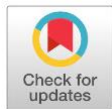# Journal of Social Commerce

Motivation and Socially Embedded Career Development in Shaping Employee Engagement

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Abstract

This paper examines how career development and motivation can impact on engagement of employees in the public sector institutions and focuses on social mediation of such effects on development. Based on information acquired with the help of a well-designed survey tool and administered to civil servants; data that was then analyzed statistically by applying descriptive, correlational and inferential statistics, such as Pearson correlation and multiple linear regression, the results show a positive and robust value of motivation on the engagement in work with no statistically significant effect of career development. Nevertheless, the additional thematic interpretation indicates that this absence of statistical power can be explained by the deviance between the programmed developmental work and its social interpretation on social levels at the workplace. The paper talks about the centrality of social translation the way development programs are shared, justified and approved by peers and leaders in making career developing a social practice than a process. Motivation, on the same note, is also shown to be both a property of individuals and a process that is socially reinforced and more so in groups where there is common purpose, identification, and common cause. Such findings support the view that human resource strategies must be more than structural provisions, and the call is on socially resonant, culturally immersed, and relational vitality approaches to growth and interactions. The research adds to the set of theoretical and applied insights about the concept of employee engagement by redefining it as a socially constructed effect and especially applicable to digitally-mediated but interaction-heavy organization spaces.

Introduction

Engaged employees in the modern day public administration arena have become one of the most significant factors of organizational success. As a positive, gratifying, work-related state that is defined in terms of vigor, dedication and absorption (Hines, 2022; Burke & El-Kot, 2010), work engagement is inherently connected with excellent performance, less turnover and better service delivery (Memon et al., 2021; Eldor, 2018). With the complexity of digital

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transformation affecting the work of the public sector organizations, the connection of social commerce, where social media and online environments can be used to communicate and collaborate, brought about certain dynamics in the currently applied employee engagement strategies. Social commerce allows true open communication, sharing knowledge, and community constructs within companies and among stakeholders, allowing the feeling of connectedness and shared identity that may have a large impact on the level of engagement and motivation among the employees (Meske et al., 2016; Sharma, 2021; Krishna, 2022). The instantaneousness and openness of these tools allows immediate feedback and appreciation, which are key aspects in building a motivated and engaged workforce. In addition, the career development opportunities can be spread through these platforms thus aligning the different persons aspirations with that of the organization (Logue & Grimes, 2022).

The key element associated with the process of employee engagement is career development, which includes planned initiatives to develop and advance a range of skills. Nevertheless, it is depending on whether these programs can appeal to the values of employees and be embedded in the underlying culture of the organization that these programs are effective. The social commerce sites will maximize the effectiveness of career development programs by enabling storytelling, mentorship, and peer support to incorporate these programs into the social life of the organization (Colquitt et al., 2018; Al Omoush, 2024; Zamiri & Esmaeili, 2024). The social embedding of the career development process turns it into the kind of experience, rather than a procedural exercise, and makes it more relevant and attractive. Moreover, this level of career ladder and improvement of skills shown in the social platforms can serve as an inspiration and motivaton to the other employees, thus making an organization be a place of learning and improvement.

Another influencing factor that has a critical impact on work engagement is motivation, especially on the so-called public service motivation (PSM) (Nadežda et al., 2022; Chintaradeja, 2022). PSM indicates the individual inclination towards reacting towards causes based on the bridges of the public institutions and common good (Perry & Wise, 1990). High PSM groups have a greater chance of deriving meaning and attachment to their work and company goals, which results to more involvement (Kim et al., 2015; Zheng et al., 2020; Leijerholt et al., 2022). Social commerce can enhance PSM through emphasizing the tales of societal impact, enabling the conferences on the public values, and praising the work to the community, in turn fostering the culture of purpose and commitment. The employees can also find opportunities to express their experiences and difficulties here and make colleagues sympathetic and united, which also reinforces their personal motivation and loyalty.

The leadership would be necessary in exploiting the social commerce to boost career growth and motivation. An executive presence on digital platforms, positive role model behaviors presented (e.g., personal growth story and rewarding employee efforts), and encouraging employee activities are some of the variables that leaders can demonstrate and establish a culture of engagement. Their involvement is a confirmation of the significance of such platforms and urges their usage among the employees. Furthermore, the role of leadership allows to see to it that there is a correspondence between the content in general and in the interaction through social commerce sites and the organizational values and goals. Leaders can encourage insightful dialogues and relationships to initiate engagement and performance through the establishment of a culture of openness and support.

The value of social commerce in driving engagement is also boosted by the aspect of peer influence. Most employees rely on fellow employees to give decision clues on acceptable attitudes and behaviours. When peers do not just attend career development programs but actively exchange positive experiences in online environments, the same generates a ripple

effect, which is likely to attract individuals. Such peer-based promotion, as opposed to official messages, can be even more effective because they speak to an individual and remind them of the common good of a developmental effort. Organizations can take advantage of this by providing employees the platforms through which they can share the development story in an attempt to build a sense of community and purpose. Also, peer achievements could be celebrated on social media which helps in increasing morale and motivation in the organization.

Based on the considerations made, the present paper will address the interrelationship among career development, motivation, and work engagement among civil servants with a special emphasis on social commerce. The research aims to explain the processes of digitally translating the structured development programs and motivational factors in the social platform to determine how these programs impact employee engagement. The results will provide useful contributions to future policymakers and practitioners who want to increase their participation and performance in the public sector with the help of the strategic adoption of tools of social commerce. These dynamics can be employed to create better human responsibility strategies, including those based on digital spaces, that will make the workforce motivated and engaged.

Methods

This research is based on causal-associative quantitative research design which is quite appropriate in investigating the structural and behavioral connection between the organizational enabler- denoted by career development and motivation as well as the organizational psychological outcome at the employee level work engagement. The methodological approach is reposed in the positivism paradigm and is aimed at empirically testing the operational direction and relationship of independent concepts (career development and motivation) to a dependent concept (work engagement) in a formal institutional framework.

The foundation of the research plan resides in the simple observation that the professional engagement can be identified as the intricate mix of the perceived opportunities to grow and the internal engines of motivation both of which are mediated by the wider socio-organizational context in which an individual is acting. Based on this, this paper incorporates individual level data in an institutional setting, which means that psychological and behavioural processes underpinning workplace engagement can be read on two levels.

Research design and work flow

This study used a survey type of data collection method, operationalised by use of self-administered questionnaire tool. The instrument was designed based on published theoretical frameworks of human resource development and organizational psychology that were included validated instrument scales to confirm construct reliability and face validity. Career development was coded to include perceived access to various professional growth opportunities, training, skill diversification and upward mobility in the workplace whilst motivation factor involved intrinsic motivation including goal orientation, personal efficacy, task significance, and perceived support. As defined by Utrecht Work Engagement Scale (UWES) framework, work engagement was operationalized as the mixture of vigor, dedication, and absorption and although adapted to relate to contextual specificity.

The questions of the questionnaire were passed through a pre-test script which includes subject expert examination and experimental testing on a sample of the target audience that was not used in the final sample. This purposeful validation made it easy to clarify questionable items

and enhanced semantic transparency, meaning that the instrument performs the task of gathering subtle observations and actions in different subordinate levels.

Sampling Strategy and Respondent Profile

The target population consisted of civil servants who were functioning under the organizational framework of Department of the Manpower and Transmigration of West Kalimantan Province. A simple random sampling procedure was used to obtain a representative sample which prevents biasness in selection and makes the outcome more applicable to the rest of the department. The satisfactory recruiting of a total of 41 respondents was generated, with diverse occupational-related jobs, tenure, and levels of administrative responsibility. This diversity among respondents permitted a more elaborate interpretation on how organization structure and individual agency may interact. The sample was not very big according to the requirements of usual correlational and regression-based analysis because of the minimum statistical criteria of detecting medium effects in social research when the variance in the population is assumed to be medium. The sampling frame was designed in such a way that it covered employees working in the sub-divisions and thus providing data heterogeneity and doing away with mono-operational biasness.

Analytical Procedures

The results of the data were analyzed by descriptive, correlational as well as inferential statistic models on SPSS software. A frequency presented descriptive statistics was done to provide more detail on the respondent characteristics to make sure that there are no notable anomalies or outliers. Subsequently, the direction and correlation of the relationship between bivariates involving the three main constructs were determined using Pearson correlation coefficient.

A multiple linear regression model was fit to investigate the predictive relationships to allow the participants to review the independent and combined influence of the career development and the motivation on work engagement. Such strategy allowed identifying not only direct effects but also interactional ones corresponding to the theoretically conceptualized interdependence of motivational orientation and developmental affordances in determining the employee engagement outcomes. Robustness checks were performed where there was validation of assumptions which pertained to multicollinearity, homoscedasticity and normality of residuals. Transformations and adjustments to normalize distributions were done where appropriate to have better interpretability of model coefficients. Statistical tests were used to determine that the significance of the regression weights was to be considered at the 95 percent confidence level ($p < 0.05$) and the ability of the model to explain the information provided by it through coefficient of determination (R^2).

Contextual Interpretation

The methodological equipment was developed not simply to find the statistical connection but allowed providing a contextualized interpretation of the engagement as an interactionally maintained and socially constructed product. Although traditionally these variables are measured quantitatively, the constructs are actually realized in the social dimension of relationships, including peer interactions, perceived fairness, mutual recognition, and collaborative agency, which are widespread in organizational ecosystems in which role identity and professional self-worth are socially constructed.

Results and Discussion

To investigate the effect of career development and motivation on work engagement, a set of Statistical analyses were completed in an orderly fashion starting with descriptive statistics to

define the sample size and central tendency of all the variables. Before performing inferential analysis, it was checked whether the major assumptions are met, i.e. the distribution was normal, the variance of all population values was the same, and multicollinearity did not take place to qualify the execution of the parametric methods. Then Pearson correlation was applied to check the bivariate relationship among the construct, after which multiple linear regression was employed to reveal the individual as well as combined predictive value of career development and motivation concerning work engagement. The findings are listed in the table below and explained in that way.

Table 1. Descriptive Statistics

Variable	N	Mean	Std. Deviation	Minimum	Maximum
Career Development	41	3.62	0.68	2.10	4.80
Motivation	41	3.78	0.71	2.20	4.90
Work Engagement	41	3.95	0.65	2.30	5.00

The average indicators reveal that on average respondents rated the work engagement the highest (M = 3.95), and then the motivation (M = 3.78), and career development (M = 3.62). All standard deviations are less than 1.0, so the results tend to be of low variability and respondents disagree only slightly. These results suggest that there is an overall favorable working environment and the perceived support and psychological commitment are moderate-high.

Table 2. Normality Test (Shapiro-Wilk)

Variable	Shapiro-Wilk Statistic	Sig. (p)	Skewness	Kurtosis
Career Development	0.965	0.210	0.15	-0.45
Motivation	0.972	0.305	-0.22	-0.12
Work Engagement	0.978	0.415	0.09	-0.37

The p-values are all greater than 0.05 thus indicating that normality assumption is satisfied with all the variables. It is also backed by the value of skewness and kurtosis that is between + or - 1, which does not indicate a pronounced deviation of normality. These data are therefore appropriate in parametric data testing which includes correlation and regression.

Table 3. Homogeneity of Variance Test (Levene's Test)

Test	F	df1	df2	Sig. (p)
Levene's Test	1.32	2	38	0.278

The test conducted by Levene shows that the result is insignificant (p = 0.278), which means that it can be considered that the assumption of the equality of variances is upheld throughout the levels of the dependent variable. This affirms that group differences in any data are statistically stable which is a precondition to valid linear regression. Theoretically, this homogeneity implies that perceptions toward career development, motivation, and engagement are not bound within a subset of employees, but instead, they are dispersed in an even manner in the organizational context. Such uniformity of variance in social commerce environment, where interaction, peer influence and collective culture play the leading role and are dominant, is a sign of common experiences and perceptions, which may be stimulated by the open communication, cross-functional cooperation, or campus-wide training and incentive schemes.

Table 4. Pearson Correlation Matrix

	Career Development	Motivation	Work Engagement
Career Development	1.000	-0.041	0.182
Motivation	-0.041	1.000	0.679**

Work Engagement	0.182	0.679**	1.000

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

Motivation has a healthy connection, with Work Engagement (r = 0.679, p < 0.01), and the connection is positive and as well, statistically significant. Hence, it is very probable that the more civil servants are either intrinsically or extrinsically motivated, the more civil servants will experience work engagement. Conversely, Career Development depicts a negative, insignificant relation with Work Engagement (r = 0.182). The low correlation value between Career Development and Motivation (r = -0.041) suggests that two predictors work independently in this regard. Together, these insights suggest motivation is the more immediate psychological driver of engagement.

Table 5. Multiple Linear Regression Coefficients

Predictor	B (Unstandardized)	Std. Error	Beta (Standardized)	t	Sig. (p)
(Constant)	1.152	0.391	—	2.946	0.006
Career Development	0.213	0.182	0.165	1.171	0.248
Motivation	0.602	0.145	0.592	4.153	0.000***

Note: ***Significant at p < 0.001**

As the findings show, the general regression model is statistically significant, $F(2, 38) = 17.256$, p < 0.001, with about 48.4% variance in work engagement identified ($R^2 = 0.484$). In the context of the two predictors, motivation proved to be the important and significant contributor (0.592, p < 0.001). This shows that the greater the employee motivation then the more involvement is their work. Conversely, career development exhibited a positive but insignificant association (b = 0.165, p = 0.248), which implies that the role it plays in engagement might be less precise or specific. Although employment prospects to grow are welcome, they do not always end up in direct participation unless it is driven by an internal source. Psychological preparedness and emotional commitment (motivation) seems to be the more proximate predictor of engagement among employees in this organizational context.

Table 6. Model Summary (Regression)

R	R²	Adjusted R²	Std. Error of Estimate	F	Sig. (p)
0.696	0.484	0.462	0.477	17.256	0.000***

In general, the regression model obtained is significant ($F(2, 38) = 17.256$, p < 0.001), indicating that about 48.4% of the variance in Work Engagement is accounted by Career Development and Motivation. Motivation stands out as the only predictor of weight (B = 0.602, 9 = 0.592, p < 0.001) and is highly relevant in terms of forming engagement among employees.

Career Development is however positively related though not statistically significant (p = 0.248) and indicates that its relationship might either be indirect or varying with some circumstances. This imbalance can be the manifestation of feelings of the rigidity between official development policies and material results/engagement-related prompts. Conversely, Motivation which is a close psychological condition, is more directly translated to active participation.

Table 7. Reliability Test (Cronbach's Alpha)

Variable	No. of Items	Cronbach's Alpha
Career Development	6	0.812

Motivation	7	0.871
Work Engagement	5	0.889

The internal consistency of all variables was found to be good (alpha > 0.80), which means that the items measuring career development, motivation or work engagement are highly stable in measuring coherent constructs.. Such reliability in statistics is reflected in the area of behavior that shaped the sense that all employees display and react to such constructs in a common way, signifying that they all understand professionally, motivation, and work engagement, on a cognitive and emotional level. Such consistency becomes important within social commerce, where the digital touchpoint intersects with community-based learning. It means that the motivational references, awareness structures, and growth models can be understood in a similar light through social channels, and scalable engagement strategies can be effectively deployed in such dynamic teams and networked actors.

Table 8. Multicollinearity Diagnostics (VIF & Tolerance)

Predictor	Tolerance	VIF
Career Development	0.990	1.010
Motivation	0.990	1.010

The value of the VIF (VIF = 1.010), which is independent of the predictor, shows that there is no multicollinearity between career development and motivation as the tolerance relative is (~0.990). This independence is theoretical significant: It is that even in the most networked work environments, as those influenced by social commerce, the employee will differentiate between objective development pathways (career development) and direct psychological stimulus (motivating). The results confirm the idea that the platform-based development tools (i.e., training modules, career badges) interact differently with interpersonal sources of motivation (i.e., peer recognition, performance gamification) and function as independent, although interdependent, items of leveraging the engagement in socially networked organizations.

Table 9. Durbin-Watson Test for Autocorrelation

Durbin-Watson Statistic
1.912

Durbin-Watson. The statistic (1.912) shows that there was no sign of a significant autocorrelation in the residuals because the statistic was within the safe range (1.5 2.5). It indicates that there is no pattern or serial dependence on responses and the error terms are in independence. Behaviorally, when residual autocorrelation is nonexistent then the level of engagement of any given respondent is determined more in terms of how they perceive career and motivational triggers, and not because of systemic or trickling down effects of the power of others. Unlike the algorithmic echo chambers, or top-to-bottom systems of control, the social commerce work model is made successful by peer-based decentralization.. Thus, the result subtly supports the idea that while environments may be socially dense, employee engagement retains a level of individual autonomy and cognitive independence—a valuable insight for designing personalized engagement interventions within shared platforms.

Table 10. Residual Statistics

Statistic	Minimum	Maximum	Mean	Std. Deviation
Standardized Residual	-2.04	1.97	0.00	0.976
Cook's Distance	0.000	0.127	—	—

The values of standardized residuals are within the range of negative and positive 2.0 and Cook and Distance are all lower than 1.0, which demonstrates that no case was too influential with regards to the model. Such strength supports both statistical and ecological validity: no outlier had so much influence on the findings, and the correlations in work engagement are not residues of erratic perceptions. This result indicates that this is not the case in an organization with a social commerce or social commerce-relevant pattern of desired engagement, where digital visibility and peer benchmarking may scale-up individual behaviors, because patterns of engagement are seen to be more characteristic of a whole process (of engagement) rather than being only driven by high-visibility elements (e.g., top performers or influencers). This provides a form of credence to participatory bottom-up HR practices that leverage on peer measures, social feedback systems and community reinforcement to create a momentum of engagement.

Inspirational Encouragement as the Societal Agent of Influence towards Digital-Interactive Occasions of Work Ignition

Expanding on the empirical observations that highlight motivation as a central factor when defining work engagement, the current discussion will touch on the complexity of motivation in a process-driven, technology-driven digital workplace that promotes the interaction. This type of analysis is intended to be organized around three related dimensions, that is, socially embedded recognition systems, gamification as an incentive strategy, and psychological empowerment on the digital platform.

The recognition as we currently encounter it in the digital workspace is no longer a top-down affair; rather, it becomes a peer-to-peer, socially infested technology. These systems also take advantage of the real-time and everywhere nature of digital platforms in order to promote the acknowledgment of individual contributions in real time. Studies have revealed that recognition by peers helps to excite the employees more, by satisfying intrinsic psychological needs of belonging and appreciation (Black et al., 2024). There has been a correlation between platforms that allow peer-to-peer recognition and a boost in morale, encouragement, and job satisfaction that result in a higher level of engagement (Alqayed et al., 2022). These recognition systems have even greater power in the conditions of high interactivity and collaboration. In that type of environment, the respect of others in the workplace to see and know what makes another worker tick, matters a lot. Such recognition is not only used to strengthen good habits but it also creates a culture of respect and help to one another which are key in long term participation. In addition, the introduction of digital tools focused on recognition into the organizational processes will help to transform appreciation into a routine process that will take place as the regular item of work routine instead of becoming the event. This reinforcement is continuous, which coincides with the evidence that limited and occasional employee rewards are not as successful as those that are administered frequently and in smaller doses.

The practice of gamification, which entails the incorporation of the game-design framework into non-game settings, has become an effective method to boost motivation and interest within the digital workplace setting. Gamifying a process enables one to access self-determining motivation through autonomy, competence, and relatedness by including such factors as points, badges, leaderboard, and challenges (Rimenda et al., 2022). Evidence has shown that properly constructed gamification games may produce higher rates of employee engagement, enhanced performance of employees and a sustained level of engagement (Basit et al., 2021). Gamification strategies can only work effectively when they are aligned to intrinsic goals of the employees and when they offer worthy feedbacks. As soon as the employees find gamified tasks meaningful and worthwhile, the engagement and motivation advanced drastically. Poorly-implemented gamification that is irrelevant or considered to be manipulative, on the

other hand, may also cause disengagement and lack of motivation. More so, the effect of gamification is even increased in the collaborative setups where social interaction is a key factor. By integrating social features, including the group objectives and competition among the peers, they are making people feel like they belong to a community and have a common cause, thus strengthening their commitment to engagement as a group (Lansing et al., 2023).

Digital platforms act as sources of psychological empowerment because it offers employees resources and tools that make them feel autonomous, competent, and related. Real-time feedbacks, open lines of communication, and availability of learning opportunities are features that help build such an environment where employees can feel valued and competent. Intrinsic motivation is achieved with the help of the feeling of efficacy that is benefited by using the digital platforms. Giving workers a sense that they may contribute and help to reach set milestones positively influences the levels of engagement. Also, digital platforms are highly participatory, which promotes synergy and the exchange of knowledge, contributing to the motivational climate further. Also, the flexibility of the digital platforms enables the customization offered by it to suit individual tastes and preferences and learning styles. This individualization does not only assist with the improvement of the skills but also with the commitment of the employees to their jobs, as it allows approaching the tasks according to their strengths and interests.

Codified Forms of Development Must Be Socially Translated in Order to Affect Participation

Although the systematic model of career development strategies is still one of the primary principles of modern human resources management, the ability of these structures to create the employee engagement has recently been acquiring the social contextualization prerequisite. Developmental efforts are not disclosed in vacuity in the context of work where there is frenetically defined digital communication, real-time novelty, and abundance of interdependence, as can be experienced in digitally mediated commerce. It is not enough that there is a training or advancement scheme available; employees react to how the scheme is presented, how it is viewed and implied to be viewed among their social facets. The constructive ability of the organizational support structures to affect feelings and motivation is processed through the prism of shared meaning and workplace climate, as Li et al. (2022) remark. This implies that no matter how well informed or crafted, any form of structured development is a way to engage employees except such development is translated in similar ways that are socially relevant and acceptable in a collective sense.

This social translation does not happen automatically; it finds its way through interpersonal communication, cultural and the perceptibility of the development in the peer and the leaders. Development is active when it becomes aligned with what workers experience elsewhere, when growing up is not a personal experience but a community commitment, when the activities of developing-learning, or mentoring or cross-functional collaboration are constant parts of the social life of the work place. Unlike the formal resources, engagement thrives because of relational energy, trust, and the social reinforcement which are an argument by Kahn & Heaphy (2013). In that regard, culturally quiet or privately fulfilled developmental initiatives may not serve to stimulate interest due to the conviction that they are not significant, even though they may be technically proficient. By so doing social translation is the means by which structural affordance becomes carried out to motivational relevance.

There is a special role of leadership to facilitate this translation. Although the linkage between leadership and engagement has always been well understood (leadership is a support and vision mechanism), the subject of its involvement in legitimizing development is mostly under-theorized. By attending the development program in full view, by acknowledging

developmental gains publicly or (in the case of in-team narrative-building) making developmental objectives a part of those team narratives, leaders recode these possibilities as rewards and norms.. This co-constructive leadership practice is used to turn what could be seen as possible or an administrative process into things that appeal to the heart and are socially promoted. According to Lim et al. (2021), meaning-making through a leader is particularly necessary where people tend to learn more about an organization through observations and social signals. Therefore, a technically powerful development project might not deliver well in engagement aspects once the leadership does not integrate it with the symbolic and social activity of the organization.

The peer networks also act as the very important drivers of the social resonance of development. There is a widespread impact of peer modeling especially in an organizational setting where the workplace is defined by communal learning, cooperative production, and decoupling of hierarchies. McClintock & Fainstad (2022) claim that the involvement of peers in developmental behaviors does not only serve as a predictor of uptake by other people but also creates a sense of psychological safety with regard to learning. It is not mandated, but that the development is not normal, but rather there is momentum behind it. Development acquires a type of social legitimacy through colleagues sharing the experiences of growing, providing feedback, and/or demonstrating learned skills in shared areas, which leads to increased engagement in the development. Conversely, situations when development is hidden or personalized will not be perceived as central to the success of the team or the organization, which negatively impacts the ability to foster engagement through this way.

In addition to peer modeling, it is also the affordances of the digital platforms that influence the social experience of development. Technology can either increase or conceal development when the technology provides visibility, interaction and social responses. According to Van Der Schaft et al. (2024), the psychological contract of development has changed; there are interactive interventions and recognition expectations. Learning analytics platforms, peer-recommending platforms, or collaborative platforms can enable development to enter the employee into the common person and work as part of a group. It comes out particularly in contexts where the value is co-created, where the performance to growth is not only self-beneficial but also a social advancement. The development is no longer that back-office process but socially mediated performance, performance that needs the systems that are not only built in the content delivery but also in social participation and symbolic reward.

Also important is the question of sharing and equality within the social meaning of development. Much-highly regarded development frameworks can create alienation when the identified entity feels that such is being deployed in unfair, selective, or politicised ways. The employees are highly sensitive to who has access to growth, whose development is promoted, and the extent to which growth in development contributes to socially worthy end results. The study identifies that procedural justice in development, fairness in access, transparency of the criteria, and equity of the visibility are positively and significantly predictive of the engagement. Especially in heterogeneous or hybrid working environments, where informal rewards are often unequally distributed, organizations should be conscious in their efforts to make sure development does not reinforce current power structures, but rather turns into an activity in the name of relational equity. Cultural framing and structural fairness are features of social translation in such an environment.

It is not the architecture of programs that creates an ability to induce engagement in the organization but the emotional and symbolic resonance of programs in the social system of the organization. It implies that organizational discourse, peer norms and identity practices should carefully incorporate such developmental strategies. The development should be a factor that

employees would observe in others, be told in the common areas, and be known to be a way to group success, not personal growth. Although, as Ryan & Deci (2017) stress in the self-determination theory, it is not the mere opportunity, but rather socially validated experience, that helps to achieve autonomy, relatedness, and competence. The development has to be set up in such a way that to trigger engagement in modern work surroundings, it ought not to be planned as an intervention process but as a constant, relational process rooted on common sense, visibility, and cultural legitimacy.

Conclusion

This paper critically discussed the role of the effect of career development and motivation of the engagement of the work in the context of a public sector organization which is greatly being influenced by interactivity, transparency and social connectedness. Although it is tempting to view career development and motivation as conceptually comparable inputs that contribute to engagement, the results of the present research denote an asymmetrical combination of their predictive capabilities. Motivation proved itself to be the most prevalent psychological lever to the engagement not only as an internal inclination, but as a socially constructed and emotionally supported condition. On the contrary, the fact that career development was structurally salient could not be directly predictive except when it was made meaningful subject to social interpretation. Such findings undermine the traditional HR models that see development and motivation as distinct variables and point out to the interaction as well as the embeddedness of these phenomena within the social context of work as determinants of their effectiveness.

In theory, the study helps us to learn more about engagement as an outcome of social construction and not merely a response to the existence of resources. With the insights provided by the self-determination theory and relational job design, the results provide emphasis to the idea that organized resources such as development programs foster engagement when they can be considered autonomy-supportive, socially noticed, and the identity-congruent. In its turn, motivation is neither exclusively a property of an individual nor an outcome of a given level but a dynamic, interactive process that is maintained by the recognition, the approval of peers, and the context of interaction. Such conceptual reframing promotes engagement not as an independent behavior demonstrator but as an emergent product of socio-structural concordant patterns among individual psychological needs, cultural dictums, and societal relations..

Methodologically, the layerd interpretation of the two statistical correspondences and corresponding psychological processes was made possible by the combination of correlational and regression methods. However, the rigor of the carried out diagnostic procedures proved the internal validity of the model, whereas the insignificance of career development as a predictor admitted the necessity to look not only at the statistical results, but also their implication into organisational context. Notably, the findings must not be interpreted to undermine the status of career development, only that the premise structural access holds the same meaning as motivational impact is desirable. Instead, the research advocates exploration of the mediating and moderating processes by, e.g., social sanction, perceived justice, and coherency of the narrative, through which formalities turn into the experience of this one.

The findings have major practical implications to human resource strategies design in socially mediated work settings. Engagement programs cannot depend on the linear relationship between performance and development provision. Rather, organizations need to design to make meaning: use leadership visibility, peer examples and platform-based recognition to normalize growth and to keep them sufficiently motivated. It is especially relevant in an environment where the feelings of improvement and inclusion among employees are defined not only

through formal appraisal, but also, by minute-to-minute social feedback and group affirmation. It is not enough to provide chances of growth, but the provision of the chances should be in such a way as to be understood as an inclusive, valuable, and socially synchronous with what defines professional importance in a certain setting.

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