

INFLUENCE OF ORGANISATIONAL CAREER MANAGEMENT ON EMPLOYEE PERFORMANCE AND RETENTION OF ACADEMIC STAFF OF PRIVATE UNIVERSITIES IN ONDO STATE, NIGERIA

DOI: 10.36108/ljerhrm/3202.04.0290

Samuel Adebayo IDOWU
Department of Human Resource Management,
Elizade University, Ilara-Mokin, Ondo State, Nigeria.
idowusamueladebayo@gmail.com

Olumuyiwa Olukorede FADAYOMI
Department of Human Resource Management,
Elizade University, Ilara-Mokin, Ondo State, Nigeria.
muyifather@gmail.com

&

Peace Oluwaferanmi JOHNSON
Post-Graduate Student, Department of Human Resource Management,
Elizade University, Ilara-Mokin, Ondo State, Nigeria.
peace.johnson@elizadeuniversity.edu.ng

Abstract

Nigerian private universities are increasingly recognising the importance of incorporating career management into their human resources strategies. This is done to enhance performance and cultivate dedicated employees who are willing to remain with the institutions for an extended duration. Therefore, this study examined the influence of organisational career management on the performance and retention of employees in the three private universities located in Ondo State, Nigeria (Achievers, Elizade, and Wesley). The research used descriptive survey and quantitative data analysis. The data for this research was collected using Google Forms, an online survey platform, that facilitates the distribution of questionnaire to respondents via email and WhatsApp platform. Convenience sampling technique was employed to select 244 employees according to their respective faculties. The findings of this study indicate that career management has a statistically significant positive effect on employee performance ($R^2=0.100$, $p\text{-value}<0.05$). The study also confirmed that career management has a substantial influence on employees' retention ($R^2=0.046$, $p\text{-value}<0.05$). This study concluded that the implementation of efficient organisational career management (OCM) is crucial for enhancing performance and retaining valuable employees. Therefore, this study recommends that management should allocate resources to support the professional development of employees. These resources may include career workshops, career centres, career assistance, counselling, coaching, and mentorship. By providing these resources, employees can improve their job performance and committed to the future goals of the institutions.

Keywords: Organisational Career Management, Employee Performance, Employee Retention, Private Universities

Introduction

Being able to develop individuals with the requisite competencies, knowledge, skills, and mindset for exceptional performance is a critical challenge for private universities to flourish in this fiercely competitive and rapidly technological evolving academic landscape. Academic institutions handle human resources in the educational sector, and being able to effectively manage the careers of a large number of employees is crucial for the success of these universities. Hence, career management is an essential aspect of organisational growth that employees typically anticipate from their employers, as it results in enhanced employee performance and increased organisational productivity. Nnaji-Ihedinmah (2015) asserts that implementing career development strategies is essential in Nigeria to enhance employee commitment and facilitate the attainment of optimal performance levels. According to Van Laer, Verbruggen and Janssens, (2021), career management is beneficial for workers in the beginning of their careers as it enables them to understand the expectations of their field and identify potential career paths within their workplace. Allen and Helms (2014) found a correlation between career management and improved perceived organisational success in the United States. Organisational career management (OCM) encompasses the initiatives undertaken by companies to support the advancement of their employees' careers (Baruch & Peiperl, 2015). This includes facilitating promotions and salary increases, as well as providing on and off the job training to aid in their transition into leadership roles (Reardon, Lenz, Sampson & Peter, 2017).

Many organisations are considering career management as a strategy to address crucial organisational challenges, specifically performance and retention, which are the primary emphasis of this study. Prosperous organisations implement career management programmes to mitigate traditional high turnover rates and absenteeism by prioritising on-the-job training, development, and its pivotal role in fostering learning and career advancement. Therefore, it is essential to incorporate career development into other human resource management strategies in order to enhance performance and foster employee happiness (Ugoanie, 2018). In addition, managers apply organisational career management strategies to cultivate personnel with the aim of preserving and enhancing the company's market standing (Mugaa, Guyo & Odhiambo, 2018). However, it is important to align an individual's career aspirations with the workforce needs of the company. Linking such a plan to individual career needs not only has a favourable influence on organisational performance and employee satisfaction (De Vos & Cambre, 2017). Kakui and Gachunga (2016) stated that successful businesses are currently increasingly focused on enhancing their employees' career development in order to maximise employee performance both now and in the future. Mugaa, Guyo and Odhiambo (2018) stated that confidence and loyalty are enhanced when employees perceive that the organisation actively fosters their professional and career advancement, resulting in improved employee performance. Bibi, Ahmad, and Majid (2019) found that organisations that use robust career management systems are more likely to have satisfied and committed employees who have higher levels of loyalty to the organisation.

However, despite a company's willingness to enhance employee retention and organisational performance, the inadequate provision of career development programmes remains one of the top five difficulties that companies face, leading to a high rate of employee turnover (Guan, Zhou, Ye, Jiang & Zhou, 2015). Human resources are the most strategically significant asset to any organisation (Armstrong & Taylor, 2014). Consequently, the absence of adequate career development opportunities in universities results in dissatisfaction and diminished efficiency among faculty members, ultimately impacting their likelihood of staying in those institutions

(Umar, Shamsudin, Subramaniam & Johari, 2013). Hassan, Baharom, and Mutalib (2017) observed that academic personnel at Nigerian universities lack enough support for their professional and career growth. Oftentimes, they neglect to participate in mandatory training sessions, and when they do, the allocated financing for such trainings and conferences is inadequate to cover the expenses (Ojediran, 2016). Adenike (2011) argues that academic personnel lack sufficient perceived organisational support. Therefore, these issues contribute to below-average performance and productivity in the areas of research, voluntary work, teaching, and the eventual desire to resign from the organisation. Hence, this study aims to bridge the existing disparity by conducting research on the influence of organisational career management on the performance and retention of academic staff in the three (3) private universities (Achievers, Elizade, and Wesley) in Ondo State, Nigeria.

Research Objective

The main objective of this study is to determine the influence of organisational career management on performance and retention of academic staff of selected private universities in Ondo State, Nigeria.

Research Hypotheses

H₀: Organisational career management does not have significant effect on employee performance.

H₀: Organisational career management do not have any significant influence on employee retention.

Literature Review

Concept of Career and Career Management

An individual's career encompasses all the professional endeavours they undertake during their lifetime (Idowu, Ifedayo & Idowu, 2020). According to Zhao, Cai, Zhou and Zang (2022), a career refers to a sequence of occupations, jobs, and positions that an individual hold during their working life. This definition applies to both pre-vocational and post-vocational responsibilities. According to Tobing (2016), any job or role that a person has had during their professional life is considered a career. Moreover, a career can be described as a sequence of professional endeavours that an individual undertakes throughout the course of their lifetime (Arthur, Khapova & Richardson, 2017). A person's career refers to their ongoing progression, accumulation of experience, and acquisition of skills in a certain professional domain. Armstrong (2016) states that an individual's career encompasses their employment, education, and training. These factors are necessary to fulfil the expectations, goals, emotions, and desires associated with their job role. Consequently, they can advance in the workplace with the requisite knowledge, skills, quality, and motivation. A career refers to an individual's accumulation of work-related experiences both within and outside of organisations during their lifetime (Baruch & Peiperl, 2015).

Therefore, organisational career management refers to a set of planned actions, both formal and informal, that are implemented and overseen by the organisation. The purpose of these activities is to shape the career growth of one or more employees, ultimately leading to improved organisational performance. Organisational career management encompasses the deliberate use of various standards and procedures by businesses to enhance the efficacy of their employees' careers (Herriot & Pemberton, 2016). Yang, Liu, Liu and Zhang (2015) perceive organisational career management as a calculated gamble taken by organisations to

enhance employee performance. Organisational career management encompasses the strategies and initiatives implemented by organisations to facilitate the professional development of their employees, aiding them in securing salary raises, promotions, and transitions into leadership positions (Baruch & Peiperl, 2015). According to Armstrong and Taylor (2014), career management refers to the systematic coordination of employees' aspirations with the company's objectives in order to facilitate their upward progression within the organisation. Cahapay and Bangoc (2021) assert that career management enables individuals in the early stages of their professional journey to evaluate the benchmarks of their industry and identify potential career paths. Career management considers both the present needs of employees and the future needs of the organisation to ensure that the career plan and requirements are fulfilled.

Contemporary businesses consider career management to be a fundamental and essential duty of human resource management. According to Van Laer, Verbruggen, and Janssens (2021), career management refers to the systematic process of formulating and implementing goals, plans, and strategies that enable managers and human resource professionals to address workforce requirements and assist individuals in attaining their career objectives. This concept necessitates that the individuals in charge of owning and overseeing the company establish a structured plan for professional growth in order to achieve the objectives of the organisation. Rapuano (2020) provide a definition of career management as the process of enabling individuals to progress and enhance their professional trajectories, while simultaneously guaranteeing that the organisation has access to the necessary talent. Career management facilitates individuals in effectively differentiating their performance within a company by fostering a result-oriented culture (Baruch & Peiperl, 2015). professional management is the systematic approach individuals employ to establish a clear professional objective, acquire comprehensive understanding of their values, interests, and proficiency strengths and weaknesses, and proactively engage in activities to optimise the probability of achieving their goals (Ugoanie, 2018).

Concept of Employee Performance

The performance of employees has been a critical determinant of an organisation's success or failure for many managers (Armstrong & Baron, 2015; Idowu, 2019). This phenomenon has been observed in both public and private sector companies, as well as among human resource management professionals. An employee's performance is the result of the responsibilities assigned to them, and it is contingent upon their knowledge, expertise, and exertion. Employee performance is crucial for the success of businesses and the efficient utilisation of resources, as employees are responsible for managing all non-human resources in order to achieve established objectives (Gürlek & Uygur, 2019). Employee performance is the capacity of employees to achieve organisational objectives with greater effectiveness and efficiency. Employee performance encompasses all factors that directly or indirectly impact and pertain to the work of the employees (Stephen & Stephen, 2016).

Moreover, employee performance evaluates the extent to which an employee is effectively contributing to the attainment of organisational objectives (Iqbal, 2015). The efficacy of an organisations' staff is crucial since it directly influences its performance (Berberoglu & Secim, 2015). Work performance refers to the extent to which an individual effectively contributes to an organisations' objectives. Performance encompasses all activities undertaken by employees to complete their obligations in attaining organisational goals and objectives (Delery & Gupta, 2016). Employee performance refers to the successful completion of tasks by individuals or a

group, as defined and assessed by a supervisor inside an organisation. Employee performance, as defined by Lee, Idris, and Tuckey (2019), encompasses the results and achievements attained in the workplace. As per Anitha (2013), an employee's performance is indicated by their financial or non-financial results, which are directly linked to the efficiency and prosperity of their organisation. Multiple studies have indicated that prioritising the promotion of professional growth can enhance employee performance (Armstrong 2016; Ahmed & Othman 2017).

The significance of employee performance lies in its direct impact on an organization's success, as it relies on the individual employee's ability to demonstrate originality, ingenuity, and dedication (Owoyemi & Ekwaba, 2014). Every employee in an organisation, depending on its nature, carries out a diverse range of activities or responsibilities. The staff diligently execute these jobs or activities in order to yield their optimal output. The management should acknowledge the significance of employees' performance and actively strive towards that goal (Gürlek & Uygur 2019). Employee performance refers to the extent to which a specific task is accomplished in relation to the existing standards of correctness, thoroughness, cost, and efficiency (Berberoglu & Secim, 2015). Performance refers to the degree to which an individual successfully accomplishes the objectives of the organisation during their employment (Davies, McNabb & Whitfield, 2015).

Concept of Employee Retention

In order to cultivate a skilled and useful staff, organisations must develop and implement successful tactics to retain their employees. Employee retention, as defined by Bibi et al. (2019), refers to the strategic approach of fostering employee commitment and loyalty to the organisation, hence promoting their long-term tenure. According to Bibi, Ahmad, and Majid (2019), employee retention might vary between strong and bad based on the impact of several factors on the employee's degree of interest. Employee retention encompasses a range of strategies and protocols aimed at fostering long-term commitment among workers to remain with a company (Idowu, 2020). Employee retention refers to the practice of allowing employees to remain with the organisation for the entire designated duration (Connolly & McGing, 2017). Based on the input of this study, employee retention refers to an employee's choice to stay with their existing employers due to the efforts made by the organisations to encourage their ongoing employment and career.

Alternatively, Chiboiwa, Samuel, and Chipunza (2010) defined retention as a deliberate effort to decrease the probability of skilled employees leaving. This word highlighted the significance of proficient or capable personnel. Retention, as defined by Torraco and Swanson (2015), encompasses the strategies and techniques employed by a corporation to foster employee loyalty and prolong their tenure inside the organisation. Employee retention refers to the strategic approach employed by firms to retain a highly productive workforce, hence fulfilling their operational requirements (Mita, Aarti & Ravneeta, 2014). Researchers and academics have identified several factors and practices that influence employee retention. The study of Munish and Agarwal (2017) propose that an effective approach to retaining employees involves implementing policies and practices that address several aspects such as work, compensation, quality of work life, and training and development. Furthermore, factors in the workplace such as effective leadership, opportunities for professional growth, maintaining a healthy work-life balance, providing training and development, offering mentorship, promoting career advancement, ensuring job satisfaction, implementing an inclusive management style, fostering a positive work environment, and providing incentives all have an indirect impact on employee retention (Aruna & Anitha, 2015).

Relationship Between Career Management and Employees' Performance

Khan, Sardar, Haseeb, Raja, and Mohsin (2016) argue that offering employees appropriate management and training programmes can incentivize them to enhance their abilities, hence impacting their workplace performance. Similarly, selecting the appropriate professional and career development programmes can enhance individuals' performance. When an organisation strives to meet the needs of its employees by focusing on career development, it usually results in improved performance. As stated by Cedaryana, Muchlis, and Yetti (2018), employee career management is a methodical and continuous effort that focuses on improving and expanding an employee's capabilities, expertise, and understanding in order to facilitate changes in values, attitudes, and motivation. The study conducted by Lyria, Namusonge, and Karanja (2017) argues that career management has a large and positive impact on employee performance. Mugaa, Guyo, and Odhiambo (2018) found that employees' confidence and loyalty increase when they perceive their employer to be supportive of their career advancement. This, in turn, leads to improved outcomes.

Dialoke and Nkechi (2017) conducted a study at Michael Okpara University in Nigeria, focusing on the relationship between subordinate employee productivity and career management. The research methodology employed in this study was descriptive. The study findings revealed that career growth has a positive influence on the performance of subordinate staff members. The results also indicated that the motivation of subordinate personnel in the workplace was impacted by career management strategies. Additionally, the study demonstrated that career progression acts as a protective factor for subordinate employees against job burnout, hence enhancing the overall administrative efficacy of the university. Udoh-Uwah and Effanga (2018) conducted study on the training and support given to professors at Nigerian Universities in the South-South Geo-Political Zone. A survey study methodology was employed to investigate a total of 180 participants, consisting of 45 professors and 135 students, who were selected from six federal universities located in Nigeria's South-South Geo-Political Zone. Academics had a notable improvement in their work performance, particularly in student evaluation, communication abilities, and classroom delivery, as a result of utilising ICT, undergoing retraining, engaging in research publications, and participating in other professional development activities. The study's findings suggest that professors' work efficacy can be enhanced and broadened through career management, which include retraining, thorough research, encouragement to produce research publications, and utilisation of ICT equipment.

Dialoke and Adighije (2018) conducted a study to examine the influence of career management on the motivation of non-academic personnel at Michael Okpara University of Agriculture Umudike. They also investigated the effect of career growth on the performance of these employees. The researcher employed both primary and secondary sources of data in the survey study design. The total number of non-academic staff members at the school was 2630 employees. The main results indicate a strong and meaningful relationship between career growth and the performance of non-academic university staff. Additionally, career progress is positively associated with the motivation of non-academic university staff. Khan, Rajasekar, and Al-Asfour (2015) conducted a study to evaluate the efficiency of organisational career development practices in an Omani company. The study aimed to analyse the career development opportunities provided to employees and their impact on employee happiness and the Omanization process. The study discovered that the company implemented many strategies to improve the career development of its employees. These strategies included providing short

training courses, cross-functional training, short- and long-term projects, on-the-job training, and professional certification opportunities.

Relationship Between Career Management and Employee Retention

Career management is a human resource management approach that helps in retaining employees. It has been referenced in multiple studies as a key method for retaining employees (Musa, Ahmed & Bala, 2014; George, 2015; Connolly & McGing, 2017). Lack of professional progression prospects inside an organisation, according to studies, generates high staff turnover (Presbitero, Roxas & Chadee, 2016). Armstrong (2009) concurs that the absence of a well-defined career trajectory or prospects for progression is a crucial element contributing to the low retention of employees. Career development offers numerous advantages to a business, such as retaining high-performing employees, enhancing their commitment and efficiency, strengthening the succession strategy, and promoting the transfer and retention of information. Rono and Kiptum (2017) suggested that career development opportunities had a more significant influence on employee retention compared to factors such as remuneration, performance reviews, communication, job content, and work-life balance.

Rapuano (2020) found that career development is the strongest determinant of employee retention among the factors analysed, including job satisfaction, career development opportunities, organisational commitment, and organisational reputation. Research conducted by Cardy and Lengnick-Hall (2011) has demonstrated that career management can significantly increase employees' commitment to staying with their present firm. In a separate study conducted by Aruna and Anitha (2015), career growth was identified as one of the factors that influenced employee retention. Similarly, according to Chen et al. (2016), career development was found to be a positive predictor of job satisfaction and was inversely correlated with employees' inclinations to quit their positions. A separate investigation conducted by Yang and colleagues (2015) revealed a correlation between the increase in employee retention and the opportunities for career progression within businesses.

Theoretical Framework

Reinforcement Theory (1938)

Skinner created the reinforcement theory in 1938. According to this view, an individual's behaviour is contingent upon the outcomes of their acts. The inventor of this approach recommends employing strategies such as extermination, punishment, positive reinforcement, and negative reinforcement to effectively manage employee behaviour (Chris et al., 2017). When individuals are incentivized for desired actions, they are more inclined to participate in them. Individuals tend to engage in positive activities repeatedly and refrain from undesirable behaviours. Consequently, actions that do not receive rewards are less probable to be replicated. Managers have the ability to influence the conduct of their subordinates by providing rewards for activities that they consider to be positive (Nzuve, 2007).

Regarding this study, reinforcement theory elucidates the influence of career progression on staff performance. The concept highlights the process by which an individual acquires patterns of behaviour as they progress in their professional development (Idowu, Ifedayo & Idowu, 2020). The organisation can promote positive employee behaviour by offering opportunity for skill development, progress, and equal progression prospects. optimistic reinforcement has the potential to foster desired behaviours, which can then develop into habits and ultimately enhance performance. Consequently, it may serve as a catalyst for employees to cultivate a

more optimistic attitude in the workplace (Renee, 2018). In this study, the researcher posits that the reinforcement of behaviour is linked to the learning and development strategies employed by trainers during employees' on-the-job training. This is supported by Gupta (2008), who states that development occurs through the interaction between employees and supervisors, with a focus on reviewing performance and taking actions to ensure effective performance and rectify any shortcomings.

Maslow's Hierarchy of Needs 1954

According to Kallimullah, Yaghoubi and Moloudi, (2010), Maslow's hierarchy of needs is a performance management theory that outlines the sequential fulfilment of employees' requirements, beginning with the most fundamental and progressing to more advanced needs. According to the theory, an employee may only progress to the next demand if they have satisfied the previous one. The hierarchy is comprised of five distinct levels: physiological, safety, love/belonging, esteem, and self-actualization. The initial two tiers are categorised as deficiency needs, indicating that failure to fulfil these requirements results in impaired functioning of an individual. The remaining three levels encompass growth demands, which serve as a driving force for personnel to enhance and manage their talents (Ezeali & Eziagu, 2009).

These needs are arranged in a pyramid by Maslow, with the most fundamental requirements at the base (Maslow, 1954). However, individuals are unable to advance to the subsequent level unless their requirements at each level are fulfilled. These levels are discussed below:

Physiological needs: These constitute the most fundamental necessities. This category contains provisions such as shelter, food, comfort, and water. These are necessities for human survival. In their absence, minimal attention can be directed towards the subsequent, more intricate requirements in the hierarchy (Maslow, 1954).

Safety needs: Safety needs includes the need to feel protected and secure from danger. It encompasses the sense of assurance that one's belongings are protected against larceny or vandalism (Maslow, 1954). Affixed to this tier of the hierarchy are financial and emotional security as well. When an individual experiences a sense of safety and security, they are better able to concentrate on the subsequent levels of the hierarchy of needs.

Needs for love and belonging: Human beings are social by nature, hence to experience contentment and fulfilment, individuals require a sense of affiliation with their social circles. This is applicable to tiny, intimate groups such as family and friends. It is also applicable to broader social contexts, such as schools and workplaces (Maslow, 1954). A member of a social group whose needs for belonging are not fulfilled is unlikely to be productive and motivated if they experience exclusion, isolation, or feelings of being left out.

Self-esteem: Maslow (1954) identified two distinct varieties of esteem needs. The initial is the "lower" variant, which pertains to an inclination towards seeking respect from others. It includes sentiments of esteem and prestige, as well as a desire for social standing. The 'greater' necessity for self-respect constitutes the second form of esteem. This pertains to emotions associated with autonomy, liberty, self-assurance, and the capacity to execute at an elevated level.

Needs for self-actualization: The apex, as defined by Maslow (1954), comprises the necessities that facilitate individual development. This is the pinnacle at which an individual

can achieve in order to fully actualize their capabilities. An individual's interpretation of this need can vary considerably. While certain individuals strive for material prosperity or notoriety, others pursue a gratifying artistic life. Certain individuals pertain to their personal lives, whereas others are preoccupied with their professional aspirations.

Social Exchange Theory

The SET is a commonly utilised tool in the field of employee turnover and retention research (Coyle-Shapiro & Conway, 2005; Gopalan et al., 2020) for analysing the employer–employee relationship. A person who receives assistance from other feels obligated to recompense that individual through devoted and positive behaviour, according to this theory. Moreover, according to this theoretical framework, employees are more likely to perform at their highest level when they receive support and perceive value from their employers (Eisenberger, Armeli, Rexwinkel, Lynch & Rhoades, 2001). As a result, the theory is applied to the examination of employee conduct, allowing organisations to implement specific human resource management practices and stimulating distinctive social exchange relationships.

Employer providing effective training (career management) that fosters reciprocal obligations and facilitates mutual benefits can, according to the SET, increase employee retention. This phenomenon arises due to the exchange relationships between organisations and individuals (Park, McQuaid, Lee, Kim, & Lee, 2019). Workers consider it their duty to reimburse their employers for fostering a pleasant working environment. This repayment may manifest as increased commitment, loyalty, and duration of stay (Settoon, Bennett & Liden, 1996). Concurrently, employees' job satisfaction and appropriate behavioural reactions will be enhanced as a result of the perception that their emotional requirements are being met (Latorre, Guest, Ramos & Gracia, 2016; Rude, Kee & Rimi, 2021). Hence, according to the findings of the present study, career management significantly have positive impact on employee retention.

Methodology

Research Design

This study is a descriptive–quantitative case study investigation conducted using a deductive approach. The researcher employed this strategy to gather and analyse comprehensive data that elucidates the process of employees' career management and development in the three (3) private universities in Ondo State, Nigeria. The use of a descriptive research design is ideal for this study since it can produce statistical findings by collecting data. The results obtained from the descriptive design can also be used as supplementary data for future research initiatives (Christensen, Johnson & Turner, 2019).

Population of the Study

The research population consists of male and female employees aged 24 years and older from various faculties of the selected private universities in Ondo State, Nigeria. The study's target population comprises all academic staff members who have a minimum of three years of experience working at universities. The selection of employees with three years' experience was made with the assumption that these staff would possess knowledge about the research issue and be able to provide insights and perspectives on career management. The expected number of the academic faculty at the three chosen private universities is approximately 623 employees.

Sample and Sampling Techniques

The study sample included 244 employees from the three chosen private universities in Ondo State. The research area of Ondo State was selected using purposive sample technique among the six south-west states in Nigeria (Lagos, Ogun, Ondo, Ekiti, Oyo and Osun) due to its academic and cultural diversity. The convenience sampling technique was employed to choose respondents from each faculty of three chosen private universities, ensuring that every member of the universities is represented in this study, as indicated in Table 1.

Table 1: List of Selected Universities

S/ N	Selected Universities	Year of Establishment	Website	Number of selected participants
1	Achievers University, Owo, Ondo State	2007	https://www.achievers.edu.ng	80
2	Elizade University, Ilara-Mokin, Ondo State	2012	https://www.elizadeuniversity.edu.ng	101
3	Wesley University, Ondo, Ondo State	2007	https://www.wesleyuni.edu.ng	63

Source: Private Universities (2023). NUC.

The sample size was calculated by applying the formula of Taro Yamane (1973) with 95% confidence level, which is given below:

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

where:

n= Sample size of the study

N = Population

1 = Constant value

e = Error margin assumed to be (5%)

$$n = \frac{623}{1 + 623 (0.05)^2}$$

$$n = \frac{623}{1 + 623 (0.0025)}$$

$$n = \frac{623}{1 + 1.558}$$

$$n = 244$$

Research Instruments and Administration

In this study, a questionnaire was employed as the principal tool for collecting data. Respondents found the questionnaire's questions easy to complete, enabling researchers to collect data on career management, employee retention, and employee performance. The formulation of the study's questions was facilitated by incorporating several questions that were developed by the researchers. The researchers designed a self-constructed a Career Development Scale, Performance Evaluation Scale named (Individual Work Performance Questionnaire) and Employee Retention Scale while taking into account standard scale design procedures indicated in psychometric literature. The questionnaire was partitioned into sections A and B, delineated as follows:

Section A: This section contains the demographic characteristics of respondents which include variables as gender, age, educational qualification, years of working experience, institutions and year of last promotion.

Section B: This section of the questionnaire contains questions on career management, employee performance and employee retention. All questions were close ended using a four-point Likert scale ranging from 4 = 'strongly agree' to 1 = 'strongly disagree'. The close-ended questions were meant to ensure that the respondents choose the options with which they mostly agreed with. This section has three scales in all representing; Organisational Career Management/Strategies Scale; Employee Performance Scale; and Employee Retention Scale.

The questionnaire was distributed using Microsoft Google Form to a randomly chosen sample of employees from private universities. The HR manager, who had received a letter of authorization from the researcher via email, facilitated this process. In order to arrive at the calculated sample size of 244 respondents, the researchers distributed 280 questionnaires and were able to sort out 244 duly completed questionnaires.

A reliability test was conducted on the questionnaires to establish their Cronbach's Alpha Coefficient (α). The data obtained from the pilot test was evaluated using computer software, and the findings are presented in Table 2.

Table 2: Cronbach Alpha Coefficient (α)

S/N	ITEMS	Number of Items	Cronbach Alpha Coefficient (α)
1	Organisational career management	13	0.88
2	Employee performance	10	0.81
3	Employee retention	8	0.79

Source: Researcher's field work (2023).

Analysis Procedures

The analysis of data for this study is divided into two sections: demographic information of respondents and research hypotheses postulated for this study. The primary data collected from the field survey were subjected to analysis utilising the IBM SPSS software, specifically version 26. This study uses quantitative method, specifically descriptive and inferential statistics to analyse the collected data. The inferential statistics used are Regression Analysis to analyse hypotheses one and two as outlined in the introductory section of this research. All study hypotheses were evaluated at significance levels of 0.05 alpha.

Results and Discussion

Table 3: Demographic Information of Respondents

Demographic Measures	Data	Frequency	Percentage (%)
Gender	Female	93	38.1
	Male	151	61.9
	Total	244	100.0
Age Range	24-33 Years	23	9.4
	34-43 Years	81	33.2
	44-53 Years	93	38.1
	54 Years and above	47	19.3
	Total	244	100.0
Educational Qualification	B.Sc./B.A./B.Ed.	13	5.3
	M.Sc./M.A./M.Ed./MBA	72	29.5
	Ph.D.	159	65.2
	Total	244	100.0
Years of Work Experience	3-5 Years	107	43.9
	6-8 Years	87	35.7
	9-11 Years	32	13.1
	12 Years and above	18	7.4
	Total	244	100.0
Institutions	Achievers University	80	32.8
	Elizade University	101	41.4
	Wesley University	63	25.8
	Total	244	100.0
Year of Last Promotion	1-3 Years Ago	165	67.6
	4-6 Years Ago	79	32.4
	Total	244	100.0

Source: Researcher's survey (2023).

The data on table 3 show demographic distribution of respondents. For gender, female respondents account for 38.1% and male respondents account for 61.9%. The finding on age range indicate that respondents within the age range of 44-53 years participated most in this study with 38.1%, followed by respondents within the age range of 34-43 years with 33.2%, respondents who are 54 years and above are 19.3% while respondents within the age range of 24-33 years are 9.4%. In addition, the findings on the table showed respondents according to their level of education. Majority of the respondents are Ph.D. holders with 65.2%, followed by respondents with M.Sc./M.A./M.Ed./MBA degree with 29.5% while respondents with B.Sc./B.A./B.Ed. are the least participants with 5.3%.

Moreover, table 3 showed respondents according to their years of work experience. Majority of the respondents have been working in the university for the past 3-5 years with 43.9%, followed by respondents who had been working for the past 6-8 years with 35.7%. Also, respondents with 9-11 years' work experience are 13.1% while the least respondents that

participated in this study have been working in the institutions for 12 years and above with 7.4%. Furthermore, findings on the table showed the distribution of respondent's according to their institutions. Majority of the respondents for this study are employees of Elizade University with 41.4%, this is followed by respondents from Achievers University with 32.8% while respondents selected from Wesley University are the least with 25.8%.

Finally, findings on table 3 showed respondent's according to their last year of promotion. The finding showed that 67.6% of the respondents were promoted within 1-3 years ago. This is followed by respondents that were promoted 4-6 years ago with 32.4%.

Analyses of Research Hypotheses

Hypothesis One

H₀: Organisational career management does not have significant effect on employee performance.

Table 4: Regression Model Summary^b on the Effect of Organisational Career Management on Employee Performance

Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. Change	F	Durbin-Watson
				R Square	F Change	df1	df2			
1	.317 ^a	.100	.097	1.135	.100	26.983	1	242	.000	.132

a. Predictors: (Constant), Organisational Career Management

b. Dependent Variable: Employee Performance

Source: Researcher's fieldwork (2023).

Decision rule: The regression analysis results in table 4 indicate that the R-square coefficient (R²) is 0.100, suggesting that organisational career management (independent variable) explains 10% of the total variance in employees' performance (dependent variable). This coefficient is considered high. The statistical analysis reveals a significant finding with a significance level of 0.000, which is lower than the predetermined threshold of 0.05. This implies that career management has a substantial and beneficial impact on employees' performance.

Hypothesis Two

H₀: Organisational career management do not have any significant influence on employee retention.

Table 5: Regression Model Summary^b on the Influence of Organisational Career Management on Employee Retention

Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. Change	F	Durbin-Watson
				R Square	F Change	df1	df2			
1	.214 ^a	.046	.042	1.169	.046	11.591	1	242	.001	.110

a. Predictors: (Constant), Organisational Career Management

b. Dependent Variable: Employee Retention

Source: Researcher's fieldwork (2023).

Decision rule: The regression analysis results in table 5 indicate that the R-square coefficient (R²) is 0.046. This suggests that organisational career management, the independent variable, explains 4.6% of the total variance in employee retention, the dependent variable. This coefficient is considered moderately favourable. The statistical analysis indicates that the p-value is 0.001, which is less than the significance level of 0.05. Organisational career management significantly influences employee retention in a good manner.

Discussion of Findings

The current study revealed results that contradict hypothesis one, demonstrating a significant positive impact of organisational career management on employee performance. This discovery suggests that when organisations assume complete responsibility for managing their employees' careers, it will enhance employees' job performance. Indications point to the fact that career management contributes to enhancing employee performance through enabling individuals to establish their own objectives and acknowledge their own capabilities. These results align with the conclusions of the study conducted by Khan et al. (2016), which asserts that providing employees with access to top-notch career management and training programmes can motivate them to enhance their skills and ultimately improve their job performance. This study validates the findings of Vinkenburg and Weber (2012) that career management significantly influences efforts to enhance performance. Kakui and Gachunga (2016) emphasised that top-performing businesses are currently prioritising the development of their employees' careers to achieve optimal employee performance in both the present and the future, in line with the study's findings (Mohamad & Yahya, 2017).

The results of this study suggest that organisational career management has a substantial impact on employee retention, as predicted in hypothesis two. This suggests that when businesses effectively oversee the career development of their employees, such individuals are more likely to remain with the organisation for a longer duration and have no desire to resign. Therefore, effective organisations adopt career management strategies to mitigate high turnover rates, while prioritising on-the-job development and recognising its crucial role in learning and career advancement (Torraco & Swanson, 2015). Hence, to enhance retention and ensure the contentment of both management and employees, it is imperative to combine career development systems with other human resource management activities (George, 2015; Ugoani, 2018). Kwenin (2013) did a study on the relationship between career management and employee retention. The findings indicate a significant positive correlation between career development strategies and employee retention.

Conclusion

This study concluded that effective career management optimises employee performance by promoting career development through enhanced learning and resource utilisation, thereby ensuring the retention of diligent and dedicated employees. Therefore, in order for organisations to enhance productivity and ensure employee commitment, it is imperative to integrate career management with other human resource management techniques. Hence, the implementation of organisational career development approaches is essential as they contribute to enhancing employee performance and promoting staff retention. The study found that organisational career management has a substantial impact on employee performance.

Furthermore, the implementation of organisational career management exerts a substantial impact on staff retention.

Recommendations

Based on the findings of this study, the following recommendations were proffered.

1. The management should allocate resources that will facilitate the advancement of employees' careers. Various resources, such as career workshops, career centres, career assistance, counselling, coaching, and mentorship, can assist employees in enhancing their job performance. Hence, it is imperative for management and supervisors to consistently foster a culture of dedication among employees towards their professional objectives and ambitions.
2. Career management strategies, career pathing, and career development programmes should be synchronised with the aspirations and company survival strategy of employees. Therefore, it is imperative for management to closely oversee the career development process in order to optimise its effectiveness for both managers and employees, and to determine its impact on the overall achievement of the organisation.
3. Finally, all employees should be provided with career advice and career management awareness workshops to enhance career policies and practices. To enhance employee commitment and minimise absenteeism, frustrations, incompetence, and turnover, it is essential to implement effective and efficient career policies and procedures.

References

- Adenike, A. (2011). Organisational climate as a predictor of employee job satisfaction: evidence from covenant university. *Business Intelligence Journal*, 4(1), 151-166. <https://core.ac.uk/download/pdf/18294964.pdf>
- Ahmed, A., & Othman, I. B. L. (2017). The Impact of Strategic Attributes on Organisational Performance in Pakistan Banking Sector: A Review and Suggestions for Future Research. *International Journal of Academic Research in Business and Social Sciences*, 7(8), 371-387.
- Allen, R.S., & Helms, M.M. (2014). Reward Practices and Organisational Performance. *Compensation and Benefits Review*, 33(4), 74-80.
- Anitha, J. (2013). Does friendship improve job performance? *Harvard Business Review*, 75, 8-9.
- Armstrong, M. (2016). *A handbook of Human Resource Management Practice*. (11th ed.). Philadelphia: Kogan Page Limited.
- Armstrong, M. A., & Baron, A. (2015). *Managing performance: performance Management Action*. London: CIPD.
- Armstrong, M., & Taylor, S. (2014). *Armstrong's handbook of human resource management practice*. (13th ed.). London: Kogan Page Publishers.

- Arthur, M. B., Khapova, S. N., & Richardson, J. (2017). *An intelligent career: Taking ownership of your work and your life*. Oxford University Press.
- Aruna, M., & Anitha, J. (2015). Employee retention enablers: Generation Y employees. *SCMS Journal of Indian Management*, 12(3), 94-103.
- Baruch, Y., & Peiperl, M. A. (2015). Career Management Practices: An Empirical Survey and Implications. *Human Resource Management*, 39, 347-366.
- Berberoglu, A., & Secim, H. (2015). Organisational commitment and perceived organisational performance among health care professionals: Empirical evidence from a private Hospital in Northern Cyprus. *Journal of Economics and Behavioral Studies*, 7(1), 64-71.
- Berberoglu, A., & Secim, H. (2015). Organisational commitment and perceived organisational performance among health care professionals: Empirical evidence from a private Hospital in Northern Cyprus. *Journal of Economics and Behavioral Studies*, 7(1), 64-71.
- Bibi, P., Ahmad, A., & Majid, A. H. A. (2019). HRM practices and employee retention: The moderating effect of work environment. Ali, F., Rasoolimanesh, S.M. and Cobanoglu, C. (Ed.) *Applying Partial Least Squares in Tourism and Hospitality Research*. Bingley: Emerald Publishing Limited, 129-152.
- Cahapay, M. B., & Bangoc II, N. F. (2021). Technostress, Work Performance, Job Satisfaction, and Career Commitment of Teachers amid COVID-19 Crisis in the Philippines. *IJERI: International Journal of Educational Research and Innovation*, 16, 260-275.
- Cardy, R.L., & Lengnick-Hall, M.L. (2011). Will They Stay, or Will They Go? Exploring a Customer-Oriented Approach to Employee Retention. *Journal of Business and Psychology*, 26, 213-217.
- Cedaryana, Muchlis R. L., & Yetti, S. (2018). Influence of Work Discipline, Career Development, and Job Satisfaction on Employee Performance Directorate General Research and Development of Ministry Research, Technology and Higher Education. *International Journal of Scientific Research and Management (IJSRM)*, 6(2), 87-96.
- Chen, J. Q., Hou, Z. J., Li, X., Lovelace, K. J., Liu, Y. L., & Wang, Z. L. (2016). The role of career growth in Chinese new employee's turnover process. *Journal of Career Development*, 43(1), 11-25.
- Chiboiwa, M., Samuel, M., & Chipunza, C. (2010). An examination of employee retention strategy in a private organisation in Zimbabwe. *African Journal of Business Management*, 4(10), 2103-2109.
- Chris J. Berger, L.L. Cummings, H. G., & Heneman, I. (2017). Expectancy theory and operant conditioning predictions of performance under variable ratio and continuous schedules of reinforcement. *Organisational Behavior and Human Performance*, 14(2), 227-243.
- Christensen, L.B., Johnson, R.B., & Turner, L.A. (2019). *Research methods, design and analysis*. (13th ed.). Boston, NJ: Pearson.

- Connolly, P., & McGing, G. (2017). Graduate education and hospitality management in Ireland. *International Journal of Contemporary Hospitality Management*, 18(1), 50-59.
- Coyle-Shapiro, J. A. M. & Conway, N. (2005). Exchange relationships: examining psychological contracts and perceived organizational support. *Journal of Applied Psychology*, 90: 774. doi: 10.1037/0021-9010.90.4.774
- Davies, R., McNabb, R., and Whitfield, K. (2015). Do high-performance work practices exacerbate or mitigate the gender pay gap? *Cambridge Journal of Economics*, 39, 537-564.
- De Vos, A., & Cambre, B. (2017). Career management in high-performing organisations: a set theoretic approach". *Human Resource Management*, 56(3), 501-518.
- Delery, J. E., & Gupta, N. (2016). Human resource management practices and organisational effectiveness: Internal fit matters. *Journal of Organisational Effectiveness*, 3, 139-163
- Dialoke, I., & Adighije J. N. (2018). Effects of Career Growth on Employees Performance: A Study of Non-Academic Staff of Michael Okpara University of Agriculture Umudike Abia State, Nigeria. *World Journal of Entrepreneurial Development Studies*, 1(1), 67-78.
- Dialoke, I., & Nkechi, P.A. J. (2017). Effects of Career Growth on Employees Performance: A Study of Non- Academic Staff of Michael Okpara University of Agriculture Umudike Abia State, Nigeria. *World Journal of Entrepreneurial Development Studies*, 1(1), 1-12.
- Eisenberger, R., Armeli, S., Rexwinkel, B., Lynch, P. D. & Rhoades, L. (2001). Reciprocation of perceived organizational support. *Journal of Applied Psychology*, 86, 42–51. doi: 10.1037/0021-9010.86.1.42
- Ezeali & Esiagu. (2009). *Public Personnel Management: Human Capital Management Strategy in 21st Century*. Onitsha: Chambers Book Ltd.
- George, C. (2015). Retaining professional workers: what makes them stay? *Employee Relations*, 37(1), 102–121.
- Gopalan, N., Pattusamy, M. & Gollakota, K. (2020). Role of support in work–family interface among university faculty in India. *South Asian Journal of Business Studies*, 9, 323–338. doi: 10.1108/SAJBS-11-2019-0211
- Guan, Y., Zhou, W., Ye, L., Jiang, P., & Zhou, Y. (2015). Perceived organisational career management and career adaptability as predictors of success and turnover intention among Chinese employees. *Journal of Vocational Behaviour*, 88, 230-237.
- Gupta, K. A., & Govindarajan, V. (2008). *Managing Global Expansion: A Conceptual Framework*. Business Horizons, March-April, 45-54.

- Gürlek, M., & Uygur, A. (2019). Theoretical foundations of strategic human resource management approaches. *The Journal of Industrial Relations and Human Resources*, 21(3), 21–38.
- Hassan, A.L., Baharom, M.N., & Abdul Mutalib, R. (2017). Social capital and career advancement of female academic staff in Nigerian universities. *Journal of Management Development*, 36(4), 525-541. <https://doi.org/10.1108/JMD-05-2016-0069>
- Herriot, P., & Pemberton, C. (2016). Contracting Careers. *Human Relations* 49, 757-790.
- Idowu, S. A. (2019). Impact of leadership styles on employees' work performance in some south-western Nigerian private universities. *Economic Insights – Trends and Challenges*, 8(71), 27-46.
- Idowu, S. A. (2020). Role of Flexible Working Hours' Arrangement on Employee Job Performance and Retention in Manufacturing Industries in Agbara, Nigeria. *Economic Insights – Trends and Challenges*, 9(72): 23-37.
- Idowu, S. A., Ifedayo, T. E., & Idowu, E. O. (2020). Assessing the Career Conflict Options of Senior Secondary School Students of Ado-Odo Ota Local Government, Ogun State, Nigeria. *Research in Social Sciences and Technology*, 5(3), 55-77.
- Iqbal, A. (2015). Factors affecting the employee's performance a case study of banking sector in Pakistan, *European Journal of Business and Social Sciences*, 4(8), 309-318.
- Kakui, I. M., & Gachunga, H. (2016). Effects of career development on employee performance in the public sector: A case of national cereals and produce board. *Strategic Journal of Business and Change Management*, 3(3), 307-324.
- Kallimullah, A. R., Yaghoubi, N. M., & Moloudi, J., (2010). Survey of Relationship between Organisational Justice and Empowerment. *European Journal of Economics, Finance and Administrative Sciences*, 24(1), 165-171.
- Khan, A. A., Sardar, O. B., Haseeb, A., Raja, M. W., & Mohsin A. dan Moazzam Ijaz, (2016). Impact of Training and Development of Employees on Employee Performance through Job Satisfaction: A Study of Telecom Sector of Pakistan. *Business Management and Strategy*, 7(1), 29-46.
- Khan, S., Rajasekar, J., & Al-Asfour, A. (2015). Organisational career development practices: Learning from an Omani company. *International Journal of Business and Management*, 10(9), 88-98.
- Kwenin, D.O. (2013). Relationship Between Work Environment, Career Development Opportunities & Employee Retention in Vodafone Ghana limited. *Global Journal of Human Resource Management*, 1(4), 1-9.
- Latorre, F., Guest, D., Ramos, J. & Gracia, F. J. (2016). High commitment HR practices, the employment relationship and job performance: a test of a mediation model. *Eur. Manag. J.* 34, 328–337. doi: 10.1016/j.emj.2016.05.005

- Lee, M. C. C., Idris, M. A., & Tuckey, M. (2019). Supervisory coaching and performance feedback as mediators of the relationships between leadership styles, work engagement, and turnover intention. *Human Resource Development International*, 22(3), 257-282.
- Lyria, R. K., Namusonge, G. S., & Karanja, K. (2017). The effect of career management on organisational performance of firms listed in the Nairobi Securities Exchange. *Journal of Human Resource and Leadership*, 1(3), 31-42.
- Maslow, A. (1954). *Motivation and Personality*. New York: New York Harper and Row.
- Mita, M., Aarti K., & Ravneeta, D. (2014). Study on Employee Retention and Commitment. *International Journal of Advance Research in Computer Science and Management Studies*, 2, 154-164.
- Mohamad, M. H., & Yahya, K. K. (2017). Perceived career development practice and performance of employees: an empirical study in the enforcement organisation. *Journal of Global Business and Social Entrepreneurship (GBSE)*, 1(4), 54-61
- Mugaa L. G., Guyo W., & Odhiambo R. (2018). Influence of Career Progression on Employee Performance in Large Commercial Banks in Nairobi City County in Kenya. *Journal of Entrepreneurship & Project Management*, 2(2), 1-19.
- Munish, C., & Agarwal, R. (2017). Employee engagement & retention: A review of literature. *International Journal of BRIC Business Research*, 6(1), 1-19.
- Musa, B. M., Ahmed, I., & Bala, A. (2014). Effect of Motivational Incentives on Staff Turnover in Hotel Industry in Gombe State. *Journal of Business and Management*, 16(3), 36-42.
- Nnaji-Ihedinmah, N. C. (2015). Effect of Rewards on Employee Performance in Organisations: A Study of Selected Commercial Banks in Awka Metropolis. *European Journal of Business and Management*, 7(4), 80-101.
- Nzuve, S. N. M. (2007). *Elements of Organisational Behavior*. Nairobi: University of Nairobi Press.
- Ojediran, I. A. (2016). Philosophical Relevance of Physics Teacher Education Curricula in South Western Nigerian Universities to Senior Secondary School Physics Curriculum. *Journal of Education and Social Policy*, 3(1), 74-86.
- Owoyemi O. O., and Ekwoaba J. O. (2014). Organisational culture: A tool for management to control, motivate and enhance employees' performance. *American Journal of Business and Management*, 3(3), 168-177.
- Park, C., McQuaid, R., Lee, J., Kim, S. & Lee, I. (2019). The impact of job retention on continuous growth of engineering and informational technology SMEs in South Korea. *Sustainability*, 11, 5005. doi: 10.3390/su11185005.
- Presbitero, A., Roxas, B., & Chadee, D. (2016). Looking beyond HRM practices in enhancing employee retention in BPOs: focus on employee–organisation value fit. *The International Journal of Human Resource Management*, 27(6), 635–652.

- Private Universities (2023). National Universities Commission. [Online]. Available at: <https://www.nuc.edu.ng/nigerian-universities/private-univeristies/> (Accessed 21 September 2023).
- Rapuano, V. (2020). Toward Sustainable Careers: Literature Review. *Contemporary Research on Organisation Management and Administration*, 8(1), 41–54.
- Reardon, R., Lenz, J., Sampson, J., & Peter, G. (2017). *Career Development and Planning: A Comprehensive Approach*. (5th ed.). Kendall: Hunt Publishing.
- Renee, S. K. (2018). Physician communication as a motivational tool for long-term patient compliance: Reinforcement Expectancy Theory. *Communication Studies*, 47(3), 206–217.
- Rono, J. E., & Kiptum, K. G. (2017). Factors Affecting Employee Retention at University of Eldoret, Kenya. *Journal of Business and Management*, 19(3), 109–115.
- Rubel, M. R. B., Kee, D. M. H. & Rimi, N. N. (2021). High commitment human resource management practices and hotel employees' work outcomes in Bangladesh. *Glob. Bus. Organ. Excellence*, 40, 37–52. doi: 10.1002/joe.22089
- Settoon, R. P., Bennett, N. & Liden, R. C. (1996). Social exchange in organizations: perceived organizational support, leader–member exchange, and employee reciprocity. *Journal of Applied Psychology*, 81, 219–227. doi: 10.1037/0021-9010.81.3.219
- Skinner, B. F. (1938). *The behavior of organisms: An experimental analysis*. New York: Appleton-Century.
- Stephen, E. N., & Stephen, E. A. (2016). Organisational Culture and Its Impact on Employee Performance and Job Satisfaction: A Case Study of Niger Delta University, Amassoma. *Higher Education of Social Science*, 11(5), 36–45.
- Tobing, D.S.K. (2016). The Effect of Compensation, Career Development, Work-Family Support On Job Satisfaction. *Polish of Journal Management Studies*, 14(1), 206–213.
- Torraco, R. J., & Swanson, R. A. (2015). The strategic roles of Human resource development. *People and Strategy*, 18(1), 10.
- Udoh-Uwah, O. E., & Effanga, E. M. (2018). Professional development and lecturers' job effectiveness in Universities in South-South Geo-Political Zone of Nigeria. *Journal of Education and Practice*, 9(12), 1–6.
- Ugoani, J. N. N. (2018). The role of training and development in performance effectiveness in Nigeria. *American Journal of Business and Society*, 3(1), 17–27.
- Umar, T. R., Shamsudin, F. M., Subramaniam, C., & Johari, J. (2015). Actual Voluntary Turnover, Job Embeddedness, Pay Satisfaction and Moderating Effect of Perceived Alternative Job Opportunities: Data Screening and Preliminary Analysis. *International Journal of Academic Research in Business and Social Sciences*, 5(10), 175–187.

- Van Laer, K., Verbruggen, M., & Janssens, M. (2021). Understanding and addressing unequal career opportunities in the 'new career'era: an analysis of the role of structural career boundaries and organisational career management. *The International Journal of Human Resource Management*, 32(16), 3547-3567.
- Vinkenburg, C., & Weber, T. (2012). Managerial career patterns: A review of the empirical evidence. *Journal of Vocational Behavior*, 80(3), 592–607.
- Yamane, T. (1973). *Statistics: An introductory analysis*. (3rd ed.). New York: Harper and Row.
- Yang, Y., Liu, Y.H., Liu, J.Y., & Zhang, H.F. (2015). The impact of work support and organisational career growth on nurse turnover intention in China. *International Journal of Nursing Sciences*, 2(2), 134-139.
- Zhao, Q., Cai, Z., Zhou, W., & Zang, L. (2022). Organisational career management: a review and future prospect. *Career Development International*, 27(3), 343-371. <https://doi.org/10.1108/CDI-04-2021-0088>