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## **Assessment of the effect of Career Advancement on Workers' Morale in the Public Sector: A Case Study of some Selected Tertiary Institutions in Gombe State**

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**Abstract:** *This research work sponsored by TETFund is being carried out to examine whether or not career advancement has an effect on workers' morale in some selected tertiary institutions in Gombe state. By and large, it examined the concepts of career advancement and workers' morale. It also examined some theories such as the X and Y theory, Abraham Maslow's theory of needs, social cognitive theory, trait and factor theory and conclusively, adopted the Krumboltz's theory for the backing of the research. The selected institutions are Federal Polytechnic, Kaltungo; Federal College of Technology, Technical (FCE(T)), Gombe and Federal University, Kashere (FUK)- A combination of Teaching Staff, Junior non-teaching staff and senior non-teaching staff. The research made use of both primary and secondary sources of data through questionnaire and journals, text books and internet sources respectively. The study adopted simple percentages, tables and chi-square as tools of analysis to present and analyze the collected data. The simple percentage and chi-square enabled descriptive and inferential analysis respectively. The research suspects that indeed career advancement plays a very significant role in workers' morale and recommended that staff should be allowed to go on study leave, effect promotions in their salaries and if possible provide scholarship for staff development amongst others.*

**Keywords:** *Career, Advancement, Workers, Morale, Public, Sector, Assessment.*

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### **Introduction**

Career advancement is one of the human resources practices that has changed the world positively over the past 20 years. Paternalistic organizations of the past rewarded good work with lifetime employment, planned development and steady advancement. In today's rapidly changing organizations, employees recognize that their jobs will continue only as long as their skills are relevant to the modern trend of the way things are done, otherwise they become obsolete. They know they are responsible for their own career development (advancement). Nevertheless, the stresses and frustrations experienced by employees as a result of changing

career patterns can contribute to reduced productivity, poorer quality of decisions, increased absenteeism and turnover, and increased incidence of disability claims related to stress.

According to Armstrong (2001) career development is of great importance to both the individual employee and the organization. This is so because there is interaction between the organization for which he/she works and the development of the organization through the employee's career. An employee develops his/her career through a continuous acquisition of managerial or professional skills and experience which may bring about rewards and promotion. Graham and Bennet (2009) agree with this and contend that career development involves higher status and responsibilities which can take place in one organization or through movement between organizations or a combination of both. Employee could move from one institution to another not necessarily in the same career, but probably from one field to another or from one level to another (Robbins, 2010).

In today's competitive market, successful organizations regardless of size need employees who have the necessary knowledge and skills to make an effective contribution as drivers towards achieving a competitive edge in the organization. Therefore, vision of a competent, confident, loyal and valued workforce delivering high quality, person-centred service is rightly ambitious. Armstrong (2001) points out that today's dynamic environment requires continuous professional and managerial development. Stakeholders should put in place, if not already available, a range of structures and processes to support the development of the workforce they need now and for the future. Perek and Rao (2012) argue that career development of employees should be seen as an investment, not a cost; and that bad performance, ignorance and low commitment to duty are very costly barriers in an organization. It is pointed out that the key to high levels of performance lies in having employees who are willing to work, are well managed, well led, well-motivated and are always re-skilling. Career development covers an employee's work life. It starts with, for example staff orientation, on-job training, experience, short courses, professional courses, post graduate degrees or diplomas.

Career revolves around three basic themes that include advancement in career position; source of stability within single occupational field and evolving sequence of a person's work experience. According to (Greenhaunet *al*, 2010), "Career is defined as the pattern of work related experience that spans the course of a person's life". While reviewing for career management, (Rosemary & Christopher, 2008) have instructed that;

"commitment to the method of career management, clear policies and systematic method that guarantee fairness and potency, the extent to that the individual has freedom of choice in promotions and job movement and also the resources on the market to support the career process ought to be thought of". According to Holbeche and Linda (2009), careers have invariably remained a significant concern for the workers however they have every little time to properly manage it.

Career management activities and development programmes can give a supportive climate for organizational development. Conversely, worker's morale is considered to be related with concept of ability, attitude, opportunity and motivation (Ivancevich and Matteson 2008), and employees being the key element of the organization determines the success or failure of the organization through their morale. Today employees are more career conscious than ever and are more demanding from their work in terms of fulfilment, personal growth and satisfaction. Hence, employees are expressing a strong desire to pursue more than a job.

Hellriegel (1996) viewed morale as any influence that portray, direct, or maintain people's goal directed behaviors. It refers to the driving force that makes an individual to act in a specific way. It is an inner drive that causes an individual to behave in a certain manner. The goal of most organizations is to improve productivity therefore factors of morale play significant roles in improving employee job satisfaction levels. This will in turn aid in improving an organization's productivity levels.

Employees make up the workforce of any organization as such they are an integral part of the organization. Aluko (2014), stated that an organization is only as good as the workforce that runs the organization. This is to say that when employees are motivated chances are that their morale would be high as such performance and productivity levels would increase thereby to a large extent boosting overall organizational performance level. In order to achieve high levels of productivity as such boost organizational performance or productivity, managers therefore need to continually seek ways of ensuring that their employees stay motivated. This is because a lack of employee morale leads to reduced productivity which is harmful to organizational performance and continuous success. This study therefore examines the effects of Career advancement on workers' morale in the Public sector in Gombe state.

### **Statement of the Problem**

Employees are major assets to any organization. They play an active role towards the organization's success that cannot be underestimated. Equipping these unique assets through effective training becomes imperative in order to maximize the job performance and expected future performance (Aseka, 2012). The work performance of public sector workers in Nigeria has been a major concern to the Nigerian government, civil society and organizations falling under the sector, development partners and the people of Nigeria. The prevailing situation at the work place has been one of low work performance and poor service delivery. The poor work performance has led to the decline in service delivery in the public sector.

James (2014) cited three warning signs of a demotivated workforce these include poor workplace atmosphere, slipping job standards and decreased productivity. He further stated that if any of these factors is observed to be trending downwards then there is a great chance that the organization is dealing with a demotivated workforce. Most businesses and organizations especially manufacturing industries have failed to recognize the importance of motivation as a concept be it intrinsic such as employee well-being, relationship with co-workers, relationship with managers, organizational policies etc. or extrinsic such as training and career development, good working conditions, compensation, promotion amongst other factors that enhance or improve employee performance as well as organizational productivity levels.

This in turn has continued to represent major managerial concerns for decades as employee productivity levels has relatively declined which has been acknowledged as a subject of growing concern in the aspect of business and management research (Akerele, 2001). Although a lot of factors may also be responsible or even cause a decline in productivity such as poor strategic and structural changes in decisions and executions, lack of infrastructure, leadership styles and organizational culture amongst others. Contemporary investigations that connects the concept of workforce motivation and productivity has laid an emphasis on employee perspective, needs and expectations as factors affecting their performance and

productivity levels respectively. As such investigating those factors of importance to employees in the discharge of their duties at work has taken a new dimension.

Workers' morale through factors such as employee wellbeing, adequate compensation, promotion, good relationships with co-workers and relationships with managers can enhance an employee's level of effectiveness and efficiency in the workplace. This is because good relationships with co-workers promote unity and gives the employee a sense of belonging and acceptance which in turn boosts employee performance and productivity levels. Employees who enjoy such relationships both within and outside the work environment tend to be more effective and efficient as such very productive in discharging their duties. Therefore, organizations should promote harmony amongst employees by organizing social functions in a bid to bring employees together (Jibowo, 2007).

Therefore, an organization's best strategy is to provide suitable work environs that allow their workforce to meet or exceed expectations as well as offer a range of motivators to improve enthusiasm, performance and productivity levels. Most paramount, there should be career advancement as a source of workers' morale. Is this obtainable in tertiary institutions in Gombe state or not is what this study seeks to find out.

### **Objectives of the Study**

The general objective of this study is to examine the effect of Career Advancement on Workers' Morale in the Public Sector, precisely some selected tertiary institutions in Gombe State. The specific objectives are;

- i. To analyse the extent to which opportunity or career advancement exist for workers in the public sector;
- ii. To explain the effect of career advancement on workers' morale in the Public sector;
- iii. To identify the challenges confronting workers' career advancement in the public sector;
- iv. To determine how career advancement can be improved in the public sector.

### **Research Hypotheses**

In carrying out this study, the following hypotheses are formulated;

**H<sub>0</sub>:** There is no significant relationship between career advancement and worker's morale in Gombe State.

**H<sub>1</sub>:** There is a significant relationship between career advancement and worker's morale in Gombe State.

### **Literature Review**

#### **Definition and Meaning of Career Advancement**

Career can be described as a series of positions occupied by an individual throughout his or her lifespan (Robbins & Coulter, 2002). Career is the constant progress, experience and skill acquisition of a person in a specific work field. Even though career, in the general sense, is defined as the total of the jobs a person undertakes through his or her entire life, it has a meaning beyond and wider than this definition. The career of individuals is not only the jobs

they have, but their training for fulfilling the expectation, goal, emotion, and desires related to their job role, and, as a result, progressing in that workplace with the knowledge, skill, quality and desire to work (Yalçın, 1994). Career is individuals' usage of the positions related to their job consecutively during their personal life (Kaynak, 1996).

Career is the process that is directly related to personal and organizational goals and creates an accumulation of experiences emerging from the tasks, jobs, positions of the person or from the transitions such as promotions, transfers that the person goes through in these positions (Yılmaz, 2006). According to this, most of the successes and failures related to the job experiences gained over time constitute the career of the person and at the same time provide the development in the career of the person. All experiences gained during this phase of development interact with each other. Career generates the qualities of the person and the relationship outside these qualities. It is a process that indicated the relationship between a person's and the organization and rise and falls of this relationship (Işık, 1993).

A detailed study conducted by Edgar Schein emphasizes that certain behavioral patterns, values and attitudes that manage the person's career are developed in his or her early years. These behavioral patterns consist of the combination of needs and instincts, and help the person to choose between a few related careers (Bayram, 2008). These sets of values consisted of needs and instincts manage, balance and complete a person's work experiences. Therefore, it makes it easier for a person to make a choice about his or her career. This situation is defined as Career Balances or Career Efforts (Aytaç, 2005). According to Schein, if individuals integrate their set of personal values such as skill, management skill, autonomy with the environment they work in, they confidently have found the right career. Sometimes the individuals may not know which set of values they belong until they make a decision about their career. In this stage, the past work experience, hobbies, skills, tendencies and personality of the person help them to find their career value (Adıgüzel, 2009).

Another factor that affects career selection is employees' character. Some people may avoid taking responsibilities and not be determined enough. For this kind of people, it is enough to advance to a particular position. However, some people do not get satisfied easily and always want to advance in their career, make large amounts of money, be in the highest position or have a social comfort. Even though there are different theories relating career selection with the person's character, this study uses John Holland's theory of "career choice" that is the most known theory. John Holland's theory of career choice talks about three main principles. These are:

1. People have different choices of professions because of their genetics and particular individual improvement.
2. Different professions necessitate different kinds of people.
3. People who work in jobs coinciding with their personalities are happier and more successful than the ones work in jobs that are not suitable for them.

Career planning is made while taking the person's personality traits, professional interests and other factors mentioned above into consideration. Therefore, goals in business life which is accordance with these factors may be determined. Career Planning may simply be defined as the personal decision of a working person during his or her career path. According to another definition, it involves the process of achieving one's career goals and the activities placed for obtaining these goals (Aytaç, 2005). From a broader perspective, it means the systematic efforts spent by employees to identify the results of the coherence and

incoherence between what they want to do and what they have done after evaluating their education in the past, in the present and intended for the future, and also their trainings, personal traits, skills, experiences, choices and expectations (Geylan, et al., 2013).

Organizational Career Management has been defined as sequences of formal and less formal activities of an organization related to the career development of its employees (Baruch & Peiperl, 2000). Therefore, organizational career management increases both employee effectiveness and organizational effectiveness. Orpen (1994) has studied organization career management's distinct and joint effects on the career success of employees and hypothesized the relationship between individual career management and career effectiveness, and between joint responsibility and career effectiveness. In this study, Orpen (1994) emphasized that organizational career management comprises a variety of policies and practices that purposely built by organizations to develop the career efficiency of their employees. According to Yalçın (1994), career management is expressed as a part of the career development program of the business, and includes the actions and plans that need to be conducted by the organization career management, involving skill, expectation and interest analysis and it is a process that cannot be done by just the organization or just a person. In this process, human resources play an active role. Management determines career planning program, provides information about the available positions in the organization or the ones to be opened, observes and evaluates the performances of the workers, creates training programs in line with the needs of employees and concordantly, contributes to the development of the workers in workflow. Pearson and Ananthram (2008) state that better outcomes are to be expected by matching individual and institutional needs. Karakurum (2005) points out greater levels of value similarity between employee and the organization is related with greater levels of job satisfaction. Therefore, matching personal and organizational goals might lead to increasing satisfaction of employees; on the other hand, differences between personal and organizational goals might lead to increasing dissatisfaction of employees.

#### **Approaches to Career Advancement**

Whether you have a clear career path mapped out in your mind, or are waiting on the next opportunity to present itself, taking that next step up the ladder requires a dedicated effort to continuously develop your skills, knowledge, and network. Several key strategies can help professionals accelerate their advancement. These proven approaches include mentorship, volunteerism, networking, and training and education (Larkin et al, 2014).

#### **Mentorship**

Mentorship is a reliable approach to advancing in one's career, particularly for those new in their field or place of employment. Mentorship goes beyond training and education by helping newcomers navigate through the sometimes confusing or complex situations they can face. While mentorship is often associated with those early in their career, professionals can substantially benefit from mentorship at any stage of their career, both as a mentee or mentor. Mentors benefit by giving back to the field, enjoying the satisfaction and impact of sharing their knowledge and experience, expanding their networks, and learning new things from their mentees, to name a few. Mentees benefit from new perspectives on their work, further developing their networks, gaining a sounding board for ideas and projects, and increasing their sense of self-worth.

#### **Volunteerism**

Getting involved by serving on a committee, task force or Board of Directors with an organization is a great way to expand your network, gain valuable leadership skills and increase your personal and organizational visibility within the industry. Volunteer work allows professionals to build skills they may not have the opportunity to develop in their current job. There is no shortage of leadership opportunities for those that want to develop their interpersonal, organizational, communication or project management experience. Not only do volunteers learn more about the Society's inner workings but they also gain knowledge and perspective from other committee members. Volunteering often leads to public recognition of your efforts and is a great way to make your mark if your current job doesn't allow for much outward-facing interaction within the industry.

### **Networking**

Networking is critical at all career stages. Both mentorship and volunteering are great ways to build your professional network. Networking is nothing more than the act of connecting with people. Connecting is much easier when you can meet people with common interests or a common purpose. At an event, a great way to make a new connection is to introduce yourself to the person sitting next to you at lunch or before a session starts or by asking other attendees what they thought of the most recent speaker. People in your network can be a great resource for advice and information about the latest challenges and new developments facing the industry. They can also help you to learn about other potential career paths within scholarly publishing. And, since half of all jobs are never advertised, you'll likely learn about opportunities that otherwise would go unnoticed.

### **Training and Education**

It probably goes without saying that expanding your knowledge about the industry is essential to advancing your career. However, many professionals view providing continuing education as the sole responsibility of their employer. And while organizations do have an incentive to fund professional development for their staff, those that get ahead in today's job market take professional development into their own hands. Most of the time employer investments align with the company's goals, not your specific performance improvement needs for skills and experience that you might need to explore other career opportunities within the industry.

### **Theoretical Framework**

This research adopted the Krumboltz's theory of career advancement. Krumboltz's (1979) theory of career advancement is grounded in social learning theory and in classical behaviourism. It also incorporates the more recent ideas from self-efficacy theory (Bandura, 1977) and cognitive-behavioural theory (Beck, 1976; Ellis, 1970). This theory incorporates many factors, each of which has a different impact on the person in his or her career decision making. First, genetic endowment may expand or limit options for each individual. Included in genetic endowment are set factors (sex, race, developmental disabilities), as well as those innate talents that a person can choose to develop. Second, career decisions are influenced by environmental conditions and events beyond a person's control such as cultural norms and economy. The third factor is individual learning, which can occur both instrumentally (being rewarded for writing may lead to an interest in being a journalist) and associatively (watching a movie in which a policeman is seriously injured may reduce the desire to go into law enforcement). Learning experiences include acquiring (or failing to acquire) work habits and

problem-solving skills. So also promotions and adequate training of personnel encourages workers to improve and strive to do more.

Finally, Krumboltz highlights the importance of what he calls self-observation generalizations. That is, people compare their own performance, skills, and abilities with some standard and draw conclusions about their competence and worth. These conclusions are used in making responses to future situations. If the conclusions reached are not reasonable but rather unrealistic or inappropriate, their images of themselves as workers may be damaged. For example, a girl may not believe that she could be capable in math, and so she avoids math-related activities and career possibilities. In summary, Krumboltz sees career advancement as unique for the individual and believes that most of the influences on career advancement and career choice (interests; self-concept) are capable of being altered at any point in life.

Factors that influence preferences with an educational or occupational preference being an evaluative self-observation generalization based on those learning experiences pertinent to any career task and propositions explaining the acquisition of these preferences. Factors influencing career decision making skills with propositions explaining how these particular skills are acquired. Factors influencing entry behaviours into educational or occupational alternatives with propositions explaining factors accounting for the actual entry behaviours into occupations, training programs, or educational courses of study.

Krumboltz's theory highlights the importance of what he calls self-observation generalizations. That is, people compare their own performance, skills, and abilities with some standard and draw conclusions about their competence and worth. Krumboltz's theory emphasises on the factors that influence preferences with an educational or occupational preference being an evaluative self-observation generalization based on those learning experiences pertinent to any career task and propositions explaining the acquisition of these preferences. The Krumboltz's theory of career advancement is hereby used to determine the effects of career advancement on worker's morale in the public sector.

## **Methodology**

### **Research Design**

Mbachu (2011) defined research design as a plan or strategy for conducting a research. Once the research problem has been adequately formulated to specify the types of information needed, the researcher must work out the research design. This study utilizes survey design method because all survey design deals mainly with the examination of contemporary conditions and practices pertaining to any aspect of the social system in order to improve or create room for maximum efficiency. According to Ojo (2003) a survey research design is one in which a researcher observes the object of study as they are without manipulating them, with the aim of collecting first-hand information.

### **Study Location and Population**

The study location of this research comprises of three tertiary institutions in Gombe State, in the North Eastern part of Nigeria. Gombe State covers about 1,710,000 Hectares, 17,100 Squares Km, 4,206, 600 Acres 6,679.69 Square Miles (Tuduks, 2015). Gombe State is made up of eleven (11) Local Government Areas, and it has three (3) senatorial zones. Gombe has a total population of 2,365,040. The population of both teaching and non-teaching staff in FCET, FUK and FEDPOLY Kaltungo are the target of this research where a sample size will be deduced for the research.



### **Sample Size and Sampling Techniques**

In view of the fact that the target population is large and cannot be effectively covered, the study will use the slovin's formula for determining sample size. The slovin's formula seeks to give minimum sample size for reasonable coverage, the slovin's is calculated with the formula below;

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

Where:

n = sample size

N = population

1 = constant

e = margin of error (level of significance, 0.05)

### **Tools for Data Collection and Analysis**

The study will rely on both primary and secondary tools of data collection. The primary tool of data collection to be used in this research is questionnaires. This is used in order to obtain first-hand information. The Questionnaires will be administered to the respondent since it is believed that the respondents are graduate and can read and write, the questionnaire will as well be supported with a guide to interpret in the event of junior staff that can't read and write. The secondary source of data includes records, published and unpublished materials such as textbooks, journals, newspapers, internet, articles and publications among others for obtaining data for the analysis.

The study will adopt simple percentages, tables and chi-square as tools of analysis to present and analyze the collected data. The simple percentage and chi-square enabled descriptive and inferential analysis respectively. Chi-square ( $X^2$ ), according to Obikeze(1980), is used as a test of significance of the difference between observed frequencies and what is expected by chance in the course of the study. The chi-square is calculated with the formulae;

$$X^2 = \sum \frac{(fo - fe)}{fe}$$

Where:

$X^2$  = Chi – square

FO = Observed Frequencies

EF = Expected Frequencies

$\Sigma$  = Summation

(Rt x Ct)

$$\text{Also, the EF} = \frac{\quad}{Gt}$$

The Expected Frequency is usually calculated by multiplying the column total by the row total and dividing the result by the grand total for each cell. This is used in determining whether the hypothesis is to be accepted or rejected. The chi-square decision rule state that; if the calculated chi-square is equal or higher than the tabulated value,  $H_0$  should be rejected and  $H_1$  be accepted and if the calculated chi-square is less than the tabulated value  $H_1$  should be rejected and  $H_0$  be accepted.

### **Research Instrument**

A well-constructed and self-developed questionnaire will be used to get the desired information from the students. The questionnaire will be divided into two sections (A and B). Section A was for collection of information on personal data of respondents while Section B consisted of questions that elicited responses from the respondents with response options: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

### **Validity and Reliability of the Instrument**

The designed questionnaire was submitted to professionals in the field of study for vetting, correction and approval before distributing it to the respondents. The reliability of the research instrument was determined using a split half test using the odd and even numbered items to form the two halves. The two halves was administered to a sample of staff from other tertiary institutions not selected for the main study. The Pearson Correlation Coefficient was used to determine the reliability of the instrument.

### **Test of Hypothesis (chi-square)**

The hypothesis raised for the purpose of this research was basically to find out if there is a significant difference in the opinion of respondents on the subject matter. The chi-square was used in testing of this hypothesis. It was used to understand the degree of difference in the opinion of the respondents on the effect of career advancement on workers' morale in Gombe State. The formula is displayed below;

$$X^2 = \sum \frac{(fo - fe)^2}{fe}$$

Where:

$X^2$  = Chi – square

FO = Observed Frequencies

EF = Expected Frequencies

$\Sigma$  = Summation

$$\text{Also, the EF} = \frac{(Rt \times Ct)}{Gt}$$

The Expected Frequency is usually calculated by multiplying the column total by the row total and dividing the result by the grand total for each cell. This is used in determining whether the hypothesis is to be accepted or rejected. The chi-square decision rule states that; if the calculated chi-square is equal or higher than the tabulated value,  $H_0$  should be rejected and  $H_1$  be accepted and if the calculated chi-square is less than the tabulated value  $H_1$  should be rejected and  $H_0$  be accepted Using the formula for solving for chi square, the following computations were carried out;

**Test of Hypothesis on the effect of Career Advancement on Workers’ Morale in Gombe State**

FO	FE	(FO-FE)	(FO-FE) <sup>2</sup>	(FO-FE) <sup>2</sup> /FE
86	80.94	5.06	25.60	0.32
16	21.05	-5.05	25.50	1.21
64	66.65	-2.65	7.02	0.10
20	17.34	2.66	7.07	0.41
96	98.4	-2.4	5.76	0.06
28	25.6	2.4	5.76	0.23
<b>Total</b>			<b>Calculated <math>\chi^2</math></b>	<b>2.33</b>

**Source: Researcher’s computation 2024.**

**Degree of freedom (Df) at 0.05=5.991**

From the computations above on whether or not there is a significant difference in the opinion of respondents on the relationship between career advancement and workers’ morale. The hypothesis posed was a null hypothesis. That, there is no significant difference in the opinion of respondents on the relationship between career advancement and workers’ morale in Gombe State. The computations revealed that the calculated chi-square of **2.33** is less than the Table chi square (**5.991**) which was checked using the degree of freedom. The formula for that is  $df=(Rt-1) (Ct-1)$ . This gave us row total of (3-1) and column total of (2-1). This gives us  $2 \times 1 = 2$ .

It is obvious that the calculated chi-square is less than the table chi-square. One will then accept the null hypothesis which suggests that there is no significant difference in the opinion of respondents on the relationship between career advancement and workers’ morale in Gombe State and reject the alternative hypothesis which is that there is a significant difference in the opinion of respondents on the relationship career advancement and workers’ morale in Gombe State.

**Conclusions**

From the study findings and based on the objectives of the study, it can be concluded that opportunity for advancement, appreciation for work done, organising internal and workshops, timely promotions and other factors are the main source of morale for workers in Gombe State. This is due to the service having greater percentage of well-educated young and energetic people in the service with less people approaching the retirement age who seek ways to improve their abilities. Even though, as revealed by the hypothesis testing of whether or not there exists a significant difference in the opinion of respondents on the relationship between career advancement and workers’ morale, the opinion of respondents revealed that there is no significant difference which suggests that there are quite a reasonable number that feel a relationship does not exist even when quite a reasonable believe it does. From the analysis drawn based on the opinions sampled, one will conclude overwhelmingly that a

relationship exists and that truly, career advancement has an effect on workers' morale in Gombe State.

### **Recommendations**

The following recommendations are made based on the research findings that:

- The study has revealed that timely promotions and provision of scholarships for workers improve workers' morale. It is therefore recommended that tertiary institutions in Gombe State come out with revised and improved guidelines on how promotions and study leave with or without pay is done to encourage employees who have consistently performed or served.
- The institutions in question should also provide a scheme that will encourage timely workshops organised both internally and externally and ensure that workers participate.
- Workers should be given some sort of incentives for work done more especially in circumstances of overtime functions.
- Workers should be encouraged to go to schools even if it means forcefully or by giving conditions and criteria for promotions so that they can be better of in their careers for the development of self and tertiary institutions in Gombe State.
- When promotions are done, it should reflect on the workers' salaries to boost their morale towards improving on advancing their career.

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