation and practical applications in human resource management and organizational development.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Overview

This chapter aims to provide the reader with the background of the research and also an insight into the concept that the study is discussing. This study sought to examine the influence of career progression on employee commitment: the moderating role of organizational justice. Focus is laid on the background of career progression, employee commitment as well and organisational justice. It goes on to look at the problem statement, research objectives and hypothesis testing. It further examines the significance of the study, limitations and organization of the study.

#### 1.2 Background of the Study

Career progression has become one of the reward systems organizations use to motivate their employees (Oduma & Were, 2014). Career progression is identified as a vital instrument for both workers and their employers, catalyzing career satisfaction and staff retention (Unitemps Career Advice, 2023). Career progression leads to personal growth and more responsibilities being given to an employee in an organization. Merchant (2012) defines career progression as getting to be the best an individual can be and finding a place in an organization where they can express excellence and contribute to the goals of the organization. The research went ahead to elaborate that, Career progression encompasses “vertical” issues such as promotions, upward mobility, and also “horizontal” movement (lateral job transfers) within the organization. Career progression covers various policies and practices established by organizations to improve the career effectiveness of their employee as a sequence of related work experiences and activities during one lifetime.

Weng et al. (2010) proposed that employee organizational career growth can be described as a multidimensional concept which consists of four factors namely: 1. Career goal progress, or the degree to which a person's present job is relevant to them and provides opportunities to realize their career goals 2. Professional ability development, or the extent to which one's present job enables them to acquire new skills and knowledge. 3. Promotion speed, refers to an employee's perceptions of the rate and probability of being promoted and 4. Remuneration growth, or employee perceptions of the speed, amount, and likelihood of increases in compensation.

The study further explains that the multidimensional conceptualisation implies that employees have a role to play by making progress toward their personal career goals and acquiring the requisite professional skills within the organisation. The role of the organization on the other hand is to reward employees' efforts through promotions and salary increases.

Employee commitment may not have one static definition as many researchers and scholars have discussed it from various contexts (Martey & Goe, 2020). The context of commitment includes how commitment is developed, the variables that contribute to its development as well as the extent of influence that commitment has on the behaviour of an employee and these, remain subjects of arguments.

Since organisations cannot succeed without the employees' efforts and commitment, Rad and Yarmohamadian (2006) state that it is pertinent for organisations to give employees, at least, acceptable conditions of service. However, largely due to an excess in labour supply, most private and some public-owned organisations in Ghana, have lowered the bar on conditions of services offered to their employees. The recruitment processes no longer follow established government labour laws with the

majority of employees being offered casual or temporary employment lasting for several years.

According to Newstrom and Davies (2002), employee commitment refers to the extent to which an employee relates to the company and their willingness to be effectively involved with it. It regularly signifies the employee's faith in the strategic objectives of the firm, their ability to put more work toward their achievement, and their plans to continue working with the organization. As indicated by Allen and Meyer (1990) employees' commitment can be considered as the mental connection of employees to their working environment.

In the business world today, one critical challenge that managers are faced with is to formulate and implement effective human resources strategies to develop and improve organizational performance. With the level of emphasis on a company's output, authors continuously emphasize human resource strategies that are deemed effective such as job satisfaction, employee and group empowerment, strategic planning, and inclusive management (Bhatti & Qureshi, 2007). Kanter (1999) suggests that for employees' loyalty to be built, management should allow employees to participate, provide a clear image for future success and show dedication to change. According to Roodt and Kotze (2005) the level of control over work employment, advancement opportunity, job satisfaction, skills and talent development, and employee well-being are factors that affect employee commitments. In their discussion, Nienga et al. (2015) also reiterate that the achievement of employee commitment is associated with the working environment, training and development and motivation. The question is, do all employees benefit from this?

Organisational justice is a personal evaluation of the ethical and moral standing of managerial conduct. The implication is that producing justice in the workplace requires that management should take the perspective of an employee (Cropanzano et al., 2007). In addition, Baldwin (2006) sees the term organisational justice as referring to the extent to which employees perceive workplace procedure, interaction and outcomes to be fair. These perceptions can influence attitudes and behaviour for good or bad which in turn will have an impact on employees' performance, commitment and organisational success. People in all facets of life are naturally attentive to the justice of events and situations in their everyday lives, across a variety of contexts (Tabibnia et al., 2008).

Furthermore, the concept of organisational justice has been discovered by various Work Psychologists under three distinct, though overlapping, as distributive, procedural and interactional. These three forms of organisational justice tend to be correlated (Cropanzano et al., 2007). They can be treated as one component of overall fairness Ambrose and Arnaud, (2005); Ambrose and Schminke, (2007) and the three components can work together.

When this is applied well in the firm, the employees feel belonging and their output towards work is great. In situations where management is unable to blend justice with other factors, employees feel less committed to their work. The study therefore seeks to examine how organizational justice can moderate career progression and employee commitment at the University of Education, Winneba.

### **1.3 Problem Statement**

Bhopal (2019) conducted a study on Gender, ethnicity and career progression in UK higher education. The study examined women's experiences in higher education. It



focused on career progression, support available for promotion and particular initiatives for staff retention. In most of the public sectors in the country, we have employees who retire from work without embarking on any professional or career progression course. Some workers want to rely only on experience and long service, creating unwarranted friction with some younger and discerning employees and having issues with young graduates who come to the working environment with different skills and higher qualifications. A study was conducted to Investigate Teachers' Perceptions of the Influence of Professional Development (PD) on Teachers' Performance and Career Progression. The author explored the relationship between a school environment and teachers' readiness for PD as well as how they perceive the impact of PD on their professional and personal qualities, students' performance, teachers' career progression, and commitment to the job and workplace (Tantawy, 2020). There are instances where some employees pursuing higher education or professional development or training that is in line with their job description in the organisation are not considered at the time they are due for promotion and this affects the employee's commitment to work. In some cases, organisations take the initiative in sponsoring workers to undertake short courses or further studies to help improve their skills and gain additional knowledge to boost their commitment. The absence of a structural PD program in an organization is counterproductive in many ways leading to a lack of motivation and commitment to work. (Mwesigwa et al., 2020). The success of any organization largely depends on the commitment and competence of its employees and successful organizations are increasingly realizing that career progression is the most critical element in ensuring employee commitment and engagement (Murray, 2008). Moreover, career progression is one of the primary functions of human resource management that

develops and motivates an effective, efficient and professional workforce that will meet the strategic objective of the organization. Employees face situations whereby they are denied professional development or any form of upgrade. In some cases, upon long service and having the necessary educational requirements, some workers neglect certain privileges given to new employees recruited into the organisation.

Lamprey et al. (2013) are of the view that progression from one position to another is attained either through long-term service or educational upgrades and scholarly publications among academic and non-academic staff in tertiary institutions in Ghana. Senyah (2003) pointed out that even though promotions largely depend on advancement in education; most library staff in Ghana were not recognized and given the necessary promotional packages after the attainment of a higher educational qualification, hence, academic librarians' promotion is not automatic in Ghana. This case does not apply to only librarians as it was stated by Senyah (2003) but both academic and non-academic staff. It is therefore assumed that, when staff go through the personal development process by writing articles, upgrading their academic works and long-term services, some are denied the opportunity to progress which has affected their commitment level at work.

These in the end create unfairness in the organization and the long round, create issues among employees. Little study has been conducted on Career progression in the Universities in Ghana, as a result, this study seeks to examine the influence of Career Progression on employee commitment; and the moderating role of organisational Justice among academic and non-academic staff in the University of Education, Winneba.

#### **1.4 Research Objectives**

1. To examine the relationship between Career Progression and Employee Commitment
2. To establish the influence of Career Progression on Employee Commitment
3. To ascertain the moderating role of Organizational Fairness in the influence of Career Progression on Organisational Commitment.

#### **1.5 Research Hypothesis**

- H<sub>1</sub>: There is a significant positive relationship between Career Progression and Employee Commitment
- H<sub>2</sub>: Career Progression will significantly influence Employee Commitment
- H<sub>3</sub>: Organizational Justice will moderate the Influence of Career Progression on Employee Commitment.

#### **1.6 Significance of the Study**

Career progression is very important in the lives of every individual in the workspace. From time to time, it is good for an individual to upgrade himself or herself to meet some needs in the field of work and to add on his existing skills. The study will be of importance to all employees in the public and private sector, also the study will be of importance to The Human Resource Departments and Management of Public and Private Universities in Ghana. Also, the study would help formulate policies about employee progression in organisations. The findings of the studies will contribute to the literature for future studies.

### **1.7 Scope of the Study**

The study was performed at the University of Education, Winneba. This covered North, Central and South Campus. This will be limited to administrators within the University and are full-time employees.

### **1.8 Limitations of the Study**

The study of this nature could have been conducted across the Public Universities in the country but due to time constraints and working conditions of the researcher, the study was limited to academic and non-academic staff of the University of Education Winneba.

### **1.9 Organization of the Study**

The first chapter takes care of the background of the study, problem statements, research objectives, research questions, significance of the study, limitations of the study and organisation of the study. Chapter Two will focus on literature. The literature will consist of a theoretical framework, the definition of concepts and conceptual framework, and an empirical review. The chapter will also examine the research objectives of the studies. Chapter three will consist of the methodology. This chapter will consist of the research approach, research design, population of the study, sample size and sampling technique, research instruments, data collection procedures, data analysis techniques, reliability and validity, and ethical considerations of the study. Chapter four will focus on the data analysis, presentation of results and discussion of results. This will be well with the research objectives. Chapter five will focus on the summary of the study, key findings from the study, conclusions, areas for further studies and recommendations of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter of the study, the literature review will be presented. The chapter will be divided into different sections comprising the conceptual review, theories as regards organizational justice and the review of different empirical work that has been carried out in the literature. Gaps in the literature and the conceptual framework will also be discussed in this chapter.

#### **2.2 Conceptual Review**

##### **2.2.1 Concept of Career Progression**

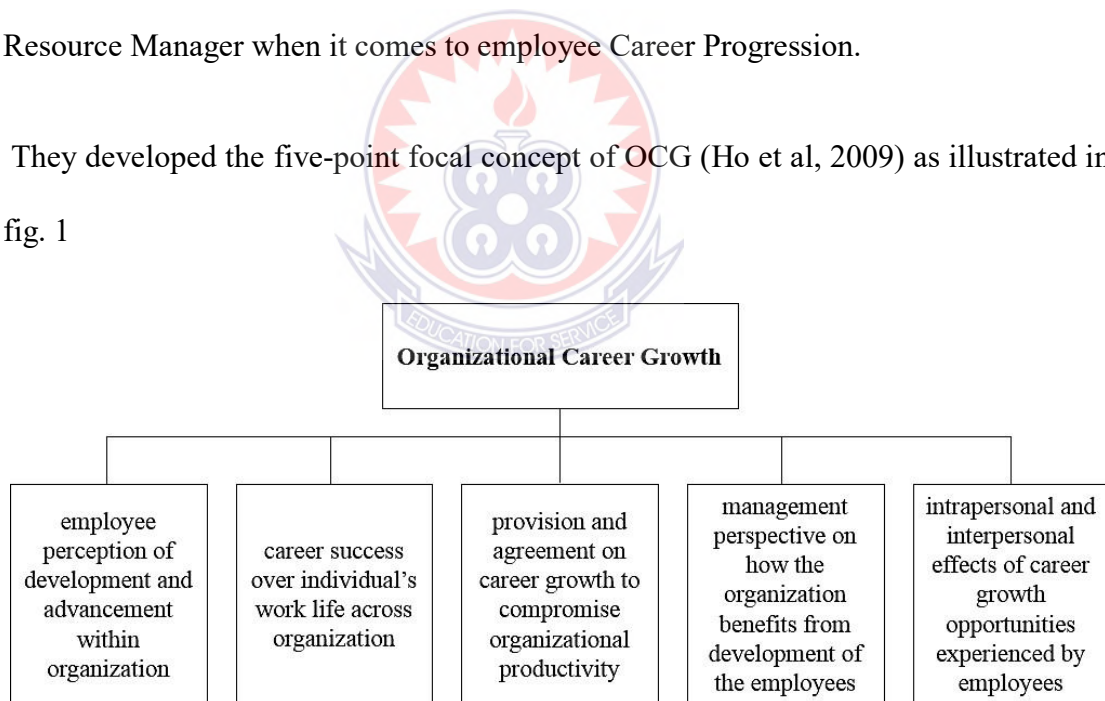
Career Progression has been an issue of immense concern in all kinds of professions and employment across the world. The concept of career progression has been discussed by scholars using diverse terminologies such as career progression, Organizational Career Growth, Career Trajectory, career pathway etc. Career progression is one of the primary functions of human resource management that develop and motivate an effective, efficient and professional workforce that will meet the strategic objective of the organization (Mugaa et al., 2018). Merchant (2012) defines career progression as getting to be the best an individual can be and finding a place in an organization where they can express excellence and contribute to the goals of the organization. Weng et al. (2010) define OCG as the degree to which employees experience career growth within their current organization

In any professional practice such as nursing, a career trajectory begins at the point of entry into practice, is built upon the nurse's prior experience, education, and expertise, and is influenced by numerous external and internal components (Oriol et al., 2015).

According to Bossu et al. (2019), the literature and research addressing professional and supporting staff in higher education are limited. The lack of literature becomes even more evident when the focus of the investigation is narrowed down to the career progression and development of professional staff and academic staff in higher education.

The concept of career progression or organisational career growth cannot be complete without the cognisance of Ho, Chang, Shih, and Liang who introduced the term and definition of OCG in the late 2000s (Japor, 2021). They defined Organizational Career growth as an innovative human resource construct which strengthens employer-employee relations. This explains the important role of the Human Resource Manager when it comes to employee Career Progression.

They developed the five-point focal concept of OCG (Ho et al, 2009) as illustrated in fig. 1



**Fig 1: Concept map of Organizational Career Growth (OCG)**

The first concept of Organizational Career Growth is about employees' perception of development and advancement within their organization, thus OCG focuses on the employee's view and how to make them feel valued in the organization to they belong and given this OCG is measured by the career development and advancement

provided by employees' present organization (Biswakarma, 2016; Nouri & Parker, 2013; Vande et al., 2020; Weng & McElroy, 2012; Weng, 2018; Yang et al., 2015). Research supports that through these growth provisions, individuals become psychologically attached to their employees (Daud, 2014; Karavardar, 2014; Kaothan, 2018; Liu et al., 2010; McElroy & Weng, 2016).

In another vein, Weng et al. (2010) proposed that employee Organizational Career Growth can be described as a multidimensional concept which consists of four factors. Career Goal Progress is one of the factors that describes the degree to which one's present job is relevant and provides opportunities for realizing their career goals. Another factor is the Professional Ability Development which also describes the extent to which one's present job enables them to acquire new skills and knowledge. Promotion Speed is the factor that talks about the employee's perceptions of the rate and probability of being promoted. Lastly is the Remuneration Growth factor which explains the employee's perceptions of the speed, amount, and likelihood of increases in compensation. The study further explains that the multidimensional conceptualisation implies that employees have a role to play by making progress towards their personal career goals and acquiring the requisite professional skills within the organisation. Vis-versa, the role of the organization is to reward employees' efforts in this regard through promotions and salary increases.

### **2.2.2 Relationship between Career Progression and Employee Commitment.**

Several studies have shown that OCG is positively associated with employees' attitudes and behaviours such as organizational commitment Weng et al. (2010), turnover intention Karavardar, 2014, occupational commitment Weng and McElroy (2012), and increased voice behaviour (Wang, 2014).



Meyer and Allen (1997) cited research into the relationship between employee career growth and organizational commitment using the four factors of career growth namely. career goal progress, 2. professional ability development, 3. promotion speed and 4. remuneration growth. The results showed that the four dimensions of career growth were positively related to affective commitment. It was also found that three of the facets were positively related to continuance and normative commitment. In another study by Al Balushi et al. (2020), it was evidenced that career growth is an essential motivating element for public sector employees in the Sultanate of Oman to encourage retention and reduce intention to leave.

### **2.2.3 Concept of Organizational Justice**

The term organizational justice has been defined in various ways by different researchers. As put by Okocha and Anyanwu (2016), it refers to the role of equity in the workplace, Organizational justice is an examination of the conduct of an institution against its workers considering general moral and ethical values. It includes the degree to which employees embrace management in an organization (Ali, 2018). Justice is known as a moral right action or judgment, on the grounds of ethics, faith, fairness, equality or law. Kalay (2016) gave a broad definition of organizational justice. He describes organizational justice as an evaluation of employee management decisions such as the delegation of responsibilities, empowerment, wage capacity, award distribution, fair economic and social work policies, employees' perception of the general internal decision-making process, and how these decisions are shared with employees in the workplace. In another study, Imran (2016) defined organizational justice as the way leaders use fair procedures and processes to treat employees in order to bring out positive results within a workplace. In particular, organizational justice is concerned with how workers assess whether they have been treated fairly in



their employment and how this assessment relates to other work-related conditions within the workplace (Okocha & Anyanwu, 2016).

Ohiorenoya and Eguavoen (2019) see organization justice as how individuals view fair treatment in an organization. Essentially, it is measured in terms of the system of reward policy within the organization. Here, organizational justice ensures that remuneration received from the job is commensurate in a fair manner to individual employees' efforts expended on tasks.

Organizational justice is generally measured by four main divisional aspects; distributive, procedural and interactional justice, and information justice Ogbu and Ugwu (2019).

Distributive Justice deals with the individual's judgment or perception in terms of the organization's fairness in allocating resources and the remuneration scheme when compared with the individual's inputs. It entails a remuneration system without bias and discrimination but based on the commitment level and effort of employees.

Procedural justice refers to individuals' perceptions of equity in organizational policies and practices, processes, strategies, and mechanisms used in assessing productivity. Procedural justice is usually judged on whether organizations avoid bias in decision-making, correct mistakes ethically, timely inform employees before decisions that affect them are executed, whether rules and regulations are applied equally to all employees, and whether there are the same opportunities for all members in the organizational redress system.

When employees believe their employers provide them with quality assistance, reward enhanced commitment, and provide them with equal knowledge on how results are measured, they experience fairness in the interactional nature of the work.

#### **2.2.4 Concept of Employee Commitment**

Demiretal (2017) defines employee commitment as the way employees view the organization as belonging to them and their perception regarding what extent to which they see themselves as an integral part of the organization. Employee's perception of their relationship with the organization may determine their level of dedication and willingness to expend more effort in achieving organizational objectives (Andrew, 2017). Ogbu and Ugwu (2019) define employee commitment as the identification of an employee to, and with his/her organization. This implies that employee commitment is an employee's attachment to a particular organization as a result of the organization's structure of policies, ideologies, reputation or credibility. Princy and Rebeka (2019) see employee commitment as a strong point stemming from experiences within an organization that tends to retain the behavioural move of employees to devote more individual inputs in organizational processes towards organizational performance.

Some researchers defined employee commitment as a psychological condition. Andrew (2017) defined employee commitment as a psychological condition that represents a bond between workers and the company and involves the decision by employees to remain a part of an organization, (Eltamo & Keno, 2019).

Radosavljević et al. (2017) gave three approaches to organizational commitment: Affective, Normative, and Continuance commitments. Affective commitment refers to an employee's emotional connection and association with the organization, as well

as his/her involvement, and contribution to its operations, and growth. It entails a psychological bond, in which a worker or employee agrees to be committed to and responsible for the organization due to an alignment in the goals of an organization as well as that of the employee.

Affective employees remain with the organization because they see their intimate assignment with the company as in line with the company's aims and objectives. Some factors responsible for affective commitment may include job status, remuneration, prompt payment of compensation packages, and the organization's prestigious status in society.

Continual Commitment refers to a person's understanding of the costs of leaving an organization. It involves the employee's analysis of the gains and losses associated with leaving the present workplace. In the absence of alternative job prospects and in addition to costs associated with leaving the company, employees may have no other option than to stay with the present company. Therefore, continual commitments are an employee's attachment to an organization based on the estimation of economic benefits anticipated to be gained, or being gained by the employee in the organization.

Normative loyalty is a situation where employees feel a moral obligation to remain with the company because they believe it is the best thing for them to do, (Ohiorenoya & Eguavoen, 2019). Normative loyalty is interrelated to advances or upfront payments awarded to the employee by the organization. Staff who have benefited from advanced upfront salaries or fully paid scholarships by the organization may feel a moral obligation to stay and contribute to the company because of the benefits associated with the advances or scholarships they have enjoyed.

Employee commitment is considered one of the most important concepts which influence turnover, job performance, and organizational growth and development, (Princy & Rebeka, 2019). Employees who are committed to an organization form a bond with it, which leads to improved organizational efficiency, Andrew (2017). The study by Hafiz (2017) found a strong positive relationship between affective, normative, and continual commitment and employee performance.

## **2.3 Theoretical Review**

### **2.3.1 Adam's Equity Theory**

Organizational justice is linked with the equity theory propounded by behavioural psychologist, John Stacey Adams in 1963. Adam's equity theory recognizes that a variety of subtle and complex variables influence an employee's appraisal and understanding of their job and employer. The theory is based on four premises:

- i) That an individual is interested in his achievement (reward and recognition), as well as the achievements of others.
- ii) That employee expects a fair and equitable return for their contribution to work.
- iii) Those employees determine what level of equity in terms of remuneration or reward they expect in return for their contribution to work after they carry out individual assessments of their inputs with the rewards their relational workers receive.
- iv) Employees who feel that they are in an unfairness scenario will try, psychologically to minimize inequity through direct modification of input and/or output or their resignation from the organization.

Accordingly, individuals within a workplace tend to build structures where resources can be equally dispersed among group members to maximize individual rewards. Large disparities in relationships within the group make those involved dissatisfied in proportion to the level of inequality. The theory supports that employees become demotivated, about their work and to others within the organization if they believe their inputs are greater than their outputs (reward). Employees can therefore react in a variety of ways, including reducing their efforts or interfering with organizational processes.

The theory of equity requires four elements: input, output, reference option and motivation of an employee to minimize inequality. The theory makes a distinction between inputs and outputs. Inputs refer to the quantity, quality and consistency in terms of efforts of workers towards their jobs, which makes the employee entitled to some form of reward. Input includes time, skills, education, efforts, knowledge, experience, etc. While outputs are either positive or negative outcomes that an employee receives as a result of his/her interaction with another participant or on the job. Outputs can be financial (salary, bonuses, or profit-sharing), or immaterial (Recognition, challenge or responsibility). Reference is a personally perceived comparison of an employee's inputs and output (in terms of individually set benchmarks) to that of another employee or a group within the organization. The outcome of reference may be overpaid equity, (where a person perceives that his outcomes are more as compared to his inputs about others), underpaid equity, and equity, where the employee perceives that his outcomes about his inputs are equal to those of others.

The theory dictates that reference allows an employee to either see equality or inequity. In case of inequity, negative circumstances such as dissonance, remorse and indignation are created. Individuals who feel affected may result in taking measures to ensure there is equity. The foundation of Adam's Equity Theory is that the input and output of employees have to be balanced because individuals feel conflicted when they assess inequity and disparity in the comparison of inputs and outputs. Thus, employees must perceive equity in what they are bringing into the organization and what they are getting out of it. Adam's equity theory reduces exploitation of workers by acknowledging that, workers have a perception of what they expect in terms of equity within an organization. The theory also serves as a source of motivation in an organization by revealing that equity within an organization motivates employees and fosters better relations between workers in the workplace. However, the theory has been criticized for the difficulty and impracticability of precision in measuring the perception of people in terms of output/input ratios, and also the theory does not indicate the particular actions that an individual should take to ensure equity when inequality is perceived.

### **2.3.2 Reactive Content Theories**

Theories of reactive content are philosophical judicial approaches that concentrate on how people respond to unequal treatment. This group of justice theories is likely more familiar to organizational scientists since the most common concepts of justice in organizations fall into this group. The theory of distributive justice and equity theory are two of these theories. Despite some discrepancies in the particulars of their formulation, these theories both clearly state that people will react to unequal treatment by expressing such negative feelings, which they will be inspired to avoid by acting to correct the perceived inequity. This characteristic distinguishes the

theories as responsive content theories: They are interested in how people respond to unequal compensation and wealth distributions.

These strategies for justice were constructed as “equal and fair,” or “distributive justice,” relations in which the proportion of a person's commitments and results was equal. They were based on the tradition of fairness theories prevalent in the 1950s and 1960s (Greenberg, 1987). Unequal pay disparities, such as those that occurred when employees were overpaid or underpaid in comparison to another employee who contributed equally, were thought to be detrimental, causing shifts in employee satisfaction and/or efficiency. Adams' (1965) principle of inequity, which influenced much of the justice-related studies in organizational environments, stated that overpaid employees would feel “ashamed,” whereas low-paid workers would feel “upset. “These negative states were supposed to inspire behavioural and attitudinal change by the employees who changed the association between themselves and their performance and results, whether behavioural or perception (Greenberg, 1987).

### **2.3.3 Proactive Content Theories**

Unlike reactive theories of content, which concentrate on how staff respond to equal and unfair distributions of results, constructive content techniques depend on how staff seek to establish fair distributions of results. In the late 1960s and early 1970s, several laboratory experiments were carried out, in which the fundamental pattern of two or more variables found in traditionally reactive justice reports were reversed. The main theoretical claims in this category are Leventhal (1976, 1980), who performed a series of laboratory experiments at the end of the 1960s and the beginning of the 1970s in which the fundamental patterns of autonomous and dependency-based variables found in typical reactive justice accounts had changed.

## 2.4 Empirical Review

In trying to determine whether organizational justice can contribute to the satisfaction of workers in their jobs. Gofi et al. (2020) make use of 179 Italian workers to investigate whether organizational justice can help to improve the job satisfaction of workers.

Three scales were used which include the scale of job satisfaction, change scale and organizational justice. The findings from the authors indicated that acceptance of change has a significant influence on the job satisfaction of workers and that a partial mediation impact still affects organizational justice. However, when all the measure of organizational justice is included such as procedure justice, distribution, interpersonal and informational justice, they all impact positively on Job performance.

In another vein, Aeknarajindawat and Jernsittiparset (2020) investigated whether organizational justice can influence the citizenship behaviour of the organization, satisfaction with their job and the organizational outcome in some selected pharmacy firms that are in Thailand. The authors make use of a survey design with the use of a questionnaire in collecting data. Simple random sampling was used to select 170 employees of the firm. Two software were used for the analysis the AMOS software and the statistical package for social sciences (SPSS). The regression result shows that organizational justice in the firm has a significant and positive effect on the organizational citizenship of the attitude of the employee.

Kalay (2016) examined the impact of organizational justice on employee performance in Turkey. The study made use of a total of 942 teachers who are working in public schools in three cities in the Turkish metropolis. Three study employee partial least square structural equation modelling techniques. He concluded that both distributive



and organizational justice has significant and positive effect on worker's task performance while procedural and interactional justice does not have any significant implication on the task performance of the employee in the organization. The study however failed to explain the major factors that determine organizational justice in the organization.

Rahman et al. (2015) assess the impact of organizational justice on employee job satisfaction among pharmaceutical companies in the city of Bangladesh. The study makes use of 76 workers in the industry using simple random sampling techniques. The authors make use of both discipline and multiple regression analysis. They concluded that among the different measures of organizational justice distributive and interactional justice have a significant impact on job satisfaction. Furthermore, procedural justice in the organization has no significant connection with the satisfaction of workers in their jobs. Although, the authors explained vividly the different measures of organizational justice, however, they were silent on the impact of informational justice on the job satisfaction of workers which would have made the study more robust.

Ali (2016) made use of 231 academic staff in Kata Kinabalu Polytechnic in Malaysia to investigate if organizational justice has any significant impact on the performance of employees both intrinsic and extrinsic. The study divided organizational justice into procedural, distributive, interpersonal and informational while employee performance was based on their intrinsic and extrinsic performance. Based on their findings, they concluded that only distributive justice of the organization and information justice significantly correlated with the extrinsic employee performance of the organization.

In another study, Percunda et al. (2020) investigated organizational justice and performance appraisal satisfaction. The study made use of a questionnaire to select the respondent. Regression analysis and correlation were employed to determine the effect and relationship between organizational justice and performance appraisal of the hospital. Their findings revealed that interactional justice impacted higher on the performance appraisal and that a significant relationship exists between organizational justice and the performance appraisal satisfaction in the company. Also, interactional justice procedural justice and distributive justice have significant relationships with performance appraisal.

Akram et al. (2020) investigated the impact of organizational justice on employee innovative work behaviour using 345 respondents who are working in the telecommunication industry in China. The study employed a structural equation model along with a confirmatory factor. They concluded that in the company, organizational justice impacted positively on the employee innovative behaviour of the workers, and the sharing of knowledge.

Furthermore, in terms of the relationship between knowledge sharing, organizational justice, and innovative patterns of employee work behaviour, a significant and positive relationship existed among them. Despite the findings of the study, the authors failed to explain all other measures of organizational justice and hence the finding of the study can only be based on the few aspects of the organization. Fiaz et al. (2020) examined Organizational justice and employees' performance in an emerging economy. Convenient random sampling was used to gather data from 433 employees working in different departments of the Big Five commercial banks in Pakistan; Baron and Kenny's test was used to determine the mediating effect of trust.

The findings of the research reflected that organizational justice significantly influences the performance of the organization. It had also been determined that employees' trust fully mediates the impact of organizational justice on employees' performance.

Aeknarajindawat and Jermstittiparsert (2020) examined the influence of Organization Justice on Organization Citizenship Behaviour, Job Satisfaction and Organization Outcomes. The study explores the bond between organizational justice and OCB, job satisfaction and organizational consequences of the pharmacy firms in Thailand. For data collection questionnaire survey method was adapted. The study employed a simple random sampling sample size of 170 employees selected out of which 150 respondents responded. The study employed SEM regression analysis and results show that organizational justice absolutely and meaningfully impacts organization citizenship behaviour ( $\beta = .55$ ), job satisfaction ( $\beta = .46$ ) and organization outcomes ( $\beta = .62$ ). Furthermore, the study gives insight into the administration of the pharmacy firms in Thailand that through offering equality and fairness sensitivities to the employees, they can improve the total efficiency of their pharmacy firms in Thailand. Hoa et al, (2020) examine the impact of organizational rewards, procedure justice, and perceived supervisor support on perceived organizational support, and the impact of perceived organizational support on affective commitment to the organization in logistic enterprises.

Quantitative research is applied to measure relationships using regression analysis. The research data was collected by convenient method from 180 employees who work in different departments in the logistics industry. The study results found that organizational rewards, procedure justice, and perceived supervisor support have a

positive relationship with perceived organizational support. Also, found that perceived organizational support has a strong impact on the affective commitment to the organization. The study results contribute to both management theory and management practice. For the management theory aspect, the authors suggest that perceived organizational support should be considered the key antecedent of affective commitment about which researchers should pay more attention as a concept.

Pimentel et al. (2020) examined the Perceptions of organizational justice and commitment of non-family employees in family and non-family firms. The empirical evidence is provided by a sample of 205 Portuguese employees, 98 non-family employees of family firms, and 107 non-family firms' employees, who responded to a questionnaire that included organizational justice and commitment measures. All firms included in the sample are small-sized privately owned companies. Results show that there are no differences between non-family employees of family and non-family firms regarding the perceptions of organizational justice. However, results reveal that there are significant differences regarding the levels of organizational commitment. Furthermore, it was found that, in family firms, non-family employees' perceptions of organizational justice are positively related to the levels of commitment, especially regarding the affective dimension.

Jameel et al. (2020) examined the relationship between organizational justice (OJ) and organizational commitment (OC) among secondary school teachers. The sample consisted of 98 teachers working in 8 public secondary schools. OJ consists of three dimensions, namely, distributive justice (DJ), procedural justice (PJ), and interactional justice (IJ) which was used to measure the level of perception of justice among teachers, to determine the level of commitment among teachers, the study used

OC questionnaire. Pearson correlation and regression analysis methods were used to find the relationship and the impact of OJ on OC. The main findings of the study indicated that there is a positive and significant relationship between OJ dimensions and OC; DJ was found highly correlated with OC. However, PJ and IJ positively and significantly predicted OC among secondary school teachers. The study could provide some significant literature contributions on the OJ and OC of secondary school teachers in developing countries.

Suifan et al. (2017) investigate the effect of organizational justice on turnover intention via the mediating influences of organizational commitment and job satisfaction. In addition, the study aims to incorporate all four facets of organizational justice (procedural, distributive, interpersonal and informational) in an attempt to test the model in a developing country context.

The study targeted employees in the airline industry working for airline companies currently operating in Jordan. A count of 323 questionnaires were directly distributed completed and returned by employees yielding a response rate of 81 percent. Multiple regression analysis was used to test the hypotheses. The result revealed that both organizational commitment and job satisfaction had a mediating effect on the relationship between organizational justice and turnover intention. While job satisfaction fully mediated the relationship, organizational commitment only had a partially mediating effect.

Swalhi et al. (2017) examined the influence of organizational justice on job performance. The study proposed two models: the first examines the impact of different dimensions of justice (distributive, procedural and interactional) on job performance taking into consideration the mediating role of affective commitment and

the second model utilizes the notion of overall justice to predict job performance considering the mediating role of affective commitment. The study was conducted with a sample group of 343 employees working within French small and medium-sized enterprises (SMEs). confirmatory factor analysis (CFA) was employed to test the research hypotheses. The results support the mediating role of affective commitment between organizational justice and job performance and demonstrate that overall justice has a greater effect on affective commitment than specific dimensions of justice.

Ponnu and Chuah (2010) examined the relationship between organizational justice, organizational commitment and turnover intention of Malaysian employees. The study employed descriptive analyses, factor analysis, Pearson correlation, and regression to test the hypotheses. The primary source of data collection was a sample of 172, collected from employees across organizations in the country. The result revealed that both procedural and distributive justice perceptions were significant contributors to explaining organizational commitment and turnover intention. The findings have important implications for managers in formulating appropriate strategies, policies and procedures to improve employees' commitment to their organizations and to reduce their turnover intentions.

O'Connor and Crowley-Henry (2019) explore the relationship between an organization's exclusive talent management (TM) practices, employees' perceptions of the fairness of exclusive TM practices, and the corresponding impact on employee engagement. The study proposes that in organizations pursuing exclusive TM programs, employee perceptions of organizational justice of the exclusive TM practices may affect their employee engagement, which may influence both

organizational and employee outcomes. Building on extant research, we present a conceptual framework depicting the relationship between exclusive TM practices, organizational justice and employee engagement, with social exchange theory and equity theory as the framework's foundation. The propositions in the framework are each supported by the respective literature. The perceived organizational justice and potential ramifications of exclusive TM practices for employees who are not included in corporate talent pools is an under-researched topic. The study considers the perspectives of employees not included in corporate talent pools and explores how exclusive TM practices, as inputs, could lead to negative employee engagement outputs. In unpacking how exclusive TM practices could impact employee engagement, the implications for organizations are underlined. The ethics and perceived fairness of exclusive TM practices, which have the potential to marginalize employees and lead to their disengagement, are considered.

Kalay (2016) examined the Impact of Organizational Justice on Employee Performance in Turkey. The study was conducted based on data collected from 942 teachers working in public schools in three Turkish metropolitan cities. The hypotheses were tested using partial least squares structural equation modelling (PLS-SEM) techniques. The findings of the study indicated that among the three aspects of organizational justice, distributive justice has a positive and significant impact on task performance. However, it was determined that the other two aspects, procedural justice and interactional justice, have no significant impact on task performance.

Wang et al. (2010) examined the impact of organizational justice on work performance in China. The study developed and tested a model that identifies the impact of organizational justice on work performance. The model examined the



mediating role played by organizational commitment and leader-member exchange (LMX) in linking organizational justice and work performance. The data were collected from 793 completed questionnaires sampling employees from industries across the People's Republic of China. The questionnaire included scales to measure organizational justice, organizational commitment, LMX, and work performance. The measurement of constructs and the hypothesized relationships among variables were assessed by the use of structural equation modelling. The Baron and Kenny approach was used to test the mediating effects. The findings revealed that the relationship of organizational justice to work performance was mostly indirect, mediated by organizational commitment and LMX. Also, among the three kinds of organizational justice, interactional justice was the best predictor of performance. Lastly, organizational commitment accounted for more of the variance than LMX did in the mediating mechanism.

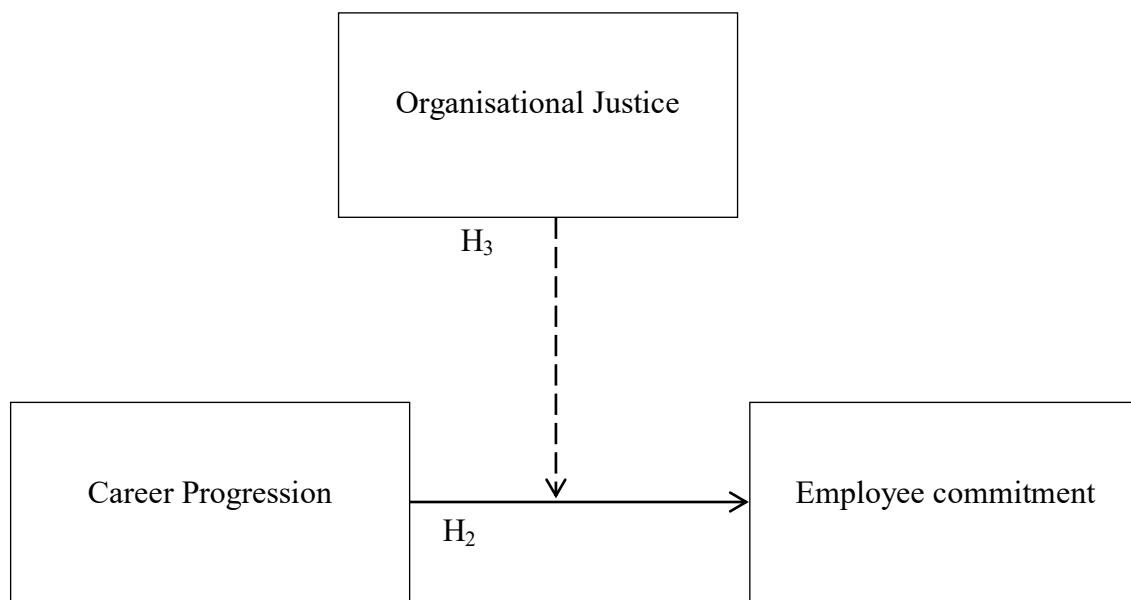
Arab and Atan, (2018) investigate the main and interaction effects of organizational justice components as they pertain to job performance and satisfaction in an Eastern region. Data was gathered utilizing a sample of 402 employee-manager dyads working for various institutions of higher education in the Kurdistan Region of Iraq. Hierarchical regression analyses and relative weight analysis were used to test the research hypotheses. The results indicated that perceived distributive, procedural, and interactional justice all contribute to employee job satisfaction and job performance and that among the justice components, interactional justice was more strongly related to job satisfaction and job performance. The results also showed that interactional justice interacts with distributive justice to affect job performance.



Imamoglu et al. (2019) investigate the relationships among organizational justice, organizational commitment, knowledge sharing, and firm performance. By using the survey data from a sample of 211 responses, the study employed Structural equation modelling (SEM) analysis to test the hypotheses, the results revealed that organizational justice affects organizational commitment, knowledge sharing, and firm performance. Moreover, organizational commitment influences knowledge sharing and firm performance. It is also found that knowledge sharing affects firm performance.

Novitasari et al. (2020) examined the effect of organizational justice on the organizational commitment of the employee of a packaging manufacturer in Indonesia which are mediated by intrinsic and extrinsic job satisfaction. Data collection was done by simple random sampling of 271 population of employees. The returned and valid questionnaire results were 145 samples.

Data processing was used Structural equation modeling (SEM) method. The results revealed that organizational justice has a positive and significant effect on intrinsic and extrinsic job satisfaction. Intrinsic and extrinsic job satisfaction have a positive and significant effect on organizational commitment. Organizational justice has no significant effect on organizational commitment. Intrinsic and extrinsic job satisfaction have a significant effect as a mediator between organizational justice and organizational commitment. This new research proposed a model for building organizational commitment among the employees of a packaging manufacturer in Indonesia through enhancing organizational justice with intrinsic and extrinsic job satisfaction as a mediator.



**Figure 2: Conceptual Framework**



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the research methodology that was used in this study and provides a general framework for this research. The chapter presents details of the research approach, research design, target population, sample and sampling procedures, description of research instruments, validity and reliability of instruments, data collection procedures, and data analysis techniques.

#### **3.2 Research Approach**

According to Creswell and Creswell (2018), the research approach is the plan and procedure for research that spans the steps from broad assumptions to detailed methods of data collection, analysis and interpretation. The study adopted a quantitative research approach. This approach will be used because the study sought to generate knowledge on the influence of career progression on employee commitment: the moderating role of organisational fairness. This generation of knowledge is in line with what Dadzie (2015) postulated the quantitative research approach is the type of research approach which is used to generate knowledge and create understanding about the social world. Dadzie (2015) further posited that the quantitative research approach is used by social scientists, including communication researchers, to observe phenomena or occurrences affecting individuals.

#### **3.3 Research Design**

The descriptive survey was considered the most appropriate design for conducting this study because it deals with things as they currently are (Creswell & Creswell, 2018). Again, information gathered from descriptive research can be meaningful or

useful in diagnosing a situation since it involves describing, recording, analysing and interpreting conditions that exist. Creswell (2002) noted that a survey study can be done in a short time in which investigators administrate a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviours or characteristics of the population. The study is aimed at gathering useful data on those conditions and variables that cannot be manipulated and which would help in finding out the influence of career progression on employee commitment: the moderating role of organisational justice in the University of Education, Winneba.

Research design can be considered as the structure of a research, it is the “Glue” that holds all of the elements in a research project together, in short, it is a plan of the proposed research work (Akhtar, 2016). This is in line with Orodho (2003) description of a research design as a plan, structure and strategy of investigation to obtain answers to research questions and control variance. It sets up the framework for the study and is the blueprint of the researcher. According to Akhtar (2016), Research design is necessary because it makes possible the smooth sailing of the various research procedures, thereby creating research as professional as possible, yielding maximum information with a minimum expenditure of effort, time, and money.

### **3.4 Population of the Study**

#### **3.4.1 Target Population**

According to Gall et al. (2007), a target population provides a solid foundation and the first step upon which to build the population validity of the study. Barton (2001) observes that any scientific research targets a given population through which questionnaires and interviews are distributed to get the desired or the required data for

analysis. This study targeted the academic and non-academic staff of the University of Education Winneba. The estimated population of academic staff is 523 whereas that of non-academic staff is 953 totalling 1,476 staff.

### **3.5 Sample and Sampling Techniques and Procedures**

A sample is a smaller group or sub-group obtained from the accessible population (Hoffman et al., 2019). This subgroup was carefully selected to be representative of the whole population with the relevant characteristics. Each member or case in the sample is referred to as a subject, respondent or interviewee. The sample size of this study was 335. This was estimated using the Krejcie and Morgan (1970) sample size determination table formula at a confidential level of 95% and a margin of error of 5%. According to Palys (2008), engaging in purposive sampling signifies that one sees sampling as a series of strategic choices about with whom, where and how one does one's research. Concerning this study, the choice of purposive sampling stems from the fact that it significantly meets the location requirement, how the research needs to be done and also the objectives of the study.

### **3.6 Instrumentation**

The instrument employed to collect data was a structured questionnaire to solicit views from workers at the University of Education, Winneba. According to Taherdoost (2016), a questionnaire is one of the basic ways in which data is gathered in survey research.

The Career Growth Scale (CGS) by Weng and Hu was the instrument used to collect data on career progression. The instrument used to collect data on Employee commitment was the Organisational Commitment Questionnaire (OCQ) originally developed by Mowday, Steers and Porter. Finally, the distributive, procedural and

interactive instrument developed by Niehoff and Moorman (1993) was utilized to collect data on Organizational Justice.

To gather factual information for the study, a Likert-type questionnaire was developed to collect data for the research. The questionnaire was made up of close-ended items for the respondents. Close-ended questions according to Cohen et al. (2007) cited in Kusi (2012) are quick to compile and straightforward to code, and do not discriminate unduly based on how articulate the respondents are. The five Likert-type scales ranged from “Strongly Agree (SA), “Agree” (A), “Neutral” (N), “Disagree” (D) to “Strongly Disagree” (SD). According to Ary et al (2002), the Likert scale is one of the most widely used techniques to measure attitudes. Borg and Gall (1983) found it to be popular, and easy to construct, administer and score. This was distributed personally to the respondents on appointed and accepted dates.

### **3.7 Validity and Reliability of Instrument**

Validity is the most important consideration in developing and evaluating measuring instruments (Clark & Watson, 2019). It is used to determine if an instrument measures what it is intended to measure. Therefore, to ensure the validity of the questionnaire, draft copies were given to colleagues to read through and make necessary corrections to ensure face validity. After this review, the questionnaire was sent to the researcher supervisor himself for further review, input and acceptance.

To ensure the reliability of the instrument for the study, pilot testing was conducted at the North Campus (student centre building) using administrative staff and NSS personnel. These people were chosen because they are all workers and happen to be part of the target population. The pilot study will help to remove ambiguous

statements, particularly in the Likert items. Reliability will be tested using SPSS with a Cronbach alpha of 0.7.

### **3.8 Methods of Data Collection**

Before the commencement of data collection, an introductory letter was obtained from the Department of Management Sciences. Upon getting clearance, the administering of the questionnaire to staff on all campuses of the University of Education Winneba commenced.

### **3.9 Data Handling and Methods of Analysis**

Quantitative data from the questionnaire was coded and entered into the computer for the computation of descriptive and inferential statistics. The Statistical Package for Social Sciences (SPSS version 23.0) was used to run descriptive statistics such as frequency and percentages to present the quantitative data in the form of tables and graphs based on the major research questions. The collected data was organized and prepared for analysis by processing using SPSS for descriptive and inferential analysis.

### **3.10 Ethical Consideration**

Ethics has been defined as that branch of philosophy which deals with one's conduct and as a guide to one's behaviour. The researcher has made sure that participation has been completely voluntary, to encourage a high response rate, this was made per potential participant. The major ethical considerations that were upheld include privacy and confidentiality, anonymity and the researcher's responsibility (Mugenda & Mugenda, 1999). An official letter of introduction was obtained from the Department of Management Sciences at the Business school to introduce the researcher. This aided in the data collection.

## CHAPTER FOUR

### PRESENTATION OF DATA, DATA ANALYSIS AND DISCUSSION OF FINDINGS

#### 4.1 Introduction

This section includes the actual presentation of the research data, often in the form of tables, figures, graphs, or charts. In this section, the data is analyzed and interpreted. This includes providing explanations and insights based on the presented data. Statistical analysis and tests are often used to draw conclusions and determine the significance of the results. A discussion of the research findings will be done with supporting literature. The study took place at the University of Education Winneba.

#### 4.2 Data Collection Report

**Table 4.1: Reliability Statistics**

Variable	Cronbach's Alpha	No. of Items
Career Progression	.847	15
Employee Commitment	.682	9
Organizational Justice	.918	18

The sample for the study was 335. 350 questionnaires were distributed and out of the number, 209 were retrieved. The analysis was conducted using 209 employees.



**Table 4.2: Demographics**

<b>Demographics</b>		<b>Frequency</b>	<b>Per cent</b>
<b>Gender</b>	Male	93	44.5
	Female	116	55.5
	<b>Total</b>	<b>209</b>	<b>100.0</b>
<b>Marital Status</b>	Single	82	39.2
	Married	127	60.8
	<b>Total</b>	<b>209</b>	<b>100.0</b>
<b>Educational Level</b>	SSCE/WASCE	12	5.7
	Diploma	20	9.6
	Degree	97	46.4
	Maters	75	35.9
	PhD	5	2.4
	<b>Total</b>	<b>209</b>	<b>100.0</b>
<b>Working Experience</b>	Less 5 years	56	26.8
	Between 5 to 10 years	75	35.9
	Between 11 to 15 years	18	8.6
	16 years and above	60	28.7
	<b>Total</b>	<b>209</b>	<b>100.0</b>
<b>Staff Category</b>	Academic	56	26.8
	Non- Academic	153	73.2
	<b>Total</b>	<b>209</b>	<b>100.0</b>

**Source: Fieldwork 2023**

A total of 209 participants participated in the study. Out of the total number, 93 representing 44.5% were males while 116 representing 55.5 % were females. Out of the total, 82 representing 39.2% were singles while 127 representing 60.8% were married. Considering their level of education, 12 representing 5.7% had an SSCE/WASCE certificate, and 20 representing 9.6% had a diploma. Out of this, 97 representing 46.4% had a first degree while 75 representing 35.9 had a Master's degree and finally 5, representing 2.4% had a PhD degree. Taking into account their working experience, it was discovered that, 56 representing 26.8% have less than 5

years of working experience, 57 representing 35.9% have between 5 to 10 years of working experience while 18 representing 8.6% have 11 to 15 years of working experience and finally 60 representing 28.7% have more than 16 years working experience and finally with the category of staff, it was discovered that from the study that, 56 representing 26.8% were Academia's (Academic staff) while 153 representing 73.2% were Non-academic staff.

**Table 4.3: Descriptive statistics of Career progression**

<b>Variable</b>	<b>Mean</b>	<b>Standard Deviation</b>
Career Progression	3.67	1.09
Employee Commitment	3.88	0.96
Organizational Justice	2.59	1.25

With Career progression, the mean (average) for Career Progression is 3.67, indicating that, on average, respondents have a relatively positive perception of career progression in the organization. The standard deviation of 1.05 suggests that the responses are somewhat spread out or varied, but not excessively so.

With Employee Commitment the mean score for employee commitment is 3.33. The standard deviation for this variable is 1.05. The mean score of 3.33 suggests a moderate level of employee commitment. In this context, employee commitment is typically a measure of the dedication, loyalty, and engagement of employees to their work, organization, and goals. A score of 3.33 indicates that, on average, employees in the institution show a moderate level of commitment.

The standard deviation of 1.05 provides information about the variability or spread of employee commitment scores in the dataset. In this case, a standard deviation of 1.05

suggests that there is some degree of variability in the levels of commitment among the employees. This means that while the mean commitment level is moderate, individual commitment levels may vary, with some employees being more committed and others less committed.

Overall, this data point indicates that, on average, employees have a moderate level of commitment, but there is diversity in commitment levels among the individuals. Understanding employee commitment is important for organizations as it can impact factors like productivity, job satisfaction, and employee retention.

With organizational Justice, the mean score is 2.58, which represents the average level of perceived justice within the organization. The standard deviation of 1.11 indicates a higher degree of variability in organizational justice scores compared to the other variables. This suggests that there may be more diversity in how individuals perceive organizational justice, with some having significantly different opinions.

### **4.3 Analysis of Hypothesis**

#### **4.3.1 Research Hypothesis (1): There is a significant relationship between Career Progression and Employee Commitment**

The first research question seeks to examine the relationship between career progression and employee commitment. In analyzing this, correlation analysis was conducted.

**Table 4.4: Correlations**

	CP	EC	OJ
(CP) Career Progression		1	
(EC) Employee Commitment	.684**		1
(OJ) Organizational Justice	.703**	.566**	1

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

The correlation table provided shows the Pearson correlation coefficients between three variables: Career Progression (CP), Employee Commitment (EC), and Organizational Justice (OJ). The table also includes p-values to determine the significance of these correlations, as well as the sample sizes for each pair of variables. The double asterisks (\*\*) indicate that the correlations are significant at the 0.01 level (two-tailed), which means they are statistically significant. The Pearson correlation coefficient between CP and EC is 0.684. This positive correlation suggests a moderately strong positive linear relationship between these two variables. The p-value is very low ( $p < 0.01$ ), indicating that this correlation is statistically significant.

The Pearson correlation coefficient between Career Progression (CP) and Organizational Justice (OJ) is 0.703. This positive correlation suggests a moderately strong positive linear relationship between these two variables. The p-value is very low ( $p < 0.01$ ), indicating that this correlation is statistically significant. The Pearson correlation coefficient between EC and OJ is 0.566. This positive correlation suggests a moderate positive linear relationship between these two variables. The p-value is very low ( $p < 0.01$ ), indicating that this correlation is statistically significant.

In summary, the correlation table shows that all the Pearson correlations are statistically significant at the 0.01 level, and they are all positive. This means that as one variable increases, the other variable tends to increase as well. The strength of the

correlations varies, with CP and OJ having the strongest correlation (0.703), followed by CP and EC (0.684), and EC and OJ (0.566). These results indicate that there is a significant linear relationship between these variables.

#### 4.3.2 Research Hypothesis 2: Career Progression will significantly influence Employee Commitment

**Table 4.5: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.684 <sup>a</sup>	.467	.465	.46538

a. Predictors: (Constant), Career Progression

The Model Summary suggests that the predictors included in “Model 1(Career Progression)” which is a constant and account for a significant portion of the variance in Employee Commitment, as indicated by the relatively high R<sup>2</sup> value of 0.467. This suggests that the model is a good fit for the data, and the predictor(s) (possibly including Career Progression itself are statistically significant in explaining variations in Employee Commitment.

**Table 4.6: ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	39.311	1	39.311	181.513	.000 <sup>b</sup>
	Residual	44.831	207	.217		
	Total	84.142	208			

a. Dependent Variable: Employee commitment

b. Predictors: (Constant), Career Progression

The ANOVA table indicates that the regression model (Model 1) is highly significant in explaining the variance in “Employee Commitment.” The p-value associated with the F-statistic is very close to 0 ( $p < 0.001$ ), which suggests that the model is a good fit for the data, and the predictors, including “Career Progression,” are statistically significant in explaining variations in “Employee Commitment.” This means that “Career Progression” is a strong predictor of “Employee Commitment,” and the model as a whole is a good fit for the data.

**Table 4.7: Coefficient**

Model	Unstandardized		Standardized		T	Sig.
	Coefficients		Coefficients			
	B	Std. Error	Beta			
1	(Constant)	.622	.193		3.223	.001
	EC	.769	.057	.684	13.473	.000

a. Dependent Variable: EC

The constant of 0.622 represents the estimated value of the dependent variable (EC) when the independent variable (CP) is zero. In this context, you need to consider the practical meaning of “EC” to understand what it means for it to be zero. The coefficient for EC (0.769) indicates that, for each unit increase in CP, the dependent variable EC is estimated to increase by 0.769 units. The standardized coefficient (Beta) of 0.684 indicates that CP has a strong positive relationship with EC. The t-statistic for EC is 13.473, and the associated significance value (Sig.) is very close to zero ( $p < 0.001$ ). This indicates that the coefficient for CP is statistically significant.

The results suggest that Employee Career Progression (CP) has a significant and positive impact on Employee Commitment (EC). As CP increases, EC is expected to increase, and this relationship is statistically significant.

### 4.3.3 Hypothesis 3: Organizational Justice will moderate Career Progression on Employee Commitment.

**Table 4.8: Model Summary**

<b>R</b>	<b>R-sq</b>	<b>MSE</b>	<b>F</b>	<b>df1</b>	<b>df2</b>	<b>p</b>
.7830	.6131	.1680	101.4101	3.0000	192.0000	.0000

R-squared (R-sq) is 0.6131, which indicates that about 61.31% of the variance in the dependent variable (EC) is explained by the independent and moderator variables. The Mean Squared Error (MSE) is 0.1680, which is a measure of the model's error or the average squared difference between predicted and observed values. The F-statistic is 101.4101 with 3 and 192 degrees of freedom, and the associated p-value is very low ( $p < 0.0001$ ), indicating that the model is statistically significant.

**Table 4.9: Model Coefficients:**

	<b>coeff</b>	<b>se</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
<b>constant</b>	.2784	.6573	.4235	.6724	-1.0181	1.5748
<b>CP</b>	.5474	.2019	2.7115	.0073	.1492	.9455
<b>OJ</b>	.4995	.2351	2.1251	.0349	.0359	.9632
<b>CP x OJ</b>	-.0240	.0678	-.3544	.7235	-.1577	.1097

The constant (intercept) is 0.2784, with a standard error of 0.6573. The t-value is 0.4235, and the p-value is 0.6724. The confidence interval for the constant ranges from -1.0181 to 1.5748. The coefficient for “CP” is 0.5474, with a standard error of 0.2019. The t-value is 2.7115, and the p-value is 0.0073. The confidence interval for “CP” ranges from 0.1492 to 0.9455. The coefficient for “OJ” is 0.4995, with a standard error of 0.2351. The t-value is 2.1251, and the p-value is 0.0349. The confidence interval for “OJ” ranges from 0.0359 to 0.9632. There is an interaction

term “Int\_1,” which is associated with “CP” and “OJ.” It has a coefficient of -0.0240, a standard error of 0.0678, a t-value of -0.3544, and a p-value of 0.7235. The confidence interval for “Int\_1” ranges from -0.1577 to 0.1097.

#### 4.3.5 Product Term Key:

- “Int\_1” represents the interaction between “CP” and “OJ.”

#### 4.3.6 Test of Highest Order Unconditional Interaction:

The R-squared change ( $R^2$ -chng) for the interaction term “X\*W” is 0.0003. The F-statistic for this interaction is 0.1256 with 1 and 192 degrees of freedom, and the associated p-value is 0.7235. This suggests that the interaction term is not statistically significant.

**Table 4.10 Analysis Notes and Errors:**

	<b>R2-chng</b>	<b>F</b>	<b>df1</b>	<b>df2</b>	<b>p</b>
X*W	.0003	.1256	1.0000	192.0000	.7235

The level of confidence for all confidence intervals in the output is 95%. The analysis indicates a statistically significant relationship between the dependent variable (EC) the independent variable (CP) and the moderator variable (OJ). The interaction term “Int\_1” is not statistically significant, suggesting that the interaction between “CP” and “OJ” does not significantly impact the relationship between “CP” and “EC.”

#### 4.4 Discussion of Results

The first research hypothesis seeks to examine the relationship between career progression and employee commitment. From the results, it was evidenced that, there is a positive relationship between the two variables. This is in line with other literature and studies. Career progression opportunities, such as promotions and skill



development, contribute to increased employee commitment. When employees see a clear path for advancement and growth within the organization, they are more likely to commit to their jobs and the company as a whole. A study by Cohen and Lichtenstein (1990) found that career development, which includes opportunities for career progression, positively influences employee commitment and performance. When employees are committed to their organization, they are more likely to stay with the company over the long term. Career progression contributes to employee commitment, which, in turn, reduces turnover rates. A meta-analysis by Griffeth et al. (2000) revealed that career development and progression are linked to reduced turnover. When employees see potential for advancement, they are less likely to leave their jobs. Career progression opportunities are often viewed as a form of organizational support. When employees perceive that their organization supports their career growth, they reciprocate with higher commitment. Wayne, Shore, and Liden (1997) explored the concept of perceived organizational support. They found that employees who believe their organization supports their career development tend to have higher levels of commitment.

Career progression can lead to higher job satisfaction, and satisfied employees are more likely to be committed to their jobs and organizations. The meta-analysis by Ng, et al. (2005) showed that career success, which often includes progression, is associated with higher job satisfaction. Higher job satisfaction is closely related to increased employee commitment. When an organization's career progression opportunities align with employees' career goals and aspirations, it fosters a stronger commitment. Employees feel that their personal and professional growth is valued by the organization. Employee commitment is reinforced when career goals are congruent with organizational opportunities. This alignment was discussed in various

studies, including those related to the “fit” between individual and organizational goals.

The second hypothesis seeks to examine the influence career progression has on employee commitment. From the analysis, there was an impact. The findings support existing literature in the field of study. Career progression, such as opportunities for promotions and skill development, is often perceived as a form of organizational support. When employees perceive that their organization supports their career growth, it fosters higher levels of commitment. Wayne et al. (1997) found that perceived organizational support positively influences employee commitment. Employees who believe their organization supports their career development tend to be more committed to their jobs and the organization.

Career progression plays a significant role in shaping employee commitment, influences job satisfaction, and loyalty. A meta-analysis by Cohen and Lichtenstein (1990) revealed that career development, which encompasses career progression, positively affects employee commitment and performance.

Career progression often leads to higher job satisfaction, as employees see their hard work and dedication paying off through promotions or skill development. Job satisfaction is closely linked to employee commitment. A meta-analysis by Ng et al. (2005) found that career success, including career progression, is associated with higher job satisfaction. Higher job satisfaction is a key factor in fostering employee commitment. Career progression provides employees with a sense of purpose and prospects within the organization. This sense of purpose and potential advancement reduces turnover rates, as committed employees are less likely to leave. Griffeth et al. (2000) conducted a meta-analysis that demonstrated that career development,

including career progression opportunities, is linked to reduced turnover rates. Employees who see potential for advancement are more committed and less likely to leave their jobs.

When an organization's career progression opportunities align with employees' career goals and aspirations, it enhances employee commitment. Employees feel valued and committed when they perceive that their professional growth aligns with organizational opportunities. Alignment between individual and organizational goals was discussed in numerous studies on career development, and it consistently supports the idea that when these goals align, employee commitment is positively affected. From the study, it was concluded that organizational justice partially moderates career progression and employee commitment.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Summary

The main purpose of the study was to assess the influence of career progression on employee commitment: the moderating role of organisational justice. A case of the University of Education, Winneba. The descriptive research design was used. A quantitative research design was used. The entire population of the study were academic and non-academic staff of the University of Education, Winneba. Data were collected using a structured written questionnaire. The main statistical techniques employed were mean and standard deviation, correlation, regression and moderation.

#### 5.2 Major Findings of the Study

##### 5.2.1 The Relationship between Career Progression and Employee Commitment

The study conducted shows that there is a relationship between career progression and employee commitment. The correlation coefficient of 0.684 indicates a relatively strong positive correlation between “Career Progression” and “Employee Commitment.” This suggests that there is a meaningful and positive relationship between the two variables. Overall, the correlation table shows that there is a strong, positive, and statistically significant correlation between career progression and employee commitment. This means that organizations that provide employees with opportunities for career advancement and growth are likely to have more committed employees. This suggests that when employees perceive opportunities for career advancement and development, they are more likely to be committed to their organization.

### **5.2.2 The Influence of Career Progression on Employee Commitment**

The study shows that career progression has an impact on employee commitment. The p-value associated with the F-statistic is very close to 0 ( $p < 0.001$ ), which suggests that the model is a good fit for the data, and the predictors, including “Career Progression,” are statistically significant in explaining variations in “Employee Commitment.” This means that “Career Progression “ is a strong predictor of “Employee Commitment,” and the model as a whole is a good fit for the data. Career progression, as a component of career development, plays a significant role in shaping employee commitment. It is a fundamental aspect of career development that influences job satisfaction, loyalty, and commitment. A meta-analysis by Cohen and Lichtenstein (1990) revealed that career development, which encompasses career progression, positively affects employee commitment and performance.

### **5.2.3 The moderating role of Organizational Justice in the influence of Career Progression on Organizational Commitment.**

While the influence of career progression on commitment is positive, the strength of this relationship is moderated by perceptions of organizational justice. In this case, organizational justice is not an overwhelmingly strong influence but still has a noticeable impact on the connection between career progression and employee commitment. These findings provide insights into the relationships among these variables, indicating that the moderator variable (OJ) plays a role in explaining the relationship between the independent variable (CP) and the dependent variable (EC). The moderator was not too strong but played a significant role.

On the contrary, studies concerning the perceptions of organizational justice, specifically regarding the importance of fairness in the workplace, indicate that such

perceptions have a significant impact on the attitudes of employees, including their level of job satisfaction and likelihood to consider leaving their jobs. and organization commitment and also workplace behaviour such as absenteeism and organizational citizenship behaviour (Colquitt et al, 2001).

### **5.3 Conclusions**

These findings highlight the importance of organizations, including the University of Education, Winneba, ensuring not only the availability of career progression opportunities but also the fair and equitable treatment of employees. Organizations that promote both career advancement and fairness in their policies and practices are more likely to foster a committed and dedicated workforce.

### **5.4 Recommendations**

Based on the conclusions drawn from the study “The Influence of Career Progression on Employee Commitment: The Moderating Role of Organisational Justice” at the University of Education, Winneba, the following recommendations can be made for the institution or organization:

- The institution should continue to invest in and enhance its career progression programs. This includes providing clear paths for employees to advance in their careers, offering training and development opportunities, and ensuring transparency in promotional processes. This will further boost employee commitment.
- It's crucial for the firm to pay attention to perceptions of organizational justice. This includes ensuring that policies and practices are fair, transparent, and consistently applied. The organization should communicate its commitment to justice and equity to employees.

- Conduct training and awareness programs for employees and management to highlight the importance of organizational justice. This will help both employees and leaders understand how fairness contributes to employee commitment and overall success.
- Implement regular assessments or surveys to gauge employee perceptions of career progression and organizational justice. This feedback can help the firm identify areas that need improvement and make necessary adjustments.
- Revise and improve the performance evaluation and promotion processes to ensure they are merit-based and transparent. Employees should feel that their efforts and contributions are fairly recognized.
- Focus on enhancing employee engagement strategies. Engaged employees are more likely to be committed to the organization. The firm should invest in creating a positive working environment that values and supports its employees.
- Improve internal communication by providing employees with a clear understanding of the organization's goals, values, and commitment to their career development and fairness. Open and honest communication can enhance trust and commitment.
- Implement recognition and reward systems to acknowledge and appreciate employees who excel in their roles. This can serve as a motivational factor, reinforcing their commitment to the organization.
- Ensure that the organization's career progression and fairness initiatives are inclusive and consider the diverse needs and backgrounds of its employees. This promotes a sense of belonging and commitment among all employees.

- Provide leadership training for managers and supervisors to help them understand the importance of organizational justice and how their leadership styles and decisions can impact employee commitment.

### **5.5 Suggestions for Further Research**

Based on the conclusions and recommendations drawn from the study “The Influence of Career Progression on Employee Commitment: The Moderating Role of Organisational Justice,” several areas for further research can be explored. Here are some potential research topics:

- Investigate the specific career progression models used by organizations and their impact on employee commitment. Compare different models to understand which is most effective in fostering commitment.
- Research the long-term effects of career progression on employee commitment. How does commitment evolve as employees progress in their careers within the organization over several years?
- Conduct research that explores how cultural factors influence the relationship between career progression and employee commitment. Investigate whether the moderating role of organizational justice varies across different cultural contexts.
- Delve deeper into the role of organizational justice in the context of employee commitment. Explore the specific dimensions of justice (distributive, procedural, interpersonal) and their impact on commitment.
- Examine how different leadership styles (e.g., transformational, transactional, laissez-faire) influence perceptions of organizational justice and their subsequent impact on employee commitment.



- Research the role of employee voice mechanisms (e.g., suggestion boxes, feedback platforms) in shaping perceptions of justice and commitment. How can organizations encourage and leverage employee feedback for improved justice and commitment?

Investigate the extent to which career progression and organizational justice impact employee retention. Does a strong commitment resulting from these factors translate into longer tenure with the organization?



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## APPENDICES

### Appendix 1: Sample questionnaire for the study

UNIVERSITY OF EDUCATION, WINNEBA

SCHOOL OF BUSINESS

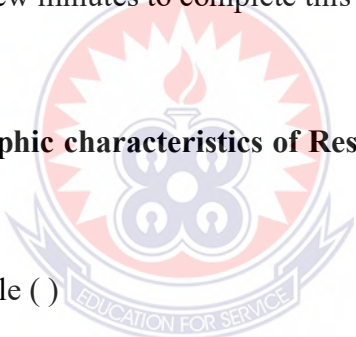
DEPARTMENT OF MANAGEMENT SCIENCES

Dear participant,

I am a post-graduate student researching the topic: *'The influence of career progression on employee commitment: the moderating role of organisational justice'*. Ethical issues will be strictly managed, and your response is considered confidential as the information collected will only be used for research.

Thank You for taking a few minutes to complete this survey.

**SECTION A: Demographic characteristics of Respondents Please tick (✓) where appropriate**

- 
1. Gender: Male ( ) Female ( )
  2. Marital Status: Married ( ) Single ( ) Widow ( ) Separated ( )
  3. Educational Qualification: SSCE/WASCE ( ) Certificate ( ) Diploma ( ) Degree ( ) Masters ( ) PhD ( ) Others ( )
  4. Work Experience: Less than 5 years ( ) 5-10 years ( ) 11-15 years ( ) 16 years and above ( )
  5. Category of Staff: Academic ( ) Non-Academic ( )

**SECTION B: CAREER PROGRESSION**

Please indicate your extent of agreement by circling the options from 1 (strongly disagree) to 5 (strongly agree)

<b>CAREER GOAL PROGRESS</b>						
1	My present job moves me closer to my career goals.	1	2	3	4	5
2	My present job is relevant to my career goals and vocational growth.	1	2	3	4	5
3	My present job sets the foundation for the realization of my career goals	1	2	3	4	5
4	My present job provides me with good opportunities to realize my career goals.	1	2	3	4	5
<b>PROFESSIONAL ABILITY DEVELOPMENT</b>						
5	My present job encourages me to continuously gain new and job-related skills.	1	2	3	4	5
6	My present job encourages me to continuously gain new job-related knowledge.	1	2	3	4	5
7	My present job encourages me to accumulate richer work experience.	1	2	3	4	5
8	My present job enables me to continuously improve my professional capabilities.	1	2	3	4	5
<b>PROMOTION SPEED</b>						
9	My promotion speed in the present organization is fast.	1	2	3	4	5
10	The probability of being promoted in my present organization is high.	1	2	3	4	5
11	Compared with previous organizations and attainable jobs, my position in the present one is ideal.	1	2	3	4	5
12	Compared with my colleagues, I am being promoted faster.	1	2	3	4	5
<b>REMUNERATION GROWTH</b>						
13	My salary is growing quickly in my present organization.	1	2	3	4	5
14	In this organization, the possibility of my current salary being increased is very large.	1	2	3	4	5
15	Compared with my colleagues, my salary has grown more quickly.	1	2	3	4	5

**SECTION C: EMPLOYEE COMMITMENT**

Please indicate your extent of agreement by circling the options from 1 (strongly disagree) to 5 (strongly agree)

	<b>COMMITMENT</b>					
1	I am quite pleased that I am part of this organization.	1	2	3	4	5
2	I enjoy interacting about my organization with people outside it	1	2	3	4	5
3	I just believe that issues failing this Organization are my issues also.	1	2	3	4	5
4	Getting committed to some other Organization can be as easy as getting committed to this organization	1	2	3	4	5
5	I don't feel tied to this Organization emotionally.	1	2	3	4	5
6	I feel that I owe this Organization much and what I have gained from them	1	2	3	4	5
7	I am committed to this Organization because my core values are largely its own.	1	2	3	4	5
8	This Organization has a mission that I believe in and am committed to	1	2	3	4	5
9	Oftentimes, I fret as to what might occur if this company has difficulty and I wasn't a member anymore.	1	2	3	4	5

**SECTION D: ORGANIZATIONAL JUSTICE**

Please indicate your extent of agreement by circling the options from 1 (strongly disagree) to 5 (strongly agree)

	<b>DISTRIBUTIVE JUSTICE</b>					
1	I think that my level of pay is quite decent.	1	2	3	4	5
2	Overall, the incentives I receive here are pretty decent.	1	2	3	4	5
3	I find my job load to be fairly equal.	1	2	3	4	5
4	I believe that my duties are reasonable.	1	2	3	4	5
5	I am satisfied with the pattern of motivation in this organization	1	2	3	4	5
	<b>PROCEDURAL JUSTICE</b>					
6	My organization ensures staff complaints are treated before work decisions are considered.	1	2	3	4	5
7	My organization gathers correct and filled data to make work decisions.	1	2	3	4	5
8	When needed by staff, management of the organization clarifies decisions and offers supplementary information	1	2	3	4	5
9	All employment decisions are fairly extended to all affected workers.	1	2	3	4	5
10	Avenues are made available for employees of the organization to participate in some decision-making	1	2	3	4	5
	<b>INTERACTIVE JUSTICE</b>	1	2	3	4	5
11	The management regards me with deep respect when choices are made about my job.	1	2	3	4	5
13	The organization is attentive to my interests as decisions about my job are made.	1	2	3	4	5
14	The management truthfully interacts with me when choices about my work are made.	1	2	3	4	5
	<b>INFORMATIONAL JUSTICE</b>	1	2	3	4	5
15	The organization is warned about my privileges as a worker when choices are made concerning my work.	1	2	3	4	5
16	The management will address the consequences of the choices surrounding the decision taken regarding my work.	1	2	3	4	5
17	The supervisor gives attributes that make sense to me before making choices regarding my work.	1	2	3	4	5
18	Clearly outlined choices are communicated by the organization as regards my job.	1	2	3	4	5

**THANK YOU FOR YOUR TIME**