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**THE INFLUENCE OF PERCEIVED CAREER SUPPORT AND CAREER
COMMITMENT ON CAREER SUCCESS OF TELECOMMUNICATION
EMPLOYEES IN JORDAN**

BY

SHAKER SULEIMAN DULIE' EYAL SALMAN



MASTER OF HUMAN RESOURCE MANAGEMENT

UNIVERSITI UTARA MALAYSIA

JULY 2016

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UUM
Universiti Utara Malaysia

**Thesis Submitted to
School of Business Management
Universiti Utara Malaysia
In Partial Fulfillment of the Requirement for the
Master in Human Resource Management**

CERTIFICATION OF THESIS

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Abstract

The study is examining the relationship between the career commitments, organizational support and its effect on the career success of employees of telecommunication sector in Jordan. Despite growing interest in the business world, still do not have the sufficient knowledge of career success in Jordanian context. This study has their own importance because it has taken forward steps, deepen inquiry of career success by the dimension organizations support (Mentoring, Supervisory role and Training and Development opportunities) and proven significant to

career success at both levels of employees i.e. subjective and objective. Additionally, career commitment has also shown significant on career success. The Dimensions of career success (subjective and objective) are under-scrutiny, detailed inquiry has observed with relationship of organizational support and career commitment and inquiry of variables might help to understand the enigma of career success in Jordan and this might help policy makers, strategist to understand antecedent and predictors of career success and viewpoint serving in edifice rules and policies enhancing performance of the employee in telecommunication sector of Jordan.

Abstrak

Tujuan kajian ini dijalankan adalah untuk mengkaji perhubungan antara komitmen kerjaya, sokongan dan keberkesanan terhadap kejayaan pekerja di sektor telekomunikasi di Jordon. Keminatan di dalam bidang perniagaan adalah amat diminati tetapi masih terdapat kekurangan dari segi pengetahuan yang meluas dan mendalam bagi dunia perniagaan di Jordon secara konteknya. Kajian ini juga mempunyai kepentingan tersendiri dimana ianya mengambil kira langkah ke hadapan dengan berdasarkan pertanyaan yang lebih terperinci berkenaan dengan sokongan bagi dimensi di organisasi (mentor, peranan pengawasan, latihan dan peluang pembangunan) dimana telah terbukti ada kejayaan kerjaya di peringkat pekerja iaitu secara objektif mahupun subjektif. Hasil kajian ini juga menunjukkan komitmen juga mempunyai impak yang besar ke atas kejayaan kerjaya. Dimensi kejayaan kerjaya (subjektif dan objektif) adalah terletak di kawalan penelitian dalaman, dimana pemerhatian secara terperinci terhadap hubungan sokongan organisasai dan komitmen kerjaya serta persoalan pembolehubah berkemungkinan dapat membantu memahami enigma tentang kejayaan kerjaya di Jordon dan juga berkemungkinan dapat membantu pembuat dasar, bahagian strategi untuk menahami tentang apa yang dijangka di dalam kejayaan kerjaya dan pandangan yang disediakan didalam kaedah-kaedah dan dasar-dasar yang digunakan bagi meningkat prestasi pekerja di sektor pembangunan dan telekonumikasi di Jordon.

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CHAPTER ONE

INTRODUCTION

1.1 Background of Study

A considerable amount of research has been done on career success during the last two decades (Choo et al., 2009; Yunus et al., 2012). Career success is of concern to individuals because employee career success can eventually contribute to organizational success (De Vos & Soens, 2008; Cox & Harquail, 1991; Judge et al., 1999). According to Noah (2002), career success is one of the most important events in an individual's life as one enters the real working environment. As employee career success affects organizational effectiveness, it is imperative for the organization to develop the career of its employees. Notable studies by London and colleagues (London, 1990; London & Mone, 1987; London & Bray, 1984) have forwarded numerous suggestions pertaining to the development of support and career. Studies have outlined that employees should be positively reinforced for good performance, career opportunities, and support for skill development (London & Bray, 1984). According to Locke and Latham (1990), the management should provide a clear guideline to the employees about what the organization expects of them in the future. By implementing a career plan, individuals will not lose direction and can manage their career path with more focus. This will enable them to achieve success easily because they know what kind of career they want, and they have a good awareness of self and the environment. While the organization is responsible for the career development of its employees, is also equally important for the latter to understand and manage their own career effectively. Only when individuals

know what they want in terms of their career that they will be motivated to look for ways and approaches to develop themselves and their career.

Career success is not an issue unique to the developed countries; it is also a workplace issue in the Middle East countries (Tlaiss, 2015). According to Tlaiss and Kauser (2011), many Middle East organizations have difficulties in retaining their employees because they fail to provide a conducive career environment for them. Many employees perceive that the current practices of career development in their organizations, especially with regards to a job promotion, are unfair (Tlaiss & Kauser, 2011). Jordan is not an exception in this case. According to a number of scholars, many Jordanians are switching employers due to lack of perceived career success (Bonenberger, Aikins, Akweongo & Wyss, 2014; Al-Omari, & Khader, 2015). Other scholars contend that employees are facing challenges in terms of their career because the development of human capital has not been a key focus in many Jordanian organizations (Afiouni & Karam, 2014; Al-Omari & Khader, 2015; Bonenberger et al., 2014). In sum, career success is still considered a center of debate and an important issue in many Jordanian organizations. Hence, investigating career success is warranted.

1.2 Problem Statement

For many decades, career success has attracted the attention of many scholars and practitioners alike due to its significance to the individual employees and organizations. One stream of research that has gained much scholarly interest is the identification of the factors that contribute to career success. The career literature identifies a number of

factors that influence career success. They can be broadly classified as individual and organizational factors (Ferris & Judge, 1991). A number of individual-level influences identified include cognitive ability (Ackerman, Kanfer & Beier, 2013), motivational variables such as hours worked (Lonie, Marzella, Perry, Shah, & Jariwala, 2014), human capital variables such as education, experience, and career interruptions (Converse, Pathak, DePaul-Haddock, Gotlib, & Merbedone, 2012; Biemann & Braakmann, 2013; Whitely et al., 1991), work/family variables such as spousal and familial demands (Heikkinen,, Lämsä, & Hiillos, 2014; Levine & Smolak, 2013), and demographic variables such as gender, marital status, and socioeconomic status (Evers & Sieverding, 2013; Maurer & Chapman, 2013; Sander & Bambauer, 2012). Prominent organizational determinants of career success include socialization (Wei & Taormina, 2014; Bauer & Erdogan, 2014; Reichers, 1987; Wanous, Reichers, & Malik, 1984), mentoring (Brody, Edelman, Siegel, Foster, Bailey, Bryant, & Bond, 2016; Omary, 2016; Dreher & Ash, 1990; Whitely, Dougherty, & Dreher, 1991), type of position (McAlpine, 2016), early career challenge (Olson & Shultz 2013), and career systems (Russo, Guo, & Baruch, 2014).

As mentioned earlier, career success is an important work issue for both the organization and the individual employees (Santos, 2016). Not only the employer has the responsibility for the development of the career of its employees, the latter, too, has to plan and take charge of their own career (Ng & Feldman, 2014). Consistent with this argument, the present study contributes further to this stream of research by investigating the influence of perceived career support by the organization and employee career

commitment on career success. These factors are considered because they have been argued to play a major role in enhancing the career success of individual employees (Erdogan, Kraimer, & Liden, 2004; Kuijpers et al., 2006). However, despite their purported significance, studies have not assessed the contribution of these factors in a single study. That is, by examining the two elements, we will be able to understand which factor is more influential in contributing to career success.

In this study, the antecedents are treated as multi-dimensional constructs. Three dimensions of perceived career support are included. They are organizational mentoring, supervisor support, and training and development opportunities. We follow Ng, Eby, Sorensen, and Feldman's (2005) study in considering the multidimensionality of organizational sponsorship variables. Other studies found empirical evidence on mentoring homogeneity and its effect on career success (Godshalk & Sosik, 2003). This study contributes to the career success literature investigating the various forms of perceived career support and the effect of each form of career success in the Jordanian context. By decomposing perceived career support into different dimensions, the present study is able to inform HR managers about the practical measures that need to be instituted.

Employees with higher levels of career commitments are more inclined towards investing in boosting their careers so that they could get the maximum benefits in the long run (Jiang et al., 2014). In the context of career commitment, most of studies conducted in developed countries, such as the US (Meyer, Stanley, Herscovitch, & Topolnytsky,

2002), the UK (Borg, Riding, & Falzon, 1991), and Canada (Chung, 2002) and developing countries like Jordan has found scarce literature in relation of career success. In light of the claim that many Jordanian organizations do not take seriously their human capital development, it is interesting to see whether employees are committed to their career as a way to develop themselves.

1.3 Research Questions

The present study aims to answer the following questions:

1. Is there any relationship between career commitment and career success?
2. Is there any relationship between perceived career support and career success?
3. Between the two, which factor is more influential in predicting career success?

1.4 Research Objectives

Consistent with the above questions, the present study attempts to meet the following objectives:

1. To investigate the influence of career commitment on career success.
2. To examine the influence of perceived career support and career success.
3. To determine which factor is more influential in contributing to career success.

1.5 Scope of Study

The study focuses on managers at various levels (top, middle, and low levels) who work in the telecommunications organizations in Jordan. This study focuses on the

telecommunications sector because this sector has experienced enormous growth over the years (Hajir, Obeidat, & Al-dalahmeh, 2015; Yaseen, Dajani, & Hasan, 2016).

1.6 Significance of Study

The study has theoretical and practical significance. In terms of theoretical importance, the study aims to add value towards the body of knowledge of career success. Volumes of research information are available on career success, yet little evidence is available on the relationship between the variables proposed in the current study. Therefore, the combination of factors, such as career commitment and perceived career support could be of value for fostering career success.

On the practical note, the current study will benefit and notably contribute towards informing HR policy makers in Jordan about the role and importance of career success, and recommending to them practical measures and policies on how to enhance the career development of their employees toward the accomplishment of organizational goals and objectives. For instance, the study findings will recommend managers and supervisors to provide the kind of support needed to help their employees develop and plan their career. It will also offer practical suggestions on the need for the employees to stay focused and committed to their career if they wish to be successful,

1.7 Definition of Key Terms

In this study, a number of key terms are involved whose definitions are offered below.

1. Career success is defined as the accumulated positive work and psychological outcomes resulting from one's work experiences (Seibert & Kraimer, 2001). Career success is operationalized in two dimensions, objective and subjective career success. While objective career success is measured in terms of the total amount of remuneration and number of promotions over the course of one's profession (Nabi, 2001), subjective career success is defined as an individual's evaluations of and affective responses to his/her career outcomes (Heslin, 2005).

2. Perceived career support refers to the extent to which supervisors provide emotional and work-related support toward the career of the employees (Greenhaus et al., 1990). This construct is treated as having three dimensions: (a) training and skill development opportunities, which refers to the extent to which the company provides training and development opportunities for training and skill acquisition for employees (Dysvik & Kuvaas, 2008); (b) reception of mentoring is defined as the extent a higher ranking individual (or individuals) who has (have) advanced experience and knowledge has (have) provided a variety of mentoring functions to the protégé (Bozionelos, 2004); (c) supervisory career support refers to the extent to which supervisors provide emotional and work-related support (Greenhaus et al., 1990).

3. Career commitment is defined as one's attitude toward one's vocation, including a profession (Blau, 1988).

1.8 Thesis Organization

This thesis is organized into five chapters. This chapter has talked about the background of the study, identified the theoretical gaps that still exist in the literature, outlined the research question and objectives, highlighted the scope and significance of research, and, finally, presented the definition of key terms used.

Chapter two reviews existing empirical works on career success, particularly those relevant to the present study. This chapter begins by conceptualizing the key constructs and then moves on to discussing past literature on the factors purported to influence career success. Based on the review of the literature and goal setting theory, the research hypotheses are then developed.

Chapter three deals with the method used in the present study. Specifically, aspects of research design such as population and sample, sampling technique, instrumentation, data collection procedure and technique, and data analyses are discussed. This chapter also talks about a pilot study to check the instruments used.

Chapter four presents the research findings based on the analyses of data collected. Finally, chapter five discusses the findings by relating them to previous literature and relevant theories specifically goal setting theory. This chapter also offers recommendations, based on the results found, for future research and practice, and highlights the limitations of the study. This chapter ends with some concluding remarks.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

As this study is about career success, this chapter begins by conceptualizing career and career success. It then proceeds by elaborating two factors proposed to influence career success, i.e., perceived career support and career commitment. Then, based on the relevant literature, several research hypotheses are formulated. Finally, this chapter outlines the proposed research model based on the proposed relationship between the variables (i.e., career success, career support, career commitment).

2.2 Career Success

Career as a term is defined as individual work experiences over a certain time period (Arthur et al., 2005). Based on this definition, the expression of time is important to consider. According to Hogan, Chamorro, Premuzic and Kaiser (2013), a person needs to participate and engage in some work aspects in order for the consideration of one's career development. According to Arthur et al. (2005), career success is the outcome of an individual's career experience. Conventionally, it refers to objective and upward career mobility which are often accompanied with notable positions, prestige, and financial rewards (Kraimer & Astrove, 2015; Sullivan et al., 1998). This definition underlines the idea of an individual's progress up the career ladder at work (Sulaiman et al., 2014).

The literature indicates two dimensions of career success: objective and subjective career success. While objective success is based on tangible and materialistic outcomes and results, subjective success is based on intangible aspects that are solely based on individual judgment (Ng & Feldman, 2014). The latter relies heavily on personal judgments of an individual regarding a factors like career enjoyment, career fulfillment, satisfaction, work life balance and so on (McDonald & Hite, 2008). This subjective assessment is based on the perceptions of individuals and therefore what may be viewed as satisfactory may not be convincing enough for other employees (Zacher, 2014).

This study employed both dimensions of career success because both dimensions have different nature. While objective career success is directly observable, measurable and verifiable by others (Spurk, Keller, & Hirschi, 2016), the subjective form of career success emphasizes the internal satisfaction about the work that the person is doing during his or her career. It also not directly observable by outsiders (Sultana et al., 2016). This study considered both the external and internal success indicators of career success for achieveing better results.

2.3 Perceived Career Support

Perceived career support refers to employees' perception of the extent to which their organization cares about their career needs and is a dimension of perceived organizational support (Kraimer & Wayne, 2004). This study focused on employees' perception of career support because it is employees' experiences and perceptions of a job that determine their reaction to it rather than the objective characteristics of the job

(Hackman & Lawler, 1971). That is, unless career support is perceived by employees, such support will have little direct effect on their attitudes and behaviors. In the case of perceived career support, employees who believe that their organization cares about their career needs and development should be more work engaged relative to those who believe otherwise (Poon, 2013). When employees believe that their organization values them, they will be more likely to (a) commit their time and energy to performing their work, (b) approach their work with enthusiasm, and (c) feel secure, allowing them to concentrate fully on their tasks (Ismail, Adnan, & Bakar, 2014). In sum, perceived career support is important for experiencing vigor, dedication, and absorption; that is, work engagement (Bogler & Nir, 2012).

On the grounds of the empirical evidence and theoretical arguments, the current study proposes and aims a strong connection between perceived career support and employees' career success (Chen, 2011; Riggle et al., 2009). It is also important to note that studies like Karatepe (2011), Chen (2011) and Suazo and Turnley (2009) have indicated towards the need for empirical attention on organizational factors in the context of career success. These scholars have outlined that the career support gauges the organization's attention and care for its employees. Career support is typically reflected in the organization's policies, procedures and norms which ultimately result in fostering career success (Chen, 2011). This means that when the organization fails to provide support as per expectation, the level of achievement from employees also drops. Suazo and Turnley (2009) in their research found that when employees experienced high career support, their well-being and performance were enhanced. The findings

suggest that organizations need to invest time and effort in creating and cultivating a supportive work environment for the employees to develop themselves and their career.

According to Suazo and Turnley (2009), employees develop views and opinions pertaining to how they perceive the organization in terms of its focus and care for employees and their well-being. Calhoun (2015) more recently also concluded that a positive belief about the level of care and recognition from the organization often leads to increased satisfaction with jobs and employers. The study also found that such employees are more focused towards achieving organizational goals by giving their best. The study also outlined that when employees are satisfied, they are more inclined towards fostering their skills to achieve maximum prospects for organizational well-being.

Different dimensions of organization support has been discussed in the past literature. In this study, three dimensions of career support are examined. They are training and skill development opportunities, reception of mentoring, and supervisory career support. The following sections discuss each dimension.

2.3.1 Training and skill development opportunities

The first dimension of perceived career support considered in this study is training and skill development opportunities. Dysvik and Kuvaas (2008) defined this construct as the extent to which a company provides training and development opportunities for training and skill acquisition.

When employees are provided with career growth opportunities at the workplace, they feel valued and recognized at the workplace and when the situation is reverse, it results in severe negative perceptions about the organization (Lui & Lui, 2015). Wallace (2001) and Turban and Dougherty (1994) demonstrated that development opportunities were significant in fostering career progress and perception of career success. Calhoun (2015), and Rhoades and Eisenberger (2002) found that training and development affected the career success of employees. Other studies also found similar result (Erdogan, Kraimer, & Liden, 2004).

Burke and McKeen (1994) determined whether participating in development activities has an effect on work and career outcomes or not. They found an important role of mentors and sponsors in the skill development of employees. They suggested that women managers should be given training and development opportunities to enhance the success of the organization. Another study investigated on 200 managerial and professional women from different sectors anshowed that training opportunitis were responsible for developing the skills for career success (Burke, Divinagracia, & Mamo, 1998). Recently, Liu et al. (2015) investigated the the relationships among perceived organizational support (in the form of training and development), intention to remain, career success, and self-esteem among 405-full time male registered nurses in Grade A hospitals of Tianjin, China. They demonstrated training development was useful to enhance career success, self esteem, and intention to stay in the current employment.

Training and development activities allow individuals to develop their skills, abilities and knowledge which will assist them in achieving job performance (Salas et al., 2012), which subsequently lead to the accomplishment of their career goals (Preenen et al., 2014).

Hence, based on the argument and empirical evidence presented above, the following research hypothesis was formulated:

H1: The provision of training and skill development opportunities are related to career success.

2.3.2 Reception of mentoring

The second dimension of career support is the reception of mentoring. Bozionelos (2004) defined the reception of mentoring as the extent a higher ranking individual (or individuals) who has (have) advanced experience and knowledge has (have) provided a variety of mentoring functions to the protégé. A mentor to an individual employee plays different roles, ranging from providing career-related information, counseling, and even giving challenging work tasks which could help the employee to grow further (Greenshaus et al., 1990).

Researchers have argued that providing mentoring benefits the protégé in the organization. From an objective career success perspective, mentors may become more effective and efficient by delegating to protégé (Nykodym et al., 1995). In addition, mentors should be able to depend on loyal subordinates for information and support

(Kram, 1985; Mullen, 1994) that may form the basis of further advancement in the organization (Dreher & Ash, 1990). Moreover, researchers have suggested that mentors may enhance their reputation among organizational decision makers who recognize the mentors' contributions through the achievements of protégé (Kram, 1985). Similarly, from a subjective career success perspective, mentors may gain satisfaction, sense of accomplishment, and additional meaning in their work lives by helping less experienced colleagues and by finding an outlet for passing their accumulated knowledge and wisdom (Kram, 1983; Ragins & Scandura, 1999).

Past studies have generally found a significant link between having a mentor and career success. Dreher and Ash (1990) underlined that well-balanced and managed mentorship has a bearing on objective as well as subjective measures of career success. Kirchmeyer (1998) in his study found that mentoring support can considerably foster senior managers' career success. Similarly, Calhoun (2015) in the recent study highlighted that mentoring support can have a high magnitude impact on enhancing individual career success.

Hence, based on the argument and empirical evidence presented above, the following research hypothesis was formulated:

H2: Reception of mentoring is related to career success.

2.3.3 Supervisory support

The third dimension of perceived career support considered in this study is supervisory support. Greenhaus et al. (1990) referred to supervisory support as the extent to which supervisors provide emotional and work-related support. Supervisor support is the backbone for developing subordinate-supervisor relationship at the workplace (Lui & Lui, 2015; Wayne et al., 2012). Extracting from the past studies denotes that psychological support of organization in the form of supervisory support is highly significant and important at the workplace (Armeli et al., 1998), which leads to career success.

A supervisor has dual responsibilities in the organization; they have responsibility of their own work, and on the behalf of organization they act as the agent of organization to evaluate the performance of employee (Eisenberger et al., 2014). In the case of the latter, supervisor-employee relation becomes key in the eyes of the employees because it determines the extent of support the supervisor will provide. Greenhaus et al. (1990) and Diao and Park (2011) highlighted that support provided by supervisors may be in the shape of career-based guidance, challenging tasks, opportunities for learning, and feedback on career progress. Supervisors that support and facilitate subordinates are often found in engaging activities pertaining to employee developmental activities (Chen, 2011). All these activities are highly important for effective employee performance and career success.

Past studies have documented the significant effect of supervisory support on employee career success (Ahmed et al., 2014; Chen, 2010; Hofmann & Morgeson, 1999; Settoon

et al., 1996; Wayne et al., 1997). Saleem and Amin (2013) showed a positive influence of supervisory support on the career development of employees in organizations. Similarly, Yang and Chau (2014) demonstrated a significant impact of supervisory support on the subordinates' career success of 360 employees of the mainland China.

Hence, based on the argument and empirical evidence presented above, the following research hypothesis was formulated:

H3: Supervisory support is related to career success.

2.4 Career Commitment

Career commitment is another factor purported to influence career success. Career commitment refers to the strength and resilience of an individual to work in a chosen work environment (Hall, 1971). Evolving work environments and work dynamics have resulted in employees focusing and committing more with their career rather than organizations (O'Connor, O'Hagan, & Brannen, 2015; Noordin et al., 2002). According to Aryee et al. (1994) and Colarelli and Bishop (1990), the idea of career commitment has become more important amongst employees due to growing sense of insecurity at the workplace.

Career commitment reflects a certain type of employees' commitment to work which may also be connected to certain career outcomes. Employees with higher levels of career commitments are more inclined towards investing in boosting their careers so that they could get the maximum benefits in the long run (Jiang et al., 2014). As a

matter of fact and responsibility, employees are expected to be willing to commitment and make efforts to attain higher career goals. Empirical studies have also supported the strength and link between career commitment and career success. Taking the example, Jones and Whitmore (1995) found that career commitment is associated with promotion. Additionally, Day and Allen (2004) in their quantitative study found positive association between career commitment and performance effectiveness. Moreover, Poon (2004) empirically found that career commitment can dominantly predict objective as well as subjective success. Tzeng and Chen (2012) and Day and Allen (2004) also found that career commitment is significantly associated with career success.

Empirical evidence has asserted that employees who are committed to their organizational goals are highly enthusiastic and motivated towards setting higher standards and career goals (Ballout, 2009). Such career plans can help them boost self-efficacy and performance levels (Lent et al., 1994). For instance, individuals who are higher in self-efficacy would be greater in use of their interpersonal skills (Quikley & Tymon, 2006). In a similar manner, when employees are motivated towards harnessing their careers, they result in more career-related behaviors (Leung & Clegg, 2001).

Srikanth and Israel (2012) conducted a study on career commitment, career success and career satisfaction. Their findings revealed that career commitment had a positive and significant relationship with career success. Also, they showed that career commitment enhanced the level of career satisfaction of employees. Another study by Ballout (2009)

examined the moderating role self-efficacy on the relationship between career commitment and career success among 180 managers in Lebanese organizations. HE showed that career commitment enhanced the career success of with average to high self-efficacy but not those with low self-efficacy.

Hence, based on the argument and empirical evidence presented above, the following research hypothesis was formulated:

H4: Supervisory support is related to career success.

2.5 Research Model

Figure 2.1 shows the proposed relationships between the variables. As shown, the dependent variable in this study is career success while perceived career support and its dimensions (skill and training development opportunities, reception of mentoring, and supervisor support) and career commitment are the independent variables.

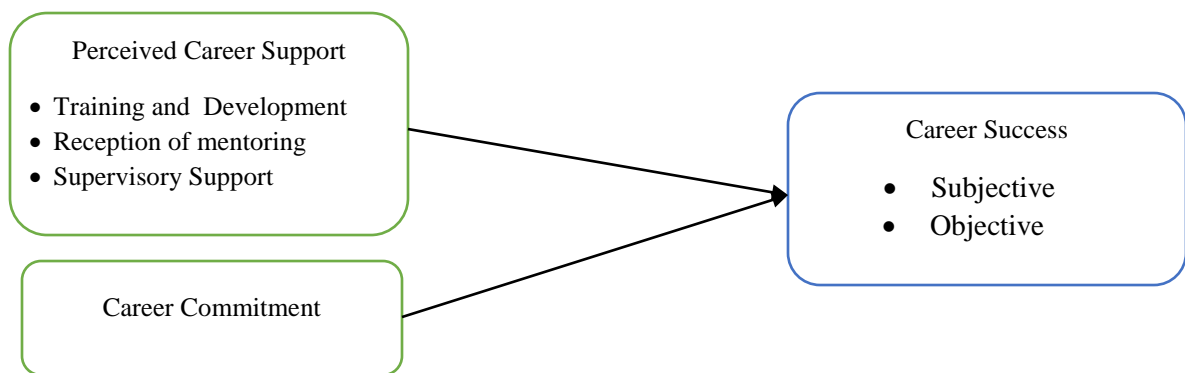


Figure 2.1
Proposed research model

2.6 Chapter Summary

The current chapter shed light on the elements pertaining to career values, perception regarding organization support and career success. The literature outlines the significance of independent proposed indicator variables in predicting career success.

The following chapter will explain the methodology of the present research.



CHAPTER THREE

RESEARCH METHOD

3.1 Introduction

The chapter discusses the research methodology used in carrying out this study. In particular, this chapter elaborates the research design, sampling, data collection method and procedure, instrumentation, and data analysis.

3.2 Research Design

A research design is a master plan specifying the methods and procedures for collecting and analyzing the needed information (Blumberg, Cooper, & Schindler, 2008; Zikmund, Babin, Carr, & Griffin, 2009). Specifically, it guides the researcher in selecting the appropriate sampling technique, instrument for data collection, administration of instrument, and analysis of the gathered data (Sekaran, 2009).

This study employed a cross-sectional research design in which data were collected once during the whole study (Sekaran, 2006). The data were then analyzed and interpreted statistically while drawing conclusions or making inferences about the population of the study at one point in time. A cross-sectional research design was adopted over longitudinal research design because of the resource constraints of the researcher in terms of time and money (Punch, 2005; Saunders, Lewis, & Thornhill, 2009; Sekaran & Bougie, 2010; Zikmund, Babin, Carr, & Griffin, 2009).

In this study, a survey research method was used. It was considered the most appropriate because it is a widely used method adopted by organizational researchers who are interested in collecting information about a very large population that cannot be observed directly (Keeter, 2005; Tanur, 1982).

Since this study was about individual career success, the unit of analysis was individual. This means that data were collected from individual employees of various levels in telecommunications organizations in Jordan.

3.3 Population and Sample

A population of a study refers to the clearly defined elements (people, places, objects and cases) about which a researcher wishes to make some inferences (Cooper & Schindler, 2009). In the present study, the population refers to all employees of three different levels in telecommunication companies in Jordan. Particularly, employees from top, middle, and operational levels who work in three telecommunication companies, namely, Zain, Orange, and Ummiah, were recruited to participate in the study. These companies are located in Amman, Jordan.

The total number of employees in the companies based on each level was as follows: Orange has the highest number of employees. At the top level, there are 10 employees, 92 employees at the middle level, and 1450 at the operational level. In sum the total number of employees in Orange is 1552. Zain has 10 employees at the top level, 150 employees at the middle level, and 1040 employees at the operational level. The total number of

employees in Zain is 1200. And, lastly, Umniah has 15 employees at the top level, 100 employees at the middle level, and 635 employees at the operational level. In total, there are 750 employees at all levels in Umniah. The total population was 3,502 employees in three companies when the present study was conducted.

A sample is a subset of a population comprising a selection of members of the particular population (Trochim & Donnelly, 2006). Sampling is used for practical reasons (Sekaran, 2003; Zikmund et al., 2009). When the population is too big and scattered, it is practical to sample so as to save money, time and effort. Furthermore, errors could be avoided especially when one has to deal with a huge population size.

One of the issues in sampling is determining sample size. In doing so, the present study adopted Krejcie and Morgan's (1970) approach. The Krejcie and Morgan's (1970) formula assumes an alpha of .05 and a degree of accuracy of .05 (Bartlett, Kortlik, & Higgins, 2001). In the present study, the population size was 3,502. According to Krejcie and Morgan (1970), for a population size of 3,502, the sample size should be around 351.

3.4 Sampling Technique and Procedure

There are two types of sampling design. They are probability sampling design and non-probability sampling design. Probability sampling is based on the process of random selection, which means that each element in the population has an equal chance of being selected as a subject in the sample, while nonprobability sampling denotes the notion that the sample selection is based on a random process (Singleton & Straits, 2005). In other

words, the selection process of probability sampling reduces the likelihood that the selection is made based on chance alone. But the same cannot be true for nonprobability sampling design as the selection made may be based on chance. The allowance of chance in the selection process introduces investigator bias, and this may invalidate the generalizability of the findings. The use of nonprobability sampling design also does not permit the application of “mathematical probability theory for estimating sample accuracy” (Singleton & Straits, 2005, p. 146). This means that data collected using nonprobability sampling design are not suitable to be analysed using parametric testing such as regression analysis (Sekaran, 2003). Due to the many limitations of nonprobability sampling, probability sampling was therefore selected. The present study adopted the probability sampling design because of the need to generalize the findings.

In probability sampling design, regardless of the technique chosen, according to Gay and Diehl (1992), the steps used in sampling are essentially the same: (1) identify the population; (2) determine the required sample size; and (3) select the sample.

For the purpose of this study stratified sampling was employed. The main characteristics of a stratified sampling is the homogeneity of the subjects across the strata, which allows the sample to represent the strata within the population. The subjects in the strata may share similar characteristics with each other, such as background, attitudes and behaviors (Gay & Diehl, 1992). Since there are three big companies in the telecommunications sector in Jordan, stratified sampling was used so that the sample subjects came from each stratum. Two types of stratified sampling technique can be identified: proportionate and

disproportionate. In this study, proportionate sampling was used where the sample size of 351 was used as the denominator to identify the sample size of each stratum. Table 3.1 shows the population size of each company and the sample size identified for each stratum.

Table 3.1
Proportionate Stratified Sampling

Companies	Population	Percentage	Sample for each stratum
Zain	1200	34.%	119
Umniah	750	21.%	73
Orange	1552	45.%	159
Total	3502	100%	351

The next step involved selecting the subjects in each stratum from the population. To do this, simple random sampling was used. From a list of employees in each company was available, the researcher selected the subjects by stratified sampling. For instance, to choose 119 participants from 1200 employees at Zain, the researcher followed the stratified sampling by Gay and Diehl (1992).

3.5 Measurement

Established instruments were used to measure all variables. A five-point scale was used to measure all items. The use of a four point scale format is considered the most appropriate because it has been found to enhance the reliability of measures (Bendig, 1954; Chang, 1994), and reduce social desirability bias that could lead to contamination of the substantive results (Fisher, 1993; Garland, 1991; Paulhus, 1991).

3.5.1 Career success

Career success was measured by considering two dimensions: objective and subjective career success. Objective career success was measured by two items, i.e., the annual salary (including all bonuses and other remunerations) and the number of times the participants have been promoted during their career (Ballout, 2009). On the other hand, subjective career success was measured by five items, which were adopted by Greenhaus et al. (1990). Table 3.2 shows the subjective career success items.

Table 3.2
Items for Measure Subjective Career Success

Subjective career success	
1.	I am satisfied with the success I have achieved in my career.
2.	I am satisfied with the progress I have made toward meeting my overall career goals.
3.	I am satisfied with the progress I have made toward meeting my goals for income.
4.	I am satisfied with the progress I have made toward meeting my goals for advancement.
5.	The progress I have made toward meeting my goals for the development of new skills

3.5.2 Perceived career support

Three dimensions of perceived career support were used. They were skill and training development opportunities, reception of mentoring, and supervisory support. The first dimension skills and training development opportunity was measured using an instrument developed by Wayne et al. (1999). The instrument has eight items. The second dimension, reception of mentoring, was measured using an instrument developed by Bozionelos (2004). The instrument has three items. The third dimension, supervisory support, was measured using an instrument developed by Greenhaus et al. (1990). The instrument has six items. Table 3.3 shows the items.

Table 3.3

Items to Measure Perceived Career Support

Skill and training development opportunities

1. My organization invests extensively in improving the levels of competency among the employees.
2. It is my impression that my organization is better than its competitors to provide training and development.
3. It is important for my organization that its employees have received the necessary training and development.
4. I feel certain that I will get the necessary training and development to solve any new tasks I may be given in the future.
5. The training and development I have received is not enough to solve the tasks I am responsible for (R).
6. The training and development I have received is not individually adjusted to my personal needs (R).
7. I have received better training and developmental opportunities in my previous jobs (R).
8. I am satisfied with the training and development I have received.

Reception of mentoring

1. Given or recommended you for challenging assignments that presented opportunities to learn new skill?
2. Shared personal experiences as an alternative perspective to your problems?
3. Served as a role model?

Supervisory support

1. My supervisor takes the time to learn about my career goals and aspirations.
 2. My supervisor cares about whether or not I achieve my career goals.
 3. My supervisor keeps me informed about different career opportunities for me in the organization.
 4. My supervisor makes sure I get the credit when I accomplish something substantial on the job.
 5. My supervisor gives me helpful feedback about my performance.
 6. My supervisor gives me helpful advice about improving my performance when I need it.
-

3.5.3 Career commitment

Career commitment was measured by using seven items, which were taken from the study of Blau (1988). Table 3.5 shows the items.

Table 3.4

Items to Measure Career Commitment

-
1. If I could go into a different field other than the current one which paid the same, I would probably do so (R).
 2. I definitely want a career for myself in this field.
 3. If I could do it all over again, I would not choose to work in this field (R).
 4. If I had all the money I needed without working, I would probably still continue to work in this field.
 5. I like this career too well to give it up.
 6. This is the ideal career for a life's work.
 7. I am disappointed that I ever entered this field (R).
-

3.5.4 Demographic Information

In addition to the measures above, the participants were asked to give their personal information. The demographic characteristics examined in this study include gender, age, status, qualification, ethnicity, professional certificate, work experience in the current organization, length of experience in the current profession, length of work experience in total, monthly salary, and number of times promoted in the entire career.

3.6 Data Collection

Data for this study were collected by distributing questionnaires to the employees of various levels in three companies, namely, Zain, Orange, and Ummiah. The questionnaires were directly distributed to employees in the three companies with the help of some personal acquaintances. It took two weeks to get the feedback from the participants. The survey package was in a foolscap size envelope with a cover letter, the questionnaire and a pen with UUM logo to motivate the participants in the survey. The cover letter clearly highlights the background and purpose of the study. The cover letter also provides instructions on how to answer and return the questionnaire. To further

increase the willingness of the participants to partake in the survey, their anonymity and confidentiality were confirmed in the cover letter.

3.7 Pilot Study

A pilot study was conducted to ascertain the reliability and validity of measures (Flynn, Sakakibara, Schroeder, Bates, & Flynn, 1990). This is considered necessary because the original scales were developed in the West, which may not be entirely applicable to different cultures (Blau, 1988). A total 60 questionnaires were distributed for the pilot test. Of 60, only 36 questionnaires were received from three telecommunication companies namely Zain, Orange, and Umniah.

A PLS path modelling (Wold, 1974) using Smart PLS 2.0 M3 software (Ringle, et al., 2005) was used to determine the internal consistency reliability and discriminant validity of the constructs used in the pilot study. In particular, PLS Algorithm (Geladi & Kowalski, 1986) was calculated to obtain the AVE average variance extracted and the composite reliability coefficients. Bagozzi and Yi (1988) as well as Hair et al. (2011) suggested that the composite reliability coefficient should be at least 0.70 or more. Meanwhile, Fornell and Larcker (1981) (AVE) suggested that the score should be 0.5 or more, and the discriminant validity and the square root of the AVE should be greater than the correlations among latent constructs. According to Sekaran (2010), a sample size of 30 is considered sufficient for social science research. In this study, the sample size for the pilot study was 36.

A PLS path modelling (Wold, 1974) using Smart PLS 2.0 M3 software (Ringle, et al., 2005) was used to determine the internal consistency reliability and discriminant validity of the constructs used in the pilot study. In particular, PLS Algorithm (Geladi & Kowalski, 1986) was calculated to obtain the AVE average variance extracted and the composite reliability coefficients. Bagozzi and Yi (1988) as well as Hair et al. (2011) suggested that the composite reliability coefficient should be at least 0.70 or more. Meanwhile, Fornell and Larcker (1981) suggested that the value of AVE should be 0.5 or more. For the discriminant validity, the square root of the AVE should be greater than the correlations among latent constructs.

Table 3.5
Reliability and Validity of Constructs

Latent variable	No. of indicators	Average variance extracted	Composite Reliability
Subjective career success	5	.771	.912
Skill and development opportunities	7	.830	.852
Mentoring	3	.791	.843
Supervisory support	7	.915	.923
Career commitment	7	.651	.871

Note.

Objective career success was a formative construct.

Table 3.5 shows that the average variance extracted ranged between 0.651 to 0.915 and composite reliability from 0.871 to 0.923, exceeding the minimum acceptable level by Hair et al. (2011). In Table 3.6, the correlations among the latent constructs were compared with the square root of the AVE. The square root of AVE was greater than the

correlations among constructs. Discriminant validity met the requirement by Fornell and Larcker (1981).

Table 3.6
Correlation Matrix

	1	2	3
1. Career success	0.881		
2. Perceived career support	0.346	0.923	
3. Career commitment	0.652	0.326	0.729

3.8 Data Analysis

The present study employed PLS path modeling (Wold, 1974, 1985) using Smart PLS 2.0 M3 software (Ringle et al., 2005) to test the theoretical model. The PLS path modeling is considered as the most suitable technique in this study for several reasons: First, even though PLS path modeling is similar to conventional regression technique, it has the advantage of estimating the relationships between constructs (structural model) and relationships between indicators and their corresponding latent constructs (measurement model) simultaneously (Chin, Marcolin, & Newsted, 2003; Duarte & Raposo, 2010; Gerlach, Kowalski, & Wold, 1979; Lohmöller, 1989).

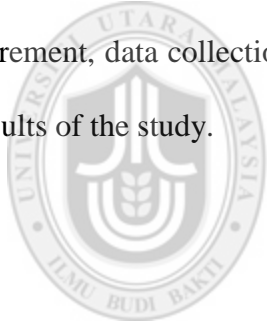
Secondly, as mentioned at the outset of this study, despite the extant research regarding the link between perceived career support, career commitment, and career success, the present research is explorative in nature. This requires a path modeling approach to be employed because it has been suggested that if research is prediction-oriented or an

extension of an existing theory, PLS path modeling should be employed (Hair et al., 2011; Henseler, Ringle, & Sinkovics, 2009; Hulland, 1999).

Compared to other path modeling software (e.g., AMOS; Analysis of Moment Structures), the Smart PLS 2.0 M3 software was selected as a tool of analysis because of its friendly graphical user interface, which help users create a moderating effect for path models with interaction effects (Temme, Kreis, & Hildebrandt, 2006, 2010).

3.9 Chapter Summary

This chapter covered the research design, population and sample, sampling technique, measurement, data collection procedure, and data analysis. The next chapter will discuss the results of the study.



CHAPTER FOUR

RESULTS

4.1 Introduction

This chapter describes the response rate and demographic profile of the participants. It also presents the key results of the study based on the data analysis via the Smart PLS path modeling. This study offers the results in two sections. In the first section, the results of the measurement model that represents the individual item, internal consistency, convergent validity, and discriminant validity are highlighted. In the second section, the findings of the structural model that represents the hypothesis testing are offered. This chapter ends with a summary of the chapter.

4.2 Response Rate

In this study, 500 questionnaires were distributed to the employees of different levels at three telecommunication companies in Jordan. In an attempt to achieve high response rates, several approaches were used, such as phone call reminders (Salim Silva, Smith, & Bammer, 2002; Traina, MacLean, Park, & Kahn, 2005) and text messages (Sekaran, 2003) which were sent to the participants who were yet to complete their questionnaires after four weeks. After repeated reminders, 351 questionnaires were returned, yielding a response rate of 70.2%. The response was considered adequate for the analysis in this study because Sekaran (2003) suggested that a response rate of 30% is sufficient for surveys. Table 4.1 illustrates the response rate.

Table 4.1
Response Rate of the Questionnaires

Response rate	Frequency/Rate
No. of distributed questionnaires	500
Returned questionnaires	351
Returned and usable questionnaires	310
Returned and excluded questionnaires	12
Valid response rate	70.2%

4.3 Demographic Profile of Participants

Table 4.2 presents the demographic profile of the participants in the sample. The demographic characteristics examined in this study include gender, marital status, ethnicity, age, level of education, length of experience in current organization, length of experience in total, length of experience in current profession, annual salary and time prompted in entire career.

Table 4.2 shows that more than half of the study sample were male (54.4%), married (52.0%), and of Arab origin (53.4%). The majority had a diploma (65.4%), had a professional certificate (73.5%), and had been working in the current organization for less than five years (61.1%). Slightly more than half had been in the current profession less than five years (57.5%), but when asked about the number of years of work experience in total, less than half indicated less than five years (45.9%). Slightly more than half earned a salary between 500 and 1000 JD (54.1%). The majority indicated that they never promoted during their entire career (60.4%).

Table 4.2
Demographic Profile of Participants

Items	Frequency	Percentage
Gender		
• Male	162	54.4
• Female	136	45.6
Marital status		
• Single	140	48.0
• Married	155	52.0
• Divorced	9	3.0
• Widowed	5	2.0
Ethnicity		
• Arab	152	53.4
• Non-Arab	146	46.6
Level of education		
• Diploma	195	65.4
• Bachelor's degree	93	31.2
• Master's degree	10	3.4
Professional certificate		
• Yes	146	46.6
• No	152	53.4
Length of experience in current organization		
• Less than 5 years	182	61.1
• 5 – 10 years	80	26.8
• 11 – 15 years	32	10.7
• More than 15 years	4	1.3
Length of experience in total		
• Less than 5 years	161	45.9
• 5 – 10 years	54	15.4
• 11 – 15 years	80	22.8
• More than 15 years	56	16.0
Length of experience in current profession		
• Less than 5 years	202	57.5
• 5 – 10 years	52	14.8
• 11 – 15 years	62	17.7
• More than 15 years	35	10.0
Monthly salary (JD)		
• 500 -- 1000	190	54.1
• 1000 -- 1500	67	19.1
• 1500 -- 2000	54	15.4
• More than 2000	34	9.7

Times promoted in entire career		
• 0	212	60.4
• 1 – 2 times	88	25.1
• 3 – 4 times	33	9.4
• 5 – 6 times	12	3.4
• More than 6 times	6	1.7

4.4 Descriptive Analysis of Variables

This section is primarily concerned with the descriptive statistics for the variables under study. Descriptive statistics in the form of means and standard deviations for the variables were computed. The results are presented in Tables 4.3.

Table 4.3
Descriptive Statistics of Variables

Items	Means	Standard deviation
Career success	3.245	.831
Perceived career support	3.239	.783
Career commitment	3.274	.835

Table 4.3 shows that the overall mean for the latent variables ranged between 3.245 and 3.274. In particular, the mean and standard deviation for career success, perceived career support, career commitment. Further, the results show a moderate score for the perceived descriptive. This indicates that the participants tended to have a moderate level of perception.

4.5 Assessment of PLS-SEM Path Model

The present study adopted a two-step process to evaluate and report the results of PLS-SEM pat, as suggested by Henseler, Ringle and Sinkovics (2009). This two-step process adopted in the present study comprises first the assessment of a measurement model the structural model.

4.6 Result of Assessment of Measurement Model

An assessment of a measurement model involves determining individual item reliability, internal consistency reliability, content validity, convergent validity, and discriminant validity (Hair et al., 2014; Hair et al., 2011; Henseler et al., 2009). Figure 4.3 shows the measurement model of the study.

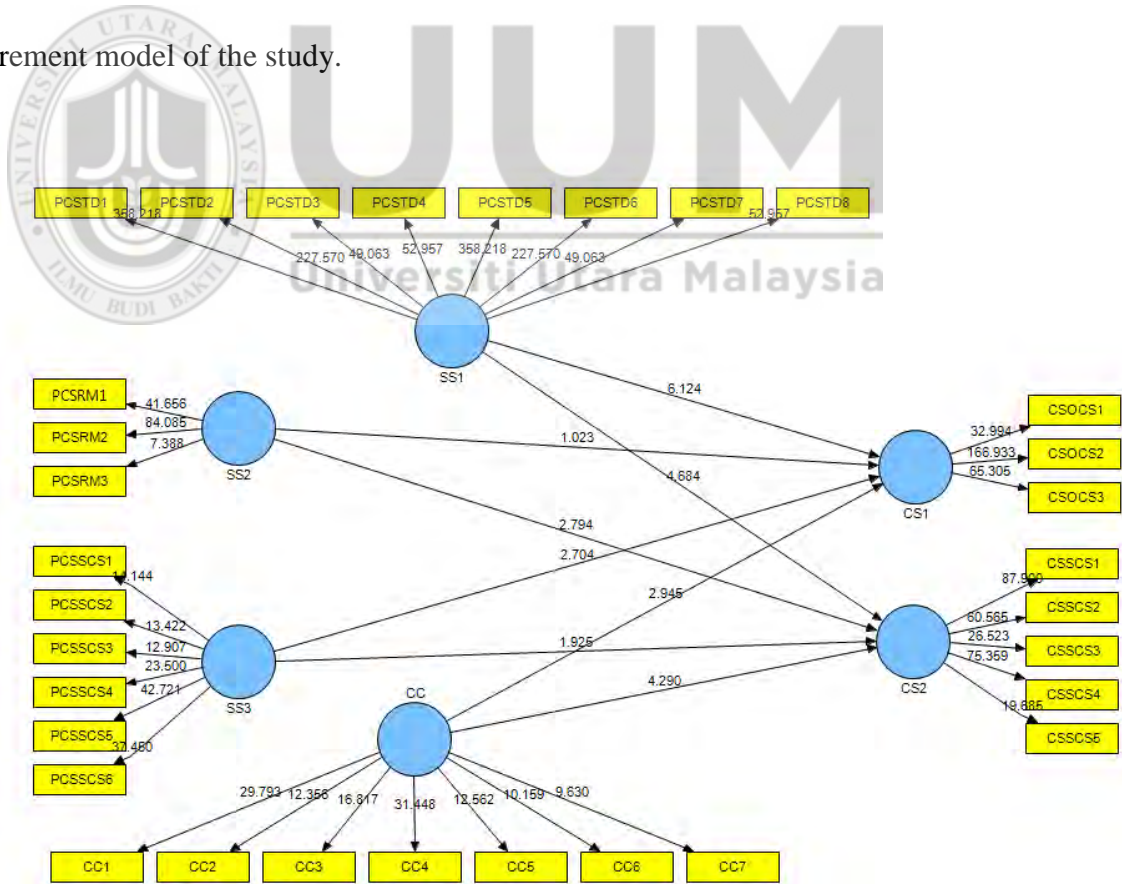


Figure 4.1
Measurement model

4.6.1 Individual item reliability

The first requirement of measurement model individual item reliability was measured by the outer loading of each construct's measure (Hair et al., 2014; Hulland, 1999). Following the rule of thumb to retain items with loadings between 0.50 and above (Hair et al., 2014), the study discovered that no item was deleted. The measurement model had 32 items remaining for the analysis.

4.6.2 Internal consistency reliability

Internal consistency reliability refers to the extent to which all items on a particular (sub) scale are measuring the same concept (Bijttebier et al., 2000; Sun et al., 2007). Cronbach's alpha coefficient and composite reliability coefficient are the most commonly used estimators of the internal consistency reliability of an instrument in organizational research (Peterson & Kim, 2013). In this study, composite reliability coefficient was chosen to ascertain the internal consistency reliability of the measures. Two main reasons justified the use of composite reliability coefficient. Firstly, composite reliability coefficient provides a much less biased estimate of reliability than Cronbach's alpha coefficient because the later assumes all items contribute equally to its construct without considering the actual contribution of individual loadings (Barclay, Higgins, & Thompson, 1995; Gotz, Liehr-Gobbers, & Krafft, 2010).

Table 4.4
Measurement Model

Latent variable	Item	Loading	CR	AVE	R ²
Career commitment			0.913	0.639	
	CC1	0.846			
	CC2	0.803			
	CC3	0.811			
	CC4	0.885			
	CC5	0.809			
Subjective career success			0.953	0.804	0.736
	CSSCS1	0.949			
	CSSCS2	0.934			
	CSSCS3	0.869			
	CSSCS4	0.936			
	CSSCS5	0.785			
Reception of mentoring			0.989	0.920	
	PCSRM1	0.929			
Supervisory career support			0.937	0.881	
	PCSSCS1	0.777			
	PCSSCS2	0.756			
	PCSSCS3	0.750			
	PCSSCS4	0.803			
	PCSSCS5	0.879			
	PCSSCS6	0.855			
Training and skill development opportunities			0.917	0.647	
	PCSTD1	0.992			
	PCSTD2	0.985			
	PCSTD3	0.922			
	PCSTD4	0.936			
	PCSTD5	0.992			
	PCSTD6	0.985			
PCSTD7	0.922				

Secondly, Cronbach's alpha may over or underestimate the scale reliability. In the SmartPLS composite reliability takes into account that indicators have different loadings and can be interpreted in which particular reliability coefficient is used. The rule of thumb indicates that composite reliability should be 0.7 or above. Table 4.4 indicates that the composite reliability ranged from 0.913 to 0.989, which exceeded the threshold value (Hair et al., 2011).

4.6.3 Convergent validity

Convergent validity refers to the extent to which items truly represent the intended latent construct and indeed correlate with other measures of the same latent construct (Hair et al., 2006). Convergent validity was assessed by examining the Average Variance Extracted (AVE) of each latent construct as suggested by Fornell and Larcker (1981). Average Variance Extracted of each variable must be 0.50 or above on the suggestion of Chin (1998). Table 4.3 shows that the convergent variance extracted was more than 0.50, which indicates adequate convergent validity.

4.6.4 Discriminant validity

Discriminant validity refers to the extent to which a particular latent construct is different from other latent constructs (Duarte & Raposo, 2010). In the present study, discriminant validity was determined using AVE as recommended by Fornell and Larcker (1981). This was achieved by comparing the correlations among the latent constructs with the square roots of the average variance extracted (Fornell & Larcker, 1981). Furthermore, discriminant validity was assessed on the suggestion made by Chin (1998) to compare the items indicator loading with other reflective indicators in the cross-loading table. First, Fornell and Larcker (1981) recommended the use of AVE with a score of 0.50 or above. To achieve adequate discriminant validity, the square root of the AVE should be greater than the correlations among the latent constructs. In Table 4.4, the correlations among the latent constructs were compared with the square root of the average variances extracted. Table 4.4 shows that the square root of the average variances extracted were all greater

than the correlations among latent constructs. As indicated in Table 4.4, the values of the average variances extracted ranged between 0.63 and 0.92, suggesting acceptable values.

Table 4.5
Latent Variable Correlations and Square Roots of Average Variance Extracted

Latent variable correlations	1	2	3	4	5	6
1. CC	0.799522					
2. CS1	0.483339	0.93321				
3. CS2	0.483833	0.851564	0.896881			
4. SS1	0.749089	0.728918	0.80461	0.959173		
5. SS2	0.719755	0.701221	0.824098	0.951877	0.938973	
6. SS3	0.795438	0.526111	0.547873	0.670193	0.65675	0.804738

Note.

CC = career commitment; CS1 = objective career success; CS2 = subjective career success; SS1 = skill and training opportunities; SS2 = reception of mentoring; SS3 = supervisory support

As mentioned earlier, discriminant validity can be ascertained by comparing the indicator loadings with cross-loadings (Chin, 1998). To achieve adequate discriminant validity, Chin (1998) suggested that all indicator loadings should be higher than the cross-loadings. Table 4.6 compares the indicator loadings with other reflective indicators. All indicator loadings were greater than the cross-loadings, suggesting the adequate discriminant validity for further analysis.

Table 4.6
Cross Loadings of Latent Variables

Cross loadings	CC	CS1	CS2	SS1	SS3	SS2
CC1	0.869	0.550	0.427	0.358	0.392	0.359
CC2	0.906	0.590	0.360	0.256	0.504	0.375
CC3	0.875	0.550	0.465	0.343	0.510	0.321
CC4	0.889	0.501	0.347	0.281	0.501	0.340
CC5	0.898	0.526	0.441	0.336	0.508	0.323
CC6	0.887	0.517	0.413	0.310	0.503	0.335
CSOCS1	0.517	0.782	0.502	0.271	0.368	0.317
CSOCS2	0.519	0.893	0.472	0.342	0.386	0.377
CSOCS3	0.532	0.842	0.486	0.275	0.403	0.314
CSSCS1	0.480	0.502	0.822	0.373	0.402	0.336
CSSCS2	0.411	0.463	0.796	0.395	0.369	0.340
CSSCS3	0.360	0.456	0.824	0.420	0.248	0.330
CSSCS4	0.365	0.497	0.841	0.433	0.293	0.444
CSSCS5	0.380	0.515	0.835	0.371	0.273	0.430
PCSRM1	0.269	0.303	0.420	0.740	0.262	0.421
PCSRM2	0.366	0.353	0.473	0.806	0.230	0.462
PCSSCS1	0.289	0.301	0.373	0.159	0.855	0.417
PCSSCS2	0.492	0.438	0.280	0.281	0.936	0.147
PCSSCS3	0.525	0.452	0.350	0.257	0.954	0.240
PCSSCS4	0.525	0.428	0.381	0.206	0.936	0.220
PCSSCS5	0.333	0.407	0.397	0.381	0.850	0.272
PCSSCS6	0.320	0.342	0.379	0.445	0.871	0.237
PCSTD1	0.388	0.322	0.365	0.518	0.173	0.850
PCSTD2	0.222	0.287	0.404	0.326	0.045	0.812
PCSTD3	0.260	0.276	0.377	0.367	0.139	0.806
PCSTD4	0.235	0.382	0.424	0.313	0.119	0.782
PCSTD5	0.374	0.510	0.500	0.410	0.313	0.763
PCSTD6	0.422	0.462	0.522	0.419	0.222	0.830
PCSTD7	0.320	0.441	0.483	0.238	0.250	0.753
PCSTD8	0.478	0.506	0.544	0.387	0.336	0.884

4.7 Assessment of Significance of the Structural Model

Having ascertained the measurement model, next, the present study assessed the structural model. The present study also applied the standard bootstrapping procedure with a number of 5000 to 500 bootstrap samples and 298 cases to assess significance of the path coefficients (Hair et al., 2014; Hair et al., 2012; Henseler et al., 2009).

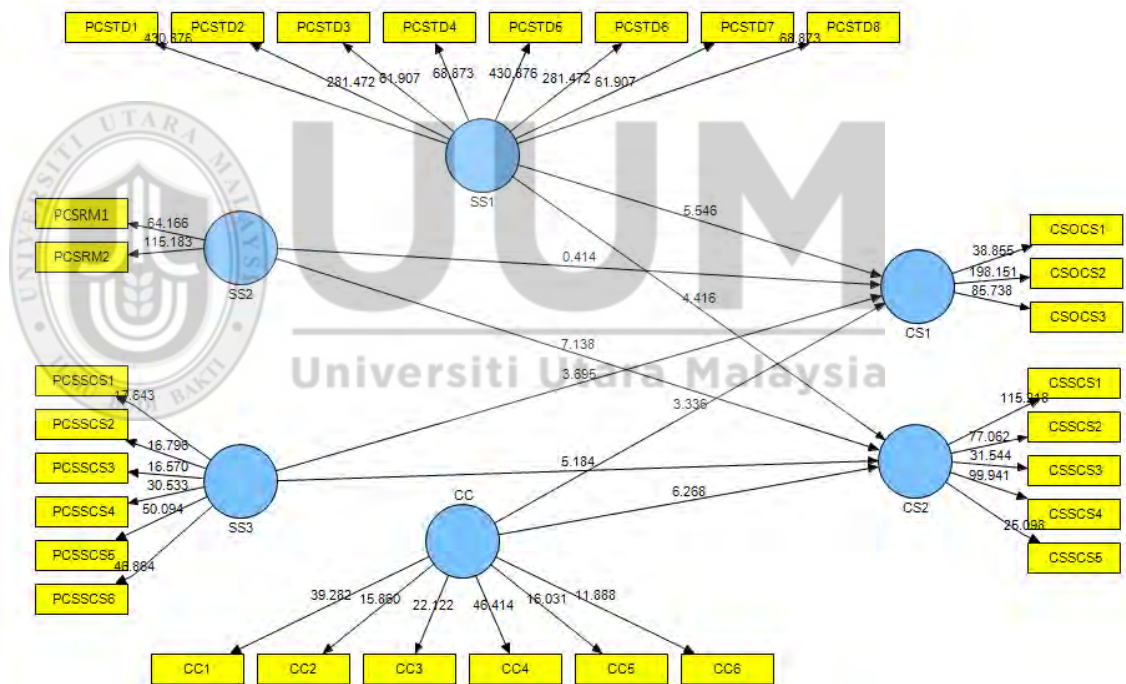


Figure 4.2
Direct structural model

Table 4.7
Hypothesis Testing and Results

Hypothesis	Relationship	Beta	Std. Error	T-value	Decision
H1a	CC → CS1	0.292	0.088	3.336	Supported
H1b	CC → CS2	0.429	0.069	6.268	Supported
H1c	SS1 → CS1	0.7466	0.135	5.546	Supported
H2a	SS1 → CS2	0.400	0.091	4.416	Supported
H2b	SS2 → CS1	0.055	0.133	0.414	Not supported
H2c	SS2 → CS2	0.606	0.085	7.138	Supported
H3a	SS3 → CS1	0.22	0.060	3.695	Supported
H3b	SS3 → CS2	0.224	0.043	5.184	Supported

Note.

CC = career commitment; CS1 = objective career success; CS2 = subjective career success; SS1 = skill and training opportunities; SS2 = reception of mentoring; SS3 = supervisory support

Based on Table 4.7 and Figure 4.3, all hypotheses were supported except H2b, i.e., the relationship between mentoring and objective career success. Generally speaking, there was strong support for the influence of perceived career support and career commitment on career success of employees in the sample.

4.8 Chapter Summary

In this chapter, the justification for using PLS path modelling to test the theoretical model in this study was presented. Following the assessment of significance of the path coefficients, the key findings of the study were presented. It was found that career commitment, training and skill development opportunities, reception of mentoring, supervisory career support were significantly and positively related to subjective career success. These factors were also found to be significantly associated with objective career success with the exception of reception of mentoring. In other words, all hypotheses were supported but one. The next chapter discusses further the findings, followed by the implications, limitations, suggestions for future research directions and conclusion.

CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter discusses the findings of the study by relating them to the past literature. The discussion will be organized by considering each hypothesis that were developed earlier. Based on the findings reported and the discussion made, this chapter proceeds by highlighting the implications of the study for practice and theory. It also recommends some directions for future research. Finally, the study's limitations and some concluding remarks will be outlined.

5.2 Recapitulation

The study sought to examine the role of perceived career support and career commitment in influencing career success of employees in Jordanian telecommunication sector. This study was motivated by the fact that limited studies have been conducted on the topic of career success in Jordan and by the claim that many organizations in Jordan do not give much focus on human capital development, resulting in employee turnover. In this study, three dimensions of perceived career support, i.e., skill and training development opportunities, reception of mentoring, and supervisory support were examined. Career success also included two dimensions: subjective and objective career success. By examining these relationships, this study was able to identify which dimension has the strongest influence on which dimension of career success, thereby facilitating the management of telecommunication companies in Jordan about what factors they need to

focus on in helping their employees develop their career. It is argued that organizations are responsible for developing their employees' career as this has an impact on the organizational effectiveness (Shoraj & Llaci, 2015).

5.3 Discussion of Results

Generally speaking, the study revealed a positive and significant link between the factors on subjective career success. However, when it comes to objective career success, only reception of mentoring was not found to be a significant influence. The following sections discuss the results of each hypothesis further.

5.3.1 Career commitment and career success

As expected, this study found that the more committed a person is to his or her career, the more successful the career is, both in terms of his or her subjective and objective assessment. This finding is consistent with previous works (Poon, 2004).

A person who is committed to his or her career will be more successful than others (Zacher, 2014). The current condition of environment is volatile that results from globalisation trends and technological advancement which increase the pressure on employers to hire and select those employees who have skills to compete according to this environment. Thus, the employees have started to depend on novel career strategies to improve their skills which help them to increase the career success by adapting themselves according to employment relationships (Ok & Vandenberghe, 2016). Hence, it is not surprising to find a positive link between the two variables.

Highly-committed and efficient employees would pursue challenging jobs to improve their own performance accomplishments when engaging in career objectives with which they find more opportunities for personal development or career growth. Similarly, organisations take benefit from highly committed and efficacious employees when the organizations prepare them for long-term engagement in activities and career opportunities that provide the career success (Ballout, 2009)

5.3.2 Perceived career support and career success

As indicated in the literature, perceived support by the organization in developing the career of the employees is likely to help them be successful in their career (Guan et al., 2015). Career support that an organization offers to its employees can take many forms. In this study, three types of career support were examined. They were skill and training development opportunities, reception of mentoring, and supervisory support. As expected, the present study showed that these forms of career support were significant in enhancing one's career success, suggesting that such support from the organization is crucial for employees to develop themselves professionally at work. The findings are generally consistent with previous studies (Spurk & Abele, 2014). More interestingly, of the three career support dimensions, the result demonstrated that skill and training development opportunities were the strongest predictor of career success, followed by reception of mentoring. Such findings are important to help managers in organizations develop strategies along these two aspects of career, especially given that many organizations in Jordan lack the necessary resources.

The literature highlights the importance of acquiring new sets of skills and knowledge if one is to grow and develop professionally (Hogan, Chamorro-Premuzic, & Kaiser, 2013). Skill and training development opportunities allow employees to learn a new set of skills and knowledge, which they could apply toward the accomplishment of their job performance. Good job performance is likely to be rewarded, and career promotion is one of the possible rewards (Karatepe, 2013). The finding of this study corroborates with the extant research on the link between training opportunities and career success (Teo, Lord, & Nowak, 2014).

Mentoring has also been argued as playing a crucial role in helping employees develop their career. Mentoring is associated with subjective indicators of career success. Mentoring is important for employees to share the knowledge with each other and assist them for development of their career. It enhances the organizational learning process. The finding of this study supports the existing research on the link between mentoring and career success (Turban et al., 2016).

Supervisory support was also found to enhance career success in this study. Supervisory support provides social support which is required to help employees in their career development. Supervisory support is important to provide the training and improve the skills development opportunities for employees to obtain the career success. The finding parallels with that reported in past work (Ballout, 2007; Çakmak-Otluoğlu, 2012).

5.4 Implications

The findings have both theoretical and managerial implications. Theoretically speaking, the study has shed some light into the role of perceived career support and career commitment on career success. Past studies have not considered these two factors in a single study. Secondly, the study contributes further to the career success literature from a different cultural context. However, the finding appears to suggest the applicability of the factors that enhance career success of employees in Jordan and those in other countries. Regardless of where the employees work, they seem to attach significance on these factors they believe could help them be successful in their career. In other words, when it comes to career success, employees in general tend to agree as to what can assist them in their career and professional growth.

Practically speaking, the findings can help managers of the telecommunications companies in Jordan, particularly Zain, Orange, and Umniah, implement programs and practices that could help their employees to be successful in their career. Providing them with the necessary training, developing a mentoring program, and offering supervisory support are ways the organizations can use toward meeting the purpose. In terms career commitment, while these programs and practices may enhance employee commitment toward their career, it is important that the organization instills the idea why the employees have to develop such commitment in the first place.

5.5 Limitations and Directions for Future Research

The findings should be interpreted with caution by considering the limitations of this study. First, the study focused on employees in the telecommunications sector in Jordan. As such, generalizing the findings to other population or employees in different sectors may be quite problematic. Hence, it is recommended that future studies test the model in other research settings to expand the generalizability of the findings.

Second, the study was cross-sectional in nature. So, implying causality is limited even though the time order of the variables was established. Changes in attitudes and behaviors could not be ascertained as a result. Hence, future studies may want to use a suitable research design for such purpose.

Future studies may also wish to expand the research model by considering other factors purported to influence career success. The literature in career success has been expanding rapidly. However, the changes in the business environment have certainly affected the way organizations do their business, which has an indirect effect on how employees perceive their career. So, despite the expanding literature, more research opportunities in career will arise as a result of the dynamic changes in the business environment. Also, future research may wish to investigate the outcomes of career success, as many studies seem to neglect the issue.

5.6 Conclusion

As employees spend more time working and be part of the workforce, the need to develop their profession or career is inevitable. Achieving success in their career relates to their self-esteem and self-recognition. This study has shed light into the factors deemed important by employees in Jordan in developing their career. The finding offers insight into the need for the telecommunications companies in Jordan to give attention to their human capital development should they wish to achieve organizational effectiveness.



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