Antecedents and Outcomes of Career Development in Jordanian Public Sector

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Abstract
Defining and maintaining a sustainable career development process call for theorizing and testing the antecedents and outcomes of career development practices across different contexts. Nowadays, human resources managers are highly in need of information to design more effective programs and policies to retain valuable employees by providing career activities that make them feel secure and valuable which in turn reduce their intention to leave and improve performance. Accordingly, this study aims to examine empirically the antecedents (career planning and career management) and outcomes (organizational commitment, job creativity, and job turnover) of career development in the Jordanian public sector. A self-administered survey involving 531 Jordanian employees in public sector organizations was used for the investigation. Results supported the research model. The analysis showed that both antecedent variables, career planning and career management, have a positive significant influence on career development with approximate explanation values of variance 20 percent and 23 percent respectively. The findings also revealed significant positive influence of career development on organizational commitment and job creativity but a negative influence on job turnover. The findings also showed that about 40% of the sample did not participate in any career training program. These findings would be useful to human resources managers during the selection and promotion processes of employees, as well as supervisors to manage the effect of work related outcomes, mainly commitment and creativity, to reduce turnover rates and lengthen the career path of employees.

Keywords: career development, career planning, career management, commitment, innovation, job turnover.

INTRODUCTION
Organizations are facing dramatic, continuous, and unprecedented changes in the work environment as a result of severe competition and customers’ demands. Increasingly, the organizations can no longer ensure the stability and security of personal career development (Fu, 2010). Consequently, organizations are constantly engaged in restructuring and downsizing to deal with these changes, which have dramatically influenced the concept of a career and elevated the importance of managing people at work, and in particular, the planning and managing of their careers (Baruch, 2004). To have competent and motivated employees to fill the organization’s needs, human resource managers should be concerned with matching employee career needs with the organization’s requirements (DeCenzo and Robbins, 2010). As a result, new career concepts such as the boundaryless career (Arthur and Rousseau, 1996) and the protean career (Hall, 1996) have emerged. In addition, career development is no more the sole responsibility of the organization, but employees hold accountability for managing their own careers. Accordingly, employees’ skills and abilities need to be redefined, and they struggle to learn continuously to remain valuable for their organizations. According to Puah and Ananthram (2006), career development is about the development of employees that is beneficial to both the individual and organization, and is a complex process. Leibowitz et al. (1986) contend that career development involves an organized, formalized, planned effort to achieve a balance between the individual’s career needs and the organization's workforce requirements. Greenhaus et al. (2000) argue that career development is an ongoing process by which individuals progress through a series of stages, each of which is characterized by a relatively unique set of issues, themes, and tasks. Career planning includes activities of collecting information about career opportunities, searching for performance and competencies feedback through networking and actions (Sturges et al., 2005).

This notion of career planning and development initiatives fostering organizational effectiveness depends on the organization’s ability to transit employees from a traditional pattern of expectation to one of increased responsibility for their own career growth and development (Martin et al., 2001). In addition, the career development system allows organizations to tap their wealth of in-house talent for recruitment and promotion by matching skills, experience, and ambitions of employees to the needs...
of organizations. Also, it enables organizations to make better decisions regarding compensation and succession planning to attract, retain, and motivate employees, resulting in a more engaged and productive workforce (Kapel and Shepherd 2004). Indeed, with appropriate activities of career planning and career management, organizations and employees expect to obtain the result of such investment by attaining career development and achieving objectives effectively.

**PROBLEM STATEMENT**

Puah and Ananthram (2006) argue people are the most valuable resource in contemporary organizations, and providing them with a long term stable career is a win-win situation for both organizations and their employees. The area of career path development has experienced dramatic changes over the last decades in the public sector as well as in the private sector in developed countries, but literature on developing countries is more limited. It is highly expected that if employees are not involved in career development activities in their organizations they will show less satisfaction, commitment and creativity which in turn will lead to lower their performance and eventually leaving the organization. Accordingly, it is important to consider these expected crucial problems by providing clear and planned career path to retain qualified and competent employees aiming to achieve organization objective effectively.

**RESEARCH OBJECTIVES**

This paper aims to contribute to the literature of human resources management by providing empirical information that could be utilized in enhancing employees’ commitment and creativity and reducing their intention to leave, specifically in the Jordanian public sector, and to be utilized in other countries and contexts all over the world. Hopefully, this paper will contribute to the human resources management literature by addressing the main antecedents and consequences of career development. This can be achieved by providing reliable information to policy makers in formulating, implementing, and evaluating human resources activities and policies in Jordan. Therefore, this paper develops a conceptual framework of key variables that link to career development, and discusses its empirical testing in the Jordanian public sector. The following discussion explores some of the antecedents and outcomes of career development that form the development of the conceptual model.

**Antecedents of Career Development**

Previous research has reported that the two main antecedents of career development are career planning and career management (Puah and Ananthram, 2006). The integration of both employee career planning and institutional career management processes and activities results in career development when the individual attains the career goals set (Hall, 1986). The following is a brief review of each antecedent:

**Career Planning and Career Development**

Research has emphasized the importance of career planning as the first step towards the career development process (Hall, 1986; Granrose and Portwood, 1987). Career planning has been defined as a planned process for becoming aware of self, opportunities, constraints, choices and consequences, as well as identifying career related goals, education, and related developmental experience to provide the direction to attain a specific career goal (Hall, 1986). Furthermore, Leibowitz et al. (1986) argue that employees are responsible for initiating their own career planning as well as identifying their skills, knowledge, and interests, and seeking out their career options in order to set goals and establish their career plans. Organizations also can support by providing career planning tools or workshops to employees through vocational counseling, or by using workbooks or career resource centers to guide them to conduct self-assessment, analyze, and evaluate their career options and preference, and prepare the implementation plan (Hall, 1986; Leibowitz, et al., 1988). These arguments provide an underpinning for the first hypothesis H1.

H1: Career planning has a positive effect on career development.

**Career Management and Career Development**

Career management is another commonly cited antecedent of career development that is defined as the process by which individuals develop insight into themselves and their environment, formulate career objectives and strategies, and acquire feedback regarding career progress and opportunities (Greenhaus et al., 2000). Career management includes a variety of structured practices, with a stronger focus on career counseling, learning, and performance feedback (Baruch, 1999).

Career management is continuous lifelong processes in which employees invest different resources to achieve their career goals successfully. Morrison and Hock (1986) argue that career management represents the organizational perspective in the career development process. This indicates that the next step after career planning will be carrying out the plans through appropriate career management practices. Career management is an ongoing process of preparing, developing, implementing and monitoring career plans and strategies undertaken by the employee alone or in concert with the organization's career system (Hall, 1986; Greenhaus et al., 2000). In addition, change of business strategies and direction, organization restructuring, and technological changes, will demand ongoing career management,
resulting in the need to revisit career options and modify career paths (Greenhaus et al., 2000), which can enable employees to make informed decisions that are consistent with their skills, aspirations, and values, and improve organization effectiveness.

Career management involves specific human resources activities, such as job rotation, potential appraisal, career counseling, and training and education designed to help match employee interests and capabilities with organizational opportunities (Gutteridge, 1986). Research work by Hall (1986) and Martin et al., (2001) ensures that the career management initiative is a nexus between organization and employee where organizations endeavor to match employee interests, inspirations, and capabilities with organizational opportunities through a planned programme encompassing development activities. Moreover, Brown (1998) argues that career management activities and practices must support employees to develop their knowledge, skills, abilities, and behaviors that will enable them to be successful. Effective career management practices will help to promote employee insight, goal and strategy development, and gather appropriate feedback and assist employees in using and developing skills and knowledge that will benefit the organization and the growth and self esteem of its employees (Greenhaus et al., 2000; Martin et al., 2001). According to Puah and Ananthram (2006), there are few studies on the association of career management and career development. However, Noe (1996) examined the relationships between career management, employee development and employee performance. The study results indicated a voluntary increase in development activities and exploratory behavior with age, institutional position, and a manager’s support for development as significant contributors to the career management process. These contentions provide support for the next hypothesis H2.

**H2:** Career management has a positive effect on career development.

**Outcomes of Career Development**

There is substantial evidence of a link between human resources management practices and important work related outcomes such as employee attitudes and behavior and firm financial performance (Schnake et al., 2007). According to research, human resources management practices may improve organizational performance through employee attitudes and behaviors by improving their knowledge and skills, increasing motivation and organizational commitment, and reducing absenteeism and turnover (Schnake et al., 2007). Career development, as a major function of human resources management in modern organizations, can result in several outcomes that might influence the effectiveness of the organization. The main cited outcomes are related to organizational commitment, job creativity, and job turnover. Each outcome is briefly presented in below.

**Career Development and Commitment**

Organizational commitment is considered a crucial and major outcome of career development and is defined as the strength of one’s motivation to work in a chosen career role (Noordin et al., 2002). Blau (1985) defined commitment as ones’ attitude toward his/her profession or vocation. Provision of organizational career management help still reflects many employees’ pre-joining expectations (Sturges et al., 2000), which, if met, are likely to enhance commitment and other positive outcomes. Colarelli and Bishop (1990) argue that organizational commitment is characterized by the development of personal career goals, the attachment to, and involvement in those goals. Perrow (1986) highlights that organizational commitment is important to help one persist long enough to develop specialized skills and also provides the staying power to cultivate business and professional relationships. Therefore, organizational commitment would seem to be essential for career progression and development (Noordin et al., 2002; Puah and Ananthram, 2006). According to King (1999), psychological force of self identity, self insight and resilience in pursuing career goals represent core components for organizational commitment, and for building cooperation and in organization. In addition, organizations that provide career relevant information and assistance will narrow employees’ career focus and bind them more closely to an organization, leading to organizational commitment (Granrose and Portwood, 1987). Since career development practices are discretionary, employees may feel an obligation to reciprocate the organization for these benefits by increasing their commitment. In a longitudinal study, Sturges et al. (2005) found that high organizational commitment was related to the extent to which employees reported receiving organizational career help, both formal as well as informal help. Kinicki et al. (1992) reported that employee perceptions of their organization’s human resources management practices (e.g., career development) were positively correlated with job satisfaction. In another study, Schnake et al. (2007) found that frequency of use of career management practices was positively related to job satisfaction and organizational commitment, and negatively related to job insecurity. In addition, a Jordanian study found that individuals who are highly committed to their careers have been shown to spend more time in developing skills, show less intention to withdraw from their careers and jobs, and have better job performance (Majed and Ibrahim, 2008). In Turkey, Kilic and Ozturk (2010) found a strong positive relationship between commitment and career support.
activities and policies in hotel organizations. Based on these arguments, the third hypothesis can be developed:

H3: Organizational commitment is positively associated with career development.

Career Development and Job Creativity

Job creativity is another important outcome of career development in organizations. Employee job creativity refers to the creation of valuable, useful new products, services, ideas, procedure, or processes by individuals working together in a complex social system (Woodman et al., 1993). Career development practices may communicate to employees that the organization values employee contributions and is interested in helping them succeed (Schnake et al., 2007). Previous literature supports the idea that employees who reflect on their competencies and abilities and career motives experience more career success (Fugate et al., 2004; Kuijpers et al., 2006). Employees with career development programs are more likely to tap every opportunity to go beyond normal expectations in performance and to identify new ways to improve their job. For example, Steinbinder (1997) found that career behavior is associated positively with creativity in Taiwan. In addition, Kim et al. (2009) found a significant positive relation between employee career practices satisfaction and creativity. Vos and Dewettinck (2009) reported that career development positively impacts affective commitment, perceived career success, and career progress which in turn influence creativity positively. Recently, Bristow et al. (2011) reported that employees who are given the opportunity in their job to develop and refine new skills and abilities are more likely to perform task creatively. Based on these arguments, the fourth hypothesis can be proposed.

H4: There is a positive relationship between career development practices and employee creativity.

Career Development and Job Turnover

The final variable examined as an outcome of career development is job turnover. Organizations that invest in career management are more likely to decrease employee’s job turnover (Lee, 2000). It is expected to find negative links between absence of career management help and undesirable behaviors such as absenteeism and voluntary turnover (Sturges et al., 2005). In this regard, if a person becomes engaged in work that matches his/her occupational choices; he/she is likely to experience job satisfaction and less job turnover (Jepsen and Sheu, 2003). In their study, Chen et al. (2004) reported that career development programmes negatively influence job turnover among the R&D personnel in Taiwan. Schnake et al. (2007) reported that the use of career activities and practices was significantly and inversely associated with turnover preparation activities. Another study conducted by Huselid (1995) produced evidence that career development was positively associated with lower employee turnover, greater productivity, and higher organization financial performance. The current study attempts to further corroborate the linkage between career development and job turnover, and thereby, tests the next hypothesis, H5.

H5: There is a negative relationship between career development practices and job turnover.

Overall, this paper aims at elaborating and helping to explain the associations between career development and career planning and career management on the one hand, and associations between career development and positive (organizational commitment and job creativity) and negative outcome (job turnover) on the other hand in Jordanian public sector. The integrated perspective of the present study assumes that career development can increase organizational commitment and job creativity, and decrease employees’ turnover. The following figure summarizes the conceptual model by indicating the main hypotheses of the current study.

Figure 1. Framework of the Study
There are several research works related to career management which have been conducted in the Arab world. For example, Ammar (1982) reported that using different bases, mainly merit and seniority, for promotion are critical to increase employees’ progress and career security in public organizations in Saudi Arabia. More recently, Nasr (2010) reported that both affective and continuance commitment have no relation with career path in a medium-size organization in Lebanon, while normative commitment has a negative relationship with career path.

In Jordan, there is a limited research work on career management. For example, Al-Awamleh (1995) found a low level of clarity and freedom of selecting career and low progress opportunities in managing careers by managers working in the ministries and departments in Jordan. In addition, the study reported that the most important motive of managers to change their existing positions is economic factors. Also, Al-Heety (2004) found a moderate positive impact of career planning and career management on satisfaction for a sample of 190 employees of public higher education institutions in Jordan. In 1999, Shdefat found that joining a training program related to career path by public employees in Jordan impacts their job performance positively. In another study, Abo-Tayeh (2001) found that leadership style, work challenge, incentives, clarity of task, and power are critical factors in influencing the adaptation of employees in the change of career path in the Jordanian Telecommunication Company. Accordingly, there is a clear gap in empirical research in examining the antecedents and consequences of career development mainly in Jordan and other developing countries. Accordingly, the present study was undertaken to understand antecedents and consequences of career development in Jordanian public sector. In the following part a description of the methodology is presented.

**METHODOLOGY**

**Sample**

The study population consisted of all employees working in public organizations located in the northern region of Jordan (Irbid, Mafraq, Ajloun and Jarash) in 2010. To ensure a representative sample and in order to test validity of the questionnaire, respondents were selected randomly from all departments and units of all ministries located in the four governorates. In total, random sample of 600 questionnaires were distributed and 531 returned with usable answers. The process was conducted in complete anonymity. A highlighted sentence at the top of the questionnaire instructed respondents not to identify themselves in any way, and guaranteed their anonymity. All the questionnaires were completed during regular working hours. The questionnaires were distributed and collected by a number of trained research assistants under the supervision and direction of the author.

**Data Collection**

A self-administered questionnaire was prepared to capture demographic information, self-assessment of the antecedents (career planning and career management) and outcomes (organizational commitment, job creativity, and job turnover) of the career development. The questionnaire was written in the Arabic language. To avoid the problems inherent in translation, this study used translating and back-translating instruments. One bilingual expert translated the instruments from English to Arabic and a second bilingual expert back-translated blindly. A panel of five experts in the area of management measured the face validity of the translated questionnaire. Responses were provided on a five-point scale ranging from strongly disagree (1) to strongly agree (5).

The first section of the questionnaire included eight demographic variables related to gender, job level, age, job title, education, experience, place of work, and participation in a training program related to a career path. The second section asked respondents to rate the frequency of several career planning practices (e.g., “I assess my career plan frequently,” and “I can tell what aspects of my career need to be developed”). The questions used to assess this variable were adapted from King (1999). The third section contained career management practices (e.g., “I can easily consult my managers about the development of my career,” and “Training programs are offered in my organizations”). Career management practices were measured by adapting the scale developed by Chen, Chang and Yeh (2004). The fourth section included career development practices (e.g., “Developing my career is a priority to me,” and “Career management practices are important to develop my career in this organization”). The questions were developed by adapting from Coachline’s (available: http://www.orghealth.com/cdn/).

The fifth section of the questionnaire contained six items which measured organizational commitment based on the scale developed by Meyer and Allen (1991) (e.g., “I am happy to develop my career with this organization,” and “I would like to spend the rest of my career in this organization”). The sixth section contained five-item measuring job creativity developed by the author of this paper (e.g., “I apply every productive idea to my job,” and “I take the risk to apply new ideas in my job”). The final section contained five items which tapped employees’ intention to leave developed by the author of this paper (e.g., “I am searching for a career opportunity
in another organization,” and “I want to leave this organization shortly”).

Each of the following sections had a separate instruction part which prepared the respondents for the nature of the questions which would appear in that section. This process may serve to break the respondents’ thought patterns from the subject of the previous section and focus their attention on the items in the subsequent section (Schnake et al., 2007). The first draft of the questionnaire was given to several faculty members in Jordan to measure the face validity in terms of the content and language. There was a high agreement on the items with minor modifications in language.

The statistical analyses consisted of four stages using (SPSS-17) software. First, exploratory factor analysis using the principal components method and varimax rotation was conducted on the items to determine their factor structure. Appendix 1 and 2 present the findings of the exploratory factor analysis. Questions that were cross loaded were excluded from analysis. The second stage of the analyses was by conducting Cronbach’s Alpha test to measure popular inter-item consistency and reliability (Sekaran, 1992). The value of each variable was greater than (0.70), indicating an acceptance of research testing (Nunnally and Bernstein, 1994). The values of Cronbach’s Alpha of career planning, career management, career development, organizational commitment, job creativity, and job turnover were (0.82), (0.92), (0.83), (0.92), (0.88), and (0.90) respectively, indicating a high level of reliability (Sekaran, 1992). The third stage conducted Pearson correlation analyses to measure the strength of the relationship between the study variables. The last stage of the statistical analysis of the conceptual model was regression analysis.

**RESULTS**

The participants of the present study are full-time public employees who responded to the designated survey. The total number of questionnaires distributed was 600. The response rate was about 89%. Data analysis showed that 70% of the respondents were males. Nearly 60% of respondents indicated they participated in a training course related to career development. Only thirty percent of the respondents held a managerial position (manager, assistant manager, department head). More than half of the respondents (57%) were aged between 30-40 years, and about two-thirds reported they held a bachelor degree. In respect of experience, 75% of the respondents indicated they have more than 5 years of experience at the Jordanian public sector.

Table 1 shows descriptive statistics (mean and standard deviation) and correlations of the studied variables. The findings suggest that the employees of public sector organizations in Jordan perceive relatively high practice level of career planning, career management and career development in their organization with mean values (4.02), (3.31), and (4.10) respectively (the variables were measured on a 5 point Likert scale where 5 denoted “strongly agree”). Moreover, standard deviation values for the three variables were (.733), (1.04), and (.811) respectively indicating that the data were relatively reasonably homogenous. Table 1 also shows that respondents have a relatively high level of organizational commitment and job creativity with mean values of (3.86) and (3.71) respectively (variables were measured on a 5 point Likert scale where 5 denoted “strongly agree”) and data were in general homogenous as the values of the standard deviation indicate. Respondents also showed a moderate level of job turnover intention (variables were measured on a 5 point Likert scale where 5 denoted “strongly agree”) with a mean value of (2.57) with relatively low homogeneity as the standard deviation value indicates (1.25).

Table 1: Descriptive statistics and correlation (n=531)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>SD</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Career planning</td>
<td>4.02</td>
<td>.733</td>
<td>.456*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-Career management</td>
<td>3.31</td>
<td>1.04</td>
<td></td>
<td>.449*</td>
<td>.352*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-Career development</td>
<td>4.10</td>
<td>.811</td>
<td>.387*</td>
<td>.448*</td>
<td>.343*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-Organizational commitment</td>
<td>3.86</td>
<td>1.01</td>
<td></td>
<td></td>
<td></td>
<td>.510*</td>
<td>.442*</td>
</tr>
<tr>
<td>5-Job creativity</td>
<td>3.71</td>
<td>1.93</td>
<td>.510*</td>
<td>.442*</td>
<td>.473*</td>
<td>.555*</td>
<td></td>
</tr>
<tr>
<td>6-Job turnover</td>
<td>2.57</td>
<td>1.25</td>
<td>.115</td>
<td>-.223*</td>
<td>-.110*</td>
<td>-.465*</td>
<td>-.162*</td>
</tr>
</tbody>
</table>

SD: Standard Deviation
* Correlation is significant at the 0.01 level (2-tailed).

Table 1 also presents the Pearson correlation findings for all the examined variables. As suggested in the hypotheses, all variables have positive correlation at the (0.01) level except for the job turnover. The antecedent variables (career planning and career management) were positively correlated to career developments with values of (.449) and (.352) respectively. In addition, career development was positively correlated with organizational commitment and job creativity. Career development showed a negative significant correlation with job turnover (-.110) indicating that the more practice level of career development activity, the lower the turnover of employees will be.
Table 2: Regression analysis of the impact of career planning and career management on career development (n=531)

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>Independent Variables</th>
<th>Adjusted R Square</th>
<th>Mean Square</th>
<th>F value</th>
</tr>
</thead>
</table>
| Career Development | Career planning       | 0.201             | 70.146      | 133.3  
|                    | Career management     | 0.229             | 39.840      | 78.30  |

* p<0.001

Table 2 presents the results of career planning and career management as antecedents of career development in Jordanian public sector. Findings show that approximately 20 percent of the variance of career development was explained by career planning. The significant result at (0.01) level indicates a strong support of the relation. Accordingly, the first hypothesis is accepted.

Hypothesis two suggests that career management has a positive effect on career development. Regression analysis shows that about 23 percent of the variation of career development is explained by career management. The significant relationship at (0.01) level supports the hypothesis that career management is a crucial factor in enhancing career development in Jordanian public organizations. Table 2 also shows that career management has a larger effect on career development than career planning, which is constant with results of correlation analysis in table 1.

Table 3 presents the regression analysis findings for hypotheses three, four, and five. Hypothesis three indicates that organizational commitment is positively associated with the level of career development. Analysis shows that career development explained about 12 percent in the positive association of career development with organizational commitment and job creativity. These findings are consistent with earlier research such as Sturges et al. (2000); Colarelli and Bishop (1990); Perrow (1986); Noordin et al. (2002); Puah and Ananthram (2006); Sturges et al. (2005); Schnaks et al. (2007); and Steinbinder (1997). This means that organizations can not only influence employees’ commitment by providing them with inducement and incentives, but also by stimulating and supporting them to become more actively engaged in managing and planning their own careers. In line with previous research (e.g. Schnake et al. (2007); Huselid (1995); Chen et al. (2004), the analysis reported a negative influence of career development on job turnover indicating that the more practice of career development leads to a lower level of employees’ job turnover which may help retain valued employees.

Clearly, the findings showed that about 40% of the sample did not participate in any career training program. Human resource policy makers should develop a clear strategic career training program aiming to help employees plan their career path and possible career advancement. Employees need to know about their career progress which motivates them to develop new skills and abilities required for holding higher positions in their organization.

Overall, the findings have crucial contributions and implications on the field of human resources management and, more specifically, for the research area of career development. These findings would benefit human resources managers during the selection and promotion processes of employees, as well as supervisors to manage the effect of work related outcomes, mainly commitment and creativity.
to reduce turnover rates and lengthen the career path in Jordanian public sector. The findings in this study may also serve as advice to human resources policy makers who desire to develop and improve career management for public employees in Jordan. The findings also allow human resources managers to design more effective programs and policies to retain valuable employees by providing career activities that make them feel secure and valuable which in turn reduce their intention to leave. In addition, the findings of this study are anticipated to provide a range of outcomes to human resource managers in the public sector, including outline routes for career advancement within the sector, and implications for recruitment, training, and development. They should provide assistance and directions in reducing employees’ turnover and indeed could assist in determining strategies for alleviating movement within and out of the public sector.

LIMITATIONS AND FUTURE RESEARCH
The present research paper has a series of limitations that should be noted and addressed in subsequent research. The current research used a cross-sectional design by selecting the questionnaire as the main tool for data collection, which does not involve further causal explanations. Future studies could be conducted by using longitudinal or experimental methodologies to cross validate the findings of the examined variables. The findings of this study are based on a sample of only public sector organizations; future research could be conducted on employees in private and nonprofit organizations to cross validate and compare the findings of the current study. In addition, an investigation of the impact of employees’ demographic variables such as gender, age, job title, and education level as mediating variables is likely to provide a better understanding of the relationships. The proportions of unexplained variance indicate that factors not included in the framework of the study might be important to consider. In addition, the study covered only the opinions of employees, future research should include the attitudes of supervisors and human resource managers to have a comprehensive view of the research topic.

REFERENCES


**APPENDIX**

Appendix 1: Rotated Components Factor Analysis for Career Planning and Career Management (n= 531)

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Factor</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career planning</td>
<td></td>
<td>1.00</td>
<td>0.51</td>
</tr>
<tr>
<td>1. I know my career goals and requirements</td>
<td></td>
<td>0.59</td>
<td></td>
</tr>
<tr>
<td>2. I develop my skills to achieve my career goals</td>
<td></td>
<td>0.41</td>
<td></td>
</tr>
<tr>
<td>3. I can tell what aspects of my career need to be developed</td>
<td></td>
<td>0.66</td>
<td></td>
</tr>
<tr>
<td>4. I assess my career plan frequently</td>
<td></td>
<td>0.58</td>
<td></td>
</tr>
<tr>
<td>5. I develop my career plan based on manager’s performance appraisal</td>
<td></td>
<td>0.64</td>
<td></td>
</tr>
<tr>
<td>6. I have information of career opportunities in my organization</td>
<td></td>
<td>0.64</td>
<td></td>
</tr>
</tbody>
</table>

Career Management

1. There is a continuous development of career activities in my organization| 0.52 |
2. I can easily consult my managers about the development of my career    | 0.72 |
3. The organization provides training related to my career                | 0.64 |
4. In this organization, career plans and orientation are in place        | 0.58 |
5. The organization provides job performance appraisal to develop career options | 0.53 |
6. My manager allows me to perform variety of tasks to develop my career  | 0.64 |
7. Training programs are offered in my organizations                      | 0.66 |

Eigenvalues: 7.632, 2.135
Reliabilities (Cronbach’s Alpha): 0.82, 0.92

Appendix 2: Rotated Components Factor Analysis for Career Development, Organizational Commitment, Job Creativity, and Job Turnover (n=531)

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Factor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Development</td>
<td></td>
<td>1.00</td>
<td>0.51</td>
<td>0.59</td>
<td>0.59</td>
</tr>
<tr>
<td>1. Developing my career is a priority to me</td>
<td></td>
<td>0.58</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Career development activities and tools are important to support my career development</td>
<td>0.91</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. A formal process of development is considered essential to my organization</td>
<td>0.59</td>
<td></td>
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<tr>
<td>4. Career management practices are important to develop my career in the organization</td>
<td>0.64</td>
<td></td>
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</tr>
</tbody>
</table>

Organizational Commitment

1. I am proud to work in this organization                                | 0.61 |
2. I am happy for choosing this organization                              | 0.57 |
3. I am happy to develop my career with this organization                 | 0.56 |
4. I would like to spend the rest of my career in this organization        | 0.58 |
5. I see this organization as the best place to continue my career        | 0.55 |

Job Creativity

1. I bring new ideas to develop my job                                    | 0.51 |
2. I apply every productive idea to my job                               | 0.54 |
3. I share new ideas with my colleague to enhance job performance         | 0.59 |
4. I spend my time in creating new ideas to develop job performance       | 0.60 |
5. I take the risk to apply new ideas in my job                          | 0.58 |

Job Turnover

1. I will leave this organization as soon as I get another job opportunity | 0.64 |
2. I am searching for a career opportunity in another organization         | 0.58 |
3. I am thinking seriously to leave this organization                     | 0.58 |
4. I do not like to stay in this organization till retirement             | 0.64 |
5. I want to leave this organization shortly                              | 0.56 |

Eigenvalues: 11.13, 2.315, 1.542, 1.211
Reliabilities (Cronbach’s Alpha): 0.83, 0.92, 0.88, 0.90

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