

The Relationship between Career Development and Organizational Commitment among Faculty of Nursing Teaching Staff

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© 2023 جامعة العلوم والتكنولوجيا، المركز الرئيس عدن، اليمن. يمكن إعادة استخدام المادة المنشورة حسب رخصة مؤسسة المشاع الإبداعي شريطة الاستشهاد بالمؤلف والمجلة.

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Abstract:

Career development program is one of the potential methods for organizations to invest their employees. Organization's interest in the development of employee career can be perceived as a form of organizational support that linked to increase organizational commitment. **Objective:** This study aims to assess the relation between career development and organizational commitment among faculty of nursing teaching staff. **Design:** The study uses a descriptive correlational research design to achieve the aim of the study. **Subjects:** The subject consists of all available faculty of nursing teaching staff (118) Who are working at the Faculty of Nursing- Minia University distributed in different scientific academic departments. **Tools of data collection:** The study uses two tools. I) Career Development Questionnaire. II) Teaching staff Organizational commitment questionnaire. **Result:** Most of the teaching staff have high level of career development, less than two third of the teaching staff have moderate organizational commitment and slightly less than one third of them had high level organizational commitment. **Conclusion:** There was high statistically significant positive correlation between total career development and total organizational commitment among the teaching staff. The study recommends providing educational opportunities for teaching staff to help them to develop self-confidence and positive self-image through enhancing their professional knowledge and skills.

Keywords: *Career Development - Organizational Commitment - Teaching Staff.*

العلاقة بين التطوير الوظيفي والالتزام التنظيمي لدى أعضاء هيئة التدريس بكلية التمريض

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الملخص:

تعد برامج التطوير الوظيفي إحدى الطرق المهمة للمؤسسات للاستثمار في موظفيها. ويمكن اعتبار اهتمام المنظمة بتطوير الحياة المهنية للموظفين شكلاً من أشكال الدعم التنظيمي المرتبط بزيادة الالتزام التنظيمي. وتهدف هذه الدراسة إلى تقييم العلاقة بين التطوير الوظيفي والالتزام التنظيمي لدى أعضاء هيئة التدريس في كلية التمريض. وتستخدم هذه الدراسة تصميم البحث الارتباطي الوصفي لتحقيق هدف الدراسة. وتضمنت هذه الدراسة جميع أعضاء هيئة تدريس التمريض الموجودين (118) الذين يعملون بكلية التمريض - جامعة المنيا موزعين على أقسام أكاديمية علمية مختلفة. أدوات جمع البيانات: وقد استخدمت الدراسة أداتين لجمع البيانات وهما استبيان التطوير الوظيفي واستبيان الالتزام التنظيمي لأعضاء هيئة التدريس. وأوضحت نتائج البحث أن معظم أعضاء هيئة التدريس لديهم مستوى عالٍ من التطور الوظيفي، وأقل من ثلثي أعضاء هيئة التدريس لديهم التزام تنظيمي متوسط، وأقل بقليل من الثلث لديهم التزام تنظيمي عالي المستوى. وقد تبين أن هناك علاقة ارتباط موجبة ذات دلالة إحصائية عالية بين التطوير الوظيفي والالتزام التنظيمي لدى أعضاء هيئة التدريس. وأوصت الدراسة بتوفير الفرص التعليمية لأعضاء هيئة التدريس لمساعدتهم على تنمية الثقة بالنفس والصورة الذاتية الإيجابية من خلال تعزيز معارفهم ومهاراتهم المهنية.

الكلمات المفتاحية: التطوير الوظيفي، الالتزام التنظيمي، أعضاء هيئة التدريس.

Introduction:

Higher education (HE) system is a dynamic system which dynamics require consolidation of their constituent components strengthen. Some of these components include notably students, teaching staff, university autonomy, academic groups, resources, and facilities, and there is no doubt that teaching staffs are one of the most influential components in higher education system's content components. Teaching staff are a vital asset of each academic collection, and therefore, promoting the teaching staff professional knowledge is believed to improve the quality of education delivered at a university level (Wiyahnyuy, 2019).

Teaching staff are the primary source for the development of a professional identity for the students and the future practitioners are the main structure of every university. Colleges and Universities need experienced teaching staff as one of the principles for education in order to raise scientific level of students. Lack of career development and organizational commitment among faculty members could threaten their physical and mental health and life quality and could prevent achieving individual and social development (Clarke et al., 2013).

Organizational commitment is the ability of teaching staff to act in such a way that meets the organization's goals and interests. Commitment to an organization occurs to the extent that teaching staff perceive some beneficial or equitable exchange relationship. Organizational commitment refers to teaching staff commitment to an organization regarding desire-based (affective commitment), obligation based (normative commitment) and cost-based (continuance commitment). These form an ecosystem that encourages teaching staff to voluntarily continue working in an organization (Mwesigwa et al., 2020).

Teaching staff in contemporary society are expressing a strong desire to pursue more than just a job. They are looking for employment opportunities that promise an extension of their interests, personality and abilities. They want a variety of things from their jobs besides a pay and a few fringe benefits, and their loyalty to the organization depends upon the degree to which their staff satisfies these wants. Teaching staff want a career development that expresses their interests, personality, abilities and that harmonizes with their total life situation. Unfortunately, most staff have failed to recognize this need and the tools and experiences they provide do not enable teaching staff to develop in their career (MacPhail et al., 2019).

In addition, career development in higher education is a strategy to improve the learning and teaching quality of researchers and teaching staff as well as to develop the culture of lifelong learning. Although teaching staff lifelong learning signifies a professional (expert) work-life; however, career development only considers the work aspect and the professional life is one of lifelong learning component (Egbuta, 2019).

Furthermore, Career development is a series of activities or the ongoing process of developing one's career. It is a process that entails training new skills, moving to higher job responsibilities; make a career change with the same organization, or starting one's own work. Career development is an effective way to foster future leaders within organization with relevant skills and experience that will be required to implement organization strategies. Also career development is a lifelong process of managing work leisure, and transition in order to move towards a personally determined and evolving preferred future (Jiang et al., 2020).

Positive career development program helps organization to attract and retain the best staff by recognizing and responding to the needs of teaching staff, they will get the best for them. Effective career development program helps to develop the faculty and also benefits teaching staff and society at large. Recognizing that everyone potentially has a career and that as a consequence, everyone has career development needs, means that attention must be paid to how career development is the best supported (Kefelegn, 2016).

Teaching staff are the major assets of the educational organization that they play an active role towards organization's success that cannot be underestimated. Equipping these unique assets through effective career development becomes imperative in order to maximize the job performance. To improve the professional conditions and increase the quality of care, teaching career development should be fulfilled in a specific and targeted way. Career development is important to attract, motivate and retain a good quality of teaching staff and enhancing their commitment. It is a way for organizations to improve teaching staff productivity, and performance (Kunnari et al., 2018).

Moreover Career development of teaching staff seen as an investment, not a cost; and that bad performance, ignorance and low commitment to duty are very costly barriers in an organization. A good career development helps organizations to harvest from the internal pool of talent and enable the organization to match the skills and competencies of staff to organizational needs. It enables managers to make intelligent decisions as regards remuneration and succession planning, to recruit, keep and encourage the teaching staff, thereby leading to more committed and result-oriented pool of teaching staff (Abdullahi et al., 2021).

Career development program have an effective impact on the motivation of staff and effectiveness of an organization. Career development is an instrument which is beneficial for staff commitment. Teaching staff development is a very important part of an organization's activities and is also related to their work strategies. Career development in dealing with individual development at different career stages not only fulfils individual need but also that of the organization. (Burhan Ismael et al., 2021).

Significance of study

Teaching staff are the primary source for the development of a professional identity for the students and the future practitioners are the main structure of every university. Organizational commitment is one of essential elements in achieving organization's goals. The progress of an educational institution largely depends on the staff commitment towards the job and to the organization in which one is working. Commitment, competent and dedicated staff are the greatest asset for any educational institutions. Decrease of organizational commitment among university staff may affect the quality and quantity of their performance (Steinert et al., 2019).

Career development provides teaching staff with resources such as autonomy, participative decision-making, sharing information, feedback, learning opportunities and coaching. Career development influence psychological state of teaching staff which, they are motivated to realize their intrinsic motivation for growth, learning, development and general wellbeing and their extrinsic motivation to achieve work goals and then improve organizational commitment (Nguyen et al., 2021).

The study will be useful to the government and decision makers to use it in the perceived relationship between career development and organizational commitment and comprehend how this relation relates to performance and growth. It will also enable the university to develop strategies that will enhance tutoring staff career development and organizational commitment.

Objective of the study:

The study aims to assess the relationship between career development and organizational commitment among faculty of nursing teaching staff.

Research Questions:

1. Is there a relationship between the socio-demographic data of the faculty of nursing teaching staff and their organizational commitment?
2. Is there a relationship between career development and level of organizational commitment?
3. Is there a correlation between the career development of the career development of the faculty of nursing teaching staff and their level of organizational commitment?

Subjects and Method:

The subjects and method of the current study are designed under the following main four designs:

Research design:

A descriptive correlational research design is used to achieve the aim of the study.

Research setting:

The present study conducts in all academic departments at Faculty of Nursing, Minia University.

Research subjects:

The sample of the study includes all available teaching staff (118) who work at Faculty of Nursing- Minia University distributed in different scientific academic departments.

Tools of data collection:

The data was collected by using two tools:

Tool (I): Career Development Questionnaire:

Two structured questionnaire was developed by investigator after reviewing previous literatures (Egbuta, 2019). It was aimed to assess the level of career development among teaching staff.

It consisted of two parts:

- **First part:** Personal characteristics of the teaching staff such as (age, gender, academic degree level, years of experience).
- **Second part:** It consisted of (32 items) categorized into four domains to assess the level of career development of the teaching staff. (15 items) for job satisfaction, (5 items) for faculty support systems, (6 items) for faculty academic leaders' contributions in the career development and (6 items) for awareness of needs and responsibility about career development) to assess the level of career development of the faculty of nursing teaching staff.

Scoring system:

Each statement response was measured on three points likert scale that ranged from (3) agree, (2) neutral, (1) Disagree regarding career development. Scores of each dimension summed up and converted into percent scores. Possible range of scores was from 32 to 96. The level of career development was categorized as follow:

- High career development → (>75%) (72-96 score)
- Moderate career development → (60% - 75%) (58-57 score)
- Low career development → (< 60%) (1-57 score) (Egbuta, 2019).

Tool (II): Teaching staff Organizational commitment questionnaire

This tool adapted by **Holliman et al., (2012)**. It consisted of 15 items. The items will be measured by using seven-point Likert scale ranged as 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree and system score will be ranged from: 15 to 75, which categorized as following: low from 15 to 34, moderate from 35 to 54, and high from 55 to 75. The higher score, the higher commitment. Cronbach alpha reliability of the commitment instrument was 0.888.

Administrative Design:

An official permission was obtained from the Dean of Faculty of Nursing, Minia University to conduct the study and seek their support. Consent was obtained from teaching staff that is willing to participate in the study, after explaining the nature and purpose of the study.

Ethical consideration:

Before conducting the study, the teaching staff was informed about the purpose and benefits of the study, and they were informed that their participation is voluntary, so they have the right to share or refuse to participate in the study at any time without giving any reason informed consent was obtained from each participant of the study. In addition, confidentiality and anonymity of the subjects were assured through coding of all data.

Operational Design:

This phase started from January 2023 to the end of March 2023 covering three months. In this phase the researcher reviewed the available literature, using available books, articles, periodicals, and magazines to get acquainted with the research aim to develop the study tools of data collection. Finally, the tools were revised and modified then approved by the study supervisors.

Validity:

These two tools were tested (face, content) through distribution of the tools to the Jury of 4 experts on field were recruited to establish the content validity of the instrument.

Reliability of tools:

Internal consistency of interview questionnaire was assessed with the Cronbach's alpha coefficient. Cronbach's Alpha Coefficient of 0.00 indicates no reliability and a coefficient of 1.00 indicates perfect reliability. However, a reliability coefficient of 0.70 is acceptable.

Pilot study:

A pilot study was carried out in January 2023. It was conducted on 10% of the total sample (12) teaching staff to ensure the clarity, feasibility, and objectivity of the content of the tool

and to assess the time needed to fill the questionnaire. No modification was needed so the pilot was included in the study subjects.

Field Work:

Data collection took about three months from beginning of January, 2023 till the end of March, 2023. The subject was informed about the purpose, nature and the method of filling online questionnaire.

Statistical design:

After completion of data collection, the data was organized, analyzed and tabulated data entry and statistical analysis was done using Statistical Package for Social Sciences (SPSS ver. 25.0). Descriptive statistics were applied in the form of mean and standard deviation for quantitative variable and frequency, percentage for qualitative variable. Test of significance, Chi-square test, independent sample t- test and one way anova test were used to detect the relation between variables. In addition, correlation coefficient (r) test was used to estimate the closeness association between variables. The P-value is the probability that an observed difference is due to chance and not a true difference. A significant level value was considered when p-value <0. 05 and a highly significant level value was considered when p-value<0.001.

Results:

Table (1) distribution of the personal data regarding to teaching staff (n=118).

personal Characteristics	(N=118)	%
Age		
23-33yrs	63	53.4
34-44yrs	41	34.7
45-55yrs	12	10.2
>55yrs	2	1.7
Mean±SD = 32.45+7.77		
Gender		
Male	10	8.5
Female	108	91.5
Academic degree		
BSc	25	21.2
MsD	45	38.1
PhD	36	30.5
Post doctor	12	10.2
Years of experience		
1-10	64	54.2
11-20	43	36.4
21-30	11	9.3
Mean+SD = 10.78+6.93		

Table (1) shows that more than half of the studied teaching staff (53.4%) are in between 23-33yrs old with mean age 32.45+7.77, the majority of them (91.5%) are female, less than two fifth (38.1%) of them had master degree and more than half of them had 1-10 years' experience.

Figure (1): Percentage distribution of teaching staff regarding total career development (n=118).

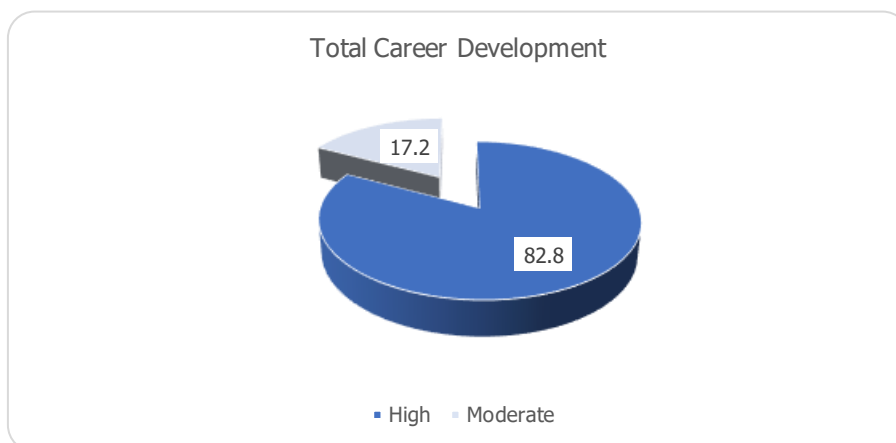


Figure (1) Illustrates that, most of the teaching staff (82.8%) had high level of career development, while less than one fifths 17.2% of them had low level of career development.

Figure (2) percentage distribution of teaching staff degree toward organizational commitment (n=118).

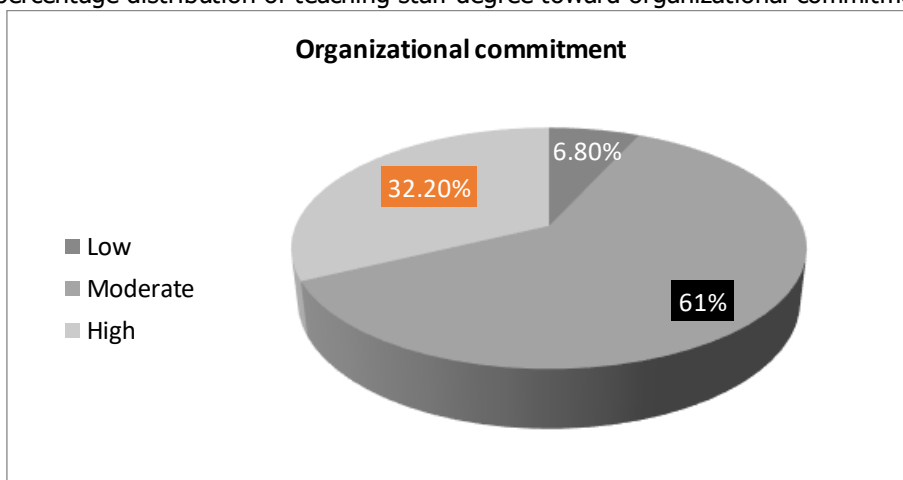


Figure (2) Shows that, less than two third of the teaching staff had moderate organizational commitment and slightly less than one third of them high level organizational commitment and the minority of them (6.8%) had low organizational commitment.

Table (2): Relation between teaching staff personal data and their level of organizational commitment (n=118)

Personal data	Organizational Commitment						X ² (p value)
	Low n=8		Moderate n=72		High n=38		
	No.	%	No.	%	No.	%	
Age							
23-33yrs	5	4.2	42	35.6	16	13.6	13.076 0.042*
34-44yrs	2	1.7	27	22.9	12	10.2	
45-55yrs	1	0.8	3	2.5	8	6.8	
>55yrs	0	0.0	0	0.0	2	1.7	
Gender							
Male	1	0.8	8	6.8	1	0.8	2.485

Female	7	5.9	64	54.2	37	31.4	0.289NS
Academic degree							
Bachelor's degree	3	2.5	15	12.7	7	5.9	17.706 0.007*
Master's degree	2	1.7	35	29.7	8	6.8	
Doctorate	3	2.5	19	16.1	14	11.9	
Post Doctorate	0	0.0	3	2.5	9	7.6	
Experience							
1-10	5	4.2	42	35.6	17	14.4	9.44 .051*
11-20	3	2.5	27	22.9	13	11.0	
21-30	0	0.0	3	2.5	8	6.8	

NS: no significant difference in between departments (p value >0.05)

*: Significant difference in between departments (p value ≤ 0.05)

**: highly significant difference in between departments (p value ≤ 0.001)

Table (2) Demonstrate that, there are statistical significance relationship between the teaching staff organizational commitment and their personal data and age, academic degree and years of experience (p value ≤ 0.05).

Table (3): Relation between total career development and personal characteristics of the teaching staff (n=118)

Personal characteristics	Total Career development level				X ²	P – value
	High (n=98)		Moderate (n=20)			
	No	%	No	%		
Age						
• 23-33yrs	53	45	10	8.4	1.2978	.7296
• 34-44yrs	33	28	8	6.7		
• 45-55yrs	10	8.4	2	1.6		
• >55yrs	2	1.6	0	0		
Gender						
Male	7	5.9	3	2.5	6.526	.01*
Female	101	85.5	7	5.9		
Academic degree						
• BSc	21	17.7	4	3.3	0.064	.995
• MsD	36	30.5	8	8.7		
• PhD	30	25.4	6	5		
• Post doctor	10	8.4	2	1.6		
Years of experience						
• 1-10	55	46.6	9	7.6	8.461	0.037*
• 11-20	37	31.3	6	5		
• 21-30	6	5	5	4.2		

(* A statistically significant difference P ≤ 0.05 **, A highly statistical significant difference P ≤ 0.001)

Table (3): Shows that, there was high statistically significant relation between total career development among the teaching staff and their age. Also, there was statistically significant relation between total career development among the teaching staff and their academic degree and years of experience.

Table (4) Correlation between total career development and total Organizational commitment as perceived by the teaching staff

Total Career development	Total Organizational commitment	
	r	P value
	0.737	0.000**

(** A highly statistical significant difference $P \leq 0.001$)

Table (4): Indicates that, there was high statistically significant positive correlation between total career development and total organizational commitment among the teaching staff.

Discussion

Individuals seek to gain personal career development that can do so across different organizations, if such opportunities not provide within their current organization, making organizational commitment less salient to these organization. Loss of such persons, on the other hand, is detrimental to organizations, so organizations strive to prevent such talent loss by developing a committed workforce Wenget al., (2010). The present study aims to assess the relation between career development and organizational commitment among teaching staff.

The present study shows that, more than half of the studied teaching staff is in between 23-33yrs old with mean age 32.45 ± 7.77 , the majority of them are female, less than two fifth of them have master degree and more than half of them have 1-10 years' experience.

Regarding the total career development, the current study illustrated that most of the teaching staff had high level of career development, while less than one fifths of them had low level of career development. This may be due the importance of career development among academic teaching staff beside the new and recent teaching methods that require high competences and skills to deal with each other to ensure more effective students learning. This result was in the same line with Roslan et al., (2022), they studied "Analysis of Employee Perception on Career Development among Support Staff in Private University", and founded that all staff had a positive perception tendency towards career development at work.

While this result was contraindicated with Erasmus, (2020), who studied "Perceptions of Administrative Staff on Career Advancement Realities at a South African University", and showed that the most of university staff had low level of career development. In addition, this result disagreed with Mohammed et al., (2020), they conducted study about "Factors Influencing Career Development among Nursing Staff at Port-Said Governmental Hospitals", and revealed that most of nursing staff had low level of career development.

Concerning the organizational commitment, the present study showed that, less than two third of the teaching staff had moderate organizational commitment and slightly less than one third of them high level organizational commitment and the minority of them had low organizational commitment. These results might be related to the workplace conditions that contribute to the

teaching staff commitment that may include job design characteristics, feedback, autonomy, participation, collaboration, learning opportunities and resources. This result comes in accordance with Timalisina et al., (2018) who studied "Predictors of organizational commitment among university nursing Faculty of Kathmandu Valley, Nepal" and reported that a majority of respondents had moderate level of organizational commitment. The same was reported by Elsabahy et al., 2013) who studied " Effect of organizational climate on organizational commitment of nurse educator at faculty of nursing Mansoura university" and reported that the most faculty had a moderate level of organizational commitment.

While these findings were dissimilar with BinBakr & Ahmes, (2015) who studied " An empirical investigation of faculty members' organizational commitment in the kingdom of Saudi Arabia" and revealed that the majority of the studied sample had high level of commitment and more than one quarter had moderate level of commitment for overall organizational commitment. Another study on assessment of work environment and employee's commitment in college of nursing in Saudi Arabia Miligi et al., (2015) also revealed that less than two third of respondents had high commitment scores, and less than two fifth had moderate commitment scores. The dissimilarities in results from countries might be due to variation in geography, available opportunities, and facilities in each organization.

Regarding the relation between teaching staff personal data and their degree of organizational commitment, the current study demonstrated that, there are statistical significance relationship between the teaching staff organizational commitment and their personal data and their age, academic degree and the years of experience (p value ≤ 0.05). This result comes in the line with who studied and mentioned that Labrague et al., (2018) who studied "Organizational commitment and turnover intention among rural nurses in the Philippines: Implications for nursing management" who reported that there were statistical significance differences between nursing educators organizational commitment and the age, education and years of experience. Also these results agree with Bashir & Gani, (2020) who studied "Correlates of organizational commitment among university teachers" and reported that that as the level of education increases, organizational commitment decreases. While the current study disagrees with the same author reported that no significant difference in the perception of teachers towards organizational commitment on the basis of their age and years of experience.

Regarding the relation between total career development and personal characteristics of the teaching staff, the present study showed that, there was high statistically significant relation between total career development among the teaching staff and their age. Also, there was statistically significant relation between total career development among the teaching staff and their academic degree and years of experience. This result was supported by Habibzadeh et al., (2022), they studied "Career Development of Nursing Preceptors in Iran: A Descriptive Study", and revealed that statistically significant relation between career development and nursing teaching staff and years of experience.

Also, this result was in the same line with Mohammed et al., (2020), they founded that there was high statistically significant relation between total career development and nurses age and experience. While this result come inconsistent with Sungmala & Verawat, 2021) who studied "The impact of socio-demographic factors on employee engagement at multinational companies in Thailand" and reported that no statistically significant relation between the career development and staff socio-demographic characteristics.

The present study clarified that, there was high statistically significant positive correlation between total career development and total organizational commitment among the teaching staff. This result supported by (Yan et al., 2023) who studied "Employability, organizational commitment and person–organization fit among nurses in China" and reported that the opportunity of long-term career development also could encourage employees to stay in their organization, thus reducing turnover rate. Also this result was confirmed by Zhang, Y. (2019), who studied how employability influences turnover intention, and found that the internal employability has been shown to have a statistically significant positive impact on affective, continuous and normative commitment whereas external employability has had a statistically significant negative impact on continuous and normative commitment.

The same was reported by Robson et al., 2016) who studied "Perceived Career Development Support and Organizational Commitment among Academic and Non-Academic University Employees" and stated that, there was a significant positive relationship between all career development support variables and the three facet of organizational commitment.

Conclusion:

Based on findings of the study, it can be concluded that the most of the teaching staff (82.8%) had high level of career development, less than two third of the teaching staff had moderate organizational commitment and slightly less than one third of them high level organizational commitment and there are statistical significance relationship between the teaching staff organizational commitment and their personal data and age, academic degree and years of experience. There was high statistically significant positive correlation between total career development and total organizational commitment among the teaching staff.

Recommendations:

1. Provide educational opportunities for teaching staff to help them to develop self-confidence and positive self-image through enhancing their professional knowledge and skills
2. Conduct workshops and training programs to enhance career development of the teaching staff, in order to achieve high level of organizational commitment for them.
3. Future researches can assess the effect of career development on organizational commitment.

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