

DURBAN UNIVERSITY OF TECHNOLOGY

**EXAMINING THE EFFECT OF CAREER ADVANCEMENT ON JOB
SATISFACTION AND EMPLOYEE LOYALTY: A CASE OF THE DURBAN
UNIVERSITY OF TECHNOLOGY**

GARRETH DOMINIC AUGUST

April 2025



**EXAMINING THE EFFECT OF CAREER ADVANCEMENT ON JOB
SATISFACTION AND EMPLOYEE LOYALTY: A CASE OF THE DURBAN
UNIVERSITY OF TECHNOLOGY**

Submitted in fulfilment of the requirements of the
degree of Master of Management Sciences

Specialising in

Human Resource Management

in the

Faculty of Management Sciences

at the Durban University of Technology

GARRETH DOMINIC AUGUST

APRIL 2025

APPROVED FOR FINAL SUBMISSION

Supervisor: Dr. R. Utete (PhD) Signature

_Date: 02/04/2024

ABSTRACT

The meteoric rise of disloyal and disgruntled employees perceived to stem from retarded career advancement besetting the work of the Higher Education sector prompted the researcher to examine the integrative relationship between career advancement, job satisfaction and employee loyalty. Despite the pressing issue of disloyalty and dissatisfied employees nested in the sector, no study to date has integrated the identified three variables. Hence, the current study sought to fill the lacuna by examining the impact of career advancement on job satisfaction and employee loyalty amongst administrative employees at the Durban University of Technology. Using a descriptive research design, the study targeted a population of 450 administrative staff at the institution. In line with the quantitative approach utilised in this study, a closed-ended questionnaire was employed to solicit data from the sample of 211 administrative staff. However, returned usable questionnaires numbered 181, culminating in the response rate of 85.8%. Far-reaching insights surfaced from the descriptive and inferential statistical analyses performed in this study. The inferences drawn from the findings indicated that despite the availability of career advancement opportunities, their influence on employee loyalty was limited amongst administrative staff. Based on the findings obtained through a Structural Equation Modelling and Regression analysis, the study concludes that while there is a significant relationship between career advancement and job satisfaction, the linkage between career advancement and employee loyalty is weak. In addition, contrary to the claims of scholars, the study finds no evidence of the association between job satisfaction and employee loyalty. However, the evidence from the study established a refined perspective suggesting that, within administrative roles, career advancement alone might not be sufficient to drive satisfaction or loyalty. The current study yielded both theoretical and practical implications. Future studies may replicate the current study to validate the hypothesised constructs and observe their consequent application in organisations that share somewhat similar settings.

Keywords: career advancement, job satisfaction, employee loyalty, administrative staff, Durban University of Technology.

DECLARATION

I Garreth Dominic August hereby declare that this dissertation, submitted for the degree in Management Sciences: Human Resources Management in the Department of Human Resources Management, is my own original work and has not been previously submitted to any other higher education institution. I further declare that all sources quoted or cited are indicated and acknowledged in the comprehensive references.

30 November 2024

Garreth Dominic August

Date

Acknowledgments and Dedications

Firstly, I would like to express my deepest gratitude to the Lord Almighty for granting me the wisdom and strength to complete this study. I am immensely grateful to Dr. Utete, whose world-class guidance and expertise as my supervisor have been invaluable. Dr. Utete's dedication and commitment went above and beyond, guiding me across the finish line, and for that, I am forever thankful.

I extend heartfelt thanks to my mother, Lucille, for her unwavering encouragement and support throughout my academic journey, from undergraduate to postgraduate studies. This work is dedicated to the memory of Brett, Raymond and Nipsey, whose spirits inspire me each day. I also acknowledge my brother, Lucien, for his contagious "winning and getting it done" mentality.

This work is dedicated with love to my partner, Taniel, and my daughter, Bailey, whose presence has been my greatest motivation to improve myself and pursue this master's degree.

I also extend my appreciation to Durban University of Technology for providing the platform to conduct this research. Special thanks go to my language editor, and Melusi Max Makhoba for his support with data analysis.

Thank you all for being a part of this journey.

Contents

| | |
|---|------|
| ABSTRACT | ii |
| DECLARATION | iii |
| Acknowledgments and Dedications | iv |
| LIST OF TABLES | xi |
| LIST OF FIGURES | xii |
| LIST OF ANNEXURES | xiii |
| CHAPTER ONE | 14 |
| BACKGROUND AND OVERVIEW OF THE STUDY | 14 |
| 1.1 Introduction | 14 |
| 1.2 Background to the study | 15 |
| 1.3 Problem Statement | 16 |
| 1.4.1 Aim of the study | 16 |
| 1.4.2 Primary objective | 18 |
| 1.4.3 Secondary objectives | 18 |
| 1.4.4 Primary research question | 18 |
| 1.4.5 Secondary research questions | 18 |
| 1.5 Scope of the study | 19 |
| 1.6. Preliminary literature review | 19 |
| 1.6.1 The concept of career advancement | 19 |
| 1.6.2 The Concept of Job Satisfaction | 19 |
| 1.6.3 Concept of employee loyalty | 20 |
| 1.6.4 The relationship between career advancement and job satisfaction | 20 |
| 1.6.5 The nexus between career advancement and employee loyalty | 21 |
| 1.6.6 The linkage between job satisfaction and employee loyalty | 22 |
| 1.6.7 Theoretical framework | 22 |
| 1.7.1 Research Methodology | 23 |
| 1.7.2 Research design | 23 |
| 1.7.3 Research approach | 24 |
| 1.7.4 Target population | 24 |
| 1.7.4.1 Inclusion criteria | 24 |
| 1.7.4.2 Exclusion criteria | 24 |
| 1.8.1 Sampling method | 25 |
| 1.8.2 Selection of the sample | 25 |

| | |
|---|----|
| 1.9 Data collection method | 26 |
| 1.9.1 Primary data | 26 |
| 1.9.2 Secondary data | 26 |
| 1.10 Recruitment process | 26 |
| 1.10.2 Measuring instrument | 27 |
| 1.11 Pilot study | 27 |
| 1.12 Validity and reliability | 27 |
| 1.13 Definitions of key concepts | 28 |
| 1.13.1 Career advancement | 28 |
| 1.13.2 Job satisfaction | 28 |
| 1.13.3 Employee loyalty | 28 |
| 1.14 Structure of the Thesis | 28 |
| 1.14.1 Chapter 1: Background and overview of the study | 28 |
| 1.14.2 Chapter 2: Literature Review | 29 |
| 1.14.3 Chapter 3: Research methodology and design | 29 |
| 1.14.4 Chapter 4: Analysis of data and discussion of results | 29 |
| 1.14.5 Chapter 5: Conclusion and Recommendations | 29 |
| CHAPTER 2 | 30 |
| LITERATURE REVIEW | 30 |
| 2.1 Introduction | 30 |
| 2.2 Theoretical framework underpinning this study | 31 |
| 2.2.1 Herzberg's Two-factor theory (Herzberg, 1959) | 31 |
| 2.2.2 Social Exchange Theory | 33 |
| 2.2.3 Adams Equity Theory | 33 |
| 2.3 The concept of Career Advancement | 34 |
| 2.3.1 Traditional vs Modern career perspectives | 34 |
| 2.3.2 The Boundaryless Career | 37 |
| 2.3.3 The Protean career | 39 |
| 2.3.4 Key aspects of the Protean career | 40 |
| 2.3.4.1 Self-directed career management | 41 |
| 2.3.4.2 The aspect of Career Adaptability | 41 |
| 2.3.4.3 The aspect of Work-life Connection | 41 |
| 2.3.5 Current trends in the Protean career | 42 |
| 2.3.5.1 The emergence of the Gig Economy | 42 |
| 2.3.5.2. The expansion of technology | 42 |
| 2.3.5.3 The global career phenomenon | 43 |

| | |
|---|----|
| 2.3.5.4 The aspect of kaleidoscope | 44 |
| 2.3.6 Career Advancement and its stages | 45 |
| 2.3.7 Factors that impact career advancement | 47 |
| 2.3.7.1 Training and development..... | 48 |
| 2.3.7.2 Performance on the job..... | 48 |
| 2.3.7.3 Stereotypes | 48 |
| 2.3.7.4 Culture of the organisation | 49 |
| 2.3.7.5 The aspect of Networking..... | 49 |
| 2.4 The concept of Job Satisfaction..... | 49 |
| 2.4.1 Theoretical frameworks relating to job satisfaction | 50 |
| 2.4.2 Job Characteristics | 50 |
| 2.4.3 Goal Setting theory..... | 50 |
| 2.4.4 Dispositional Theory | 51 |
| 2.4.5 Factors affecting job satisfaction | 51 |
| 2.4.5.1 Personal factors | 52 |
| 2.4.5.1.1 Educational level | 52 |
| 2.4.5.1.2 Seniority..... | 52 |
| 2.4.5.1.3 Gender..... | 52 |
| 2.4.5.2 Environmental Factors | 53 |
| 2.4.5.2.1 Work Conditions | 53 |
| 2.4.5.2.2 Management and supervision..... | 53 |
| 2.4.5.2.3 Self-development..... | 53 |
| 2.4.5.2.4 The issue of Reward | 54 |
| 2.4.5.2.6 The issue of Communication | 54 |
| 2.5 The aspect of Employee Loyalty | 54 |
| 2.5.1 Factors influencing employee loyalty | 55 |
| 2.5.1.1 Age and employee loyalty | 55 |
| 2.5.1.2 Level of education and employee loyalty..... | 56 |
| 2.5.1.3 Length of service and employee loyalty..... | 56 |
| 2.5.1.4 Relationship with management and co-workers | 56 |
| 2.5.1.5 Workplace conditions..... | 57 |
| 2.5.2 Importance of Employee Loyalty | 57 |
| 2.5.3 Challenges in maintaining employee loyalty..... | 58 |
| 2.6 The link between job satisfaction and career advancement | 58 |
| 2.7 The nexus between career advancement and employee loyalty..... | 62 |
| 2.8 The linkage between job satisfaction and employee loyalty | 65 |

| | |
|--|-----------|
| 2.9 Chapter summary | 69 |
| CHAPTER THREE | 70 |
| RESEARCH METHODOLOGY AND DESIGN | 70 |
| 3.1 Introduction..... | 70 |
| 3.2 Research philosophy | 70 |
| 3.2.1 Rationale for adopting positivism philosophy | 72 |
| 3.3 Research design | 72 |
| 3.3.1 Rationale for adopting a Descriptive research design..... | 73 |
| 3.4 Research approaches | 73 |
| 3.4.1 Quantitative research approach..... | 73 |
| 3.4.2 Qualitative research approach | 74 |
| 3.4.3 Mixed research approach | 74 |
| 3.4.4. Rationale for adopting a quantitative research approach | 74 |
| 3.5 Research strategy | 75 |
| 3.5.1 Rationale for using phenomenology | 76 |
| 3.6 Site description | 76 |
| 3.7 Time horizon | 77 |
| 3.8 Target population | 78 |
| 3.8.1 Inclusion criteria..... | 78 |
| 3.8.2 Exclusion criteria | 78 |
| 3.9 Sampling strategy | 78 |
| 3.9.1 Non-Probability sampling | 78 |
| 3.9.2 Probability sampling | 79 |
| 3.9.3 Rationale for choosing the random sampling technique | 80 |
| 3.10 Sample criteria and size | 80 |
| 3.11 Data collection instrument..... | 81 |
| 3.11.1 Career advancement questionnaire..... | 81 |
| 3.11.2 Job satisfaction questionnaire..... | 82 |
| 3.11.3 Employee loyalty questionnaire | 82 |
| 3.12 Pilot study | 83 |
| 3.13 Data quality control | 83 |
| 3.13.1 Validity testing | 83 |
| 3.13.2 Reliability testing | 84 |
| 3.14 Data collection method..... | 85 |
| 3.15 Data Analysis | 86 |
| 3.16 Ethical Considerations | 87 |

| | |
|---|-----------|
| 3.16.1 Confidentiality and Anonymity..... | 87 |
| 3.16.2 Informed consent to participate in the study | 87 |
| 3.16.3 Respect for Respondents | 88 |
| 3.16.4 Permission to conduct the study | 88 |
| 3.17 Conclusion..... | 88 |
| CHAPTER FOUR..... | 89 |
| DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS | 89 |
| 4.1. Introduction | 89 |
| 4.2 Response rate | 89 |
| 4.3 Reliability and validity analysis | 89 |
| 4.4 Demographic characteristics of respondents | 91 |
| 4.5 Exploring career advancement opportunities of administrative staff at DUT | 96 |
| 4.5.1 Tenure in the same position..... | 99 |
| 4.5.2 Active promotion-seeking..... | 100 |
| 4.5.3 Qualifications for job performance | 100 |
| 4.5.4 Promotional opportunities aligned with skills | 100 |
| 4.5.5 Career development initiatives..... | 100 |
| 4.5.6 Career advancement opportunities in expertise area | 101 |
| 4.5.7 Hard skills for higher positions..... | 101 |
| 4.5.8 Soft skills for higher positions | 101 |
| 4.5.9 Technical skills for higher positions | 102 |
| 4.5.10 Support from superiors..... | 102 |
| 4.6 Establishing the extent to which career advancement impacts job satisfaction at DUT | 102 |
| 4.7 The relationship between career advancement and employee loyalty at DUT | 107 |
| 4.7.1 Correlation analysis | 112 |
| 4.8 Exploring the link between job satisfaction and employee loyalty at DUT..... | 113 |
| 4.9. Career advancement and job satisfaction | 116 |
| 4.10 Discussion of Findings..... | 119 |
| 4.10.1 Exploring the career advancement opportunities for administrative staff at DUT | 119 |
| 4.10.2 To establish the extent to which career advancement impacts job satisfaction at DUT | 121 |
| 4.10.3 To determine the relationship between career advancement and employee loyalty at DUT | 123 |
| 4.10.4 To explore the link between job satisfaction and employee loyalty at DUT | 124 |
| 4.11 Conclusion..... | 125 |

| | |
|---|-----|
| CHAPTER FIVE | 126 |
| SUMMARY OF RESULTS, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FUTURE STUDY | 126 |
| 5.1 Introduction | 126 |
| 5.2 Summary of the results | 126 |
| 5.3 Objectives and key findings | 127 |
| 5.3.1 Objectives and summary of key findings in respect of objectives | 127 |
| 5.3.2 To explore the career advancement opportunities for administrative staff at DUT | 128 |
| 5.3.3 To establish the extent to which career advancement impacts job satisfaction at DUT | 128 |
| 5.3.4 To determine the relationship between career advancement and employee loyalty at DUT | 129 |
| 5.3.5 To explore the link between job satisfaction and employee loyalty at DUT | 130 |
| 5.4 Conclusion | 130 |
| 5.5 Implications of the study | 131 |
| 5.5.1 Comprehensive career development programs | 132 |
| 5.5.2 Recognition and reward systems | 132 |
| 5.5.3 Transparent promotion processes | 132 |
| 5.5.4 Enhanced communication channels | 132 |
| 5.5.5 Work-life balance initiatives | 133 |
| 5.5.6 Leadership training programs | 133 |
| 5.5.7 Regular feedback mechanisms | 133 |
| 5.5.8 Career path clarity and mobility | 133 |
| 5.5.9 Employee engagement initiatives | 134 |
| 5.6 Limitations of the study | 134 |
| 5.7 Recommendations for future research | 135 |
| 5.7.1 Expanding the scope of the study | 135 |
| 5.7.2 Exploring additional variables | 135 |
| 5.7.3 Comparative studies | 135 |
| 5.8 Contributions | 135 |
| REFERENCES | 137 |

LIST OF TABLES

Table 2.1: Traditional and Modern Career Perspectives

Table 2.2: Critical characteristics of a boundaryless career

Table 2.3: Stages of career advancement

Table 2.4: Relevant previous research on job satisfaction and career advancement

Table 2.5: Relevant previous research on career advancement and employee Loyalty

Table 2.6: Relevant previous research on job satisfaction and employee loyalty

Table 4.1: Reliability analysis results

Table 4.2: Validity test results

Table 4.3: Career advancement opportunities for administrative staff at DUT (N = 181)

Table 4.4: Impact of career advancement on job satisfaction (N=181)

Table 4.5: Analysis of Variance (ANOVA)

Table 4.6: Model coefficients

Table 4.7: Level of employee loyalty at DUT (N=181)

Table 4.8: Correlation between career advancement and employee loyalty

Table 4.9: Correlation between job satisfaction and employee loyalty

Table 4.10: Outer loadings - Matrix

LIST OF FIGURES

Figure 2.1: Herzberg's Two-Factor Theory

Figure 3.1: Map of Durban University of Technology

Figure 4.1: Distribution of respondents according to age (N=181)

Figure 4.2: Distribution of respondents according to racial group (N= 181)

Figure 4.3: Distribution of respondents according to tenure (N=181)

Figure 4.4: Distribution of respondents according to educational level (N=181)

Figure 4.5: Model 1: Career advancement and Job satisfaction

LIST OF ANNEXURES

| | |
|------------|-----------------------------|
| Appendix A | Questionnaire |
| Appendix B | Letter of information |
| Appendix C | Ethical Clearance |
| Appendix D | Gatekeeper's Letter |
| Appendix E | Ethics training certificate |
| Appendix F | Editor's letter |
| Appendix G | Turnitin |

CHAPTER ONE

BACKGROUND AND OVERVIEW OF THE STUDY

1.1 Introduction

Administrative staff in higher education play an integral role in the quest for the institution to become a leading institution. The career growth of administrative employees makes a substantial contribution towards the realisation of the goals of the tertiary institution, strengthening its place as a genuine stakeholder in the provision of tertiary education (Diedong, 2020:21). Nevertheless, there are various challenges bedeviling the administration of higher education institutions across the world. The challenges that tertiary education institutions face today are daunting (Iucu, 2021:125). These challenges include uncertain roles and responsibilities, poor technology adaptability, poor career advancement, and low staff retention. All these have the potential to deter the steady flow of work of the administration of higher education institutions (Iucu, 2021:125). However, poor career advancement causes more harm to the supposed smooth functioning of tertiary institutions (Erasmus, 2020:69), as this results in low morale, reduced employee loyalty, and the exit of talented employees, which organisations cannot afford to lose during the current economic climate.

This prompted the study to investigate the influence of career advancement on job satisfaction and employee loyalty. Career advancement refers to the progression of employees within an organisation through promotions, skill development, and professional growth opportunities (Greenhaus, Callanan and Godshalk, 2019:45). Job satisfaction relates an employee's overall contentment with their work environment, responsibilities, and career trajectory (Dhir, Dutta and Ghosh, 2020). Employee loyalty is defined as the commitment and attachment an employee has toward their organisation, often reflected in long-term tenure and reduced turnover (Lestari, Sudiarditha, and Handaru, 2021). The study focuses on administrative staff in a higher education institution. This category of staff makes up about half of the total workforce in the academic institution. Although they are considered non-academic, this group of staff performs functions that assist the institution in accomplishing its academic goals and endeavours. The administrative staff is housed in roles that include finance,

human resources, student support, secretarial and governance. Tertiary education institutions arrange the administrative staff according to structures, roles, responsibilities and other factors to maintain or improve the administrative level of service of the institution (Shobaki, Abu-Naser, El Talla and Amuna, 2018:9).

1.2 Background to the study

Tertiary education institutions play a fundamental role in the human resources development of all countries. A country with a poor human capital foundation will most likely not develop at a significant rate (Rodriguez, 2021:6). The quality and excellence of teaching carried out by tertiary education institutions have a great influence in the development of the country and society overall. Studies on the job satisfaction of employees have become significant in the area of tertiary education. Although studies that focused on employees in tertiary education institutions increased in the last few years, more empirical evidence has focused on academic staff at academic institutions with examples of studies by various authors (Ahmad and Jameel, 2018:8; Khudhair, Rahman, and Adnan, 2020:251; Tangney and Flay-Petty, 2019:11), but few studies have been conducted on the administrative employees with only limited examples of such studies (Baltaru, 2018:213; Erasmus, 2020:69; Nafrees, 2021:31). Studies on the career advancement, job satisfaction and employee loyalty of administrative staff are becoming critical research issues in the tertiary education field. A study carried out by Du, Lai and Lo (2010:430) on job satisfaction found that career development is a crucial aspect in higher education. Therefore, further research is needed.

Moreover, very few higher education studies have evaluated the career development of administrators as more studies gave their attention to academic staff (Abarantyne, Naidoo, and Rugimbana, 2019:11; McCaffery 2018:31). Jung and Shin (2015:881) explain that the role of administrative staff members has broadened from basic office work to a larger scope, which includes the management of finances and facilities, quality control and assurance, and research and teaching support. This means that the competency and development of administrative staff is a crucial factor in the effectiveness of an institution. Organisations should consider developing numerous social exchange connections to positively impact employees' loyalty and job satisfaction in a higher education environment. Encouraging social exchange to

influence the commitment of employees contributes not only to a reduction of employees wanting to leave, but also to other qualities that can improve job satisfaction and productivity (Haley,2018:13).

1.3 Problem Statement

Poor career development has taken centre stage in higher and tertiary education. It is against the backdrop of high job dissatisfaction and disloyalty of administrative staff of universities that have been attributed to poor career advancement that this study is undertaken. Poor career advancement has been claimed to be the key source of dissatisfaction and disloyalty amongst administrative staff in universities (Hunter, 2018:16). Frustration emanating from career stagnation causes administrative employees at universities to be disloyal and discontented with their workplace (Arqawi, Abu-Naser, and Al Shobaki, 2018:17). Organisations ought to develop their workforce to have multi-functional capabilities so that they can carry out numerous duties. By being in the same position for many years, administrative employees in universities feel unappreciated and hence become disloyal to the organisation. The success of any higher education institution is highly dependent on its support staff providing quality and excellent administrative services. This study centres on the Durban University of Technology's (DUT) administrative staff, analysing their workplace career advancement, progression opportunities within the organisation, and how it impacts on their work fulfilment and loyalty to the organisation.

The goal to become a leading world class institution has led to competition between Higher Education institutions (Ahmed et al., 2015:32), prompting these institutions to have a re-look at the institutional administration, primarily focusing on their satisfaction and loyalty. The worldwide competition for elite status has forced universities to be distinctive with the support of administrative staff to gain a competitive advantage. Although the administrative employees in higher and tertiary education are often neglected, they play an integral role in the smooth functioning of universities (Snijders et al., 2021:7). The leading universities around the world have started to realise the importance of administrative employees, hence these employees have attracted the attention of most universities. For South African Higher Education institutions to compete worldwide, quality support and service to all academic staff must be provided

by administrative employees (Naidoo-Chetty and Du Plessis, 2021:268). This results in increased pressure to investigate the administrative employees' level of loyalty and satisfaction that enables them to provide full support to the university. Of concern is their level of satisfaction and loyalty to the organisation. The level of resigning from their jobs amongst administrative staff, especially among still growing universities, in particular Universities of Technology (UoT), has shown the disloyalty and high-level dissatisfaction of administrative employees (Bae and Kim, 2019:303).

A significant number of administrative employees are questioning their stagnation in the same position for decades, citing that high position vacancies are being occupied by candidates from outside the organisation (Mawung, 2018:154). Support staff at DUT are leaving the organisation to pursue openings for career advancement offered in other organisations, both inside and outside the Higher Education sector. Most administrative staff at DUT are not supported or encouraged to start studying or further their studies (Erasmus, 2020:69). A typical instance can be learnt from the University Capacity Development Grant, which is only offered to academic staff and administrative staff are neglected. In most cases, administrative staff are only supported if they are studying within the scope of their job, which can lead to challenges in their career growth paths.

Despite many studies conducted on career advancement, job satisfaction, and employee loyalty separately, there is a notable gap in studies focusing specifically on integration of the identified three variables. Failure to address the identified gap may result in having dissatisfied employees which could subsequently leads adverse effects such as low productivity and high employee (Tiwari, Mathur, and Awasthi, 2019:10). The study has the potential to provide insights of reducing high levels of dissatisfaction and turnover rates, eventually contributing to a more stable and motivated workforce. Thus, the study investigates how career advancement influences job satisfaction and employee loyalty among support staff in Higher Education. With more than half the workforce being administrative staff at DUT, the academic institution must value these employees and understand the influence of career development on the loyalty and satisfaction of administrative staff. By considering career advancement, it is claimed that employees feel happy in their occupations and more loyal to the organisation, which leads to the retention of experienced and talented staff (Susita, Saptono, Susono, and Rahim, 2020:20). Hence, it is crucial to undertake

such a study as it has theoretical and practical implications for the management of the Durban University of Technology. Through this empirical study, far-reaching solutions to the aforementioned problem may be developed.

1.4.1 Aim of the study

The main aim of the study was to examine career advancement and its impact on job satisfaction and employee loyalty at Durban University of Technology (DUT), with focus given to the administrative (support) staff. The study aimed to explore if career advancement opportunities increased job satisfaction and caused employees to be more loyal to the organisation.

1.4.2 Primary objective

To determine whether DUT can achieve employee loyalty and job satisfaction through career advancement.

1.4.3 Secondary objectives

- To explore the career advancement opportunities for administrative staff at DUT;
- To establish the extent to which career advancement impacts job satisfaction amongst administrative staff at DUT;
- To determine the relationship between career advancement and employee loyalty at DUT;
- To explore the link between job satisfaction and employee loyalty at DUT; and
- To explore possible career advancement strategies that DUT can implement to improve job satisfaction and employee loyalty.

1.4.4 Primary research question

Is employee loyalty and job satisfaction achievable at DUT through career development?

1.4.5 Secondary research questions

- What are the career advancement opportunities for administrative staff at DUT?
- To what extent does career advancement impact job satisfaction amongst administrative staff at DUT?

- Is there a relationship between career advancement and employee loyalty at DUT?
- What career advancement strategies can DUT implement to improve job satisfaction and employee loyalty?

1.5 Scope of the study

The study was confined to the Durban University of Technology, based in the higher education sector and located in the province of Kwa-Zulu Natal, South Africa. The study does not include other higher education institutions in South Africa as situational factors vary. The study included all administrative employees except senior top management at the Durban University of Technology.

1.6. Preliminary literature review

This section provides an overview of existing literature on the interconnected variables of career advancement, job satisfaction, and employee loyalty. It explores the ways in which career development opportunities influence employee satisfaction and their commitment to an organisation, laying the foundation for the research study.

1.6.1 The concept of career advancement

The meaning of career advancement can differ according to an individual. For one individual, it can mean moving from an entry-level position to becoming a manager or executive. For another, it could mean receiving a promotion, and for others, it could be the employer giving them more responsibilities (Ogony and Majola, 2018:77). For this study, career advancement relates to fundamentally having the opportunity to be advanced to a better position, move ahead in a company or position, or be given more obligation in a current role (Gaiaschi and Musumeci, 2020:163). Due to the tremendous scale of the subject of career advancement, numerous theories have been developed throughout the years. These theories attempt to explain how different factors such as career paths, characteristics, traits and environments impact the success or failure of a career (Patton, 2018:31).

1.6.2 The Concept of Job Satisfaction

Job satisfaction can be seen as a tangled and not-so-straightforward concept with different meanings to different people. According to Amin (2021:5224), job satisfaction signifies a mixture of constructive or undesirable feelings that employees have for their

job and work performed. Job satisfaction is a term used to describe how content an individual is with their job. It is a relatively recent term since in previous centuries, the jobs available to a particular person were often predetermined by their parents' occupation. Job satisfaction can be influenced by several factors such as working conditions, opportunities for career development, salary, and peers such as team members and management. In like manner, the more the worker gets the results they value, the more they feel fulfilled.

1.6.3 Concept of employee loyalty

Darmawan, Mardikaningsih, Sinambela, Arifin, Putra, Hariani, Al Hakim, and Irfan (2020:2580) assert that there have been numerous distinctive definitions as to what the notion of employee loyalty is, and thus saw a need for further investigation which would look into the concept of employee loyalty as well as the markers showing loyalty in workers. This study adopts the definition by Lynch (2022:6), who defines employee loyalty as a tendency of workers being devoted to remaining with the organisation, working extra time to finish tasks, helping other employees to reach their targets and not exploiting the company. Employee loyalty can be characterised as workers who are committed to the success of their organisation and accept that being a representative of this organisation is in their best interest. Not only do they plan to stay with the organisation, but they do not effectively look for alternative work opportunities (Tiwari, Mathur, and Awasthi, 2019:10). With most literature or research (Phuong and Vinh, 2020:698; Darmawan et al., 2020:2580) agreeing that loyal employees are a critical factor for increasing organizational performance, more studies need to be done with the point of examining how employee loyalty, as a variable, is influenced by career development.

1.6.4 The relationship between career advancement and job satisfaction

Undeniably, amidst the increasing organisational efforts to promote job satisfaction at the workplace, career development has emerged as a central factor in stimulating contentment and adaptation. Yet, research on the nexus between career advancement and job satisfaction has recently been given short shrift. However, despite an amplified level of organisational and scientific interest, various cardinal questions remain unanswered, and multitudes of issues are still being debated regarding career development and job satisfaction (Jehanzeb and Mohanty,

2018:171). Importantly, in assessing the link between career advancement and job satisfaction, many types of job satisfaction determinants can be observed. Permana, Aima, Ariyanto, Nurmahdi, Sutawidjaya, and Endri (2021:1287) link job-related factors such as promotions and opportunities for growth as effective and positive elements which can all contribute to job satisfaction. Ashraf (2020:23) also identifies factors that impact job satisfaction, more noteworthy being salary, job security, opportunities for advancement, opportunities for growth and work conditions. The relationship between career advancement and employee satisfaction has been explored by some scholars or researchers (Ismail and Rishani, 2018:109; Robianto and Masdupi, 2020:737; Santoso and Sidik, 2020:97) and these research works have suggested that organisations that take an interest and participate in career management are progressing to improve their employees' job satisfaction. These studies connect on career advancement and job satisfaction as the readiness of management to suitably arrange and oversee career advancement activities adequately, which helps employees create career paths and in turn may lead to higher job satisfaction within the organisation.

1.6.5 The nexus between career advancement and employee loyalty

While the jury is still out on the influence of career development, it would appear rash to dismiss its potential value and importance for employee loyalty. Taking career development as a predictor of employee loyalty without validation may be a potentially damaging exercise and erroneous, since it seems premature to conclude that components of career development are worthwhile employee loyalty triggers. However, the fact that the loyalty of employees can depend on other factors than financial rewards or compensation is crucial. Research studies (Singh, 2019:425; Cheptoo and Chilika, 2021:10; Ma and Mayfield, 2018:5) agree that the retention of skilled and experienced employees best serve the interests of the organisation. Al-Ghamdi and Javed (2021:242) state that employees are more loyal when there is continuous growth and development in the organisation. They further indicated that when an employee feels that they are an essential part of an organisation, it further improves their devotion to the organisation. Shcherbakova, Velikorossov, Rakauskienė, Prodanova, Midova, Sklyadneva and Balakhanova (2021:742) state that the opportunities for career growth and development increased the inclination of

employees to become loyal to the organization. Therefore, career development is claimed to be an important factor when assessing the loyalty of employees.

1.6.6 The linkage between job satisfaction and employee loyalty

Job satisfaction is claimed to affect employee loyalty. Job satisfaction and loyalty are crucial challenges that face organisations when managing their employees. Until recently, the relationship between job satisfaction and employee loyalty had received short shrift, creating the impression that research on job satisfaction is a pivotal area that addresses various challenges at the workplace that appears difficult to dispute. Thus, the empirical evidence in research papers (Ahmad and Jameel, 2018:8; Rajput, Singhal, and Tiwari 2018:105; Vuong, Tung, Tushar, Quan, and Giao, 2021:203) supporting the importance of job satisfaction in the loyalty of employees is scant. Employees are an important resource for all companies, particularly as they signify an important asset or investment when it comes to finding, employing and training. Organisations are guided by their policies when creating development and career advancement initiatives. Typically, these strategies are meant to develop employees as this can lead to a longer occupancy (Aljehani and Javed ,2021:123). The longer staff work for an organisation, the more valued they become.

1.6.7 Theoretical framework

This study is informed by the collusion of two theories, that is the Social Exchange Theory and Herzberg Two Factor Theory. While the Social Exchange Theory guides the relationship between career development and employee loyalty, Herzberg's Two Factor Theory supports the relationship that underpins career development and job satisfaction. Hence, in this study, these theories complement each other. Unfortunately, no empirical data have been provided in support of this theoretical model, and its validity in this study remains to be vindicated. Earlier scholars characterize social exchange as the costs and rewards evoked through an interaction between two parties (Cook and Emerson, 1978:721; Emerson, 1976:335; Homans,1958:597). Social exchange can happen within a once-off occurrence or over some time. Homans, who is often referred to as the pioneer or father of the social exchange theory, stated that social behaviour can be depicted as the exchange of anything that can be seen as profitable, valuable or important. It can be material or non-material, such as non-tangible sentiments of honour or distinction (Homans,

1958:597). In this study, there is a reciprocal relationship between management and employees. This means that if management provides employees with career development, employees tend to reciprocate by being loyal to the organisation.

However, Dachner et al. (2021:100732) assert that many organisations have different initiatives to develop their employees, but these initiatives might not be an inclusive process that can link the employees' needs to the organisational objectives and path. This can lead to a lack of concordance between the employee and organisational needs, which makes it difficult for organisational to develop a specific structure to develop the career path of the employees. Aljehani and Javed (2021:123) state that higher education institutions are not excluded from these issues when it comes to the development of administrative employees. In terms of the relationship between career development and job satisfaction, this research draws on the Herzberg Two Factor Theory. According to Herzberg (2017:3), there are two components, namely 'motivators' and 'hygiene factors. It is only the motivating factors that create work fulfilment. The actual task or job and the results of the work, like recognition reward, duty, advancement and development, have the potential to produce work satisfaction. In line with this study, the theory claims that providing career development is one of the motivating factors that may increase job satisfaction. Unfortunately, little empirical data have been provided in support of the claims as situational factors at each workplace differ. Precisely, the study seeks to empirically test these assertions.

1.7.1 Research Methodology

Research methodology can be defined as the detailed procedures or methods that are used to categorize, choose, undertake and examine data about a subject (Pani-Harreman, 2021:2026). This covers the research approach, design of research, design of the questionnaire, data collection and analysis, sampling methods, and ethical considerations.

1.7.2 Research design

A descriptive case study research design was adopted for this study. A descriptive study is a study where data is collected without altering the environment (Atmowardoyo, 2018:197). A case study is a comprehensive study of a detailed topic, such as an individual, groups, areas, occurrences or an organisation, according to Thomas (2021:1) A descriptive case study is a study that is fixated and thorough,

where propositions and inquiries about an occurrence are examined and articulated (Rutberg and Bouikidis,2018:209). There are several types of research designs, namely descriptive, correlational, quasi-experimental, case study and experimental research (Bloomfield and Fisher, 2019:17). A descriptive-case study research design is the most suitable method that accurately responds to the study's research questions and will give in-depth knowledge to the organisation about career advancement, job satisfaction and employee loyalty.

1.7.3 Research approach

For this study, a quantitative approach was used. The research approaches are qualitative, quantitative and mixed approach. A quantitative study is an orderly approach to gathering data through sampling means, for example, surveys and questionnaires (Agarwal, Dudík and Wu,2019:120). Gravetter and Forzano (2018) describe a quantitative study as offering information about the aims of the study and how will it be accomplished so that an informed evaluation of the approaches to acquire outcomes of the research problem can be done. This approach is being used as it is more suitable when dealing with larger sample sizes. A quantitative approach answers the objectives appropriately to show the relationship between career advancement, job satisfaction, and employee loyalty (Bloomfield and Fisher, 2019:27).

1.7.4 Target population

The target population of this study equalled 450 employees according to the source list/employee list obtained from the Human Resources Department at DUT. The target population is the collection of people that the researcher plans to investigate and conclude from (Mozzana, 2019:225). The intended target population for this study consisted of all non-academic or administrative employees of the Durban University of Technology. The following shows the inclusion and exclusion criteria:

1.7.4.1 Inclusion criteria

Administrative employees at the institution and employed for three years or more at the institution.

1.7.4.2 Exclusion criteria

Academic staff, independent contractors, and top management.

1.8 Sampling

Sampling is defined as the process of selecting a subset of individuals or elements from a larger population to represent the whole and is a critical step in ensuring that the study's findings can be generalised and relevant to its objectives (Rahman, 2023:42).

1.8.1 Sampling method

The study used the probability sampling method whereby an investigator sets a range of a few conditions and every representative within the population has a chance to be selected (Berndt, 2020:224). There are two types of sampling methods, probability and non-probability (Bhardwaj, 2019:157). There are four techniques that fall under probability sampling methods, namely simple random sampling, systematic sampling, stratified sampling, and cluster sampling (Pandey, 2021:1) The study chose simple random sampling because every participant within the population had a chance to be selected, hence there was less bias. Simple random sampling is a technique of probability sampling where respondents who form the sample are picked randomly, according to Stratton (2021:373).

1.8.2 Selection of the sample

A sample is a portion of members nominated from the entire population to participate in the study (Mulder and De Bruine, 2019:11). The sample size in this study is $n=450$. The Yamane sample calculation is a method to determine the sample size for a study. It is the most suitable method to use when the only item the researcher knows about the population that is being sampled is its size (Chaokromthong and Sintao, 2021:76). The formula for the calculation is as follows $n = N/(1+N(e^2))$.

n =sample size

N = population of the study

e =margin of error in the calculation

$$n=450/ (1+450(0.05)^2)$$

$$n=450/ (1+450(0.0025))$$

$$n=450/1.125$$

$$n=211$$

Hence, the sample size for this study was 211.

1.9 Data collection method

For this study, a self-administered questionnaire was used to gather primary data. The two main sources of data collection are primary data and secondary data (Mulder and De Bruine, 2019:11). The personal method was employed in carrying out the collection of data because the personal method is usually associated with providing a higher response rate (Mazhar, Anjum, Anwar, and Khan, 2021:6). The key methods of data collection are telephonic interviews, online surveys and the personal method. The researcher will use the personal method and physically deliver the questionnaire with an accompanying letter to all the participants. The participants were given three weeks to complete and return the questionnaire, which should have taken twenty to twenty-five minutes to complete. The following section explains primary data and secondary data:

1.9.1 Primary data

For the purposes of this study, a closed-ended structured questionnaire was used to gather primary data. Bjärkefur, de Andrade and Daniels, (2020:892) highlight that primary data is a form of information that is gathered by investigators or researchers straight from key sources via interviews, consultations, surveys and trials.

1.9.2 Secondary data

Secondary data was used to develop the literature review. For this study, the secondary data was collected from theses, accredited journals, articles, organisational information and publications. Secondary data is information that has previously been collected via key sources and is obtainable for researchers to utilise in their own study (Johnson and Sylvia, 2018:4).

1.10 Recruitment process

The researcher used personal networking and reached out to colleagues who fit the inclusion criteria within the organisation. Those who were willing to participate in this study were given a letter of information that provided detailed information about the study, a consent form, and a questionnaire. Participants were not required to provide names to ensure anonymity and confidentiality. Permission to collect the completed questionnaire was requested from the participants.

1.10.2 Measuring instrument

Closed-ended questionnaires were utilised to collect data. A questionnaire is a document that contains of a list of questions that aims to gather data from a respondent (Boparai, Singh and Kathuria, 2021:210). The Likert scale was used with 5 options (strongly agree, agree, neutral, disagree and strongly disagree). The researcher physically delivered the questionnaire with an accompanying letter (Annexure B) to all the participants. The questionnaire was sectioned as follows:

- Section A – Biographical information
- Section B7 – Career advancement
- Section B8 – Job satisfaction
- Section B9 – Employee loyalty

1.11 Pilot study

For this study, 15 participants who were not part of the sample took part in the pilot study and were randomly selected to test the questionnaire for the researcher to see if any required revisions are necessary before the questionnaire is sent out to the chosen main sample group. The researcher then used the outcomes to direct the methodology of the study when done on a larger scale. According to Malmqvist (2019:22), a pilot study is an initial, small-scale trial in which the researcher will test the approaches that are going to be used for the research study.

1.12 Validity and reliability

For this study, validity was measured using a pilot study and a two-factor analysis. Validity refers to the degree to which the outcomes measure what they are expected and required to measure (Quintão, Andrade, and Almeida,2020:67). Sürücü and Maslakçi (2021:2694) state that there are four main types of validity, namely content validity, construct validity, criterion validity, and face validity. Construct validity was tested in this study as this technique is particularly significant when researching items that cannot be directly observed or measured, such as intellect, self-assurance, loyalty, satisfaction or happiness (de Barros Ahrens, da Silva Lirani and de Francisco, 2021:7364). The questions were comprehensive, planned and appropriate for the administrative staff of the Durban University of Technology. The researcher checked how effectively the outcomes match to theories of the same conception. For this study, the Cronbach's alpha value was utilised for reliability testing. Reliability refers to the

extent to which the outcomes can be replicated if the research is repeated within the same circumstances (Quintão, Andrade, and Almeida,2020). There are four key categories of reliability, namely internal consistency reliability, inter-rater, parallel forms, and test-retest (Leventhal and Gregg, 2022:1). Internal consistency reliability of the research instrument will be measured. To measure internal consistency reliability, the researcher checked the consistency of outcomes over time, across numerous witnesses, and over sections of the actual assessment itself.

1.13 Definitions of key concepts

1.13.1 Career advancement

Career advancement is the upward movement in a person's career, typically through promotions, new skills or role changes that lead to more responsibility, better pay and personal growth (Van Veelen and Derks 2022:748).

1.13.2 Job satisfaction

Judge, Zhang and Glerum (2020:207) describe job satisfaction as how content and positive people feel about their work. It is influenced by how well their job meets personal needs and expectations, including work-life balance, job security, and growth opportunities. When employees feel valued and supported, they are more likely to be satisfied, which boosts productivity, loyalty and overall morale.

1.13.3 Employee loyalty

Employee loyalty is an employee's commitment and connection to their workplace, built on trust and shared values (Phuong and Tran 2020:698).

1.14 Structure of the Thesis

The dissertation is arranged into five chapters. A brief overview of the chapters is as follows:

1.14.1 Chapter 1: Background and overview of the study

The background and overview of the research address the problem statement, key objectives, significance of the study, a brief review of the related literature and the methodological approach to the study.

1.14.2 Chapter 2: Literature Review

This chapter presents the literature and the theoretical framework of the research. The chapter presents a review of the literature on career advancement, job satisfaction, and employee loyalty in the higher education sector.

1.14.3 Chapter 3: Research methodology and design

The chapter discusses the research methodology and design. It includes a detailed discussion on the sample selection, the collection of the primary and secondary data, and the development of the measurement instrument.

1.14.4 Chapter 4: Analysis of data and discussion of results

The chapter presents an analysis of the data and a detailed discussion of the findings.

1.14.5 Chapter 5: Conclusion and Recommendations

This chapter covers the conclusions and recommendations based on the findings of the research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter reviews key variables of this study, which include career advancement, job satisfaction and employee loyalty. The chapter also provides a comprehensive synthesis of existing studies and theoretical frameworks. In addition, the chapter examines how career advancement opportunities influence job satisfaction and employee loyalty. It also reviews the existing literature to situate the basis for undertaking this study.

According to Vu (2018:62), career advancement in tertiary education is frequently and deliberately shaped specifically for academic staff, with little attention given to administrative staff. In such circumstances, an administrative employee may meander pointlessly in an unstructured situation or environment to achieve career advancement. Ryerson (2018:1) states that the work setting in the 21st century is characterized by doubt and swift changes, where work roles are frequently redefined to meet society's ever-changing and evolving needs. Nīmante, Baranova and Stramkale (2021:49) report that continuous adjustments and changes within institutional objectives, as well as political, social and economic changes, have incited higher education institutions to re-evaluate administrative staff functions. In the contemporary era, in terms of academic standing or administrative positions within their institutions, many staff members in higher education focus on dominant career choices, such as directors, executive deans, project managers and coordinators (Rodriguez, 2021:8).

Meyer (2019:26) highlights that higher education institutions have transformed in many aspects over time, and today's universities tend to focus on their financial accountability and viability at the expense of employee interests and growth. As a result, universities are run similarly to corporate entities, which in turn results in staff being overlooked for growth opportunities in a bid to cut costs. Mukwawaya, Proches and Green (2022:100) state that in recent times, the roles and responsibilities of administrative staff in universities are much more complex than in the past, as they

handle relentless demands and do not receive adequate support when it comes to career development opportunities. The authors further state that administrative staff career development still needs to be extensively researched, considering that many academic departments would only be able to achieve their objectives through administrative work.

Due to poor attention to their career development needs, many administrative staff members have become dissatisfied with the prevailing situation, which results in decreased loyalty to their employers. Luthuli, Nkomo and Moyane (2024:422) state that administrative staff are the pillar of all administrative processes and are usually the first point of contact for students and other visitors. University administrative staff have many responsibilities, including admissions, registration, financial management and scheduling, and their roles encompass regular duties that have a direct impact on teaching and learning. This chapter reviews literature on key concepts related to the study, including career advancement, job satisfaction, and employee loyalty. It further discusses relevant theories that underpin this study, specifically Herzberg's Two-Factor Theory, Social Exchange Theory, and Adam's Equity Theory. The chapter is structured to align with the research objectives, where each section systematically explores aspects of career advancement and its impact on job satisfaction and employee loyalty.

2.2 Theoretical framework underpinning this study

The current study is guided by Herzberg's Two-Factor Theory, Social Exchange Theory, and Adam's Equity Theory. These theories provide a foundation for understanding the relationships examined in this study. Herzberg's Two-Factor Theory explores how career advancement impacts job satisfaction. Social Exchange Theory explains how career development influences employee loyalty, while Adam's Equity Theory establishes the link between job satisfaction and loyalty. These theories guide the analysis of career advancement and employee outcomes within the context of DUT administrative staff.

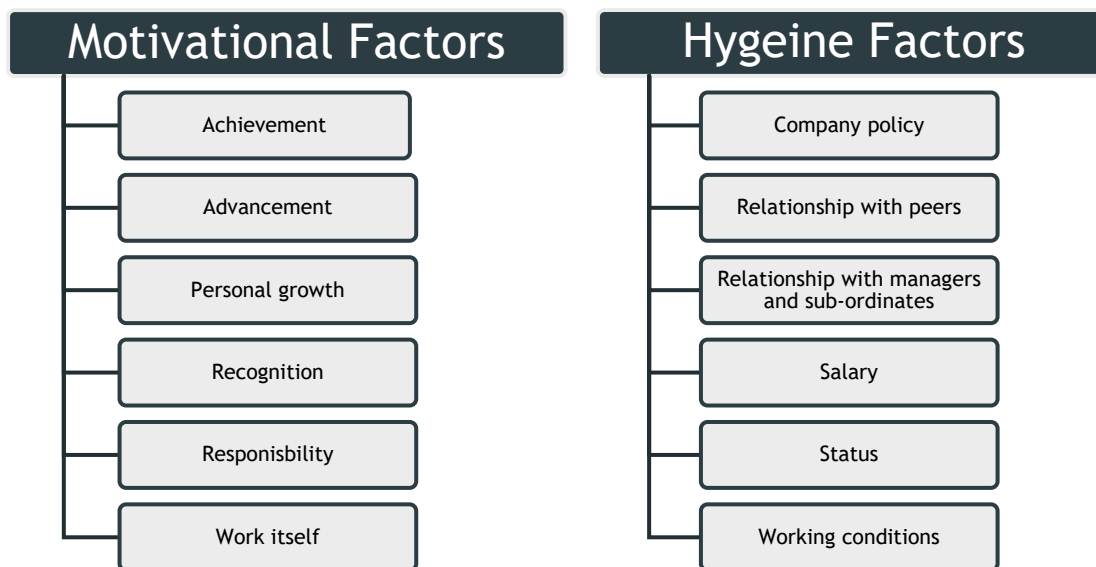
2.2.1 Herzberg's Two-factor theory (Herzberg, 1959)

Herzberg developed a model theorizing that two distinctive elements will significantly impact work satisfaction or dissatisfaction. Hussainy and Al-Wahaibi (2022:51) state

that Herzberg researched a targeted population of knowledgeable professionals and revealed that motivators and hygienic factors strongly influence employees. Examples of motivators are individual gratitude for accomplishments, the need for accomplishments, and the desire to be self-reliant. If these motivators are encountered, they will lead to job satisfaction. Basic or lower-level needs, such as compensation or operating in conducive working environments, are less impactful. However, Herzberg contends that higher-level needs, such as inclusion, career advancement, and achievement, are more effective in forecasting job satisfaction. In a professional environment, this approach differentiates the distinctions as to what produces satisfaction and dissatisfaction (Ibrahim, Ghazali, Syed, Abdullah, Hamid and Aisyah,2023:5)

Figure 2.1: Herzberg’s Two-Factor Theory

Source: Peramatzis and Galanakis, 2022.Adapted



The theory explains one of the key objectives of this study, which investigates the perceived relationship between career development and job satisfaction. In line with this theory, aspects of career development such as career achievement, advancement and personal growth, identified in Figure 1, are key aspects that promote job satisfaction at the workplace.

2.2.2 Social Exchange Theory

The Social Exchange Theory originated from the works of Blau (1964) and Emerson (1976), suggesting that individuals make decisions based on the potential physical or psychological rewards they anticipate. A key feature of the Social Exchange Theory is that an individual is likely to repeat an action that had previously resulted in a positive reward or outcome (Homans, 1974). Jahan and Kim (2021:85) state that when discussing Social Exchange Theory with employees and organisational behaviour, employees are more likely to remain loyal to an organisation if they feel that the benefits of staying with the organisation outweigh the cost of leaving. When employers show trust and loyalty towards their employees, they are likely to receive the same in return, supporting the mutual nature of social exchanges in the workplace (Shulga, Busser, Bai, and Kim 2021:672). In the context of this study, the Social Exchange Theory explains the reciprocal relationship between the organisation and employees. If the employees are developed in their careers, they are likely to remain loyal to the organisation. Hence, the theory underpins one of the key objectives of this study, which investigates the perceived impact of career development on employee loyalty.

2.2.3 Adams Equity Theory

This theory suggests that employees become demotivated in the workplace if they feel that they are putting in more than they are getting out (Adams, 1963). As a result, employees can respond to this in ways such as demotivation, disgruntling, putting in less effort, and being disruptive (Watters 2021:4). This theory states that positive outcomes and high motivation levels can be expected only if employees see their treatment as fair. There needs to be a balance of outputs and inputs. If there is no balance or the balance is more on the employer's side, employees may seek to create a balance on their own by asking for more compensation, or employees will seek employment elsewhere (Parameswaran 2022:582). A sound compensation system will positively affect employee satisfaction and desire to learn and work harder, leading to improved motivation and productivity. The more highly compensated employees are, the more satisfied they will be with their jobs. This could mean that these employees are less likely to quit or change jobs, leading to more excellent retention. Organisations are better off when they provide employees with reward levels that will satisfy them (Reddy 2020:17). In the context of this study, Adams Equity Theory

explains the relationship between job satisfaction and employee loyalty. If the career development of employees within the organisation is associated with reasonable compensation, they are likely to remain loyal to the organisation. Conversely, career development not linked to a reasonable compensation does not attract loyalty from employees.

2.3 The concept of Career Advancement

Samosh (2021:1773) defines career advancement as the process by which employees across various sectors utilize their skills and determination to achieve new professional goals and pursue more stimulating or exciting employment opportunities. Similarly, Ayyala, Skarupski, Bodurtha, González-Fernández, Ishii, Fivush and Levine (2019:94) describe career advancement as the favourable progression of an employee's work life along a defined career path. Naseer, Shabbir and Niaz (2020:1123) further explain that career advancement involves preparing for promotions within one's current organization or transitioning to a different company by acquiring additional responsibilities, qualifications, and compensation. This study adopts the definition by Naseer et al. (2020) as it directly links career advancement to organizational outcomes, making it easier to analyse its impact on employee loyalty and job satisfaction.

The definition and scope of career advancement vary depending on the context. The term "career" is frequently interpreted differently across disciplines and organizational settings (Covarrubias, 2019:63). According to Willis (2022:23), a career is traditionally viewed as a structured progression of work over time, characterized by increasing levels of responsibility and salary. In conventional career models, employees typically worked for only a few organizations—often two or three—remaining with each employer for extended periods with the expectation of steady career growth (Gander, Girardi and Paull, 2019:597). Ezzahra and Sanaa (2021:021) further state that traditional career trajectories were often hierarchical, with employees competing for a limited number of advancement opportunities, where promotions were considered the primary measure of success.

However, evolving employment policies and workplace dynamics have led to shifts in long-standing career progression models. Technological advancements and heightened market competition have compelled organizations to rethink career

development strategies and implement policies that support employee growth in a rapidly changing environment (Ajayi and Udeh, 2024:1119). Deming and Noray (2018:3) argue that organizations today struggle to guarantee long-term career stability and advancement opportunities for their employees. Tams (2020:565) further attributes this shift to factors such as globalization, outsourcing, and the rise of part-time and contract-based employment, all of which have disrupted traditional employer-employee relationships and altered career development pathways.

Beyond external organizational shifts, employees' personal perspectives on career advancement have also evolved. Changes in family structures, increasing life expectancy, the rise of dual-income households, and a growing emphasis on lifelong learning and professional development have influenced how individuals pursue career growth (Cramer and Polanska, 2022:34659). In response to these evolving career paradigms, Firkola (2021:11) defines career advancement in the modern context as encompassing all employment-related experiences and professional development sequences, rather than a linear progression within a single organization.

2.3.1 Traditional vs Modern career perspectives

Donohue and Tham (2019:51) state that traditionally, the concept of a career covered a period of employment performing the same duties and functions in the same organisation. Ng, Lyons and Schweitzer (2018:21) describe the traditional view of careers as a stable sequence of ascendant moves in a single organisation accompanied by increased income, influence, rank and security. The present career perspective has been described as unstable, erratic and challenging by Nagy, Froidevaux and Hirschi (2019:235), who report that numerous connecting influences have altered the career landscape. Technology, social and economic changes have prompted changes in the workplace, which has created an unstable organisational setting, resulting in the change of careers from the traditional career to the modern career (Li, Goering, Montanye, and Su 2022:286). Previously considered the norm, the traditional career has made way for modern career stances that try to describe the numerous characteristics of the modern career and are labelled as one that enables individuals to meet the changes in modern society (Sullivan and Ariss 2022:3).

According to Solarczyk-Ambrozik (2021:10), employees in the 21st century are likely to feel uncertain in the workplace environment, hence they must become individuals

committed to continuous learning to keep up-to-date with technology, flexibility, developing and maintaining employability, and generating their prospects. Employability in the modern workplace is accomplished through the gaining of information, skills and capabilities that are appreciated by organisations, and therefore should be considered a crucial aspect in understanding career success in the modern career (Elsay, Van der Heijden, Smith and Moss 2022:2). The concept of careers is reviewed in this section. Beginning with careers in the modern workplace, the research then discusses present-day career perspectives, which include four career perspectives: boundaryless, global, kaleidoscope, and protean career perspectives.

The table below distinguishes between traditional and modern career perspectives across different variables. In a traditional career environment, the work setting is steady and stable, with skills typically specific to a single organisation (Ngema, Rajlal and Utete, 2022:174). Success in this context is often measured by promotions and salary increases, with the organization largely responsible for managing an employee's career (De Vos, Jacobs, and Verbruggen 2021:2). The career trajectory is generally linear, with employees progressing within a single organization (Nagy, Froidevaux, and Hirschi 2019:235). On the contrary, the modern career environment is characterized by constant change and flexibility (Hirschi and Koen 2021:3). Skills are now transferable across different industries and organizations, with success being defined more by job satisfaction and overall well-being than just financial gain. In this modern context, individuals take personal responsibility for their careers, which are often multi-directional, spanning various organizations and industries in different locations (Nagy, Froidevaux, and Hirschi 2019:235).

Table 2.1: Traditional and Modern career perspectives

| Variable | Traditional | Modern |
|-----------------|--------------------|----------------------|
| Environment | Steady and stable | Changing and dynamic |

| | | |
|---------------------------|-----------------------------------|---|
| Skills | Specific to organisation | Transferable across industries and organisations |
| Success | Promotions and increase in salary | Job satisfaction and well-being of career |
| Responsibility for career | Organisation | Employee/Individual |
| Direction | Linear | Multi-directional |
| Location | Single organisation | Different organisations across different industries in different locations. |

Source: Nagy, Froidevaux and Hirschi, 2019. Adapted.

2.3.2 The Boundaryless Career

Growing globalization and technical improvements in recent years have contributed to the rise in popularity of the idea of the boundaryless career. The boundaryless career

is a professional model that emphasizes people's capacity to manage their careers with flexibility, mobility and adaptation (Guan, Arthur, Khapova, Hall and Lord, 2019:390). According to Wiernik and Kostal (2019:280), the boundaryless career concept has become an essential framework for comprehending how career patterns are evolving in modern enterprises, and traditional career patterns, which were typified by steady, hierarchical career routes inside a single organisation, have been replaced by this idea. Hewapathirana and Almasri (2021:287) identify various benefits, including improved job satisfaction, enhanced employability and higher wages, being associated with the boundaryless career notion. Yet, it also brings with it difficulties that call for people to become resilient and agile to deal with the shifting nature of work, such as increasing uncertainty, ambiguity and instability (Sherif, Nan, and Brice, 2020:597).

Pudelko and Tenzer (2019:213) define a boundaryless career as a career choice not limited to a single organisation or current or predictable career prospects. It is the movement across borders of organisations, job roles, industries, hierarchies, professions and locations. According to Wiernik and Kostal (2019:280), the boundaryless career arose due to unpredictability and uncertainty in the workplace environment. Staniland, Harris and Pringle (2021:3527) state that a boundaryless career is characterized by creating networks external to the current organisation, resulting in varied job opportunities that spread outside the limits of one employment setting. According to Wiernik and Kostal (2019:280), employees who assume a boundaryless career emphasise results, such as developing skills, work-life balance, meaningful work and enjoyable relationships. Karakus (2021:65) further states that with a boundaryless career, employees have control of their careers to remain employable and be available for other opportunities.

The boundaryless career also brings about a change in the mental and psychological relationship between the employee and organisation. With this change in mental and psychological relationship, organisations can no longer pledge to provide their workers with secure employment but instead focus on providing workers with numerous skills to increase their employability (Pudelko and Tenzer 2019:213). Donohue and Tham (2019:51) identify some benefits of the boundaryless career for both employers and employees, including lower labour costs and more flexibility. Van Laar (2021:9) further states that an employee in a boundaryless career will increase and develop a better

understanding of their individuality and gain the necessary skills that can be applied and transferred to other work environments.

Table 2.2: Critical characteristics of a Boundaryless career

| Number | Characteristic |
|--------|--|
| 1 | Traditional organisational boundaries and ladders are shattered. |
| 2 | Endorsement and validation are attained externally and not just from the current organisation. |
| 3 | Employees move across the borders of different organisations and employers. |
| 4 | The career is continued and maintained through relationships, connections and networking external to the current organisation. |

Source: Bednarska-Wnuk (2020). Adapted.

2.3.3 The Protean career

The protean career concept was introduced by Hall and Kim (2012:102), who described it as a career where the individual employee takes accountability for managing their career path and does not rely on the employer or company to direct their career. Haenggli, Hirschi, Rudolph and Peiró (2021:103650) state that the protean career is distinguished by associations created by the employee, not the organisation, and is dependent on changes by the employee, depending on the environment. The protean career is thus grounded on the individual's goals and objectives, and is further propelled by psychological achievement instead of objective

success such as salary, power and position (Sparrow and Hernández-Lechuga, 2021:2046). The protean career is cyclical, instead of showing a path through pre-designed orders of career phases, it includes several and sometimes autonomous cycles of career paths (Aydogmus, 2019:297).

Akkermans, Spurk and Fouad (2021:12) state that one of the significant downsides of a protean career is the lack of stability and security, as individuals in protean careers may face uncertain employment prospects, shifting income, and low levels of organisational support. The protean career path requires employees to be highly self-motivated and highly adaptable, which can be challenging and stressful, especially for individuals who favour clear career paths (Akkermans, Spurk and Fouad 2021:12). The protean career has an emphasis on independence, which can lead to feelings of isolation for employees that follow the protean career path (Haenggli, Hirschi, Rudolph, and Peiró 2021:13). Traditional career models, which prioritised steady and predictable career pathways, had their drawbacks, and led to the notion of the protean career. In a protean career, loyalty to one organization is less important as changing employment practices have led to more transactional relationships, encouraging workers to pursue careers that align with their personal interests (Lochab, Kumar, and Devi, 2021:7).

The protean career concept has been associated with career development because it stresses the value of ongoing education and training to maintain employability in a workplace that is changing quickly (Haenggli, Hirschi, Rudolph, and Peiró 2021:103650). People who are proactive in searching out new possibilities, taking chances, and pursuing learning experiences that support their personal and professional growth are known for having protean careers. Hence, those with more versatile careers are more likely than those with more conventional careers to report higher levels of career satisfaction and loyalty to the organisation (Li, Ngo, and Cheung, 2019:103322).

2.3.4 Key aspects of the Protean career

In career development, the idea of the protean career has recently drawn much attention. A protean career entails being flexible, versatile and self-sufficient. Individuals who have this kind of career are capable of managing their careers, establishing their objectives and goals, and making decisions based on their own

needs and preferences (Kim, Hood, Creed, and Bath, 2023:23). Key themes and trends in the literature on protean careers are intended to be outlined in this literature review.

2.3.4.1 Self-directed career management

According to Haenggli, Hirschi, Rudolph and Peiró (2021:4), the subject of self-directed career management is one of the critical issues in the study of protean careers. Individuals with flexible careers can set their own goals, take command of their career paths, and navigate their careers that align with their values and interests. Traditional career pathways, on the other hand, are frequently set and constrained by organisational structures and hierarchies. In the traditional career model, advancement is usually and often controlled by the employer whereas in self-directed career management, employees shape their careers through ongoing self-reflection, setting goals, and implementing measures (Cortellazzo, Bonesso, Gerli and Batista-Foguet 2020:7).

2.3.4.2 The aspect of Career Adaptability

Career adaptability is a significant subject in the analysis of protean careers. Individuals with flexible careers can change their career paths to adapt to changing environments and circumstances. The protean career is characterized by flexibility and adaptability (Stauffer, Abessolo, Zecca and Rosier, 2019:337). In a protean career, adaptability is driven by self-direction whereby employees manage their careers by continually developing new skills, accepting change, and adjusting their goals to match their values and shifting environments (Chui, Li, and Ngo 2022:161). This adaptability helps individuals in a protean career stay employable and satisfied by taking charge of their careers and aligning their work with their personal goals (Sathish, Mukherjee, and Sahney 2024:5).

2.3.4.3 The aspect of Work-life Connection

The implications of work-life integration are another common aspect in the study on protean careers. Individuals with flexible careers can juggle their professional and private lives to align with their needs and preferences. Unlike traditional career pathways, which might require individuals to prioritise work before other aspects of

their lives, this path does not (Rahim, 2020:22). Work-life balance under the protean career model is not just about managing time between work and personal life, but about integrating one's career with broader life goals and ensuring that career choices contribute to overall life satisfaction. This emphasis on balance reflects the protean careerist's desire for flexibility, freedom and meaningful work that supports both their professional aspirations and personal well-being (Kurtuldu and Özçelik 2023:97).

2.3.5 Current trends in the Protean career

The following section will explore current trends in the Protean career, highlighting its emphasis on self-directed career management and adaptability in response to evolving workplace dynamics.

2.3.5.1 The emergence of the Gig Economy

The emergence of the gig economy is one of the key trends in the study of protean careers. Short-term employment and freelancing employment are characteristics of this economy, which is consistent with the adaptability and flexibility of protean careers (Shaik, Afshan and Sood, 2023:31). According to Te'eni-Harari and Bareket-Bojmel (2021:372), networking and personal branding are crucial aspects of individual marketing, another trend in the research on flexible careers. Those with unpredictable careers must build networks and advertise their brands to advance. This trend reflects the shift towards non-traditional work arrangements and emphasizes skills development, self-reliance and continuous learning (Yerby, 2020:161).

2.3.5.2. The expansion of technology

The use of technology in the study of protean careers is a third trend. Technological advances have made it easier for individuals to work remotely and pursue careers that are not dependent on being present physically. Protean careers have become more adaptable and flexible as a result (Yousif, Nor and Omar, 2019:6). This technology shift supports the protean career model, where personal values and self-directed career management take preference over traditional hierarchical advancement. As a result, technology facilitates a more dynamic, flexible career path in line with the growing demands of the workplace (Shaikh, Afshan, and Sood 2023:31).

2.3.5.3 The global career phenomenon

The concept of a global career has recently drawn much attention as businesses and the workforce are increasingly globalized. The idea pertains to how people can navigate their careers in a globalized world. An individual thus needs to possess a specific set of skills and competencies that apply to various organisational environments and cultural settings to pursue a global career, which is defined as employment that entails working in numerous countries or cultures (Kundi, Hollet-Haudebert, and Peterson 2021:263). It requires overcoming cultural differences, adapting to work situations, and managing a career across many regions. Business, academia and non-profit organisations are just a few industries where global careers are found.

Negoită (2020:27) states that a variety of factors influence global careers. The author adds that globalization, which has extended the labour supply and created new work opportunities abroad, is a key factor, along with technological development, economic shifts and the growing demand for people with diverse cultural and linguistic skills. (Akkermans, Spurk, and Fouad 2021:12). Global careers offer unique opportunities and obstacles for career development. The authors further state that professional development is a continuous process that involves acquiring new capabilities, knowledge and experiences that advance one's career. Sherif, Nan and Brice (2020:597) mention that career development in the context of a global career entails developing cultural awareness, adapting to various cultural standards, and learning new languages. For one to succeed in a globalised workforce, these abilities are essential.

Research by Dickmann and Mello (2023:467) states that various competencies and abilities that assist people in succeeding in a globalisation era are necessary for advancement in global careers. The authors further state that these abilities include the capability for cross-cultural engagement, cultural awareness, and relationship building. To advance, individuals must also have a comprehensive understanding of international trade, politics and culture, as well as the global economy and business environment (Akkermans, Spurk, and Fouad 2021:12). The authors further state that global careers offer distinct possibilities for professional growth but also come with considerable obstacles. These obstacles include adapting to new working environments and language and cultural differences. In addition, individuals in global

employment usually have to work in hectic, highly competitive workplaces that can be daunting and stressful. Integrating work and personal life is a huge problem for global careers. Globalised employment sometimes entails frequent travel, extended working days and high stress levels, which can hurt people's personal lives. In a global career setting, managing work-life balance requires highly organised people with excellent time management abilities (Mayrhofer, Smale, Briscoe, Dickmann, and Parry 2020:327).

2.3.5.4 The aspect of kaleidoscope

Sullivan and Carraher (2022:4) state that over time, the traditional linear career path where individuals advance within a single occupation has evolved. Today's dynamic and intricate workplace means that careers are no longer predictable, with people often moving between different jobs, sectors and even entirely new careers, forming a more varied and flexible pattern. The "kaleidoscope career" phenomenon is gaining more and more attention in professional development. Multiple career changes, including job transitions, lateral moves and switches to different industries, are key features of the kaleidoscopic career (Töre and Naiboglu 2023:1). According to the authors, it is marked by adaptability, flexibility and a curiosity for exploring new opportunities. According to the kaleidoscope career model, people today are not solely bound to one line of work or company, as individuals take on various experiences and jobs throughout their careers.

According to Sullivan and Carraher (2022:4), the emphasis on learning and skills development is one of the critical traits of the kaleidoscopic career. They also state that individuals build various skills, information and experiences as they transition between roles and industries, assisting their career growth. Individuals can adapt to shifting work demands and stay competitive in the ever-changing job market because of their ongoing learning and skill development. Moreover, Simmons, Wolff, Forret and Sullivan (2022:103764) suggest that the flexibility of a kaleidoscope career supports career advancement by allowing individuals to embrace new opportunities and challenges, leading to growth through lateral moves or career changes that enhance their professional prospects.

Knowles and Mainiero (2021:60) found that career advancement is often supported by the diverse skills gained through a kaleidoscopic career, as moving between

organizations or professions helps build transferable abilities like leadership, communication, problem-solving and adaptability, which are highly valued in today's job market. The authors further stated that these varied abilities can place people in more senior positions or even ventures into entrepreneurship, resulting in career advancement. Simmons, Wolff, Forret and Sullivan (2022:103764) mention that career advancement can be aided by the kaleidoscope career, which can foster personal and professional development as individuals may encounter new viewpoints, cultures and problems by navigating through various professions and industries, which can promote both their personal and professional growth.

The kaleidoscopic career can also aid in building a wide-ranging and robust professional network. An individual can develop an extensive network of connections, mentors and allies by working in various professions or industries. These people can offer insightful advice supporting possibilities and career progression prospects. A solid professional network can help people progress professionally by increasing exposure, creating new chances, and giving access to beneficial resources (Knowles and Mainiero, 2021:60). Sullivan and Carraher (2022:4) state that the kaleidoscope career idea challenges the conventional idea of a linear career path and emphasizes the value of adaptability, flexibility and continuous development in today's dynamic work environment.

Insights into the kaleidoscopic career as part of career advancement have been provided in this literature review, including the significance of flexibility; a diversified skillset; personal and professional development; and professional networks. Understanding the dynamics of the kaleidoscopic career and its consequences for career advancement can offer valuable insights for people, businesses and career practitioners as the workplace changes.

2.3.6 Career Advancement and its stages

According to Sugiarti (2022:11), career advancement is a crucial goal for employees and is an influential factor that helps boost the level of satisfaction of employees' view of their work life. Equally, little or no career advancement can adversely affect the employee and organisation. Literature on the mindset of employees shows that a lack of career advancement prospects is often shown as a critical reason for some employees being dissatisfied in their jobs (Rana, Ahmed, Haque, Senathirajah, Khalil

and Chowdhury, 2023:1292). According to Hassan, Jambulingam, and Narayan (2021:296), one of the critical factors for employee satisfaction and loyalty is career advancement. They further state that career advancement prospects are deemed highly significant to career-driven individuals as they seek to advance in their careers.

Career advancement is highly valuable in retaining employees, and these advancement prospects create motivation and commitment to the organisation (Asif and Gul 2021:147). Waweru (2022:22) states that career advancement is a significant objective for many workers and contributes to increasing job satisfaction and an individual's personal view of their work. The author further stated that, on the contrary, an absence or lack of career advancement may have several negative impacts on the organisation and employees. For example, job satisfaction or commitment to the organisation will tend to decrease as a lack of career prospects is often cited as a critical reason for employees disliking their job or organisation.

Table 2.3: Stages of Career Advancement

| Career Stage | Description | Key Focus |
|--|--|---|
| First Stage: Idealistic Achievement Phase | Early career phase where individuals' career choices align with their professional goals to fulfil a fundamental need | Personal achievement and goal alignment. |
| Second Stage: Practical Endurance Phase | Mid-career phase where employees perform effectively, with career objectives shifting from intrinsic needs to being influenced by colleagues and family. | Balancing personal and external influences (colleagues/family). |

| | | |
|---|--|--|
| Third Stage: Re-inventive Contribution Phase | Late-career phase where employees make a transformative impact on the careers of others, as well as on community and family dynamics | Contribution to others and broader community impact. |
|---|--|--|

Source: Mohamed, Elsaid and Ela (2021:27)

According to Mohamed, Elsaid and Ela (2021:27), employees go through stages when they advance in their careers, namely:

First stage: The idealistic achievement phase, which takes place early in the career, is where an individual's career choices align with their professional goals to fulfil a fundamental need.

Second stage: The practical endurance phase, which takes place at the midpoint in the career, is where an employee functions effectively, and the employee's career objectives change from fundamental or intrinsic needs to now being impacted by the perspectives of colleagues and family.

Third stage: The re-inventive contribution phase, which takes place in the advanced stages of an individual's career is where an employee demonstrates a transformative impact on the careers of individuals, as well as on the community and family dynamics.

2.3.7 Factors that impact career advancement

A study by Paton and McMahon (2021:1) found that several factors can smooth or hinder an employee's career prospects, categorized into situational and individual characteristics. According to Dollija (2021:309), there are three fundamental categories of influence on career advancement: social, organisational, and individual factors. Social factors include discrimination, gender hierarchies, mentorships, casual networks, mentors, and equal opportunity initiatives. Organisational factors could include organisational structures such as industry, job types, promotion policies and organisation size. Individual factors include experience in the job, level of education, skills training and development, and performance (Schneider 2021:15). The most significant factors affecting career advancement are as follows:

2.3.7.1 Training and development

Training and development programmes are created or directed by organisations to enhance employees' capabilities and increase organisational performance. Sari (2024:1506) suggests that employees who participate in education and training gain experience and improved management skills, and experience higher levels of career advancement. Odeleye (2021:69) states that such programmes not only equip employees with the necessary technical and managerial skills, but also foster personal growth and confidence, making them more adaptable to changing job requirements and more competitive in the job market. The author further states that this ultimately leads to greater opportunities for promotions, leadership roles, and long-term career success.

2.3.7.2 Performance on the job

The job and performance outcomes of an employee to a great degree determine their career advancement pathway within an organisation. This is reinforced by Mugambi, Muindi, Munjuri and Njihia (2021:19), who state that workers respected for their success at work received comparatively higher career advancement. The authors further state that consistently high performance not only demonstrates competence but also enhances visibility and reputation within the organisation, making employees more likely to be considered for promotions and leadership roles. Furthermore, a study by Modem, Lakshminarayanan, Pillai and Prabhu (2022:152) examined career growth literature and noted that performance is a significant factor influencing career advancement, especially as employees take more control of their career growth.

2.3.7.3 Stereotypes

The notion that certain genders are more suited for specific roles, for example, the perception that female employees are more suitable than males for secretarial, encouraging and supportive roles as opposed to calculated, strategic and technical roles, is an indication that gender is still a barrier to the career progression of females (Pretorius 2020:18). Sahumani, Majola and Ngirande (2023:165) highlight that, generally, females tend to be considered as inferior to males and therefore are likely to be overlooked for advancement. This inferiority complex can lead to women being overlooked for advancement and leadership roles and as a result, women may find

themselves underrepresented in higher-level positions and more likely to encounter obstacles in their career advancement.

2.3.7.4 Culture of the organisation

Oh, and Han (2020:15) state that organisational culture relates to views, values and morals in the organisation. Tilahun (2022:1) further emphasizes that organisational culture is a crucial concept with significant implications for both organisational and individual outcomes, and that it shapes various aspects of the workplace, including employee behaviour, information management, training and development, and overall performance. An organisation's culture affects how workers behave, information management, training and development, and performance. Paais and Pattiruhu (2020:577) highlight that a culture that actively challenges and addresses such stereotypes is more likely to create an equitable environment where diverse employees have equal chances for advancement.

2.3.7.5 The aspect of Networking

Networking involves associations with stakeholders who can facilitate career advancement by offering advice, mentorship and supporting advancement. Arbuckle (2022:14) highlights that the effectiveness of networking is apparent in several ways such as the presence of both official and casual mentorships, engaging in social networks that include superiors, and the ability to navigate internal and external networks, which are all associated with enhanced career advancement and success. Arbuckle (2022:14) further states that these networks provide not only direct career opportunities but also vital support systems that can help individuals navigate their career paths more effectively.

2.4 The concept of Job Satisfaction

Job satisfaction is defined as the degree to which employees are happy with their jobs, with greater contentment leading to higher satisfaction levels (Hufanda and Ouejit, 2023:218). Judge, Zhangh and Glerum (2020:207) characterize job satisfaction as a worker's general attitude towards their job. Alsubaie (2023:27) adds that this satisfaction is influenced by the employee's perception of how effectively the job meets its expected criteria; how well it achieves its goals; or how well it aligns with the employee's personal objectives. Basalamah (2021:94) states that job satisfaction also incorporates the feelings that employees have about their work setting and the general

goals related to their jobs. Azlan and Yusop (2022:1) state that job satisfaction is a noticeable expressive feeling, but it can only be an assumption, irrespective of the circumstances and situation.

2.4.1 Theoretical frameworks relating to job satisfaction

Numerous theories link to or affect the outcomes of job satisfaction. According to a study by Nyatepe (2020:1), an analysis revealed that although theories on motivation can be clustered according to their aims and concepts, they are all interrelated and impact job satisfaction. The author further stated that these theories are vital in helping to recognise what motivates workers to achieve job satisfaction.

2.4.2 Job Characteristics

The Job Characteristics Model developed by Hackman and Oldman in 1976 categorizes factors that influence job satisfaction. Kamani (2020:3) states that in the model, job characteristics make the most effective forecasters of job satisfaction, as the interaction of workers' characteristics, job characteristics and the organisation's characteristics influence job satisfaction. Showery and Dasari (2021:84) state that according to the model, job satisfaction is grounded on five characteristics of the job, which fall under three mental or psychological states. The psychological states include experiencing the importance of the work, experiencing accountability for the results of the work, and knowledge of the outcomes of work tasks. The authors further state that experiencing the importance of work has three characteristics: talent diversity, task identification, and significance of tasks. The job characteristic of accountability is autonomy, and the job characteristic of knowledge is feedback.

2.4.3 Goal Setting theory

Developed by Locke and Latham in 1990, the Goal Setting Theory is one of the more critical elements of job satisfaction. According to Fishman, Ashbaugh and Swartz (2021:458), the theory highlights the importance of explicit goals in finding motivation and job satisfaction. In goal-setting development, individuals want to accomplish goals to fulfil their feelings and needs. One of the discoveries of goal-setting theory is that precise and brutal goals demand higher performance. Additionally, goal setting would be most effective if an actual feedback process happens. Therefore, a manager should

evaluate the explanations as to why aims are reached or not, instead of punishing them (Vancouver, Ballard, and Neal, 2022:43).

2.4.4 Dispositional Theory

This theory is grounded on the personality of individuals and how these aspects are brought into the workplace, and to some degree, job satisfaction can be an individual trait (de la Cerna 2021:280). In a study by Pujol-Cols and Dabos (2020:49), they connected positive and negative affectivity to the dispositional theory, stating that positive affectivity is the trait of an individual that features high energy levels, passion and commitment. In contrast, negative affectivity is a trait of an individual that can be described as troubled, distressed and nervous. The authors further state that this theory suggests that people with positive attitudes have more energy, are more enthusiastic about work, and are motivated to work with or without supervision. In contrast, individuals with negative attitudes tend to find little to no satisfaction in the workplace (Pujol-Cols and Dabos (2020:49).

2.4.5 Factors affecting job satisfaction

Numerous approaches in the literature have been established to determine job satisfaction, and various studies were conducted around influences that impact job satisfaction. Ahmed, Khan and Arshad (2021:6385) identified the leading dimensions of job satisfaction as the work itself, compensation, benefits, work environments, associated employees, and personal standards. A study by Lal and Prasad (2023:3) found that the aspects of job satisfaction include compensation, working conditions, the content of the work, the manager, promotions, and the organisation itself. A study by Şirin, Yücel and İmenovanje-Nekomerc (2021:3) found that influences impacting job satisfaction are a sense of achievement, relationship with other employees, job security, accountability, acknowledgment, high pay, advancement opportunity, clearness of roles, involvement in decisions, autonomy, well-synchronized work, lack of steadiness, transfer, performance, personal life and work pressure. All these studies support the notion that job satisfaction has many features and is influenced by several factors. Some of the factors are highlighted in detail in the ensuing parts. The factors are split into two key sets, environmental factors and personal factors, whereby environmental factors are made up of working conditions, personal growth prospects,

rewards, management, co-workers and communication, and personal factors include demographics, which are gender, education and seniority (Spector, 2022:23).

2.4.5.1 Personal factors

2.4.5.1.1 Educational level

Most researchers on job satisfaction state that as the education level of an employee increases, the level of job satisfaction may decrease as employees with high levels of education may become unhappy with their work if it entails performing monotonous tasks (Amiri, Khosravi and Mokhtari, 2023:42). Hee, Shi, Kowang, Fei and Ping (2020:285) state that job requirements should be tailored with the level of education of the employee, otherwise this can cause job dissatisfaction. The authors further state that the reason for job dissatisfaction amongst employees with high levels of education is having higher levels of expectations for their jobs.

2.4.5.1.2 Seniority

Komba (2024:207) defines seniority as the duration an employee has been employed within the same organisation. There are differing opinions regarding the relationship between seniority and job satisfaction. Some studies, such as Filipkowski and Derbis (2023:43), state that with age, seniority is also projected to increase job satisfaction due to the awareness of work content and work setting. Alternatively, some studies suggest that seniority and work satisfaction are negatively linked, as found in Mikhaeil Okulicz-Kozaryn's study (2024:22).

2.4.5.1.3 Gender

Numerous studies listed below investigate the relationship between job satisfaction and gender, presenting differing results or outcomes. Literature regarding the relationship between gender and job satisfaction is inconsistent, as some studies state that females have higher levels of job satisfaction. In contrast, other studies state that males are more satisfied, yet further studies find there is no substantial difference between the genders regarding job satisfaction (Olafsdottir and Einarsdottir, 2024:60). A study by Ghosh, Jawahar and Rai (2020:52) found that men experience more job satisfaction than females, whereas a study by Liu, Wu, Jiang, Wang and Tang (2021:635260) found that females experience more job satisfaction than males. Since males and females generally have different social roles and responsibilities, their

expectations from the workplace may be different as a female may value working conditions and relationships with employees more, whereas males may value factors such as promotion and compensation more (Onan and Kılınç, 2023:224)

2.4.5.2 Environmental Factors

2.4.5.2.1 Work Conditions

Idris, Adi, Soetjipto and Supriyanto (2020:735) state that working conditions entail the physical and social settings at the workplace. Generally, employees prefer working in a safe, clean and comfortable environment. Sadick, Kpamma and Agyefi (2020:107102) mention that employees prefer to work in decent conditions such as at a suitable temperature, acoustics, lighting and noise. For example, employees can become unsettled when disturbed by unexpected noise, such as telephone conversations, and the absence of proper temperature and lighting can cause stress or strain (Cheung, Graham, and Schiavon 2022:108783).

2.4.5.2.2 Management and supervision

Management or supervisor support refers to both job support, which consists of work-related guidance and problem-solving associated with the work at hand, and personal support, which includes the manager or supervisor showing concern, care and attending to the individual employee (Heyns, McCallaghan, and Senne 2021:140). Studies have shown that support from management and supervisors positively impacts job satisfaction (Judge, Zhangh, and Glerum, 2020:207). Management and supervisors are seen as company representatives- if they are caring, supportive and helpful, workers will perceive the company as the same (Gülbahar, 2020:20).

2.4.5.2.3 Self-development

Robianto and Masdupi (2020:737) state that employees want to enhance their skills and knowledge, which in turn provides individual growth and development, and if employees are happy with the self-development prospects in the organisation, then their job satisfaction tends to increase. Therefore, training and development are vital in self-development opportunities, which ultimately leads to job satisfaction. In addition, programs that develop employees increase their job satisfaction by giving them a sense of self-assurance and a feeling of control over their professional careers,

which enhances their enthusiasm and satisfaction towards their work (Judge, Zhang and Glerum, 2020:207)

2.4.5.2.4 The issue of Reward

Perkins and Jones (2020:58) state that a reward is associated with the employee's wishes and encourages them. The authors further state that it shows an employee's desires after executing a task. Anthony (2020:180) states that rewards are strongly connected to job satisfaction. According to the associated literature, rewards are separated into extrinsic and intrinsic. Extrinsic rewards consist of compensation, benefits and promotions. In contrast, intrinsic rewards include a feeling of accomplishment, playing a role in a team's success, being valued by co-workers, and receiving recognition from management. Job satisfaction increases if an employee experiences these feelings (Bhagwandeem, 2021:19).

2.4.5.2.6 The issue of Communication

In relation, communication in the workplace is crucial for an organisation. According to Mehmeti (2020:419), there are two types of internal communication in a company: one is administrative communication, which includes giving formal feedback and oral presentation, and the other is informal communication, which is communicating with one another outside of the official channels. The author further states that active communication increases job satisfaction. Inversely, a lack or absence of communication can cause job dissatisfaction. Communication between managers and subordinates influences employees' feelings toward job satisfaction. For example, a manager can regularly check in with employees on their performance and happiness and involve employees in decisions linked to their work. Furthermore, an absence or lack of communication can negatively affect the employee's job satisfaction (Anastasiou and Garametsi, 2021:58).

2.5 The aspect of Employee Loyalty

Darmawan et al. (2020:2580) assert that there have been numerous distinctive definitions of the notion of employee loyalty and thus saw a need for further investigation, which would look into employee loyalty and the markers showing loyalty in workers. This study adopts the definition by Lynch (2022:6), who defines employee loyalty as a tendency of workers to be devoted to remaining with the organisation,

working extra time to finish tasks, helping other employees to reach their targets, and not exploiting the company. Employee loyalty can be characterized as workers who are committed to the success of their organisation and accept that being a representative of this organisation is in their best interest. Not only do they plan to stay with the organisation, but they need to look for alternative work opportunities effectively (Tiwari et al., 2019:10). With most literature or research (Phuong and Vinh, 2020:698; Darmawan et al., 2020:2580) agreeing that loyal employees are a critical factor for increasing organisational performance, more studies need to be done with the point of examining how employee loyalty, as a variable, is influenced by career development.

Research has highlighted numerous aspects of employee loyalty. For example, Al-Shalabi (2019:30) describes loyalty in terms of trust, identification and commitment. The author further states that trust is a critical component of employee loyalty as it nurtures a positive work environment and encourages employees to apply extra effort and continue with the organisation. The identification component is closely linked to Social Identity Theory, where employees who strongly identify with their organization are more likely to display loyalty. This identification can extend to different components of an organisation, such as departments, teams and the organisation as a whole (Dai, Tang, Chen, and Hou 2022:2).

2.5.1 Factors influencing employee loyalty

Numerous studies have investigated the factors of employee loyalty with characteristics and factors such as age, gender, job level, length of service and level of education, which have been found to impact employee loyalty.

2.5.1.1 Age and employee loyalty

Mishra, Suresh and Sahoo (2020:41) indicate a relationship between employee loyalty and age, stating that their loyalty towards an organisation increases as employees age. Similarly, researchers like Nguyen, Do and Dinh (2020:413) and Agrawal and Jain (2020:262) support the findings of a significant link between an employee's age and organisational commitment. Kayani and Umar (2021:13) suggest that as employees age, their opportunities for alternative employment decrease, thus making the jobs they currently occupy more appealing. Other researchers such as Obiekwe, Mobolade and Akinade (2021:6) and Rahmani (2022:1) state that older employees

may have more loyalty and commitment to their organisation as they have more history and investment in the organisation than the younger employees and, therefore, younger employees will generally be more likely to move around organisations and have lower levels of investment in the organisation.

2.5.1.2 Level of education and employee loyalty

The research results on the relationship between an employee's education level and loyalty to an organisation show a negative relationship. According to Bakotić (2022:3551), the higher an employee's level of education is, the lower their loyalty will be to the organisation, and this may be a result of the fact that more highly educated and qualified workers tend to have expectations that organisations might not be able to reach. Mwesigwa, Tusiime and Ssekiziyivu (2020:253) state that higher levels of education can increase the possibility of an employee finding alternate employment, which may decrease their loyalty to the organisation. The authors further state that more educated individuals are more committed to their careers and professions, making it difficult for an organisation to compete for such employees' mental connection.

2.5.1.3 Length of service and employee loyalty

Researchers such as Taylor (2024:45) support that a positive link exists between the length of service and employee loyalty, and that a potential reason for this positive link between the length of service and employee loyalty is a result of a reduction in employment opportunities and an increase in the personal investments and interests the employee has in the organisation. Obiekwe, Mobolade and Akinade (2021:6) further state that length of service likely leads to an emotional connection or attachment to the organisation, and that such tenure is connected to prestige and status, which increases commitment to the organisation. However, researchers such as Shahid and Zain (2018:13) and Lambert, Keena, Haynes, Ricciardelli, May and Leone (2021:193) did not find support for a link between length of service and employee loyalty.

2.5.1.4 Relationship with management and co-workers

A study by McLarty, Muldoon, Quade and King (2021:308) states that in many cases, employees do not quit their jobs but instead quit their managers, and a possible reason for this could be a poor relationship, lack of communication, lack of trust or failure to

understand the needs of the employee on the manager's part, and this can have an impact on the employee's loyalty. Goler, Gale, Harrington and Grant (2018:11) state that support from managers and co-workers can help to reduce tension, fatigue and the employee's desire to leave the organisation. They further state that leaders in the organisation can create a culture that makes employees want to remain, thus helping with employee retention.

2.5.1.5 Workplace conditions

According to Walsh, Boz and Lyubomirsky (2023:235), workplace conditions may become crucial to employee loyalty as employees vary in intellect, personality and emotions. The authors further state that employees continuously compare the working conditions of the past to those of the future. Šakyaté-Statnické (2020:9) mentions that every employee has different ambitions and, in some cases, activities at work may create frustration if the employee expects themselves to obtain a better-valued job. In contrast, another employee may be low on acquiring a better-esteemed job due to factors like a lower level of education or other reasons.

2.5.2 Importance of Employee Loyalty

Employee loyalty contributes to the efficiency of each structured system. The organisation has to tie all its employees to build a superior standing in the industry. To run the organisation smoothly and profitably, current employees must be loyal and dedicate themselves to their profession and organisation (Cachón-Rodríguez, Blanco-González, Prado-Román and Diez-Martin, 2021:1730). Employee loyalty is important for an organisation's performance and sustainability. High levels of employee loyalty often lead to increased retention, which will reduce costs related to turnover, such as recruitment, onboarding and training (Cachón-Rodríguez, Blanco-González, Prado-Román and Del-Castillo-Feito, 2022:4).

Nadeak and Naibaho (2020:261) state that loyal employees are more likely to remain with the organisation longer, which enables organisations to preserve institutional knowledge and maintain steadiness in their processes. Saputra and Mahaputra (2022:762) further state that employee loyalty is regularly linked to higher productivity and performance, and employees who feel a sense of loyalty to their organisation are usually more involved, motivated and willing to go the extra mile in their roles. Additionally, loyal employees tend to contribute to a positive workplace culture,

nurturing collaboration and confidence, which can lead to increased innovation and problem-solving. However, organisations that fail to cultivate employee loyalty may experience higher turnover rates, lower employee morale, and decreased overall performance (Nguyen and Ha 2023:13).

2.5.3 Challenges in maintaining employee loyalty

Meschke and Meschke (2021:27) state that factors such as globalisation, technology and developing work cultures have contributed to the trends of frequent job switching amongst employees who prioritize career growth and work-life balance over long-term loyalty to a single organisation, and this has led to challenges in maintaining employee loyalty. Additionally, job security is no longer certain, with organisational restructuring, downsizing and outsourcing becoming common practices, and these influences have weakened the supposed mutual obligation between employees and employers, making it harder to foster long-term loyalty (Mushonga and Ukpere 2023:212). Helia, Purnama, Safriwan, Naveria and Aminur (2022:18) mention that employees nowadays expect more than just financial reward, instead they also seek meaningful work, career development opportunities and positive work environments, and when organisations fail to provide these, employee loyalty reduces, leading to higher turnover rates. The authors further state that the challenge for companies lies in balancing the need to remain competitive while creating a supportive environment that develops employee loyalty, despite these modern workforce trends.

2.6 The link between job satisfaction and career advancement

Job satisfaction and career advancement are viewed as essential aspects of a professional career that influence the welfare of the individual as well as the success of the organisation, and understanding the link between these variables is crucial as it can guide the development of strategies and approaches to improve job satisfaction and the performance of an organisation (Judge, Zhang and Glerum 2020:207). Several theoretical frameworks underpin the relationship between job satisfaction and career advancement. Maslow's Hierarchy of Needs suggests that the fulfilment of basic and psychological needs paves the way for self-actualization, which is often expressed through career development (Hopper 2020:1). Herzberg's Two-Factor Theory differentiates between hygiene factors, such as salary and work conditions, and motivators, such as recognition and responsibility. According to Herzberg,

genuine job satisfaction stems from these motivators, which are intrinsically linked to career growth (Ibrahim, Ghazali, Syed, Abdullah, Hamid and Aisyah,2023:5.). Furthermore, Expectancy Theory suggests that individuals are driven to excel when they anticipate that their efforts will yield favourable outcomes, such as promotions and professional development (George and Humphrey, 2021:1).

Much research has examined the link between job satisfaction and career advancement. For example, Na-Nan, Kanthong, Joungtrakul and Smith (2020:64) demonstrated that employees who expressed high job satisfaction were more frequently promoted and offered career development opportunities. Likewise, Abu-Tineh, Romanowski, Chaaban, Alkhatib, Ghamrawi and Alshaboul (2023:4370) emphasized that organisations with comprehensive career advancement initiatives typically experience elevated employee satisfaction and retention levels. These findings underscore the critical role of cultivating a supportive and incentivizing workplace environment to bolster job satisfaction and career progression.

The relationship between job satisfaction and career advancement is reciprocal or bi-directional. Job satisfaction can lead to career advancement as satisfied employees are generally more motivated, productive and engaged, positioning them favourably for promotions or advancement. On the other hand, career advancement can increase job satisfaction through recognition, responsibilities and higher compensation, so this reciprocal relationship highlights the relationship between job satisfaction and career advancement (Judge, Zhang and Glerum, 2020:207). Despite the generally positive correlation between job satisfaction and career advancement, some studies present conflicting findings. For example, a study by Mwit, Moguche and Rintari (2021:53) found that in some industries, rapid career advancement might lead to job dissatisfaction due to increased stress and pressure. These contradictions suggest that the relationship between job satisfaction and career advancement may vary across contexts, requiring a nuanced understanding of industry-specific factors and individual differences.

Undeniably, amidst the increasing organisational efforts to promote job satisfaction at the workplace, career development has emerged as a central factor in stimulating contentment and adaptation. However, research on the nexus between career advancement and job satisfaction has recently been given short shrift. Moreover,

despite an amplified level of organisational and scientific interest, various cardinal questions still need to be answered, and multitudes of issues still need to be debated regarding career development and job satisfaction (Jehanzeb and Mohanty, 2018:171). Notably, many job satisfaction determinants can be observed when assessing the link between career advancement and job satisfaction. Permana, Aima, Ariyanto, Nurmahdi, Sutawidjaya and Endri (2021:1287) link job-related factors such as promotions and opportunities for growth as practical and positive elements that contribute to job satisfaction.

Ashraf (2020:23) also identifies factors that impact job satisfaction. More noteworthy factors are salary, job security, opportunities for advancement, growth opportunities, and work conditions. The relationship between career advancement and employee satisfaction has been explored by some scholars or researchers, such as Ismail and Rishani (2018:109), Robianto and Masdupi (2020:737), and Santoso and Sidik (2020:97), and these research works have suggested that organisations which take an interest and participate in career management progress in improving their employees' job satisfaction. These studies connect career advancement and job satisfaction as the readiness of management to appropriately arrange and oversee career advancement activities, which helps employees create career paths and, in turn, may lead to higher job satisfaction within the organisation.

Table 2.4: Relevant previous research on job satisfaction and career advancement

| No. | Author (year) | Previous Research Results | Similarity with this study | Difference with this study |
|------------|---------------------------------|--|---|--|
| 1 | Judge, Zhang, and Glerum (2020) | Found that higher job satisfaction is linked with increased career advancement opportunities | Both studies examine the impact of job satisfaction on career advancement | This study focuses more on specific instruments or circumstances |

| | | | | |
|---|---------------------------|--|--|---|
| | | | | of job satisfaction |
| 2 | Arbuckle (2022) | Linked networking and mentorship to higher career advancement, showing that satisfied employees benefit more from these connections. | Discusses factors influencing career advancement and job satisfaction. | The author highlights the role of networking and mentorship, which is not necessarily the focus here. |
| 3 | Hufanda and Ouejit (2023) | Demonstrated that job satisfaction directly influences employee retention and career progression. | Both address the impact of job satisfaction on career outcomes | This study explores the broader aspects of job satisfaction beyond employee retention |
| 4 | Alsubaie (2023) | Highlighted that job satisfaction is influenced by how well job goals are met and how effectively job aspects are delivered. | Both studies consider how job satisfaction affects career outcomes | The author focuses on specific job aspects and goal achievement, which differs from this study's approach |
| 5 | Locke and Latham (1990) | Goal Setting Theory suggests that setting clear, challenging | Both examine factors that contribute to job | Locke and Latham specifically |

| | | | | |
|--|--|--|----------------------------------|--|
| | | goals can enhance job satisfaction and career advancement. | satisfaction and career success. | address goal setting, which may not be covered here. |
|--|--|--|----------------------------------|--|

Source: Researcher's compilation

2.7 The nexus between career advancement and employee loyalty

While the jury is still out about the influence of career development, it would appear rash to dismiss its potential value and importance on employee loyalty. Taking career development as a predictor of employee loyalty without validation may be damaging and erroneous since it seems premature to conclude that career development components are worthwhile employee loyalty triggers. However, the fact that employees' loyalty can depend on factors other than financial rewards or compensation is crucial. Research studies by Singh (2019:425), Cheptoo and Chilika (2021:10), and Ma and Mayfield (2018:5) agree that retaining skilled and experienced employees best serves the organisation's interests. Al-Ghamdi and Javed (2021:242) state that employees are more loyal when continuous growth and development occur. They further indicated that when employees feel that they are an essential part of an organisation, their devotion to it is further improved. Shcherbakova, Velikorossov, Rakauskienė, Prodanova, Midova, Sklyadneva and Balakhanova (2021:742) state that the opportunities for career growth and development increased the inclination of employees to become loyal to the organisation. Therefore, career development is claimed to be an important factor when assessing employees' loyalty.

The theoretical frameworks that reinforce the link between career advancement and employee loyalty can be analysed using different theoretical approaches. A study by Meschke and Meschke (2021:27) refers to the Social Exchange Theory, stating that employees evaluate the costs and benefits of their association with their organisation, including career advancement opportunities, in determining their loyalty to the organisation. The Social Exchange Theory focuses on reciprocal relationships between employees and employers. Moreover, the Psychological Contract theory suggests that perceived promises and expectations regarding career progression can shape employees' attitudes and behaviours toward their employers (Botha and Steyn 2021:1).

Empirical studies have provided positive results regarding the link between career advancement and employee loyalty. For instance, research by Aljehani and Javed (2021:123), Ng and Feldman (2010:677) and Huselid (1995:635) found that career advancement opportunities are positively linked with employee loyalty amongst employees, highlighting the motivational aspects of career advancement. Conversely, a study by Hareendrakumar, Subramoniam and Hussain (2020:481) suggested that support from the organisation and fair practices in promotion decisions were critical factors influencing employee loyalty, indicating the importance of procedural fairness in career advancement practices.

Factors influencing the relationship between career advancement and employee loyalty include the organisation's culture, leadership styles and the individual's career ambitions. Murtiningsih (2020:33) states that organisational cultures emphasizing competencies and transparencies in career paths tend to create strong links between career advancement and employee loyalty. Furthermore, aligning individual career goals with organisational opportunities plays a pivotal role in shaping employees' perceptions of career advancement as a reward for their loyalty and contributions (Dhir, Dutta and Ghosh 2020:1695).

Table 2.5: Relevant previous research on career advancement and employee loyalty

| No. | Author (year) | Previous Research Results | Similarity with this study | Difference with this study |
|------------|--------------------------------|--|---|--|
| 1 | Fadhila and Sulistiyani (2021) | Career development opportunities are positively related to employee loyalty. Employees who perceive clear paths for career growth are more | Both studies emphasise the importance of career advancement or development in enhancing | The study does not specify if it is limited to a particular sector, whereas my research is |

| | | | | |
|---|---|---|---|--|
| | | likely to stay committed to their organization. | employee loyalty. This study on career advancement's effect on job satisfaction and loyalty aligns with the findings that career development influences loyalty | focused on administrative staff at a university. The context and sector might influence how career advancement affects job satisfaction and loyalty |
| 2 | Majid, Samsudin, Noorkhizan, Noor and Zuffri (2017) | The study found that career development opportunities were positively associated with employee loyalty. Employees who perceived strong career development programs were more likely to exhibit higher levels of loyalty to their organisation | Both studies are concerned with employee loyalty as an outcome of career advancement strategies | This study also considers job security as a factor influencing employee loyalty, which is not a focus in your study. My research is specifically centered on career advancement and its direct effects on job satisfaction and loyalty without |

| | | | | |
|---|---|---|--|---|
| | | | | incorporating job security as a variable |
| 3 | Lestari, Sudiarditha and Handaru (2021) | Job satisfaction was identified as a crucial mediator between career development, compensation and employee loyalty. This suggests that while career development and compensation directly affect loyalty, their influence is partly through their impact on job satisfaction | Both studies aim to understand the mechanisms through which career development affects employee loyalty. | The study also includes compensation as a variable affecting loyalty, which is not the focus of my research as my research is concentrating solely on career advancement. |

Source: Researcher's compilation

2.8 The linkage between job satisfaction and employee loyalty

Job satisfaction is claimed to affect employee loyalty. Job satisfaction and loyalty are some of the crucial challenges that organisations face when managing their employees. Until recently, the relationship between job satisfaction and employee loyalty had received short shrift, and the impression that the research on job satisfaction is a pivotal area that addresses various challenges at the workplace appears difficult to dispute. Thus, the empirical evidence in research papers by authors such as Ahmad and Jameel (2018:8), Rajput, Singhal and Tiwari (2018:105), and Vuong, Tung, Tushar, Quan and Giao (2021:203) supporting the importance of job satisfaction in the loyalty of employees is scant. Employees are essential for all companies, particularly as they signify a vital asset or investment in finding, employing and training. Organisations are guided by their policies when creating development

and career advancement initiatives. Typically, these strategies are meant to develop employees as this can lead to a more extended occupancy (Aljehani and Javed, 2021:123). The more extended period that staff work for an organisation, the more valued they become.

Understanding the relationship between job satisfaction and employee loyalty is crucial for organizations aiming to foster a dedicated and stable workforce (Dhir, Dutta and Ghosh 2020:1695). Several theoretical frameworks provide insights into this dynamic. Herzberg's Two-Factor Theory differentiates between motivational factors that drive job satisfaction and hygiene factors that prevent dissatisfaction. According to Herzberg, intrinsic motivators such as recognition and achievement are crucial to fostering true job satisfaction, which in turn enhances employee loyalty (Hussainy and Al-Wahaibi 2022:51). Social Exchange Theory further explains this relationship by emphasizing the mutual nature of the organisation-employee bond. When employees see that their contributions are valued and their well-being is prioritized, they are more likely to respond with loyalty. Job satisfaction is a critical element in this exchange, as satisfied employees feel a more outstanding obligation to remain committed to their organisation (Meira and Hancer, 2021:670). Furthermore, Organisational Commitment theory, particularly the work of Meyer and Allen (1997), categorises commitment into affective, continuance and normative components. Affective commitment, driven by emotional attachment and job satisfaction, is strongly linked to employee loyalty. Employees with high job satisfaction are likely to exhibit strong affective commitment, demonstrating greater loyalty to their organisation (Azzam and Harsono 2021:1371). Empirical studies corroborate these theoretical views. Bashir and Gani (2020:525) state that job satisfaction significantly predicts employee loyalty. Their research indicates that satisfied employees are likely to express loyalty and a lower intention to leave. Similarly, a meta-analysis by Judge, Zhang and Glerum (2020:207) confirmed a positive correlation between job satisfaction and employee loyalty, supporting the belief that satisfied employees are more committed and less likely to seek alternative employment.

Table 2.6: Relevant previous research on job satisfaction and employee loyalty

| No. | Author (year) | Previous Research Results | Similarity with this study | Difference with this study |
|-----|-----------------------------------|--|---|---|
| 1. | Rajput, Singhal and Tiwari (2016) | Higher job satisfaction levels are associated with increased loyalty, which is reflected in the academicians' commitment to their institutions and their intention to stay in their current roles. | Both studies are conducted within academic institutions, which allows for a comparison of loyalty and satisfaction within similar environments. | Their study focuses on academics, while this research is on administrative staff. This difference in target groups might influence the specific factors affecting job satisfaction and loyalty. |
| 2. | Saputra and Mahaputra (2022) | The authors conducted a literature review to analyse how these factors influence leadership within organizations. The key findings indicate that higher | Both studies explore interrelationships among key human resource variables. | Saputra and Mahaputra conduct a literature review with a broad focus on numerous organizational settings, while |

| | | | | |
|----|---|---|--|---|
| | | job satisfaction and employee loyalty positively correlate with more effective and adaptive leadership styles. | | this study is empirical and focused on a specific group within a particular institution. |
| 3. | Varma, Patil, Ullé, Kamar and Murthy (2018) | The study concludes that improving job satisfaction is essential for fostering employee loyalty across different industries | Both studies examine employee loyalty as a key outcome, exploring how various factors influence this loyalty | Varma et al. (2018) study various industries, whereas this research is concentrated on administrative staff within a university setting. This difference in scope may lead to different insights and conclusions specific to the educational sector in this study |

Source: Researcher's compilation

Source: Phan (2021). Adapted.

2.9 Chapter summary

The review of extant literature revealed a relationship between job satisfaction, employee loyalty, and career advancement. Theoretical frameworks such as Herzberg's Two-Factor Theory and Maslow's Hierarchy of Needs provided an understanding of the internal and external factors influencing job satisfaction and loyalty. Herzberg's theory suggests that career advancement opportunities are vital motivators, enhancing job satisfaction and fostering a more profound sense of employee loyalty. Meanwhile, Maslow's framework underscores the importance of fulfilling higher-order needs, such as self-actualization, which can be achieved through professional growth and career development. Other evidence supports these theoretical insights, demonstrating that employees who perceive clear paths for career advancement tend to exhibit higher levels of job satisfaction and loyalty to their organisation. In conclusion, the literature strongly suggests that career advancement opportunities are essential in promoting job satisfaction and employee loyalty among employees. Future research should continue to explore specific strategies and interventions that organisations can implement to support the career advancement of their employees, thereby fostering a more committed and motivated workforce. The next chapter will discuss the research methodology and design.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

Research methodology can be defined as the detailed procedures or methods used to categorize, choose, undertake and examine data about a subject (Pani-Harreman, 2021:2026). Nīmante, Baranova and Stramkale (2021:90) indicate that research is essential in an organisation to gain new understandings and knowledge about employees' experiences. This chapter discusses in detail the methodology and design of the research. The chapter discusses the research design, population under investigation, data collection procedures, instrumentation to be utilized for the research, validity and reliability testing. The maintenance and assurance of ethics are also discussed in this chapter.

3.2 Research philosophy

According to Saunders, Bristow, Thornhill and Lewis (2019), the main types of research philosophy are: realistic research philosophy, pragmatic research philosophy, interpretivist research philosophy, and positivist research philosophy. Realism focuses on the supposition that ideas are autonomous from the reality of the mind of a human (Bogna, Raineri, and Dell, 2020:461). It is based on the notion of a scientific approach to knowledge development. According to Mukumbang (2023:93), there are two types of realism, namely critical and direct. Iovino and Tsitsianis (2020: 79) claim that interpretivism demands that assumptions of reality should be grounded on societal constructions, specifically devices, language, common meanings and awareness. Interpretivism studies use a generalizing approach. The interpretivist approach makes provision for human curiosity and sense. In fact, under interpretivism, the researcher reads the study's foundations and includes human interest in the research. This philosophy focuses on the qualitative method. The interpretivism philosophy concentrates on realistic means of gathering data, namely observations, consultations and interviews (Alharahsheh and Pius 2020:39). Interpretivism is incorporated in the interviews conducted to gather data from the respondents by posing qualitative questions. Secondary data is also connected to this philosophy. Meanwhile, positivism demands that science is the only means to get the truth (Park,

Konge and Artino 2020:690). The authors further suggest that positivism acknowledges and relies on factual knowledge derived from observations and measurements. In studies that use positivism, the researcher's role is only limited to the gathering and interpretation of data impartially, and the findings of research are normally quantified and observed. Positivism counts on quantifiable observations that assist in analysing statistics (Alharahsheh and Pius 2020:39). The questionnaire embraces the post-positivist perspective. Additionally, positivism is associated with the observer's view that knowledge stems from human experience. Furthermore, in studies of positivism, the researcher focuses on facts and is independent from the study. Positivist studies employ a logical approach (Karupiah 2022:73). A pragmatic philosophy states that there are numerous means of undertaking research and understanding the environment. The pragmatic approach involves the use of methods that seem to be the most appropriate to the research problem, thus avoiding philosophical arguments in terms of choosing the most suitable approach (Ramanadhan, Revette, Lee and Aveling 2021:8).

In research, the ontological approach is based on relativism, which sees reality as independent and being formed by exchanges and individual experiences (Al-Ababneh 2020:75). Career advancement, job satisfaction and employee loyalty are not seen as shared or consistent experiences, but are influenced by each individual's personal and professional circumstances at the Durban University of Technology. This study acknowledges that different people may have different perceptions and experiences of these concepts, which could be influenced by their professional goals, work environment and the university's culture. Therefore, the study explored these concepts within the university context.

This study adopted a positivist research paradigm, which is based on the belief that knowledge is impartial, visible and can be quantified. Positivism emphasizes that reality exists autonomously of human observation and can be measured through experiential, technical methods (Park, Konge, and Artino, 2020:690). In this research, the positivist approach is applied to gather and analyse quantitative data, ensuring that the findings are based on observable and measurable evidence. The epistemological stance aligns with the study's aim to identify patterns, relationships and causal connections in the data, thereby adding to reliable and widely applicable knowledge in the field.

3.2.1 Rationale for adopting positivism philosophy

A positivist approach was chosen to gain a better understanding of how career advancement, job satisfaction and employee loyalty are experienced by individuals at DUT. This approach allowed the study to explore the personal experiences of the employees in a subjective manner to provide insights into how they view career advancement and its effect on job satisfaction and employee loyalty.

3.3 Research design

According to Coy (2019:71), research involves collecting and analysing information to gain a deeper understanding of the focus of the investigation. The design pertains to outlining the procedures for conducting the study, with a primary focus on the conditions under which the data is collected. The research design is guided by its suitability for the planned purpose. The methodology and design of the study are determined by the research goals. Pandey and Pandey (2021:19) state that the research design is selected based on the researcher's skills and methods for collecting data. According to Pandey and Pandey (2021:19), the main purposes of a research design are to reduce costs, ensure smooth scaling, gather relevant data, create a plan, and provide direction. The main types of research design are the exploratory research design, explanatory research design, correlational research design and descriptive research design.

The exploratory research design is used at the beginning of a study to understand the concepts and variables better. This state will involve methods like interviews and focus groups with the target population (administrative staff) to gain insights into their views, which will shape and influence the research questions for the later stages of the research study, according to Swedberg (2020:17). The explanatory research design uses methods like surveys to concepts and variables (Arbale and Mutisya 2024:8). By analysing the data from the surveys with relevant statistical methods, this stage aims to identify and measure the underlying relationships between the variables being researched.

The correlational research design is used to explore how changes in the variables being researched relate to each other. It involves statistical analysis to determine whether there are positive or negative relationships between these variables and how strongly they are linked. This design helps to understand the relationships between

the variables but does not establish cause-and-effect (Seeram 2019:176). Siedlecki (2020:8) states that a descriptive research design aims to provide a detailed overview of the variables being researched. By using surveys and analysis, it describes the staff's experiences and perceptions and presents data using statistics like occurrences to reveal patterns and trends.

3.3.1 Rationale for adopting a Descriptive research design

This study adopted a descriptive research design to investigate how career advancement affects job satisfaction and employee loyalty amongst administrative staff at the Durban University of Technology. This approach was chosen because it allowed for a detailed examination of these factors in their real-life context without altering the environment. By using surveys, the study aimed to understand staff experiences and identify patterns that can inform organisational strategies to enhance job satisfaction and loyalty.

3.4 Research approaches

Leavy (2022:17) affirms that a research study is mostly designed according to three research approaches, namely qualitative methods, quantitative methods, and mixed methods. Sabnis, Newman, Whitford and Mossing (2023:330) state that qualitative methods' characteristics or features include flexibility, subjectivity and progressiveness. Rassel, Leland, Mohr and O'Sullivan (2020:31) also note that in a qualitative study, the research design is flexible and provides comprehensive accounts of experiences or occurrences in a descriptive format. This means that a qualitative approach is an interpretation-based approach focused on understanding the interpretations that people assign to their experiences, including their actions and values in the relevant context (Nassaji 2020:427).

3.4.1 Quantitative research approach

A quantitative study is an orderly approach to gathering data through sampling means, for example, surveys and questionnaires (Agarwal, Dudík, and Wu, 2019:120). A quantitative study offers information about the aims of the study and how it will be accomplished so that an informed evaluation of the approaches to acquire the outcomes of the research problem can be done (Gravetter and Forzano, 2018). This

approach is being used as it is more suitable when dealing with larger sample sizes. A quantitative approach answers the objectives appropriately to show the relationship between the variables being researched (Bloomfield and Fisher, 2019:27).

3.4.2 Qualitative research approach

Qualitative research aims to explore and understand individuals' experiences, events and perspectives from a human-centered view. Qualitative research focuses on gathering comprehensive information through methods like interviews, observations and case studies (Nassaji 2020:427). This approach is frequently used in theory development and the examination of complex social phenomena. As noted by Maxwell (2021:111), qualitative research involves an in-depth exploration of particular aspects of social life, producing data in the form of words for analysis.

3.4.3 Mixed research approach

Mixed methods research integrates qualitative and quantitative approaches within a single study to enhance understanding and validation (Dawadi, Shrestha and Giri 2021:25). In certain studies, a single research design may not fully answer the research questions. Mixed methods approaches can involve separate processes for gathering, analysing and presenting data. The specific process chosen for data collection and analysis is guided by the study's research questions (Kimmons 2022:11).

3.4.4. Rationale for adopting a quantitative research approach

The reason for using a quantitative research approach in this study was to objectively measure how career advancement affects job satisfaction and employee loyalty amongst administrative staff at the Durban University of Technology. By using a questionnaire, data was gathered from a large group, and a statistical analysis was performed to reveal patterns and connections. This approach helped ensure that the study could generalize the results to all the administrative staff, which allowed the study to identify the trends and the connections of the variables.

3.5 Research strategy

A research strategy is an organized process of how a research study is conducted to solve an investigation or problem. A research strategy is crucial as it defines the general direction and methodology used to gather, analyse and interpret data. Several strategies were considered, including case study ethnography, grounded theory, phenomenology and action research (Zou and Xu 2023:21).

A descriptive study is a study where data is collected without altering the environment (Atmowardoyo, 2018:197). A case study is a comprehensive study of a detailed topic, such as an individual, groups, areas, occurrences, or an organisation (Thomas, 2021:1) A descriptive case study is a study that is fixated and thorough, where propositions and inquiries about an occurrence are examined and articulated (Rutberg and Bouikidis,2018:209). There are several types of research designs, namely descriptive, correlational, quasi-experimental, case study, and experimental research designs (Bloomfield and Fisher, 2019:17). Ethnography is a research method that involves thoroughly observing people in their everyday environments (Balcom, Doucet, and Dubé 2021:1534). For this study, it would mean that the researcher spends time with the administrative staff at the Durban University of Technology to understand their daily interactions and practices, and how these affect their views on career advancement, job satisfaction and loyalty.

Grounded theory is a research strategy that allows the researcher to explore specific phenomena or processes and develop new theories based on data collected and analysed from real-life experiences. The grounded theory approach allows for the development of a theory that is directly rooted in the data collected from participants, rather than being imposed by pre-existing theories. This method ensures that the theory is closely aligned with real-life experiences (Cullen and Brennan 2021:2). According to Mac Naughton (2020:208), action research is a participatory and collaborative research approach that involves actively engaging with participants to identify problems, implement solutions and reflect on the outcomes. It is often used to drive practical change whilst also contributing to academic knowledge.

The phenomenological approach allows the research to delve into the emotional and psychological aspects of career advancement which provide qualitative insights that complement the quantitative findings of the study. Phenomenology is a type of

research that seeks to explain the nature of things through the way people experience them (Williams 2021:366).

3.5.1 Rationale for using phenomenology

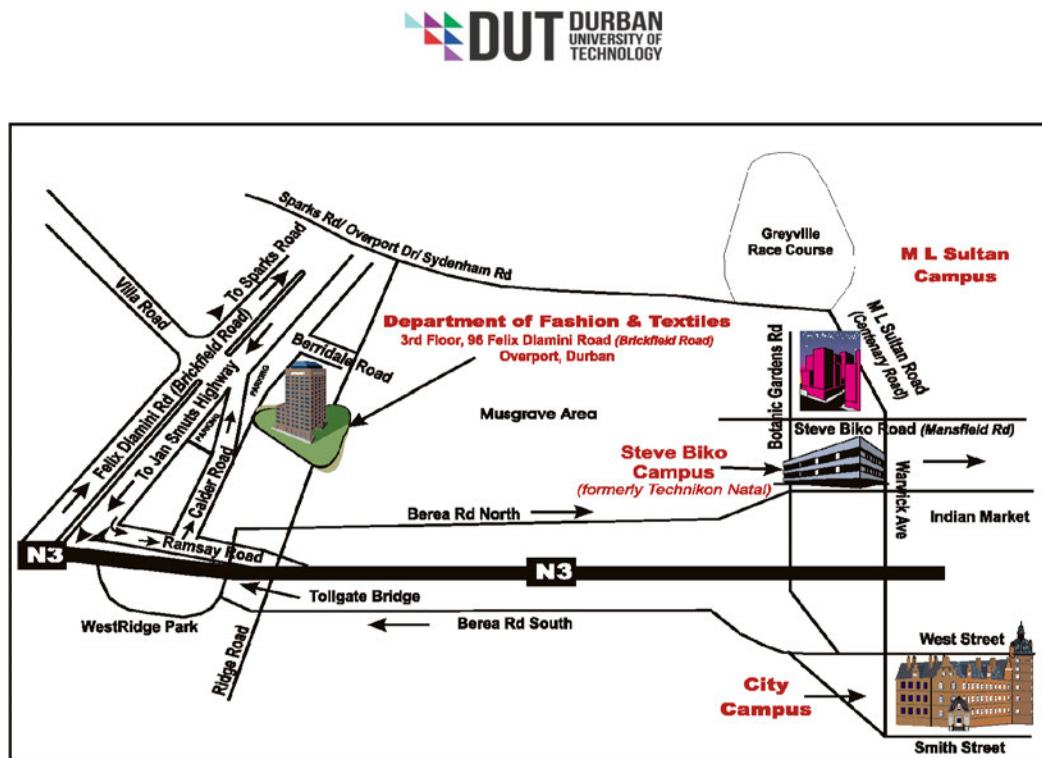
Phenomenology was an appropriate research strategy for this study because it focuses on understanding individuals' experiences and how they perceive certain occurrences. In the context of career advancement and its impact on job satisfaction and employee loyalty amongst administrative staff, phenomenology allows the researcher to probe deeply into the personal experiences and personal feelings of the participants. Since career advancement, job satisfaction and employee loyalty are influenced by individual insights and emotional responses, a phenomenological approach provides a detailed understanding of how these factors are experienced at a personal level. This strategy aligned well with uncovering the essence of the administrative staff's experiences within the university setting, making it ideal for exploring how career advancement affects job satisfaction and loyalty.

3.6 Site description

The study was conducted across all campuses of the Durban University of Technology, located in Durban and Pietermaritzburg in South Africa. The university's administrative departments, including human resources, finance and academic departments, serve as the primary setting for this research.

Figure 3.1 Image: Map of the Durban University of Technology

Source: www.dut.ac.za



3.7 Time horizon

The time horizon describes how many points in time the researcher plans to collect data. There are two options in time horizon, which are the cross-sectional and longitudinal time horizon (Iovino and Tsitsianis 2020: 79). Cross-sectional studies are studies that can be undertaken, in which data is gathered only once, possibly over a few days, weeks or months, to answer a research question (Wang and Cheng 2020:65). Longitudinal studies are where the researcher may want to study individuals, groups or occurrences at more than one point in time. Studies when data on the dependent variable are collected at two or more points in time are called longitudinal studies (Bleidorn, Schwaba, Zheng, Hopwood, Sosa, Roberts and Briley 2022:588). This study used the cross-sectional method.

3.8 Target population

The target population of this study equalled 450 employees according to the source list/employee list obtained from the Human Resources Department at DUT. The target population is the collection of people that the researcher plans to investigate and conclude from (Mozzana, 2019:225). The intended target population for this study consisted of all non-academic or administrative employees of the Durban University of Technology. The following shows the inclusion and exclusion criteria:

3.8.1 Inclusion criteria

- Administrative employees at the institution; and
- Employed for three years or more at the institution.

3.8.2 Exclusion criteria

- academic staff;
- independent contractors; and
- top management.

3.9 Sampling strategy

According to Lohr (2021:7), sampling is an essential research method used to select a part of a population for a study. Rahman (2023:42) further states that sampling is the process of selecting a group of people for a study so that they represent the larger population. Pace (2021:15) highlights that methods of sampling are usually divided into two types, which are probability and non-probability. GHR and Aithal (2022:455) highlight that the value of a study depends not just on the right methods and tools, but also on how well the chosen sampling technique fits the research. Non-probability sampling and probability sampling will be discussed below.

3.9.1 Non-Probability sampling

Non-probability sampling is a method where the researcher selects samples based on their judgment instead of random choice. It is a more flexible approach that relies on the researcher's expertise and is commonly used in qualitative research (Sarker and AL-Muaalemi, 2022:221). According to Pace (2021:15), non-probability is a sampling method where not everyone in the population has the same chance to participate in

the study. Lohr (2021:7) states that techniques in non-probability sampling include quota sampling, snowball sampling, convenience sampling, and purposive sampling. Quota sampling is a non-probability sampling method that depends on the non-random selection of a pre-arranged number or quantity of units. Snowball sampling is a sampling method where new elements are recruited by other elements to form part of the sample; Convenience sampling is a method where participants are selected for inclusion in the sample because they are the easiest for the researcher to gain access to; and Purposive sampling refers to a technique in which participants are selected because they have certain characteristics that are needed in the sample (Berndt 2020:224). Bethlehem (2021:181) raises concerns that non-probability sampling might lead to biased and unrepresentative results.

3.9.2 Probability sampling

The probability sampling method is where an investigator sets a range of few conditions and every representative within the population has a chance to be selected. (Berndt, 2020:224). Four techniques fall under probability sampling methods, namely simple random sampling, systematic sampling, stratified sampling, and cluster sampling (Pandey, 2021:1). Simple random sampling is a technique of probability sampling where respondents who form the sample are picked randomly (Stratton, 2021:373). Rahman, Tabash, Salamzadeh, Abduli and Rahaman (2022:42) state that systematic sampling is a method where one picks members from a larger group by starting at a random point and then choosing others at regular intervals. The authors further state that in a stratified sample, researchers split a population into similar groups based on certain characteristics. In cluster sampling, researchers split the population into smaller groups called clusters and then randomly choose some of these clusters to create a sample (Turner, 2020:8). The study chose simple random sampling because every participant within the population had a chance to be selected, hence there was less bias. The study used the probability sampling method.

3.9.3 Rationale for choosing the random sampling technique

The simple random sampling technique, a probability sampling method, was chosen for this study to ensure that the sample accurately represents the broader population of administrative staff at the university. This technique was preferred over non-probability sampling strategies because it eliminates selection bias by giving each member of the population an equal chance of being chosen (Afolayan and Oniyinde, 2019:51). This enhances the representativeness of the sample and improves the generalisability of the findings. Another advantage of simple random sampling over other non-probability sampling techniques, simple random sampling allows for a more objective selection process and facilitates the application of statistical inference, making the study's conclusions more reliable (Pandey, 2021:1).

3.10 Sample criteria and size

A sample is a portion of members nominated from the entire population to participate in the study (Mulder and De Bruine, 2019:11). Rahman (2023:42) reports that choosing the right sample size and selection is crucial for making a survey useful and accurate. The total number of targeted employees was obtained from the Human Resources Department at the Durban University of Technology. The sample size in this study is $n=450$. The Yamane sample calculation is a method to determine the sample size for a study. It is the most suitable method to use when the only item the researcher knows about the population that is being sampled is its size (Chaokromthong and Sintao, 2021:76). The formula for the calculation is as follows:

$$n = N/(1+N(e^2)).$$

n =sample size

N = population of the study

e =margin of error in the calculation

$$n=450/ (1+450(0.05)^2)$$

$$n=450/ (1+450(0.0025))$$

$$n=450/1.125$$

n=211

Hence, the sample size for this study is 211.

3.11 Data collection instrument

Closed-ended questionnaires were utilised to collect data. A questionnaire is a document that contains a list of questions that aims to gather data from a respondent (Boparai, Singh, and Kathuria, 2021:210). The Likert scale with 5 options was used (strongly agree, agree, neutral, disagree, and strongly disagree). The researcher physically delivered the questionnaire (Annexure B) with an accompanying letter (Annexure A) to all the participants. The questionnaire was sectioned as follows: Section A – six questions on biographical information; Section B7 – ten questions on career advancement; Section B8 – twelve questions on job satisfaction; Section B9 – nine questions on employee loyalty.

3.11.1 Career advancement questionnaire

To measure this concept, the current study adopted and modified a questionnaire developed by Alex (2021:42) on 'career advancement'. Alex (2021:42) proposed that career development programmes impact employee performance. This scale measures the job satisfaction of employees on a 5-point Likert scale, with options ranging from 'Strongly agree' to "Strongly disagree'. To ensure the reliability of the adapted job satisfaction scale, Alex (2021:42) originally confirmed a reliability coefficient of 0.97 for the job satisfaction scale using 9 items. The adopted questionnaire contributed significantly to aligning and refining the questionnaire, which was ultimately distributed to a large sample, resulting in robust participation and reliable data. For the present study, the questionnaire was adapted to examine how career advancement impacts job satisfaction and employee loyalty amongst administrative staff. This adapted version was reviewed by a Human Resources expert at the Durban University of Technology to ensure that it accurately captured the intended measures. It was also pre-tested on a small group of fifteen prospective respondents to verify clarity and ease of administration. Reliability was assessed through exploratory factor analysis to determine the factor loadings for each item.

3.11.2 Job satisfaction questionnaire

The current research study utilised the five-item job satisfaction scale adapted and modified from Inuwa (2015:62). This scale measures the job satisfaction of employees on a 5-point Likert scale, with options ranging from 'Strongly agree' to 'Strongly disagree'. To ensure the reliability of the adapted job satisfaction scale, Inuwa (2015:62) originally confirmed a reliability coefficient of 0.71 for the job satisfaction scale using 6 items. Supporting this standard, Vandenabeele (2009:11) studied the mediating effect of job satisfaction and organizational commitment on self-reported performance and reported a Cronbach's Alpha score above 0.70. Kimberlin and Winterstein (2008:2276) emphasize that a Cronbach's coefficient alpha above the threshold of 0.6 indicates a reliable scale, signifying high internal consistency in the data used to test the study's hypotheses. The adopted questionnaire contributed significantly to aligning and refining the questionnaire, which was ultimately distributed to a large sample, resulting in robust participation and reliable data. For the present study, the questionnaire was adapted to examine how career advancement impacts job satisfaction and employee loyalty amongst administrative staff. This adapted version was reviewed by a Human Resources expert at the Durban University of Technology to ensure that it accurately captured the intended measures. It was also pre-tested on a small group of fifteen prospective respondents to verify clarity and ease of administration. Reliability was assessed through exploratory factor analysis to determine the factor loadings for each item.

3.11.3 Employee loyalty questionnaire

The current research study employed an adapted five-item scale from Li's (2020) employee loyalty scale, modified to measure employee loyalty as the dependent variable. This scale evaluated employee loyalty to the organisation using a 5-point Likert scale, with responses ranging from 'strongly disagree' to 'strongly agree'. To ensure the reliability of this adapted loyalty scale, Li (2020:21) initially established a reliability coefficient of 0.708 for the employee loyalty scale using 24 items. Supporting this reliability, Bekele (2020:32), in their research on factors influencing employee loyalty in the case of commercial banks of Ethiopia, reported Cronbach's Alpha coefficients exceeding 0.70 for similar loyalty measures using 7 items. The adopted questionnaire contributed significantly to aligning and refining the questionnaire, which

was ultimately distributed to a large sample, resulting in robust participation and reliable data. For the present study, the questionnaire was adapted to examine how career advancement impacts job satisfaction and employee loyalty amongst administrative staff. This adapted version was reviewed by a Human Resources expert at the Durban University to ensure it accurately captured the intended measures. It was also pretested on a small group of fifteen prospective respondents to verify clarity and ease of administration. Reliability was assessed through exploratory factor analysis to determine the factor loadings for each item.

3.12 Pilot study

According to Malmqvist (2019:22), a pilot study is an initial, small-scale trial in which the researcher will test the approaches that are going to be used for the research study. For this study, 15 participants who did not form part of the sample took part in the pilot study and were randomly selected. The pilot test was conducted on the research instrument to ensure its comprehension, readability and applicability, and to test the questionnaire for the researcher to ascertain whether any required revisions were necessary before the questionnaire was sent out to the chosen main sample group. The researcher then used the outcomes to direct the methodology of the study when done on a larger scale.

3.13 Data quality control

This section discusses the measures undertaken to ensure the credibility of the research findings, focusing on validity and reliability. These concepts are essential for evaluating the accuracy and consistency of the data collection tools and the dependability of the results obtained.

3.13.1 Validity testing

Validity refers to the degree to which the outcomes measure what they are expected and required to calculate (Quintão, Andrade, and Almeida, 2020:67). Sürücü and Maslakçı (2021:2694) state there are four main types of validity, namely content validity, construct validity, criterion validity, and face validity. Content validity assesses how well an instrument covers all related parts of the hypothesis that it aims to measure (Spoto, Nucci, Prunetti, and Vicovaro 2023:4); Construct validity covers how

well an assessment measures the variables it was designed to evaluate (Alavi, Biros, and Cleary 2024:164); Criterion validity evaluates how truthfully a test measures the result it was designed to measure (Ahmed and Ishtiaq 2021:4); whilst Face validity is about whether a test seems to measure what it is meant to measure and this type of validity is focused on whether a measure seems applicable and appropriate for what it is assessing (Allen, Robson and Iliescu 2023:153).

For this study, content validity was measured using a pilot study. The questions were comprehensive, planned and appropriate for the administrative staff of the Durban University of Technology. The researcher checked how effectively the outcomes matched theories of the same conception. Construct validity was tested in this study as this technique is particularly significant when researching items that cannot be directly observed or measured, such as intellect, self-assurance, loyalty, satisfaction or happiness (de Barros Ahrens, da Silva Lirani and de Francisco, 2021:7364). Construct validity was tested using KMO and Bartlett's Tests.

3.13.2 Reliability testing

Reliability refers to the extent to which the outcomes can be replicated if the research is repeated within the same circumstances (Quintão, Andrade, and Almeida, 2020). To measure internal consistency reliability, the researcher checked the consistency of outcomes over time, across numerous witnesses, and over sections of the actual assessment itself (Mulder and De Bruine, 2019:11). Ajayi (2017:160) identifies four ways to assess a measuring instrument's reliability: test-retest, parallel forms, split-half, and internal consistency. The test-retest test involves comparing results from two separate administrations of the same test after a time interval, where no difference indicates 100% reliability (Cooksey and Cooksey, 2020:61). Parallel-forms reliability introduces slight modifications to the test for the second administration to reduce reactivity, although ensuring that the two forms are still comparable can be challenging (Loomis & Paterson, 2018:133). Split-half reliability divides the test into two halves to evaluate consistency between them (Cooksey & Cooksey, 2020:61). Internal consistency examines how well multiple items measure a single concept.

In short, a test is reliable if it yields consistent results when repeated under the same conditions, confirming consistency across the instrument (Kimberlin & Winterstein, 2008:2276). The Cronbach Alpha coefficient, commonly used for this purpose, was

applied in this study to evaluate internal consistency. Reid (2006:3) describes Cronbach's Alpha as a widely used tool to measure constructs like attitudes and perceptions. Generally, an internal consistency coefficient of at least 0.7 is acceptable (McNeish, 2018:412). A Cronbach Alpha closer to 1 would suggest high internal consistency in this study. The internal consistency reliability of the research instrument was measured. For this study, Cronbach's alpha value was utilized for internal consistency reliability testing.

3.14 Data collection method

The choice of data collection methods in research depends on the study's nature and the academic field in which it is conducted, as maintaining honesty and accuracy in data collection is essential across all methods. Key data collection techniques include online mail surveys, telephonic interviews and personal methods (Loomis and Paterson, 2018:133). Telephonic interviews involve contacting sample respondents via phone, usually by trained interviewers, to gather responses to the interview questions (Block and Erskine, 2012:428). Online mail surveys utilize the internet, where questionnaires are emailed to respondents who complete them online (de-Leeuw and Hox, 2012:239). The personal method, such as face-to-face data collection, involves the researcher personally engaging with respondents to collect information directly through interviews (Afolayan and Oniyinde, 2019:51).

For this study, a self-administered questionnaire was primarily used to gather primary data. However, a few participants requested that the questionnaire be emailed to them as an attachment, which they completed and returned via email. The personal method was employed in carrying out most of the collection of data because the personal method is usually associated with providing a higher response rate (Mazhar, Anjum, Anwar and Khan, 2021:6). The researcher used the personal method and physically delivered the questionnaire with an accompanying letter to all the participants, and also emailed the questionnaire to participants who preferred to complete the questionnaire via email and who were based in a different city to the researcher. The participants were given three weeks to complete and return the questionnaire, which should have taken twenty to twenty-five minutes to complete. The majority of questionnaires were received early in 2024 as clearance to collect data was granted in November 2023. The collection of data took approximately six months to complete.

3.15 Data Analysis

The collected data was analysed using descriptive and inferential statistics. The study utilized the Statistical Package for the Social Sciences (SPSS) version 25 for Windows to analyse the collected data. This software facilitates the breakdown of collected raw data into straightforward quantitative tables, making the data more accessible and easier to understand. Data analysis was also employed to test hypotheses, uncover patterns, and provide explanations (Müller, Junglas, Brocke, and Debortoli, 2016:289). Descriptive statistics aid in summarising large sets of data, allowing for conclusions to be drawn about the variables under study, specifically career advancement, job satisfaction and employee loyalty. Graphical techniques were used for descriptive analysis, with data presented in tables, charts, pie charts and graphs. Numerical data was displayed using frequencies, proportions, measures of dispersion, central tendency, and percentages. Descriptive statistics describe data in two main ways: numerically and graphically (Cooksey and Cooksey, 2020:61). Inferential statistics, on the other hand, use sample data findings to generalize and draw conclusions about the broader population. Establishing the causal effect, rather than just a simple association between variables, is essential. This study investigates the causal impact of career advancement on job satisfaction and employee loyalty.

The SPSS software also computed the linear regression, providing two key benefits: (i) it identifies the significant relationships between the variables and (ii) it indicates the strength of the impact that the variables have on each other (Zapotichna, 2021:106). Using graphical displays can enhance the understanding of correlations or connections between variables. Inferential statistics enabled more complex calculations, with techniques like correlation analysis, ANOVA and factor analysis used to interpret data. These methods allowed the researcher to generalise the findings from the sample to the broader population, supporting theory testing and answering research questions with a significance level typically set at 5%. Regression analysis can be either simple linear regression or multiple regression. Linear regression was chosen because there are multiple predictors in this study. Regression and correlation analyses were the primary techniques used to determine the relationships amongst the key dimensions of the variables. Correlation analysis assessed the connections between variables in the integrated model, while factor analysis validated the measurement instruments. Correlation analysis was applied to

assess if there was a significant relationship between the independent variable (career advancement) and the dependent variable (employee loyalty). Spearman's correlation test and regression analysis helped determine if there was a relationship between the variables.

3.16 Ethical Considerations

Ethical considerations in research refer to the principles that direct the research project (Fleming and Zegwaard, 2018:205). These principles comprise volunteer participation, informed consent, confidentiality, possible harm, and the communication of results. The following are part of the ethical considerations covered in this study: anonymity, confidentiality, informed consent, respect for respondents, and permission to conduct the study.

3.16.1 Confidentiality and Anonymity

The identity identifiers (name, ID, address, staff number, contact number) of the participants were not required in the questionnaire. However, other information such as age, years of service and qualifications were included in the questionnaire, but without requesting the names of the participants.

Confidentiality involves protecting respondents' names and sensitive information (Petrova, Dewing, and Camilleri, 2016:442), meaning that their responses cannot be traced back to them. Anonymity is achieved when respondents cannot be linked to their data. In this study, confidentiality and anonymity were upheld by restricting access to completed questionnaires and ensuring that respondents did not include their names. Respondents were assured that their identities would be fully protected, and responses kept confidential. Additionally, they were informed that the data collected would be securely stored and shredded after five years.

3.16.2 Informed consent to participate in the study

Informing involves sharing essential details about the research with participants (Pickard, 2013:89). Respondents were told the purpose and main objectives of the study and were offered access to the results if desired. They were assured that participation was voluntary and that they would not be pressured to join if they preferred not to.

3.16.3 Respect for Respondents

Respondents were informed of their right to withdraw from the research at any time they deemed necessary. They also had the opportunity to ask questions and seek clarification about the study. They could also choose not to provide any information if they wished. The respondents faced no risks during the study.

3.16.4 Permission to conduct the study

The respondents were not forced into taking part in the research study. The proposal was reviewed by independent reviewers who served on the Faculty Research Committee and Institutional Research Ethics Committee for approval. DUT's institutional research ethics committee issued an ethical clearance for this study (Annexure B). The gatekeeper's permission letter is attached as Annexure C.

3.17 Conclusion

This chapter described the research methodology for this study. A quantitative approach was chosen, and the reasons for this choice were explained. The chapter covered the research design, data collection and analysis methods, as well as the study's validity and reliability. It is hoped that this research will contribute to the body of knowledge about administrative staff in higher education. The next chapter will present the data, analysis and discuss the findings.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1. Introduction

The previous chapter focused on the methodology employed in conducting this study. The chapter also outlined the justification for adopting the positivist research paradigm, a quantitative research methods approach and a survey research design to acquire in-depth information on the impact of career advancement on job satisfaction and employee loyalty. This chapter presents the analysis and findings concerning the investigation into the impact of career advancement on job satisfaction and employee loyalty at DUT. The researcher employed IBM SPSS version 28 in conjunction with MS Excel to analyse the data. The study sought to explore career advancement opportunities for administrative staff at DUT; assess the impact of career advancement on job satisfaction; determine the relationship between career advancement and employee loyalty; investigate the link between job satisfaction and employee loyalty; and identify career advancement strategies to enhance both job satisfaction and employee loyalty at DUT.

4.2 Response rate

For the quantitative part of the study, a total of 211 questionnaires were administered. The completed questionnaires were edited for completeness and consistency. Of the 181 returned questionnaires, a total of 181 were deemed usable for analysis. The returned questionnaires represented a response rate of 85.8% and this response rate was deemed to be adequate in the realization of the research objectives (Holtom, Baruch, Aguinis and A Ballinger 2022:75).

4.3 Reliability and validity analysis

The reliability of the questionnaire was tested using Cronbach's alpha. The results table gives an analysis of the outcomes, where the Cronbach's Alpha values were

averaged to 0.8 to reflect the scale. This is up-scaled as acceptable, according to Demirel (2022:133). It is also closer to 1.0, denoting greater internal consistency of the elements under consideration

Table 4.1: Reliability analysis results

| Variable | Cronbach's Alpha | N of items |
|----------------------------|-------------------------|-------------------|
| Career Advancement | 0.801 | 10 |
| Job Satisfaction | 0.823 | 12 |
| Employee Loyalty | 0.772 | 9 |
| Overall reliability | 0.799 | 31 |

Source: Author's compilation from IBM SPSS Statistic version 28

An overall Cronbach's alpha coefficient of 0.799 indicates a high level of internal consistency amongst the items in the scale or test. This level of internal consistency indicates a higher level of reliability, implying no need for further improvement in the research instrument, and the study results tend to be reliable and valid. The validity of the construct was assessed using confirmatory factor analysis (CFA) in SPSS. The results of the validity test are shown in Table 4.2 below.

Table 4.2: Validity test results

| KMO and Bartlett's Test | | |
|---|--------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy | | .618 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 2410.524 |
| | df | 465 |
| | Sig. | <.001 |

Source: Author's compilation from IBM SPSS Statistic version 28

If the Kaiser-Meyer-Olkin (KMO) measure is 0.618, this value is above the commonly accepted threshold of 0.6 for sampling adequacy. This indicates that the sample is generally adequate for factor analysis. The KMO statistic measures the proportion of

variance amongst variables that might be common variance, which is crucial for determining whether factor analysis is suitable. A KMO value of 0.618 suggests that the dataset is reasonably well-suited for identifying underlying factors, and that the items in the questionnaire have sufficient commonality.

In conjunction with Bartlett's Test of Sphericity, which shows a highly significant result (with a Chi-Square value of 2410.524, 465 degrees of freedom, and a p-value less than 0.001), the findings indicate that the variables are sufficiently correlated to proceed with factor analysis. The significance of Bartlett's Test confirms that the correlation matrix is not an identity matrix, meaning that the relationships amongst the variables are strong enough to justify factor analysis.

In summary, with a KMO value of 0.618, the sampling adequacy is considered acceptable for factor analysis, and the significant result from Bartlett's Test of Sphericity supports the use of factor analysis. This suggests that the questionnaire is valid for capturing the intended constructs, and factor analysis can be reliably performed to explore the underlying factors. Therefore, the data appears to be suitable for identifying the dimensions of the constructs being studied.

4.4 Demographic characteristics of respondents

The demographic information considered in this study included the age, racial group, work experience and educational qualifications of the respondents at the time the study was conducted. Figure 4.1 shows the distribution of the respondents by age group.

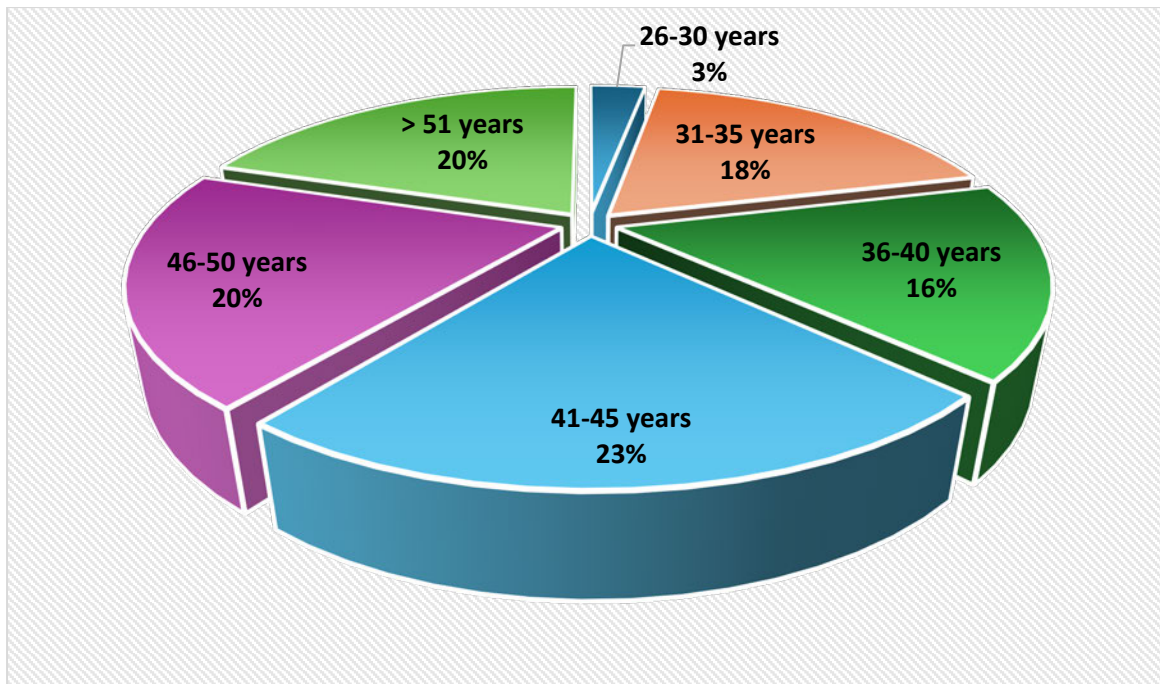


Figure 4.1: Distribution of respondents according to age (N=181)

Source: Author's computations from survey data

The age distribution of the respondents in this study provides valuable insights into the demographic composition of the administrative staff at the Durban University of Technology. The majority of respondents fall within the 31-45-year age range, with the highest representation in the 41–45-year group (23%). This suggests that a significant portion of the administrative staff is at a mid-career stage, which could be particularly relevant for examining how career advancement affects job satisfaction and employee loyalty.

The substantial presence of respondents in the 46-50 years (20%) and over 51 years (20%) categories indicates that a considerable number of staff members are in the latter stages of their careers. This diversity across different career stages allows the study to capture a broad range of experiences and expectations regarding career advancement.

Younger employees, particularly those aged 26-30 years (3%), represent a smaller proportion of the sample. Despite their smaller number, their perspectives on career advancement and its impact on job satisfaction and loyalty are still important for understanding the full spectrum of employee experiences.

Overall, the varied age distribution amongst the respondents enriches the study by providing a comprehensive view of how career advancement initiatives might influence job satisfaction and employee loyalty across different stages of employees' careers. This diverse demographic ensures that the findings will reflect a wide range of experiences and expectations, enhancing the relevance and applicability of the study's results to the broader administrative staff at DUT.

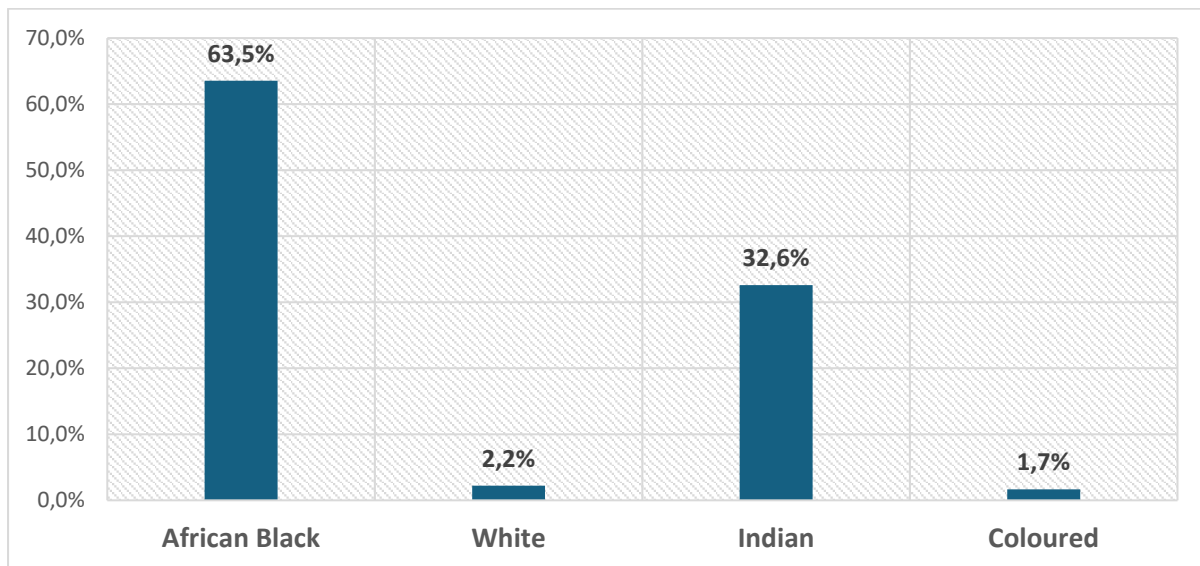


Figure 4.2: Distribution of respondents according to racial group (N= 181)

Source: Author's computations from survey data

The racial distribution of respondents in the study examining the effect of career advancement on job satisfaction and employee loyalty amongst administrative staff at the Durban University of Technology reveals a predominance of African-Black participants. With 115 respondents or 63.5% of the sample identifying as African-Black, this group constitutes the largest portion of the study population. The Indian racial group follows with 59 respondents, representing 32.6% of the sample. This significant representation provides insight into the experiences and perspectives of Indian staff members concerning career advancement and its effects on job satisfaction and loyalty. In contrast, the White and Coloured groups are much smaller, with only 4 (2.2%) and 3 (1.7%) respondents respectively. These smaller groups suggest that their experiences and views on career advancement might be less prominent in the study's findings, but their inclusion still adds depth to the analysis by highlighting the diverse experiences of the university's administrative staff. Overall, the

racial composition of the respondents allows the study to reflect a range of perspectives and experiences across different racial groups, particularly focusing on the predominant African-Black and Indian groups. This diversity enhances the study's ability to assess how career advancement impacts job satisfaction and employee loyalty across different racial backgrounds within the administrative staff at DUT.

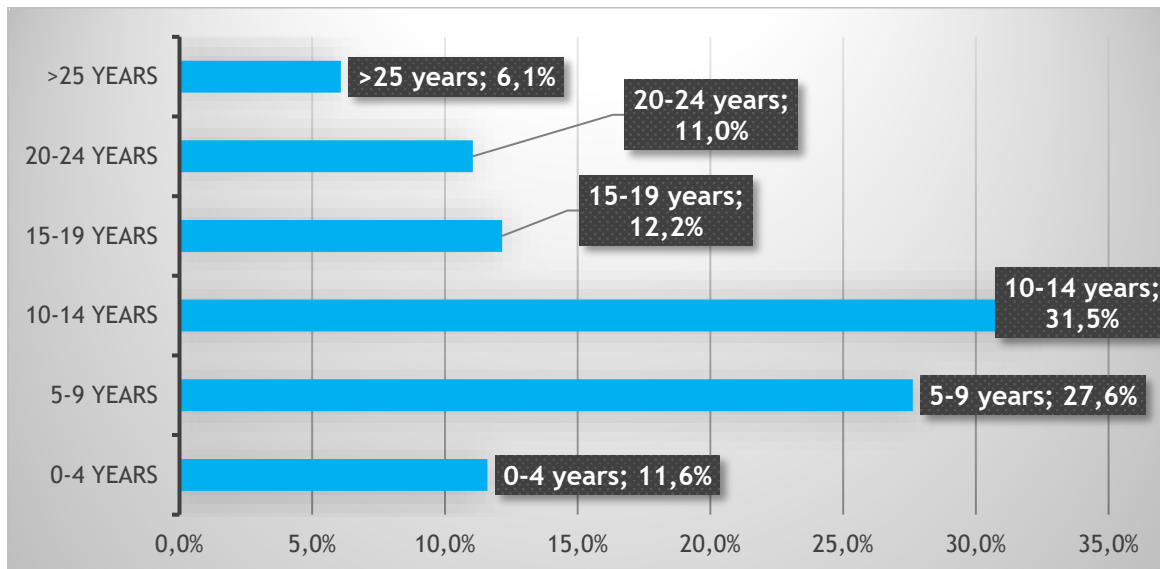


Figure 4.3: Distribution of Respondents According to Tenure (N=181)

Source: Author's computations from survey data

The data on the length of service amongst respondents in the study provides a detailed picture of the administrative staff's tenure at the Durban University of Technology. The largest group, with 57 respondents or 31.5%, has been with the university for 10-14 years. This indicates that a significant portion of the staff has considerable experience, which is valuable for understanding how career advancement impacts long-term employees. The next largest group is those with 5-9 years of service, comprising 27.6% of the sample. This group is also substantial, suggesting that a considerable number of staff members are relatively early in their careers but have accumulated enough experience to form meaningful opinions on career advancement and its effects on job satisfaction and loyalty. There are fewer respondents in the 15-19 years and 20-24 years' service brackets, with 22 (12.2%) and 20 (11.0%) respectively. These figures highlight that while there are staff members with more extended tenures, they represent a smaller portion of the overall sample. This might indicate that fewer staff members have been at the university for these longer periods, potentially impacting

the variety of perspectives from more senior employees. The smallest group is those with more than 25 years of service, accounting for 6.1% of the respondents. Although this group is small, their experiences can provide valuable insights into how long-term career advancement impacts job satisfaction and loyalty. Overall, the distribution of service lengths amongst the respondents offers a comprehensive view of staff tenure at DUT, allowing the study to explore how career advancement affects employees at various stages of their careers, from relatively new employees to those with extensive experience. This diversity in length of service enriches the analysis by capturing a broad spectrum of employee experiences and expectations.

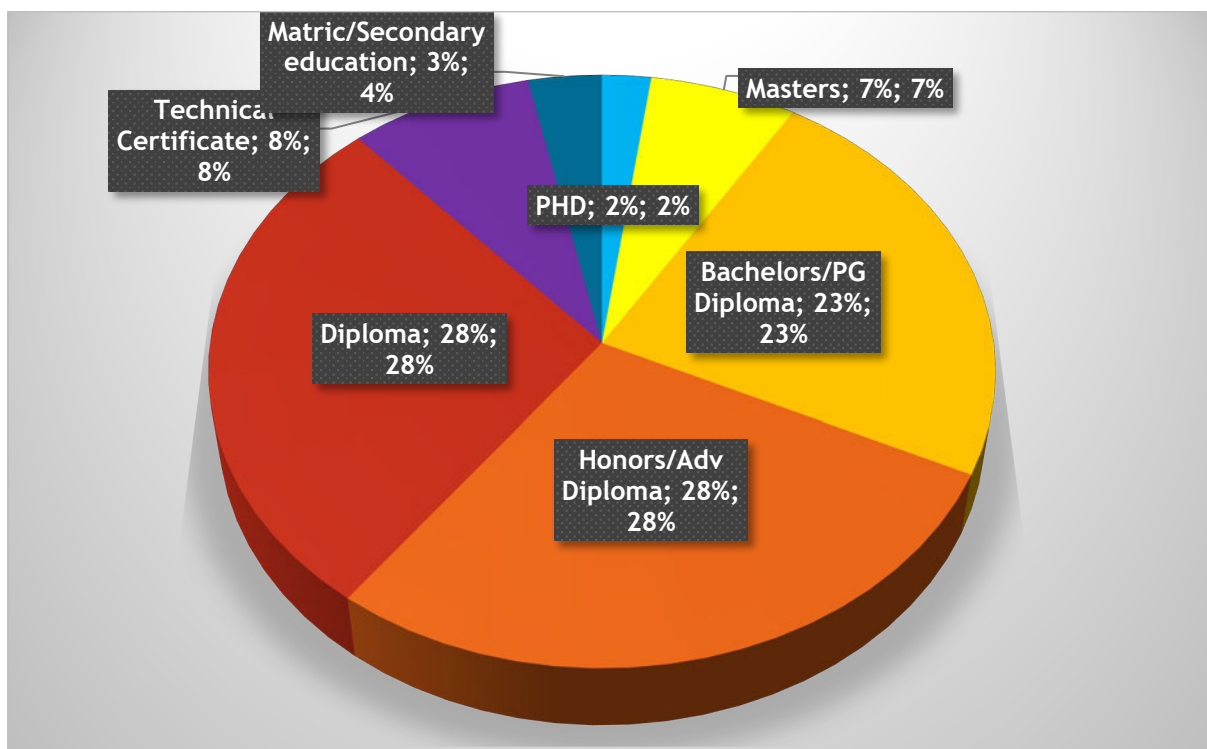


Figure 4.4: Distribution of respondents according to educational level (N=181)

Source: Author's compilation from IBM SPSS Statistic version 28

The distribution of qualification levels amongst the respondents in the study provides a diverse view of the educational backgrounds of the administrative staff at the Durban University of Technology. The largest groups are those with Honours or Advanced Diplomas and Diplomas, each comprising 28.2% of the sample. This indicates that a significant portion of the staff holds qualifications that are beyond the undergraduate level but not at the postgraduate level, reflecting a strong presence of staff with specialized, practical qualifications.

The next largest group is those with Bachelor's degrees or Postgraduate Diplomas, representing 23.2% of the respondents. This suggests that a notable proportion of the staff has completed undergraduate studies or additional professional qualifications, which may influence their perspectives on career advancement and its impact on job satisfaction and loyalty.

There are fewer respondents with Master's degrees and PhDs, accounting for 6.6% and 2.2% of the sample respectively. This indicates that while there are staff members with advanced academic qualifications, they make up a smaller portion of the population, potentially affecting the depth of insights from highly qualified individuals.

The Technical Certificate and Matric/Secondary Education groups represent smaller proportions of the sample, with 8.3% and 3.3% respectively. These qualifications are less common amongst the respondents, suggesting that they represent a minority within the staff, but their inclusion still provides a broad range of educational experiences.

Overall, the qualification levels amongst the respondents highlight a varied educational background, with a strong emphasis on practical and professional qualifications. This diversity in educational attainment allows the study to examine how different levels of qualification impact perceptions of career advancement, job satisfaction and employee loyalty, offering a well-rounded view of the staff's educational profiles at DUT.

4.5 Exploring career advancement opportunities of administrative staff at DUT

This section explores the career advancement opportunities available for administrative staff at the Durban University of Technology (DUT). The analysis focuses on understanding the perceptions and experiences of administrative staff regarding their career advancement prospects within the organization. To achieve this objective, a structured questionnaire was distributed to administrative staff at DUT. The respondents were required to highlight their level of agreement with a series of statements related to career advancement. These statements were designed to capture various dimensions of career advancement opportunities, including tenure, active pursuit of promotion, qualifications, availability of promotion opportunities, career development initiatives, and the possession of necessary skills.

The responses to these statements were ranked on a 5-point Likert scale and analysed using descriptive statistics, including frequencies, means and standard deviations, to gauge the extent of agreement amongst respondents. Frequencies provided information on the distribution of responses, while means represented the average response level for each statement. The mean scores ranged from 1 to 5, with a higher mean score (mean ≥ 3.5), indicating a greater availability and effectiveness of career advancement opportunities for administrative staff. Conversely, a lower mean score (mean < 2.5) suggests a lesser availability of career advancement opportunities. These means were analysed across different statements to identify overall trends. The standard deviation was used to understand the variability of responses, indicating the level of agreement or disagreement within the surveyed population. A lower standard deviation ($SD < 0.9$) implied less variability, indicating a higher level of agreement amongst respondents. Correspondingly, a higher standard deviation ($SD \geq 0.9$) implied more diverse opinions within the sample. The mean and standard deviation were combined to comprehensively assess the level of agreeableness towards a given position, and this enabled the researcher to make informed interpretations about the overall sentiment within the surveyed population.

By examining these responses, the study aimed to identify trends and insights into the availability and effectiveness of career advancement opportunities for administrative staff at DUT. The findings offer valuable information for understanding how these opportunities are perceived and what improvements might be necessary to enhance job satisfaction and employee loyalty through better career development initiatives.

Means and standard deviations are computed, and Table 4.3 below presents the mean scores and related ranks in order of importance.

Table 4.3: Career advancement opportunities for administrative staff at DUT (N = 181)

| Descriptive Statistics | | | | | | | |
|------------------------|-----------|----------------|-----------|------------|-----------|------------|--|
| N | Mean | Std. Deviation | Skewness | | Kurtosis | | |
| | | | Statistic | Std. Error | Statistic | Std. Error | |
| Statistic | Statistic | Statistic | Statistic | Error | Statistic | Error | |

| | | | | | | | |
|--|-----|------|-------|--------|-------|--------|-------|
| I have been in the same position in the organisation for more than 7 years | 181 | 3.52 | 1.526 | -0.441 | 0.181 | -1.461 | 0.359 |
| I have been actively seeking promotion for more than 5 years | 181 | 3.15 | 1.041 | -0.154 | 0.181 | -0.293 | 0.359 |
| I have the necessary qualification to perform the job | 181 | 4.57 | 0.539 | -0.708 | 0.181 | -0.659 | 0.359 |
| There have been opportunities for promotions that are in line with my skills | 181 | 3.19 | 1.116 | -0.196 | 0.181 | -0.468 | 0.359 |
| My organisation offers career development initiatives | 181 | 3.67 | 0.767 | -0.116 | 0.181 | -0.332 | 0.359 |
| There are many career advancement opportunities that arise in my area of expertise | 181 | 3.58 | 0.907 | -0.693 | 0.181 | 0.268 | 0.359 |
| I can see myself holding any higher position because I have | 181 | 4.27 | 0.800 | -1.108 | 0.181 | 1.063 | 0.359 |

| | | | | | | | |
|--|-----|------|-------|--------|-------|-------|-------|
| hard skills required. | | | | | | | |
| I can see myself holding any higher position because I have soft skills required. | 181 | 4.29 | 0.764 | -0.918 | 0.181 | 0.498 | 0.359 |
| I can see myself holding any higher position because I have technical skills required. | 181 | 4.43 | 0.731 | -1.462 | 0.181 | 2.489 | 0.359 |
| I receive adequate support from my superiors. | 181 | 3.30 | 0.877 | -0.535 | 0.181 | 0.324 | 0.359 |
| Valid N (listwise) | 181 | | | | | | |

Source: Author's compilation from IBM SPSS Statistic version 28

4.5.1 Tenure in the same position

For the statement regarding tenure, respondents indicated a mean score of 3.52, suggesting that a significant number of administrative staff at DUT have remained in the same position for over seven years. This result indicates a moderate level of stagnation in career progression for a substantial proportion of the staff. The high variability in responses, with a standard deviation of 1.526, reflects diverse experiences amongst staff, meaning that some have had longer tenures while others have not. The slightly negative skewness value of -0.441 indicates that a majority of the respondents have shorter tenures, implying some recent hires or promotions. The negative kurtosis of -1.461 suggests a flatter distribution, meaning that responses are spread out with fewer extreme values, highlighting a variety of experiences regarding tenure.

4.5.2 Active promotion-seeking

The statement about seeking promotion for over five years had a mean score of 3.15, indicating a neutral to slightly positive perception of active promotion-seeking amongst the staff. This suggests that while some staff are actively seeking promotions, others may not be. The standard deviation of 1.041 indicates moderate variability, showing that experiences vary significantly amongst respondents. The near-zero skewness value of -0.154 indicates a fairly symmetrical distribution of responses, suggesting that the number of staff actively seeking promotions is balanced by those who are not. The kurtosis of -0.293 indicates a distribution close to normal, meaning that the responses do not deviate much from the average.

4.5.3 Qualifications for job performance

Respondents felt strongly that they had the necessary qualifications to perform their job, with a mean score of 4.57. This high score suggests that most staff are confident in their qualifications and feel well-equipped for their roles. The low standard deviation of 0.539 implies high agreement on this issue, indicating that most respondents share this sentiment. The negative skewness value of -0.708 indicates that a greater number of respondents feel well-qualified, while the negative kurtosis of -0.659 suggests a slightly flatter distribution, indicating consistency in responses.

4.5.4 Promotional opportunities aligned with skills

Regarding the availability of promotional opportunities aligned with skills, the mean score was 3.19, indicating a neutral to slightly positive perception. This suggests that while some staff feel that there are opportunities aligned with their skills, others may not. The standard deviation of 1.116 indicates moderate variability in responses, showing a range of opinions. The skewness value of -0.196 and the kurtosis value of -0.468 indicate a near-normal and somewhat flat distribution, meaning that responses are spread relatively evenly around the mean.

4.5.5 Career development initiatives

Respondents moderately agreed that DUT offers career development initiatives, with a mean score of 3.67. This indicates a generally positive perception of career development initiatives at DUT. The standard deviation of 0.767 shows moderate

variability, meaning that while many respondents agree, some have different views. The skewness value of -0.116 indicates a nearly symmetrical distribution, suggesting balanced perceptions. The kurtosis value of -0.332 suggests a slightly flatter distribution, indicating some diversity in responses.

4.5.6 Career advancement opportunities in expertise area

Regarding the availability of career advancement opportunities in their area of expertise, the mean score was 3.58, indicating moderate agreement. This suggests that many respondents see opportunities for advancement in their areas of expertise, although some may not. The standard deviation of 0.907 reflects moderate variability in responses, showing varied experiences. The negative skewness value of -0.693 suggests that respondents generally view the availability of these opportunities positively. The kurtosis value of 0.268 indicates a slightly more peaked distribution, suggesting that while there is general agreement, there are also some outliers.

4.5.7 Hard skills for higher positions

Respondents strongly agreed that they possess the hard skills required for higher positions, with a mean score of 4.27. This high score indicates that most respondents feel confident in their hard skills. The standard deviation of 0.800 shows moderate variability, meaning that there is some difference in opinion but generally high agreement. The substantial negative skewness value of -1.108 indicates that many respondents rate their hard skills highly, while the kurtosis value of 1.063 suggests a more peaked distribution, indicating consistency in responses.

4.5.8 Soft skills for higher positions

Regarding the possession of soft skills required for higher positions, respondents also indicated strong agreement, with a mean score of 4.29. This suggests that most respondents feel confident in their soft skills. The standard deviation of 0.764 shows moderate variability, meaning that there is some difference in opinion but generally high agreement. The negative skewness value of -0.918 suggests that respondents generally rate their soft skills highly. The kurtosis value of 0.498 indicates a slightly more peaked distribution, suggesting that while there is general agreement, there are also some outliers.

4.5.9 Technical skills for higher positions

Respondents felt very confident in their technical skills for higher positions, with a mean score of 4.43. This high score indicates that most respondents feel that they have the technical skills necessary for advancement. The standard deviation of 0.731 shows moderate variability, meaning that there is some difference in opinion but generally high agreement. The substantial negative skewness value of -1.462 suggests that many respondents rate their technical skills highly, while the kurtosis value of 2.489 indicates a highly peaked distribution, suggesting strong agreement amongst respondents.

4.5.10 Support from superiors

Finally, respondents had a neutral to slightly positive perception of receiving adequate support from their superiors, with a mean score of 3.30. This indicates a moderate level of satisfaction with the support from superiors. The standard deviation of 0.877 indicates moderate variability, meaning that there are different opinions among respondents. The negative skewness value of -0.535 suggests that more respondents view the support from their superiors positively, while the kurtosis value of 0.324 indicates a slightly more peaked distribution, suggesting that while there is general agreement, there are also some outliers.

4.6 Establishing the extent to which career advancement impacts job satisfaction at DUT

The second secondary objective of the study was concerned with establishing the extent to which career advancement impacts job satisfaction for administrative staff at DUT. The subsequent sub-sections present the analysis of the perceptions of the respondents on the degree to which career advancement has impacted job satisfaction at DUT amongst administrative staff. The focus was on evaluating whether various aspects of career advancement—such as receiving a promotion, satisfaction with the appointment process, feelings of being overlooked for a promotion, and overall contentment with the current position—have influenced job satisfaction. The analysis involved examining how respondents perceive career advancement as a factor in their job satisfaction. For instance, respondents were asked about their happiness regarding promotions and their satisfaction with the appointment process.

Additionally, perceptions of being overlooked for promotions they felt qualified for, and whether they view increased responsibilities, challenging work or salary increments as signs of career advancement, were explored. The study also considered whether respondents felt excluded from career advancement initiatives or viewed these initiatives as insignificant. Furthermore, it assessed perceptions regarding the neglect of administrative staff in promotion decisions, and whether respondents felt that they had adequate resources to perform their duties. To gauge these perceptions, the mean scores and standard deviations for each statement were calculated. These statistical measures provide insight into the general sentiment of the administrative staff regarding how career advancement opportunities have impacted their job satisfaction. The following sections will delve into the detailed findings from this analysis, shedding light on the relationship between career advancement and job satisfaction at DUT. The results of the study are shown in Table 4.4 below:

Table 4.4: Impact of career advancement on job satisfaction (N=181)

| | N | Mean | Std. Deviation |
|---|-----------|-----------|-------------------|
| | Statistic | Statistic | Statistic |
| I would feel happy if I receive a promotion | 181 | 4.62 | 0.608 |
| I am satisfied with the appointment process | 181 | 2.93 | 0.817 |
| I feel I have been overlooked for a promotion I qualify for | 181 | 3.18 | 0.910 |
| I am happy with my current position | 181 | 3.80 | 1.255 |
| For me I feel a promotion is career advancement | 181 | 4.20 | 0.565 |
| I feel more tasks is career advancement | 181 | 2.47 | 0.734 |
| I feel more challenging work is career advancement | 181 | 2.81 | 0.716 |
| I feel an increase in my salary is career advancement | 181 | 4.28 | 0.633 |
| I feel left out with the career advancement initiatives at the organisation | 181 | 3.25 | 1.081 |

| | | | |
|--|-----|------|-------|
| I feel the career initiatives at the organisation are of little significance | 181 | 3.25 | 1.090 |
| I feel administrative staff are being neglected in terms of promotion | 181 | 3.59 | 0.054 |
| I have enough resources to perform my duties | 181 | 3.82 | 0.654 |
| Valid N (listwise) | 181 | | |

Source: Author's compilation from IBM SPSS Statistic version 28

Firstly, respondents reported a high level of satisfaction regarding the potential positive impact of promotions on their job satisfaction. The mean score of 4.62 suggests that the majority of administrative staff would experience a significant boost in their job satisfaction if they were promoted. This high score indicates that promotions are highly valued as a form of career progression and contribute substantially to employees' overall contentment with their roles.

In contrast, the responses regarding satisfaction with the current appointment process were less positive, with a mean score of 2.93. This score reflects a moderate level of dissatisfaction, suggesting that many employees feel that the process by which appointments are made does not fully meet their expectations or needs. The standard deviation of 0.817, while not excessively high, indicates some variability in perceptions about the appointment process, with some staff possibly feeling more dissatisfied than others. Effective appointment processes are crucial for maintaining employee trust and motivation, as discussed by Hecht Maas and van Rinsum (2023:239), who emphasized that transparent and fair procedures are essential for perceived justice in promotions.

Respondents expressed mixed feelings about being overlooked for promotions they believe they qualify for. The mean score of 3.18 suggests a moderate level of agreement that they feel neglected in promotion considerations. This score, combined with a standard deviation of 0.910, implies that there is some variability in how staff perceive their chances for advancement. The variability in this perception suggests that while some employees feel that their promotion opportunities are fair, others do not, which can impact overall job satisfaction and motivation. Equity theory, as proposed by Adams (1965:267), suggests that employees are motivated when they perceive fair treatment in promotions.

Overall contentment with their current job position had a mean score of 3.80, indicating a general level of satisfaction but with room for improvement. This finding is consistent with Herzberg's (1966:92) Two-factor theory, which suggests that job satisfaction is influenced by both motivational factors (like achievement and recognition) and hygiene factors (like working conditions). The high standard deviation of 1.255 indicates diverse opinions on job satisfaction, suggesting that while some employees find their positions satisfying, others may not, highlighting the need for improvements in job design and employee engagement.

The strong association between promotions and career advancement, with a mean score of 4.20, aligns with the literature that views promotions as a significant aspect of career growth (Firdaus, Firdaus, and Hidayah 2024:471) This finding underscores the importance of career progression opportunities in employee satisfaction and retention. However, the lower mean scores for other forms of career advancement, such as taking on additional tasks or more challenging work, suggest that employees may not view these aspects as equally valuable. This is consistent with research by Dialoke and Nkechi (2017:1) which found that while career development can take many forms, employees often place higher value on formal promotions compared to other forms of career progression. However, perceptions of other forms of career advancement, such as taking on additional tasks or more challenging work, were less favourable. With mean scores of 2.47 and 2.81 respectively, these results indicate that employees may not view these aspects as valuable forms of career progression. The impact of salary increases on perceptions of career advancement was also positively received, with a mean score of 4.28. This high score underscores the importance of financial rewards as a key motivator for career satisfaction amongst administrative staff.

There was a moderate level of concern about feeling excluded from career advancement initiatives within the organization, reflected in a mean score of 3.25. This suggests that while some employees may feel that they are not sufficiently included in career development opportunities, the sentiment is not overwhelmingly negative. Similarly, the significance of career advancement initiatives within the organization also received a mean score of 3.25, indicating that while some staff may view these initiatives as meaningful, others may question their effectiveness or relevance. This finding aligns with the research on employee engagement, which emphasizes the

importance of inclusive career development practices in maintaining employee satisfaction (Aburumman, Salleh, Omar and Abadi 2020:641). Concerns about administrative staff being neglected in terms of promotions had a mean score of 3.59. This reflects a perception that promotions for administrative staff might not be as frequent or fair as desired, although it is not a uniformly negative view. This assertion was shared amongst the majority of respondents, as evidenced by a standard deviation of 0.054. Lastly, the adequacy of resources to perform duties scored a mean of 3.82, showing that most staff feel reasonably well-supported in their roles. The standard deviation of 0.654 suggests a relatively consistent view amongst respondents regarding the availability of resources.

Regression analysis assesses the magnitude of the relationship between variables of interest. A simple linear regression analysis was conducted to quantify the effect of career advancement (Career_Adv) on job satisfaction (Job_Sat). Regression analysis is suitable in this context as it allows for the prediction of job satisfaction levels based on career advancement initiatives, thereby enabling the researcher to assess the magnitude of the relationship between these variables. The analysis of variance (ANOVA) results presented below confirm the appropriateness of the fitted regression model, with a probability value of 0.016, indicating statistical significance.

Table 4.5: Analysis of Variance (ANOVA)

| ANOVA^a | | | | | | |
|--|------------|-----------------------|-----------|--------------------|----------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | .531 | 1 | .531 | 5.900 | .016 ^b |
| | Residual | 16.110 | 179 | .090 | | |
| | Total | 16.641 | 180 | | | |
| a. Dependant Variable: Job_Sat b. Predictors (Constant), Career_Adv | | | | | | |

Source: Author's compilation from IBM SPSS Statistic version 28

The table of coefficients below (Table 4.6) show that career advancement has a statistically significant impact on job satisfaction for administrative staff at DUT.

Table 4.6: Model coefficients

| Coefficients^a | | | | | | |
|---------------------------------|------------|-----------------------------|------------------------------------|---|----------|-------------|
| Model | | Unstandardised B | Coefficients Std. Error | Standardised Coefficients Beta | t | Sig. |
| 1 | (Constant) | 2.975 | .224 | | 13.282 | <.001 |
| | Career_Adv | .143 | .059 | .179 | 2.429 | .016 |
| a. Dependant Variable: Job_Sat | | | | | | |

Source: Author's compilation from IBM SPSS Statistic version 28

Findings shown in Table 4.6 above reveal that the probability value corresponding to the coefficient for career advancement (0.143) is 0.016, which is lower than the 0.05 test level. It can therefore be deduced that career advancement has a positive and statistically significant effect on job satisfaction. Results show that improved career advancement tends to boost job satisfaction by 14.3 percentage points on average.

4.7 The relationship between career advancement and employee loyalty at DUT

The third secondary research objective was concerned with ascertaining the relationship between career advancement and employee loyalty at DUT. To achieve this objective, the researcher prompted the respondents to indicate the extent to which their loyalty is driven by career advancement initiatives at DUT. A series of statements on employee loyalty and its relationship with career advancement were posed to respondents, upon which they were required to respond by highlighting their level of agreement with each statement.

By analysing the responses to these statements, the study aimed to understand how career advancement opportunities at DUT influence employees' loyalty to the organisation. The findings provided insights into whether employees are likely to stay with DUT due to career development initiatives, or if they would seek opportunities

elsewhere despite such initiatives. This helped to determine the effectiveness of career advancement programs in fostering employee loyalty within the institution.

The analysis utilized means and standard deviations to measure the average level of employee loyalty and the spread of responses. The mean score provides a general sense of loyalty or disloyalty, indicating whether the career advancement initiatives at DUT meet the expectations of its administrative staff. The standard deviation reflects the consistency or variability in responses, showing whether there is a common sentiment or diverse opinions amongst the respondents. By analyzing these factors, the study seeks to identify strengths and areas for improvement in the career advancement system within the institution. Means and standard deviations are computed, and Table 4.7 below presents the mean scores.

Table 4.7: Level of employee loyalty at DUT (N=181)

| | N Statistic | Mean Statistic | Std. Deviation Statistic | Skewness Statistic | Kurtosis Statistic |
|--|----------------|-------------------|--------------------------------|-----------------------|-----------------------|
| If I earn a higher qualification through capacity building initiatives with my organisation I will still consider employment elsewhere | 181 | 4.20 | 0.039 | 5.233 | 3.411 |
| If I receive a promotion I will serve this organisation to the best of my ability | 181 | 4.59 | 0.049 | 4.214 | 5.614 |
| I'm happy to consider employment elsewhere | 181 | 4.23 | 0.056 | 3.514 | 2.140 |
| I would recommend my organisation as an employer to staff working the administrative field | 181 | 2.97 | 0.510 | 0.460 | 3.050 |
| I am fulfilled with the work I am doing | 181 | 3.28 | 0.068 | 0.912 | 0.971 |

| | | | | | |
|--|-----|------|-------|-------|--------|
| I will remain at the organisation should I receive an offer of employment in another organisation in a job at the same level I occupy | 181 | 2.77 | 0.085 | 0.629 | -0.886 |
| I will remain at the organisation should I receive an offer of employment in another organisation in a job at a higher level to which I currently occupy | 181 | 2.35 | 0.098 | 1.416 | 1.330 |
| I will remain at the organisation should I receive an offer of employment in another organisation in a job at a lower level to which I currently occupy | 181 | 4.56 | 0.054 | 5.614 | 4.144 |
| I see myself spending the bulk of my career in the organisation | 181 | 3.38 | 0.086 | 0.580 | -0.331 |
| Valid N (listwise) | 181 | | | | |

Source: Author's compilation from IBM SPSS Statistic version 28

For the statement on considering employment elsewhere despite earning a higher qualification through capacity-building initiatives, the mean score of 4.20 suggests that many respondents would still consider leaving DUT, even after receiving such qualifications. The low standard deviation of 0.039 indicates a high level of agreement amongst respondents. The skewness of 5.233 and kurtosis of 3.411 shows that the responses are highly skewed towards agreement, with most respondents strongly considering external employment opportunities despite internal qualifications. This finding resonates with the "push and pull" factors described in turnover theories, where employees may be "pulled" by attractive opportunities elsewhere or "pushed" by dissatisfaction with current conditions (Choi and Park, 2020:58). The high level of consideration for external employment, even amongst those who receive promotions or capacity-building opportunities, suggests that career advancement alone may not be sufficient to retain talent.

When asked if they would serve the organisation to the best of their ability if promoted, the mean score of 4.59 indicates strong agreement. The low standard deviation of 0.049 shows consistency in responses, suggesting that promotions are highly motivating for employees. The skewness of 4.214 and kurtosis of 5.614 further highlight that the majority of respondents feel very positively about serving the organisation better if promoted. According to Judge, Zhang and Glerum (2020:207), job satisfaction is influenced by various factors, including the nature of the job, the work environment, and the opportunities for advancement. Promotions are seen as a recognition of an employee's efforts and are often associated with increased responsibility, higher status and better compensation, all of which contribute to higher job satisfaction (Kumar and Vasudevan 2024:9).

Regarding the willingness to consider employment elsewhere, the mean score of 4.23 suggests a high level of openness to external opportunities. The standard deviation of 0.056 indicates relatively low variability in responses. The skewness of 3.514 and kurtosis of 2.140 suggest that while many respondents are open to leaving DUT, the intensity of this sentiment is slightly less extreme than the previous statements.

For recommending the organisation to others in the administrative field, the mean score of 2.97 reflects a neutral to slightly positive stance. The higher standard deviation of 0.510 indicates more variability in responses. The skewness of 0.460 and kurtosis of 3.050 suggest a relatively normal distribution of responses, with a slight lean towards recommending the organisation. In terms of job fulfilment, the mean score of 3.28 indicates a moderate level of satisfaction. The standard deviation of 0.068 shows low variability, suggesting that most respondents have similar feelings about their job fulfilment. The skewness of 0.912 and kurtosis of 0.971 indicate a slightly positive skew, with more respondents feeling fulfilled than not. The mean score of 2.97 for recommending the organisation as an employer and 3.28 for job fulfilment indicates a neutral to slightly positive sentiment. This is in line with studies suggesting that employee satisfaction and loyalty are multi-faceted and influenced by a variety of factors beyond career advancement opportunities, such as organisational culture, management practices, and work-life balance (Vasumathi, 2018:100). The variability in responses (standard deviations of 0.510 and 0.068 respectively) also highlights the individual differences in how employees perceive their work environment and career progression.

When considering staying at the organisation if offered a similar job elsewhere, the mean score of 2.77 suggests a slight inclination towards leaving. The standard deviation of 0.085 indicates low variability. The skewness of 0.629 and kurtosis of -0.886 suggest a normal distribution, with a slight preference towards leaving if offered a comparable job.

For staying if offered a higher-level job elsewhere, the mean score of 2.35 shows a stronger inclination towards leaving DUT. The standard deviation of 0.098 indicates some variability in responses. The skewness of 1.416 and kurtosis of 1.330 suggest that a significant portion of respondents would likely leave for better opportunities.

When considering staying if offered a lower-level job elsewhere, the mean score of 4.56 indicates a strong preference for staying at DUT. The standard deviation of 0.054 shows low variability. The skewness of 5.614 and kurtosis of 4.144 indicate a strong consensus towards staying, even if lower-level opportunities arise. This finding supports the idea that organisational commitment can be high even in the face of potentially better external opportunities, particularly when employees feel a sense of attachment and loyalty to their current employer (Al-Jabari and Ghazzawi, 2019:11). It also underscores the importance of creating a supportive and engaging work environment that fosters long-term commitment.

Regarding seeing themselves spending the bulk of their career at DUT, the mean score of 3.38 reflects a moderately positive view. The standard deviation of 0.086 shows some variability. The skewness of 0.580 and kurtosis of -0.331 suggest a slightly positive inclination toward long-term career plans at DUT. The moderately positive view on spending the bulk of their career at DUT (mean score of 3.38) and the variability in responses suggest that while career development initiatives are crucial, they must be part of a broader strategy to enhance overall job satisfaction and loyalty. This aligns with findings from studies on employee retention, which emphasize that career development should be integrated with other HR practices such as performance management, compensation, and employee engagement (Huselid, 2021).

4.7.1 Correlation analysis

To ascertain the overall relationship between career advancement and employee loyalty at DUT, the researcher conducted Pearson’s Correlation analysis, which is appropriate for measuring the strength and direction of the linear relationship between two continuous variables (Alsaqr, 2021:10). Pearson’s Correlation was chosen because it quantifies the degree to which career advancement is associated with employee loyalty, providing statistical evidence of correlation strength.

Table 4.8: Correlation between career advancement and employee loyalty

| Correlations | | | |
|---------------------|---------------------|------------|--------------|
| | | Career_Adv | Empl_Loyalty |
| Career_Adv | Pearson Correlation | 1 | .017 |
| | Sig. (2-tailed) | | .822 |
| | N | 181 | 181 |
| Empl_Loyalty | Pearson Correlation | .017 | 1 |
| | Sig. (2-tailed) | .822 | |
| | N | 181 | 181 |

Source: Author’s compilation from IBM SPSS Statistic version 28

The Pearson correlation coefficient between career advancement and employee loyalty is 0.017, indicating a very weak positive relationship between the two variables. This suggests that there is a weak linear relationship between career advancement opportunities and employee loyalty amongst administrative staff at DUT. The sample size for both career advancement and employee loyalty is 181, indicating a robust dataset for conducting the correlation analysis. A larger sample size typically increases the reliability of the correlation coefficient, but in this case, it still shows a weak but positive relationship.

The correlation analysis results suggest that career advancement opportunities at DUT have a weak linear relationship with employee loyalty. This finding can be linked

to several theoretical perspectives and empirical studies. Employee loyalty is influenced by a multitude of factors beyond career advancement. These can include job satisfaction, organizational culture, leadership quality, work-life balance and compensation, amongst others (Vasumathi, 2018:100). The weak correlation indicates that career advancement alone may not be a strong predictor of loyalty. Employees may value other aspects of their work environment more significantly when deciding to stay with an organization.

The lack of a significant relationship may also be due to contextual factors specific to DUT or individual differences amongst employees. For example, some employees may prioritize job security or personal life factors over career advancement. Additionally, variations in personal career goals and job expectations can result in differing levels of loyalty, regardless of career advancement opportunities.

Effective career advancement programs are often part of a broader strategy of human resource management practices that collectively enhance employee loyalty (Quader, 2024:36). Organisations that integrate career development with other initiatives such as performance recognition, mentoring and professional development tend to have higher levels of employee loyalty.

4.8 Exploring the link between job satisfaction and employee loyalty at DUT

The fourth research objective of this study aims to explore the link between job satisfaction and employee loyalty at the Durban University of Technology (DUT). Understanding this relationship is critical, as both job satisfaction and employee loyalty are essential elements of organizational success. High levels of job satisfaction can lead to increased employee loyalty, which in turn can reduce turnover rates, enhance organizational commitment and improve overall productivity. To address this objective, the researcher employed a bi-variate correlation analysis. This statistical method measures the strength and direction of the relationship between two variables. In this context, the bi-variate correlation analysis was used to ascertain the relationship between job satisfaction and employee loyalty amongst administrative staff at DUT.

The analysis involves computing the Pearson correlation coefficient, which quantifies the degree of linear relationship between job satisfaction and employee loyalty. A positive correlation indicates that as job satisfaction increases, employee loyalty also

tends to increase. Conversely, a negative correlation suggests that higher job satisfaction is associated with lower employee loyalty. The significance level (p-value) is also examined to determine whether the observed correlation is statistically significant. By analyzing the responses of the administrative staff to a series of statements related to their job satisfaction and loyalty, the study seeks to provide insights into how these two variables interact. The results of this analysis will help in understanding whether efforts to enhance job satisfaction at DUT are likely to contribute to higher employee loyalty, and consequently inform strategies to foster a more committed and stable workforce. The following sections present the detailed findings of the bi-variate correlation analysis, highlighting the strength and significance of the relationship between job satisfaction and employee loyalty at DUT.

Table 4.9: Correlation between job satisfaction and employee loyalty

| Correlations | | | |
|---------------------|---------------------|---------|--------------|
| | | Job_Sat | Empl_Loyalty |
| Job_Sat | Pearson Correlation | 1 | .006 |
| | Sig. (2-tailed) | | .936 |
| | N | 181 | 181 |
| Empl_Loyalty | Pearson Correlation | .006 | 1 |
| | Sig. (2-tailed) | .936 | |
| | N | 181 | 181 |

Source: Author's compilation from IBM SPSS Statistic version 28

The correlation matrix presented in Table 4.9 aims to elucidate the relationship between job satisfaction (Job_Sat) and employee loyalty (Empl_Loyalty) amongst the administrative staff at the Durban University of Technology (DUT). The analysis uses Pearson's correlation coefficient to determine the strength and direction of this relationship, alongside the significance level (p-value) to assess statistical relevance.

The Pearson correlation coefficient for Job_Sat and Empl_Loyalty is 0.006. This value indicates a near-zero correlation, suggesting that there is virtually no linear relationship between job satisfaction and employee loyalty amongst the respondents. In other

words, changes in job satisfaction levels do not appear to be associated with corresponding changes in employee loyalty.

The significance level for the correlation between Job_Sat and Empl_Loyalty is 0.936. A p-value greater than 0.05 typically indicates that the observed correlation is not statistically significant. Here, the p-value of 0.936 is well above this threshold, reinforcing the conclusion that there is no significant relationship between job satisfaction and employee loyalty in this sample.

The sample size for both variables is 181, reflecting the number of respondents included in the analysis. A larger sample size generally provides more reliable and generalizable results, although in this case, the large sample size still yields a near-zero, non-significant correlation.

The near-zero and non-significant correlation between job satisfaction and employee loyalty at DUT suggests that factors other than job satisfaction might play a more critical role in influencing employee loyalty. This could imply that even if administrative staff are satisfied with their jobs, this does not necessarily translate into increased loyalty to the organization.

This finding contrasts with much of the existing literature, which often posits a positive relationship between job satisfaction and employee loyalty. For instance, studies by Matzler and Renzl (2006) and Al-Omari and Okasheh (2017) highlight that satisfied employees are generally more loyal and committed to their organisations. The discrepancy observed in this study might be attributed to unique organisational dynamics at DUT, cultural factors, or other external variables affecting employee perceptions.

Given these results, it may be beneficial for DUT to investigate other determinants of employee loyalty, such as organizational culture, career advancement opportunities, leadership quality and work-life balance. Tailoring initiatives to address these areas could potentially foster greater employee loyalty. Furthermore, qualitative research methods, such as interviews or focus groups, might provide deeper insights into the specific factors influencing loyalty among the administrative staff at DUT.

4.9. Career advancement and job satisfaction

Smart-PLS provides valuable insights into the relationship between variables being investigated in the study (Cooksey and Cooksey, 2020:61). The model output (Table 4.5 below) from Smart-PLS provides valuable insights into the relationship between career advancement and job satisfaction amongst the respondents. The path coefficient between career advancement (CAREER_ADV) and job satisfaction (JOB_SAT) is 0.510. This positive coefficient indicates a strong positive relationship, suggesting that higher levels of career advancement are associated with higher levels of job satisfaction. This implies that as employees perceive more opportunities for career growth and advancement, their satisfaction with their jobs tends to increase. The R-squared value for job satisfaction is 0.260, indicating that 26% of the variance in job satisfaction can be explained by career advancement. This is a moderate level of explanatory power, highlighting that while career advancement significantly contributes to job satisfaction, other factors also play a role in determining job satisfaction levels.

The outer loadings represent the correlations between the latent variables (CAREER_ADV and JOB_SAT) and their observed indicators. For career advancement, the outer loadings vary considerably, with some indicators showing strong positive correlations (such as CAREER_ADV6 with 0.735) and others showing weaker or even negative correlations (such as CAREER_ADV3 with -0.527). This variability suggests that certain aspects of career advancement are more closely related to the overall construct than others. Similarly, for job satisfaction, the outer loadings also vary, with some indicators having high positive correlations (such as JOB_SAT3 with 0.575) and others having lower or negative correlations (such as JOB_SAT6 with 0.099). This indicates that different facets of job satisfaction are represented with varying degrees of strength. In summary, the model underscores a significant positive relationship between career advancement and job satisfaction, with career advancement being a substantial predictor of job satisfaction. However, the moderate R-squared value and the variability in outer loadings suggest that while career advancement is important, other factors also influence job satisfaction. This analysis points to the need for a multifaceted approach in understanding and enhancing job satisfaction, considering both career advancement opportunities and other contributing elements.

The representative path coefficients for the structural model are shown in Figure 4.5 below.

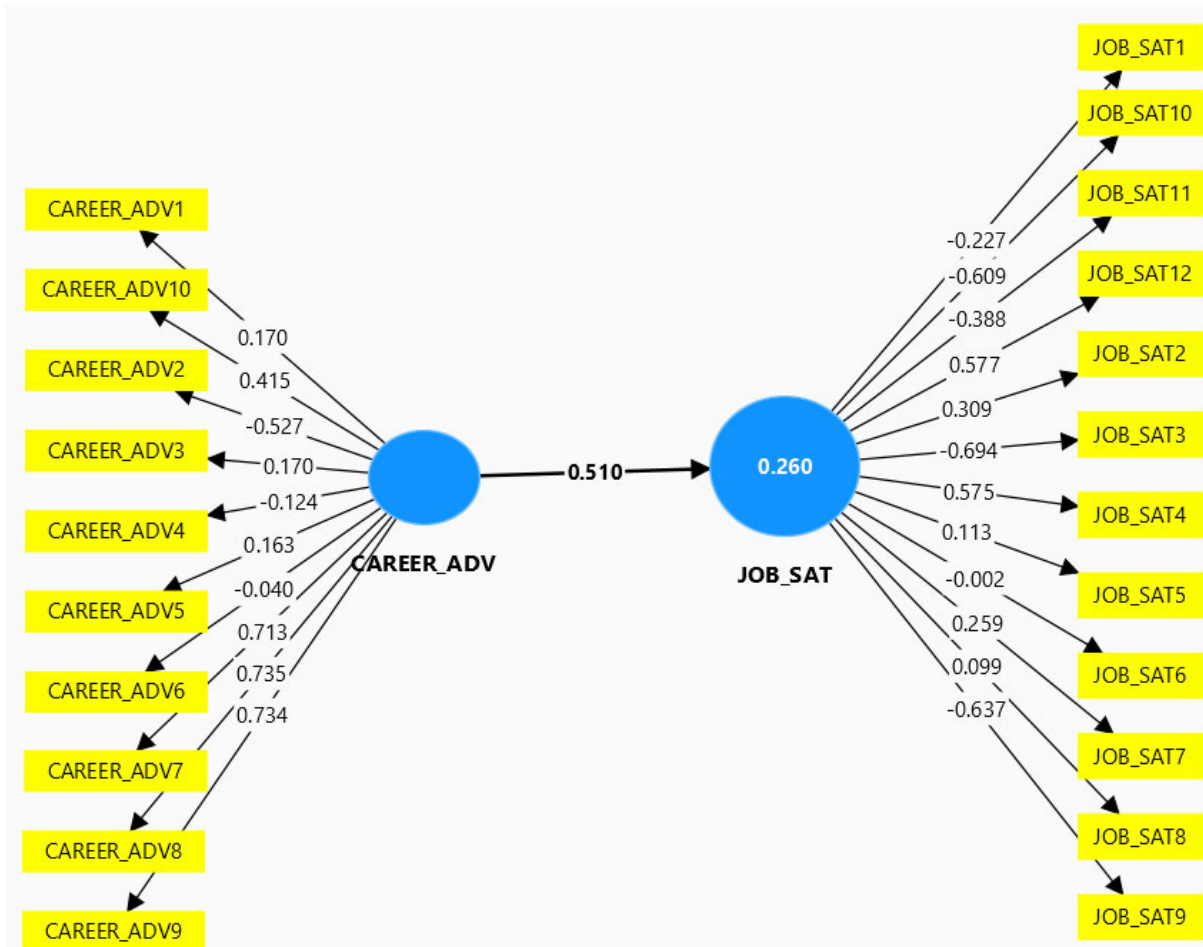


Figure 4.5: Model 1- Career advancement and Job satisfaction

Source: Smart-PLS 4.0 output

Table 4.10: Outer loadings - Matrix

| | CAREER_ADV | JOB_SAT |
|--------------|------------|---------|
| CAREER_ADV1 | 0.170 | |
| CAREER_ADV10 | 0.415 | |
| CAREER_ADV2 | -0.527 | |
| CAREER_ADV3 | 0.170 | |
| CAREER_ADV4 | -0.124 | |
| CAREER_ADV5 | 0.163 | |
| CAREER_ADV6 | -0.040 | |
| CAREER_ADV7 | 0.713 | |

| | | |
|-------------|-------|--------|
| CAREER_ADV8 | 0.735 | |
| CAREER_ADV9 | 0.734 | |
| JOB_SAT1 | | -0.227 |
| JOB_SAT10 | | -0.609 |
| JOB_SAT11 | | -0.388 |
| JOB_SAT12 | | 0.577 |
| JOB_SAT2 | | 0.309 |
| JOB_SAT3 | | -0.694 |
| JOB_SAT4 | | 0.575 |
| JOB_SAT5 | | 0.113 |
| JOB_SAT6 | | -0.002 |
| JOB_SAT7 | | 0.259 |
| JOB_SAT8 | | 0.099 |
| JOB_SAT9 | | -0.637 |

Source: Smart-PLS 4.0 output

The outer loadings matrix provides the correlation coefficients between each observed indicator and their respective latent constructs, which in this case are career advancement (CAREER_ADV) and job satisfaction (JOB_SAT). The strength and sign (positive or negative) of these loadings give insight into how well each indicator measures its respective construct.

Starting with the career advancement indicators, the loadings range from -0.527 to 0.735. Indicators such as CAREER_ADV6 (0.735), CAREER_ADV7 (0.713), and CAREER_ADV9 (0.734) have strong positive loadings, indicating that they are highly correlated with the latent construct of career advancement and are effective measures of this construct. On the other hand, indicators like CAREER_ADV3 (-0.527) and CAREER_ADV6 (-0.040) show negative or very low correlations, suggesting that these items may not be as effective in measuring career advancement, and in the case of negative loadings, they might even detract from the construct.

For job satisfaction indicators, the loadings range from -0.694 to 0.577. Positive loadings, such as JOB_SAT3 (0.575) and JOB_SAT12 (0.577), indicate strong correlations with the job satisfaction construct, suggesting that they are good measures of this latent variable. Conversely, indicators like JOB_SAT7 (-0.694),

JOB_SAT11 (-0.388), and JOB_SAT10 (-0.609) have negative loadings, which implies that these items may indicate dissatisfaction.

Overall, the positive outer loadings for both constructs suggest a strong relationship between the observed indicators and their respective latent variables, while the negative loadings highlight dissatisfaction areas.

4.10 Discussion of Findings

This section discusses the study's findings on the research objectives, which include: i) examining career advancement opportunities for administrative staff at DUT; ii) assessing how career advancement impacts job satisfaction; iii) exploring the relationship between career advancement and employee loyalty; iv) investigating the link between job satisfaction and loyalty, v) and identifying strategies that DUT could adopt to improve both. While the first four objectives are discussed in this section, Chapter 5 will cover the last objective and sound possible strategies to enhance job satisfaction and loyalty are provided.

4.10.1 Exploring the career advancement opportunities for administrative staff at DUT

Exploring the career advancement opportunities for administrative staff at DUT revealed that while various programs, such as promotions, professional development and mentorship schemes, are available, there is still a significant consideration amongst employees of external employment. This aligns with findings by Tansel and Gazioğlu (2014:1260), who emphasize the importance of clear and accessible career development pathways in enhancing employee perceptions of growth opportunities. Additionally, a study by Hedge and Rineer (2017:2) aligns with this study, underscoring the importance of clear and accessible career development pathways in enhancing employees' perceptions of growth opportunities. This suggests that despite the availability of these opportunities, they may not be perceived as sufficient or effectively communicated. The results revealed that many employees have been in the same position for over seven years. This result indicates a moderate level of stagnation in career progression for a substantial proportion of the staff. The results of the current study established a neutral to slightly positive perception of active promotion-seeking amongst the staff. This indicates that while some employees are actively looking for

promotions, others may not be. The findings of this study show that the staff in the organisation have the necessary qualifications to perform their job. This proposes that most of the employees are assured in their qualifications and feel well-equipped for their roles.

The results of the current study revealed a neutral to slightly positive perception regarding the alignment of promotion opportunities and the skills available. This proposes that some employees felt that there are job prospects that are in line with their skills. In addition, the findings of the current study suggested that the organisation under study provides career development initiatives. This indicates a positive view of the career development activities at the organisation. The study established that there were career advancement opportunities within the employees' areas of expertise. This suggested that opportunities for career advancement within areas of expertise are seen by employees. The findings of the study found that employees possess the hard skills that are required for higher positions within the organisation. This indicates that employees feel assured and confident in their hard skills. The results of the current study demonstrated that employees possess the soft skills required for higher or more senior positions within the organisation. This suggests that employees feel confident in the soft skills they possess. The results of the current study revealed that employees are confident in their technical skills for higher or more senior positions. This indicates that employees feel that they have the required technical skills needed for career advancement.

The findings of the current study showed that employees feel that they are receiving enough support from their managers. This shows a reasonable level of satisfaction with support from their managers. The findings of this study align with existing literature on career advancement, job satisfaction and employee loyalty. Studies by Ogony and Majola (2018:77) and Gaiaschi and Musumeci (2020:163) highlighted that career advancement can mean different things to different individuals, which is reflected in the diverse responses regarding tenure and promotion-seeking. Patton and McMahon (2018:67) emphasized the impact of various factors on career success, which is evident in the varied perceptions of career development initiatives and opportunities. The high level of agreement on qualifications for job performance aligns with the assertion by Amin (2021:12) that job satisfaction is influenced by employees' perceptions of their qualifications and abilities. Similarly, the moderate agreement on

promotion opportunities aligns with the findings of the study by Ashraf (2020:407) that opportunities for advancement and growth are crucial determinants of job satisfaction. The strong agreement on hard, soft and technical skills required for higher positions aligns with the assertions by Tiwari, Mathur and Awasthi (2019:3) that employee loyalty is influenced by the availability of career development opportunities and the possession of necessary skills. The mixed perceptions of support from superiors reflect the findings of the study by Aljehani and Javed (2021:123) that higher education institutions face challenges in aligning employee needs with organizational objectives, thus impacting career advancement and satisfaction.

4.10.2 To establish the extent to which career advancement impacts job satisfaction at DUT

The simple linear regression analysis test revealed that career advancement has a statistically significant impact on job satisfaction for administrative staff at DUT. The Smart-PLS output also indicated a strong positive relationship between career advancement and job satisfaction. Hence, it can be deduced that career advancement has a positive and statistically significant effect on job satisfaction. Although high mean scores were observed for statements related to promotions and career development, the overall effect on job satisfaction was limited. This is consistent with the work of Greenhaus and Callanan (2006:147), who argue that while career advancement is important, it is not the sole determinant of job satisfaction. The findings of this study are also mirrored in a study by Lee, Lee, Choi and Kim (2022:14) who stated that in some cases, factors other than career advancement are even more critical to retaining employees. Other factors, such as recognition, work environment and personal work-related needs, also play significant roles. The results of this study are in contrast to a study by Mwititi, Moguche and Rintari (2021:49) who indicate that career advancement has a substantial correlation with job satisfaction. Additionally, the results of this study are dissimilar to research conducted by Alnıaçık, Alnıaçık, Akçin and Erat (2012:355), which revealed a substantial correlation between career advancement and job satisfaction. In addition, the findings of this study are contrary to research conducted by Abu-Tineh, Romanowski, Chaaban, Alkhatib, Ghamrawi and Alshaboul (2023:15) who showed that career advancement has a substantially positive effect on job satisfaction.

The study revealed high levels of satisfaction concerning promotion in the organisation. Most of the administrative staff would experience a significant boost in their job satisfaction if they were promoted. Research by Judge and Bono (2021:376) supports this, indicating that promotions not only provide financial incentives but also fulfill employees' psychological needs for recognition and advancement, thus enhancing job satisfaction. Similarly, the emphasis on promotions as a form of career progression is consistent with theories of career development, such as those proposed by Ali and Anwar (2021:21), who highlighted that career progression is a key factor in maintaining employee motivation and satisfaction. In contrast, the study revealed low satisfaction with the current appointment process, which suggests that many employees feel that the process by which appointments are made does not fully meet their expectations or needs. Effective appointment processes are crucial for maintaining employee trust and motivation, as discussed by Callahan (2020:25), who emphasized that transparent and fair procedures are essential for perceived justice in promotions.

The current study revealed mixed feelings regarding perceived neglect in promotion considerations amongst staff members. This variability implies that while some employees view their promotion prospects as fair, others do not, potentially impacting overall job satisfaction and motivation. This finding aligns with Adams' (1965:267) Equity Theory, which states that employees are more motivated when they perceive fairness in promotion practices. The findings of the study revealed a strong link between promotions and career advancement, which emphasizes the significance of career progression opportunities for employee satisfaction and loyalty. This aligns with existing literature that highlights promotions as a crucial component of career growth (Jia-Jun and Hua-Ming 2022:2). However, the study also revealed a negative relationship between other forms of career advancement such as additional tasks and more challenging work, which suggests that employees do not see these aspects as valuable forms of career advancement. This is consistent with research by Dachner, Ellingson, Noe and Saxton (2021:31) which found that while career development can take many forms, employees often place higher value on formal promotions compared to other forms of career progression.

4.10.3 To determine the relationship between career advancement and employee loyalty at DUT

The Pearson correlation test revealed a weak but positive relationship between career advancement and employee loyalty. This suggests a weak linear relationship between career advancement opportunities and employee loyalty amongst administrative staff at DUT. This means that the correlation is not statistically significant, leading one to conclude that there is a weak relationship between career advancement and employee loyalty. The results of the current study are in contrast with Susita, Saptono, Susono and Rahim (2020:20) who studied the effect of career development on employee loyalty and found that career advancement has a significant positive effect on employee loyalty. Additionally, the findings of the current study disagree with research by Majid, Samsudin, Noorkhizan, Noor and Zuffri (2017:667) on linking career development and employee loyalty in Malaysia using a quantitative research approach. The results revealed that career development is positively related to employee loyalty. The correlation analysis results suggest that career advancement opportunities at DUT have a weak significant relationship with employee loyalty. The finding of this study is mirrored in research conducted by Pramudita, Suyono and Elisabeth (2022:81) on career advancement and employee loyalty, which revealed a partially positive effect of career development on employee loyalty. However, the result of the current study is incongruent with research by Lestari, Sudiarditha and Handaru (2021:135) focused on career development and employee loyalty, which revealed that when employees receive career development opportunities, they are likely to be loyal to the organisation. In addition, the findings are contrary to research conducted by Fadhila and Sulistiyani (2021:140) on career development toward employee loyalty using quantitative research. Career development was found to have a positive and significant effect on employee loyalty.

The findings of the current study can be linked to several theoretical perspectives and empirical studies. Employee loyalty is influenced by a multitude of factors beyond career advancement. These can include job satisfaction, organizational culture, leadership quality, work-life balance and compensation, amongst others (Walga, 2018:159; Magaisa and Musundire, 2022:1). The weak correlation indicates that career advancement alone may not be a strong predictor of loyalty. Employees may

value other aspects of their work environment more significantly when deciding to stay with an organization. The lack of a significant relationship may also be due to contextual factors specific to DUT or individual differences amongst employees. For example, some employees may prioritize job security or personal life factors over career advancement (Beauregard, 2007:101). Additionally, variations in personal career goals and job expectations can result in differing levels of loyalty regardless of career advancement opportunities. Effective career advancement programs are often part of a broader strategy of human resource management practices that collectively enhance employee loyalty (Balahurovska, 2024:42). Organizations that integrate career development with other initiatives such as performance recognition, mentoring and professional development tend to have higher levels of employee loyalty. While career advancement opportunities are important, they do not appear to have a significant standalone impact on employee loyalty at DUT. This suggests that for career advancement initiatives to be more effective in fostering loyalty, they need to be part of a comprehensive approach that includes other aspects of job satisfaction and organizational support.

4.10.4 To explore the link between job satisfaction and employee loyalty at DUT

The Pearson correlation test indicated virtually no linear relationship between job satisfaction and employee loyalty. In other words, changes in job satisfaction levels do not appear to be associated with corresponding changes in employee loyalty. The results of the current study revealed no significant relationship between job satisfaction and employee loyalty. The findings of this study are mirrored in research by Rajput, Singhal and Tiwari (2016:105) who revealed that there is no impact of job satisfaction on employee loyalty. Additionally, the findings of a study by Sidiqi and Dron (2019:3) agree with this study that there is no impact of job satisfaction on employee loyalty. However, the results of the current study differ from research by Frempong, Agbenyo and Darko (2018:95), who concluded that job satisfaction showed a significant impact on loyalty. In addition, the findings of this study are contrary to research conducted by Phuong and Tran (2020:698), who state that job satisfaction has a positive direct impact on employee loyalty. In exploring the link between job satisfaction and employee loyalty, the bi-variate correlation analysis indicated a near-zero and non-significant relationship. This result contrasts with much of the existing literature, which

often shows a positive relationship between these two variables. The lack of significant correlation at DUT could imply that while employees may be satisfied with their jobs, it does not necessarily translate into increased loyalty. This discrepancy might be attributed to factors such as organizational culture, job security or external job market conditions, which influence loyalty independently of job satisfaction.

4.11 Conclusion

The study findings revealed that while career advancement opportunities are available, their impact on job satisfaction and employee loyalty amongst administrative staff is limited. Notable from the discussion is that the findings of the current established a weak and non-significant relationship between job satisfaction and employee loyalty, which contrasts with existing literature that often highlights a positive link between these variables. Factors such as recognition, work environment, and broader organizational dynamics seem to play a more significant role. The next chapter will discuss the summary of results, conclusions and recommendations for future studies.

CHAPTER FIVE

SUMMARY OF RESULTS, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FUTURE STUDY

5.1 Introduction

A conclusion and summary of the results are provided in this section. The study focused on the impact of career advancement on job satisfaction and employee loyalty at the Durban University of Technology. Additionally, suggestions for future research and recommendations are discussed. The summarised findings presented in this chapter include a report in respect of the study objectives which mainly align with career advancement, job satisfaction and employee loyalty.

5.2 Summary of the results

For the study, 211 questionnaires were distributed. After collecting and reviewing them for completeness and consistency, 181 questionnaires were returned, all of which were suitable for analysis. This represents a response rate of 85.8%, which was considered sufficient to meet the research objectives. Most respondents were in the 31-45 age range, indicating a large mid-career presence. However, the diverse age range allows the study to capture a wide variety of perspectives on career advancement, job satisfaction and loyalty, making the findings broadly relevant to DUT's administrative staff. The racial distribution in this study of career advancement's impact on job satisfaction and loyalty amongst DUT administrative staff shows a predominance of African-Black respondents (63.5%), followed by Indian participants (32.6%). Smaller groups included White (2.2%) and Coloured (1.7%) respondents. This demographic composition enables the study to reflect a broad range of perspectives, especially from the African Black and Indian groups, enhancing its ability to examine how career advancement influences job satisfaction and loyalty across different racial backgrounds within the administrative staff.

The study on administrative staff at the Durban University of Technology revealed a range of tenure lengths, providing insights into the impact of career advancement on job satisfaction and loyalty. The largest group, 31.5% of respondents, had 10-14 years of service, indicating substantial experience. Those with 5-9 years made up 27.6%,

suggesting that many were early in their careers but experienced enough to have meaningful perspectives on career development. This range of tenures captured a broad spectrum of employee experiences, enriching the study's analysis of career advancement across different career stages. The study revealed a diverse range of educational qualifications amongst the administrative staff at the Durban University of Technology. The largest groups were those with Honours/Advanced Diplomas and Diplomas (28.2% each), reflecting a focus on practical, specialized qualifications beyond the undergraduate level. Staff with Bachelor's degrees or Postgraduate Diplomas made up 23.2% of respondents, indicating a strong undergraduate foundation with some professional advancement. This varied educational background provided insight into how different qualification levels influenced views on career advancement, job satisfaction and loyalty at DUT.

5.3 Objectives and key findings

This section outlines the research objectives and provides a summary of the key findings in relation to each objective. It highlights how the study's outcomes align with its intended goals, offering insights into the extent to which these objectives were achieved.

5.3.1 Objectives and summary of key findings in respect of objectives

The objectives of this study were as follows:

- To explore the career advancement opportunities for administrative staff at DUT;
- To establish the extent to which career advancement impacts the job satisfaction of administrative employees at DUT;
- To determine the relationship between career advancement and employee loyalty at DUT;
- To explore the link between job satisfaction and employee loyalty at DUT; and
- To explore possible career advancement strategies that DUT can implement to improve job satisfaction and employee loyalty.

5.3.2 To explore the career advancement opportunities for administrative staff at DUT

The study revealed that although programs like promotions, professional development and mentorship are available, a notable number of employees still consider external employment. Many staff members have been in the same position for over seven years, indicating moderate inactivity in career progression. While there is a mix of employees actively seeking promotions, others are less proactive. The staff generally feel confident in their qualifications, hard skills, soft skills and technical skills required for higher roles, suggesting strong readiness for advancement. The study found that promotional opportunities somewhat align with employee skills, and there is a generally positive view of the career development initiatives offered by the organisation. Employees perceive career advancement opportunities within their areas of expertise, and most feel that they receive adequate managerial support.

5.3.3 To establish the extent to which career advancement impacts job satisfaction at DUT

The study found that career advancement significantly impacts job satisfaction for administrative staff at DUT. Although there were high scores for statements related to promotions and career development, the overall impact on job satisfaction was moderate, suggesting that other factors like recognition, work environment, and personal needs are also important to employee satisfaction. This aligns with prior research indicating that career advancement is a key factor, although not the sole driver, of job satisfaction. The study highlighted high satisfaction levels regarding promotion opportunities within the organisation, with most administrative staff reporting that promotions would substantially boost their job satisfaction by fulfilling their needs for recognition and career progression. However, there was lower satisfaction with the appointment process, suggesting that employees feel that it could be more transparent and fairer to enhance trust and motivation. The study also indicated mixed feelings about promotion fairness, with some staff perceiving the process as equitable, while others did not, potentially affecting job satisfaction and motivation. This variability supports the notion that perceived fairness in promotions is crucial for employee motivation. Additionally, the study underscored the importance of

formal promotions over other career advancement forms, such as added tasks or challenging work, which employees did not view as equally valuable. These findings reinforce the significance of clear promotion pathways for employee satisfaction and organisational loyalty.

Overall, the results highlight that while promotions and salary increases are highly valued and seen as significant for career satisfaction, there is considerable variability in perceptions about other forms of career advancement and the effectiveness of current promotion processes. These insights suggest areas where DUT could focus on improving transparency and inclusiveness in career development practices to better align with staff expectations and enhance overall job satisfaction.

5.3.4 To determine the relationship between career advancement and employee loyalty at DUT

The study found a positive but weak correlation between career advancement and employee loyalty amongst administrative staff at DUT, indicating a minimal, weak relationship between the two. This suggests that while there is a slight association, career advancement alone does not strongly predict employee loyalty. The study also highlighted that employee loyalty is influenced by a range of factors beyond career advancement, such as job satisfaction, organisational culture, leadership, work-life balance and compensation. This suggests that DUT employees may value these other aspects of their work environment more than career advancement when it comes to loyalty. Additionally, circumstantial factors at DUT and individual differences amongst employees, such as a preference for job security or a focus on personal life, may affect the extent to which career advancement impacts their loyalty. For career advancement initiatives to effectively enhance loyalty, they may need to be part of a broader human resource strategy that integrates performance recognition, mentoring and professional development.

Overall, the analysis indicates that career advancement, while valuable, does not significantly drive employee loyalty at DUT. This aligns with broader literature suggesting that employee loyalty is multifaceted and influenced by various factors beyond career progression. To improve employee loyalty, DUT should consider a

holistic approach that integrates career development with other supportive and motivating factors.

5.3.5 To explore the link between job satisfaction and employee loyalty at DUT

The study found no significant connection between job satisfaction and employee loyalty amongst administrative staff at DUT, indicating that changes in job satisfaction do not correspond to changes in loyalty. This suggested that, within this context, satisfaction with one's job does not necessarily lead to increased loyalty to the organisation. The lack of a strong relationship in this study may point to additional factors affecting employee loyalty beyond job satisfaction. Elements like organisational culture, job security and external job market conditions could play independent roles in shaping employee loyalty, suggesting that satisfaction alone is not a sufficient predictor of commitment to the organisation at DUT. This finding emphasizes the complex nature of loyalty and the importance of considering a broader range of factors in understanding and promoting employee retention.

While job satisfaction is a critical component of overall employee well-being, its direct impact on loyalty at DUT appears limited based on this analysis. Addressing broader organisational and individual factors may therefore be more effective in enhancing employee loyalty within the institution.

5.4 Conclusion

Chapter One introduced the study, including an overview and background, research questions, objectives, problem statement, significance, and details of the research methodology and design. Chapter Two presented a comprehensive literature review, focusing on career advancement, relevant theories and types of career paths. It examined factors that influence employee loyalty, including organizational culture, management practices and career development opportunities, as well as the theoretical frameworks that explain these influences. Additionally, the chapter explored job satisfaction and the factors contributing to it, such as work environment, recognition and alignment with personal goals. Through a review of these key

concepts and theories, Chapter Two provided a solid foundation for understanding the interconnected relationships between career advancement, employee loyalty and job satisfaction. Chapter Three detailed the research methodology, including the target population, sample selection, research sample, questionnaire development, and considerations of reliability and validity. In Chapter Four, the data was presented, analysed and discussed, with pie charts and other graphical representations used for clarity. Both descriptive and inferential analyses were applied to interpret the data, and a comprehensive discussion of the findings was included. Chapter Five provided a summary of results, conclusions and recommendations based on the study's findings. The findings addressed the research questions, with the main goal being to assess how career advancement affects job satisfaction and employee loyalty amongst administrative staff at DUT.

In conclusion, while career advancement is an important factor, its direct impact on job satisfaction and loyalty at DUT appears limited. A multifaceted approach that includes improving career advancement opportunities, recognition, transparency, communication, work-life balance, leadership, feedback mechanisms, career path clarity, and employee engagement is necessary to create a supportive and motivating environment that enhances both job satisfaction and employee loyalty.

5.5 Implications of the study

Based on the findings from the study, it is evident that career advancement plays a critical role in influencing job satisfaction and employee loyalty amongst the administrative staff at the Durban University of Technology (DUT). However, the analysis indicates a weak but positive relationship between career advancement and employee loyalty, suggesting that current career advancement initiatives may not be effectively fostering loyalty. In answering the last research question of this study: What are the possible career advancement strategies that DUT can implement to improve job satisfaction and employee loyalty? recommendations for career advancement strategies that DUT can implement, grounded in the study results and supported by literature, are presented below.

5.5.1 Comprehensive career development programs

The results of the current study established high consideration for employment elsewhere amongst employees. The recommendation would be to develop comprehensive career development programs that provide clear pathways for advancement. This includes mentorship programmes, continuous professional development courses, and opportunities for obtaining higher qualifications with support from the institution. This can enhance job satisfaction by making employees feel valued and that the DUT is invested in their growth.

5.5.2 Recognition and reward systems

The study found that even if employees receive promotions, they will still consider other employment opportunities. The recommendation would be to implement a robust recognition and reward system that acknowledges employee achievements and milestones. This can include performance-based bonuses, public recognition, and career milestone awards.

5.5.3 Transparent promotion processes

The study found low satisfaction with the current appointment process, which suggests that many employees feel the process by which appointments are made does not fully meet their expectations or needs. The recommendation would be to ensure transparency in promotion processes, clearly communicate the criteria for promotions and make the process fair and accessible to all employees.

5.5.4 Enhanced communication channels

The study revealed poor communication regarding how promotions and self-development take place in the organisation. It would be recommended to strengthen internal communication channels to keep employees informed about career advancement opportunities, organisational changes, and successes.

5.5.5 Work-life balance initiatives

The study found a high willingness of employees to leave for better job offers at the same or higher levels. The recommendation is to introduce career motivational strategies such as work-life balance initiatives such as flexible working hours, remote working options, and wellness programs. Employees who perceive that their organisation cares about their well-being are more likely to stay loyal.

5.5.6 Leadership training programs

The study found that employees had high fulfilment with work, but still high consideration for external employment opportunities. The recommendation would be to invest in leadership training programs to develop effective managers who can inspire and retain their teams.

5.5.7 Regular feedback mechanisms

The study found promotion mechanisms to be unclear. The recommendation would be to implement regular feedback mechanisms such as employee satisfaction surveys, suggestion boxes, and one-on-one meetings. Gathering and acting on employee feedback can improve job satisfaction and show employees that their opinions are valued, thus fostering loyalty.

5.5.8 Career path clarity and mobility

The study found that employees are likely to leave for jobs at higher levels elsewhere. The recommendation would be to provide clear career path information and internal mobility options. DUT should allow employees to apply for different roles within the organisation to gain diverse experiences. This can reduce the tendency to look for higher-level positions outside the organisation.

5.5.9 Employee engagement initiatives

The non-significant relationship between job satisfaction and loyalty suggests the need for broader engagement strategies. The recommendation would be to increase employee engagement through team-building activities, employee resource groups, and involvement in decision-making processes. Engaged employees are more likely to be loyal and committed to the organisation.

To improve job satisfaction and employee loyalty at DUT, it is crucial to implement multifaceted career advancement strategies. These should include comprehensive development programs, transparent promotion processes, recognition and reward systems, enhanced communication channels, work-life balance initiatives, leadership training, regular feedback mechanisms, clear career paths, and robust employee engagement initiatives. By addressing these areas, DUT can create a supportive and motivating work environment that encourages long-term employee loyalty and satisfaction.

5.6 Limitations of the study

The primary limitation of this study was its focus on administrative staff at DUT, which restricts the generalization of findings to other higher education institutions or sectors. This choice was driven by time constraints and logistical considerations, making it feasible to focus on one institution. Expanding the study to include multiple institutions or sectors was beyond the study's scope and would have required additional time and resources. Additionally, this study concentrated on examining the literature and gathering data on career advancement, job satisfaction and employee loyalty specific to DUT's administrative staff. Data collection was conducted using a closed-ended questionnaire, which, while effective for the study's scope, may limit the depth of insights compared to a broader mixed-method approach. Due to time constraints, the study followed a cross-sectional design, capturing perceptions at a single point in time. However, these limitations did not compromise the quality of the findings, which may still apply to similar institutional settings.

5.7 Recommendations for future research

5.7.1 Expanding the scope of the study

Future research could explore a larger sample size or include other industries or organizations to enhance the generalization of the findings. For example, while this study focused on administrative staff within a single university, expanding the study to other institutions could provide a broader understanding of the relationship between career advancement, job satisfaction and employee loyalty.

5.7.2 Exploring additional variables

Future studies could incorporate additional variables such as employee demographics (e.g., age, gender, educational level) or cultural factors, which might influence how career advancement impacts job satisfaction and loyalty. These factors could provide a more refined understanding of employee behaviour and preferences.

5.7.3 Comparative studies

Researchers could examine the impact of career advancement on job satisfaction and loyalty between different job levels (e.g. junior versus senior employees). This would allow for a deeper analysis of how career progression impacts different employee segments.

5.8 Contributions

The insights gained from this study have significantly expanded the understanding of the impact of career advancement on job satisfaction and employee loyalty, specifically amongst administrative staff at DUT. The findings contribute to the broader field of human resource management in higher education institutions, offering valuable insights that can be applied to other public and private organisations facing similar challenges in employee retention and development. By highlighting the importance of career development opportunities in fostering job satisfaction and loyalty, this study

informs university administrators and professionals on the critical role of career advancement in enhancing satisfaction at the workplace. The study's results could prompt university leaders and policy-makers to review and enhance their career development programs, ensuring that they align with employee expectations and needs. Furthermore, the study's findings advance the current literature on employee loyalty and career advancement by offering empirical evidence in a South African context, thereby extending knowledge in the human resource management field. The insights from this study can be used to guide policy recommendations and best-practices for improving career progression opportunities in academic and non-academic staff roles within higher education institutions.

REFERENCES

- Abarantyne, I., Naidoo, V. and Rugimbana, R. 2019. The impact of psychological contracts on employee engagement at a university of technology. *SA Journal of Human Resource Management*, 17(1), pp.1-11.
- Aburumman, O., Salleh, A., Omar, K. and Abadi, M., 2020. The impact of human resource management practices and career satisfaction on employee's turnover intention. *Management Science Letters*, 10(3), pp.641-652.
- Abu-Tineh, A.M., Romanowski, M.H., Chaaban, Y., Alkhatib, H., Ghamrawi, N. and Alshaboul, Y.M., 2023. Career Advancement, job satisfaction, career retention, and other related dimensions for sustainability: A perception study of Qatari public-school teachers. *Sustainability*, 15(5), pp.4370.
- Adams, J.S., 1965. Inequity in social exchange. In *Advances in experimental social psychology* (Vol. 2, pp. 267-299). Academic Press.
- Adeniji, A., Salau, O., Awe, K. and Oludayo, O. 2018. Survey datasets on organisational climate and job satisfaction among academic staff in some selected private universities in Southwest Nigeria. *Data in brief* 19, pp.1688-1693.
- Adeniji, A., Salau, O., Awe, K. and Oludayo, O., 2018. Survey datasets on organisational climate and job satisfaction among academic staff in some selected private universities in Southwest Nigeria. *Data in brief*, 19, pp.1688-1693.
- Afolayan, M.S. and Oniyinde, O.A., 2019. Interviews and questionnaires as legal research instruments. *JL Pol'y & Globalization*, 83, pp.51.
- Agarwal, A., Dudík, M. and Wu, Z.S. 2019. Fair regression: Quantitative definitions and reduction-based algorithms. In *International Conference on Machine Learning*, pp.120-129.
- Agrawal, S. and Jain, B.K., 2020. Influence of demographic variables on organizational commitment of school teachers: Evidence from the Kathmandu Valley, Nepal. *Quest Journal of Management and Social Sciences*, 2(2), pp.262-274.
- Ahmad, M., Khan, A. and Arshad, M., 2021. Major theories of Job Satisfaction and their use in the field of Librarianship. *Library Philosophy and Practice* (e-journal), 6385.
- Ahmad, M.A.A. and Jameel, A.S. 2018. Factors affecting on job satisfaction among academic staff. *Polytechnic Journal*, 8(2), pp.10-11.
- Ahmed, J.U., Ahmed, K.U., Shimul, M.A.S. and Zuñiga, R. 2015. Managing strategies for higher education institutions in the UK: an overview. *Higher Education for the Future* 2(1), pp.32-48.
- Ajayi, B.K., 2017. A comparative analysis of reliability methods. *Journal of Education & Practice*, 8(25), pp.160-163.

Ajayi, F.A. and Udeh, C.A., 2024. Review of workforce upskilling initiatives for emerging technologies in IT. *International Journal of Management & Entrepreneurship Research*, 6(4), pp.1119-1137.

Ajenthiny, J., 2020. Reward and job satisfaction among the nurses in the Jaffna teaching hospital.

Akkan, E., Lee, Y.T. and Reiche, B.S., 2022. How and when do prior international experiences lead to global work? A career motivation perspective. *Human Resource Management*, 61(1), pp.117-132.

Akkermans, J., Spurk, D. and Fouad, N., 2021. Careers and career development. In *Oxford Research Encyclopaedia of Psychology*.

Al Shobaki, M., Abu-Naser, S.S., El Talla, S.A. and Amuna, Y.M.A., 2018. Performance Reality of Administrative Staff in Palestinian Universities. *International Journal of Academic Information Systems Research (IJASIR)*, 2(4), pp.9-19.

Al-Ababneh, M., 2020. Linking ontology, epistemology and research methodology. *Science & Philosophy*, 8(1), pp.75-91.

Alem, D.D., 2020. An overview of data analysis and interpretations in research. *International Journal of Academic Research in Education and Review*, 8(1), pp.1-27.

Alex, A. 2021. Career Development Programmes and Employee Performance in Kanungu District Local Government (Doctoral dissertation, Kabale University).

Al-Ghamdi, R.M. and Javed, U. 2021. Relationship between training and job satisfaction from employees 'perspective in Saudi Arabia. *Palarch's Journal of Archaeology of Egypt/Egyptology*, 18(14), pp.242-250.

Ali, B.J. and Anwar, G., 2021. An empirical study of employees' motivation and its influence job satisfaction. Ali, BJ, & Anwar, G.(2021). An Empirical Study of Employees' Motivation and its Influence Job Satisfaction. *International Journal of Engineering, Business and Management*, 5(2), pp.21-30.

Al-Jabari, B. and Ghazzawi, I., 2019. Organizational Commitment: A Review of the Conceptual and Empirical Literature and a Research Agenda. *International Leadership Journal*, 11(1).

Aljehani, R. and Javed, U., 2021. Relationship between career development and employee loyalty. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 18(14), pp.123-134.

Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology*, 63(1), pp.1-18.

Al-Shalabi, F.S., 2019. The relationship between organisational trust and organisational identification and its effect on organisational loyalty. *International Journal of Economics and Business Research*, 18(1), pp.1-30.

Alsaqr, A.M., 2021. Remarks on the use of Pearson's and Spearman's correlation coefficients in assessing relationships in ophthalmic data. *African Vision and Eye Health*, 80(1), pp.10.

Alsubaie, H., 2023. Job Satisfaction of Women Teachers in Saudi Private Schools: Examining Perceptions, Challenges and Teachers turnover (Doctoral dissertation, The University of Waikato).

Amin, F.A.B.M., 2021. A Review Of The Job Satisfaction Theory For Special Education Perspective. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(11), pp.5224-5228.

Amiri, M., Khosravi, A. and Mokhtari, A.A., 2023. Job satisfaction and its influential factors. *Journal of research in health sciences*, 10(1), pp.42-46.

Anastasiou, S. and Garametsi, V., 2021. Perceived leadership style and job satisfaction of teachers in public and private schools. *International Journal of Management in Education*, 15(1), pp.58-77.

Anthony Jnr, B. 2022. An exploratory study on academic staff perception towards blended learning in higher education. *Education and Information Technologies* 27(3), pp.3107-3133.

Arbale, H. and Mutisya, D.N., 2024. Book Review:" Research Methods for Business Students" by Mark NK Saunders, Philip Lewis, and Adrian Thornhill (Pearson Education, 2019). *African Quarterly Social Science Review*, 1(2), pp.8-21.

Arbuckle, L., 2022. The Future is Female? Evaluating the Utility of Female Professional Networking Organizations.

Arqawi, S., Abu-Naser, S.S. and Al Shobaki, M.J., 2018. Interactive justice as an approach to enhance organizational loyalty among faculty staff at Palestine Technical University-(Kadoorei). *International Journal of Academic Information Systems Research (IJAISR)* 2(9), pp.17-28.

Ashraf, M.A., 2020. Demographic factors, compensation, job satisfaction and organizational commitment in private university: an analysis using SEM. *Journal of Global Responsibility*.

Asif, A. and Gul, N., 2021. Analyzing the determinants of employee retention: A case of pharmaceutical companies in Pakistan. *Journal of Entrepreneurship, Management, and Innovation*, 3(1), pp.147-176.

Atmowardoyo, H., 2018. Research methods in TEFL studies: Descriptive research, case study, error analysis, and R & D. *Journal of Language Teaching and Research*, 9(1), pp.197-204.

Aydogmus, C., 2019. Millennial knowledge workers: The roles of protean career attitudes and psychological empowerment on the relationship between emotional intelligence and subjective career success. *Career Development International*.

Azlan, S.N. and Yusop, Y.M., 2022. Effect of Organizational Rewards and Compensation Towards Job Satisfaction Among FELCRA Employees in Malaysia.

AZZAM, M.A. and HARSONO, M., 2021. Organizational commitment and loyalty: A millennial generation perspective in Indonesia. *The Journal of Asian Finance, Economics and Business*, 8(3), pp.1371-1383.

Bae, S.Y. and Kim, S.H., 2019. Convergent influence of organizational commitment, organizational loyalty and job burnout on turnover intention among some administrative staff in medical institution. *Journal of Digital Convergence*, 17(5), pp.303-309.

Bakotić, D., 2022. How do demographic characteristics relate to organizational commitment? Evidence from Croatia. *Economic Research-ekonomska istraživanja*, 35(1), pp.3551-3570.

Balahurovska, I., 2024. Management activities to motivate and establish employee loyalty. *Regional Formation & Development Studies*, 42(1).

Balcom, S., Doucet, S. and Dubé, A., 2021. Observation and institutional ethnography: Helping us to see better. *Qualitative Health Research*, 31(8), pp.1534-1541.

Baltaru, R.D. and Soysal, Y.N., 2018. Administrators in higher education: organizational expansion in a transforming institution. *Higher Education*, 76(2), pp.213-229.

Basalamah, S.A., 2021. The role of work motivation and work environment in improving job satisfaction. *Golden Ratio of Human Resource Management*, 1(2), pp.94-103.

Bashir, B. and Gani, A., 2020. Testing the effects of job satisfaction on organizational commitment. *Journal of Management Development*, 39(4), pp.525-542.

Beauregard, T.A., 2007. Family influences on the career life cycle. *Career choice in management and entrepreneurship: A research companion*, pp.101-126.

Bekele, Z., 2020. Factors influencing employee loyalty in the case of commercial banks of Ethiopia, Addis Ababa South District (Doctoral dissertation, St. Mary's University).

Berman, J.J., 2013. *Principles of big data: preparing, sharing, and analyzing complex information*. Newnes.

Berndt, A.E., 2020. Sampling methods. *Journal of Human Lactation*, 36(2), pp.224-226.

Bethlehem, J., 2021. Challenges of Online Non-Probability Surveys. In *Handbook of Computational Social Science*, Volume 2 (pp. 181-195). Routledge.

Bhagwandeem, T.P., 2021. Relationship between intrinsic job satisfaction, extrinsic job satisfaction, and employee turnover intentions (Doctoral dissertation, Walden University).

- Bhardwaj, P., 2019. Types of sampling in research. *Journal of the Practice of Cardiovascular Sciences*, 5(3), pp.157.
- Bjärkefur, K., de Andrade, L.C. and Daniels, B., 2020. Commands for primary data collection and cleaning. *The Stata Journal*, 20(4), pp.892-915.
- Blau, P. M. (1964). *Exchange and Power in Social Life*. New York: Wiley.
- Block, E.S. and Erskine, L., 2012. Interviewing by telephone: Specific considerations, opportunities, and challenges. *International journal of qualitative methods*, 11(4), pp.428-445.
- Bloomfield, J. and Fisher, M.J., 2019. Quantitative research design. *Journal of the Australasian Rehabilitation Nurses Association*, 22(2), pp.27-30.
- Boparai, J.K., Singh, S. and Kathuria, P., 2018. How to design and validate a questionnaire: a guide. *Current clinical pharmacology*, 13(4), pp.210-215.
- Botha, L. and Steyn, R., 2021. Conceptualisation of psychological contract: Definitions, typologies and measurement. *Journal of Social Science Studies*, 8(2), pp. p1-p1.
- Cachón-Rodríguez, G., Blanco-González, A., Prado-Román, C. and Del-Castillo-Feito, C., 2022. How sustainable human resources management helps in the evaluation and planning of employee loyalty and retention: Can social capital make a difference? *Evaluation and program planning*, 95, pp.102171.
- Cachón-Rodríguez, G., Blanco-González, A., Prado-Román, C. and Diez-Martin, F., 2021. Sustainability actions, employee loyalty, and the awareness: The mediating effect of organization legitimacy. *Managerial and Decision Economics*, 42(7), pp.1730-1739.
- Callahan, E.J., 2020. Introduction to transparency in the academic appointment and promotion processes. *Succeeding in academic medicine: A roadmap for diverse medical students and residents*, pp.25-38.
- Celik, M., 2011. A theoretical approach to the job satisfaction. *Polish journal of management studies*, 4(2), pp.7-14.
- Chaokromthong, K. and Sintao, N., 2021. Sample Size Estimation using Yamane and Cochran and Krejcie and Morgan and Green Formulas and Cohen Statistical Power Analysis by G* Power and Comparisons. *Apeit International Journal*, 10(2), pp.76-86.
- Cheptoo, S.H. and Kilika, J., 2021. Discretionary benefits and employee retention in state agencies: a case of regulatory state agencies under the national treasury, Nairobi city county, Kenya. *Edith Cowan Journal of Strategic Management*, 1(1), pp.10-18.
- Cheung, T., Graham, L.T. and Schiavon, S., 2022. Impacts of life satisfaction, job satisfaction and the Big Five personality traits on satisfaction with the indoor environment. *Building and Environment*, 212, pp.108783.

Choi, Y. and Park, N.K., 2020. Examining the pull, the push, and their simultaneous effects on managerial turnover. *Management Decision*, 58(12), pp.2639-2654.

Coetzee, M., 2021. When Protean Career Values Intertwine with Employee–Employer Obligations: Reviewing Digital Era Work Mindsets for Modern Psychological Contract Practices. *Redefining the Psychological Contract in the Digital Era: Issues for Research and Practice*, pp.95-109.

Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* (2nd ed.). New York: Lawrence Erlbaum Associates.

Cook, K. S. and Emerson, R. M. (1978). Power, Equity and Commitment in Exchange Networks. *American Sociological Review*, 43, pp.721-739.

Cooksey, R.W. and Cooksey, R.W., 2020. Descriptive statistics for summarising data. *Illustrating statistical procedures: Finding meaning in quantitative data*, pp.61-139.

Covarrubias Venegas, B.M., 2019. Literature Review on Career Concepts and Learning in the Context of an Ageing Society. *Changing Age and Career Concepts in the Austrian Banking Industry*, pp.63-81.

Coy, M.J., 2019. Research methodologies: Increasing understanding of the world. *International Journal of Scientific and Research Publications*, 9(1), pp.71-77.

Cramer, J.D. and Polanska, K., 2022. Professional and Personal Factors that Shape Online Faculty Careers. *Journal of Online Learning Research and Practice*, 8(2), pp.34659.

Cullen, M.M. and Brennan, N.M., 2021. Grounded theory: Description, divergences and application. *Accounting, Finance & Governance Review*, pp.27.

Dachner, A.M., Ellingson, J.E., Noe, R.A. and Saxton, B.M. 2021. The future of employee development. *Human Resource Management Review*, 31(2), pp.100732.

Dai, Y., Tang, Y.M., Chen, W. and Hou, J., 2022. How organizational trust impacts organizational citizenship behavior: Organizational identification and employee loyalty as mediators. *Frontiers in Psychology*, 13, pp.996962.

Darmawan, D., Mardikaningsih, R., Sinambela, E.A., Arifin, S., Putra, A.R., Hariani, M., Al Hakim, Y.R. and Irfan, M. 2020. The Quality of Human Resources, Job Performance and Employee Loyalty. *International Journal of Psychosocial Rehabilitation*, 24(3), pp.2580-2592.

Dawadi, S., Shrestha, S. and Giri, R.A., 2021. Mixed-methods research: A discussion on its types, challenges, and criticisms. *Journal of Practical Studies in Education*, 2(2), pp.25-36.

Dawis, R. V. and Lofquist, L. H. 1984. *A psychological theory of work adjustment: an individual-differences model and its applications*. Minneapolis, University of Minnesota Press.

Dawis, R.V. and Lofquist, L.H., 1976. Personality style and the process of work adjustment. *Journal of Counseling Psychology*, 23(1), p.55.

- de Barros Ahrens, R., da Silva Lirani, L. and de Francisco, A.C., 2020. Construct validity and reliability of the work environment assessment instrument WE-10. *International journal of environmental research and public health*, 17(20), pp.7364.
- de la Cerna, J.C., 2021. Am I Wired to be Happy of My Job? Looking into the Dispositional Predictors of Job Satisfaction. *Thammasat Review*, 24(1), pp.280-299.
- de Leeuw, E.D. and Hox, J.J., 2012. Self-administered questionnaires: mail surveys and other applications. In *International handbook of survey methodology* (pp. 239-263). Routledge.
- De Vos, A., Jacobs, S. and Verbruggen, M., 2021. Career transitions and employability. *Journal of Vocational Behavior*, 126, pp.103475.
- Deming, D.J. and Noray, K.L., 2018. STEM careers and the changing skill requirements of work (No. w25065). National Bureau of Economic Research.
- Demirel, S., 2022. Teachers' attitudes towards online education and a scale study. *Action Research in Educational Sciences*, pp.133-148.
- Dhir, S., Dutta, T. and Ghosh, P., 2020. Linking employee loyalty with job satisfaction using PLS–SEM modelling. *Personnel Review*, 49(8), pp.1695-1711.
- Dialoke, I. and Nkechi, P.A.J., 2017. Effects of career growth on employee's performance: A study of non-academic staff of Michael Okpara University of Agriculture Umudike Abia State, Nigeria. 51(122), pp.1-11.
- Dickmann, M. and Mello, R., 2023. Exploring global careers: Individual mobility and organizational management
- Diedong, A.L., 2020. Vibrant and safe media landscape in Ghana: Reality or mirage? *Journal of African Media Studies*, 12(2), pp.157-170.
- Du, P., Lai, M. and Lo, L.N., 2010. Analysis of job satisfaction of university professors from nine Chinese universities. *Frontiers of Education in China*, 5(3), pp.430-449.
- Du, P., Lai, M. and Lo, L.N., 2010. Analysis of job satisfaction of university professors from nine Chinese universities. *Frontiers of Education in China*, 5(3), pp.430-449.
- Dźwigoł, H. and Dźwigoł-Barosz, M., 2018. Scientific research methodology in management sciences. *Financial and credit activity problems of theory and practice*, 2(25), pp.424-437.
- Elsley, V., Van der Heijden, B., Smith, M.A. and Moss, M., 2022. Examining the role of employability as a mediator in the relationship between psychological capital and objective career success amongst occupational psychology professionals. *Frontiers in Psychology*, 13, pp.958226.
- Erasmus, B.J., 2020. Perceptions of administrative staff on career advancement realities at a South African university. *Management-Journal of Contemporary Management Issues*, 25(1), pp.69-88.
- Ezzahra, S.F. and Sanaa, F.A.H.M.I., 2021. New career models: Is it the end of traditional careers? *African Scientific Journal*, 3(8), pp.021-021.

Fadhila, N. and Sulistiyani, E., 2021. The influence of motivation, working environment and career development toward employees' loyalty. *AFEBI Management and Business Review*, 6(2), pp.140-148.

Field, A. (2013). *Discovering Statistics Using IBM SPSS Statistics* (4th ed.). London: Sage Publications.

Filipkowski, J. and Derbis, R., 2023. Are we happy with our work in globalization? Globalization experience, achievement motivation, and job seniority as predictors of work satisfaction in a group of office workers. *Globalization and Health*, 19(1), pp.43.

Firdaus, A.H., Firdaus, M. and Hidayah, T., 2024. The Effect of Job Promotion and Competence on Employee Performance through Career Development. *Innovation Business Management and Accounting Journal*, 3(4), pp.471-485.

Firkola, P., 2021. A Review of Career Assessment Tools. *Archives of Business Research*, 9(11).

Fishman, K.N., Ashbaugh, A.R. and Swartz, R.H., 2021. Goal setting improves cognitive performance in a randomized trial of chronic stroke survivors. *Stroke*, 52(2), pp.458-470.

Fleming, J. and Zegwaard, K.E., 2018. Methodologies, Methods and Ethical Considerations for Conducting Research in Work-Integrated Learning. *International Journal of Work-Integrated Learning*, 19(3), pp.205-213.

Frempong, L.N., Agbenyo, W. and Darko, P.A., 2018. The impact of job satisfaction on employees' loyalty and commitment: a comparative study among some selected sectors in Ghana. *European Journal of Business and Management*, 10(12), pp.95-105.

Gaiaschi, C. and Musumeci, R., 2020. Just a matter of time? Women's career advancement in neo-liberal academia. An analysis of recruitment trends in Italian Universities. *Social sciences*, 9(9), pp.163.

Gander, M., Girardi, A. and Paull, M. 2019. The careers of university professional staff: a systematic literature review. *The Career Development International*, 24(7), pp.597–618.

George, A. and Humphrey, O.O., 2021. An examination of application of Vroom's expectancy theory in the State Civil Service Commission South-South Nigeria. *British Journal of Management and Marketing Studies*, 4(2), pp.1-8.

Ghosh, P., Jawahar, I.M. and Rai, A. (2020), "Do men and women experience work engagement and job satisfaction to the same extent in collectivistic, patriarchal societies?", *International Journal of Manpower*, Vol. 41 No. 1, pp.52-67.

GHR, G. and Aithal, P.S., 2022. How to choose an appropriate research data collection method and method choice among various research data collection methods and method choices during Ph. D. program in India? *International Journal of Management, Technology, and Social Sciences (IJMTS)*, 7(2), pp.455-489.

- Gillard, J. and Gillard, J., 2020. Hypothesis Testing. A First Course in Statistical Inference, pp.63-90.
- Goler, L., Gale, J., Harrington, B. and Grant, A., 2018. Why people really quit their jobs. *Harvard Business Review*, 11.
- Gottfredson, L.S., 1996. Gottfredson's theory of circumscription and compromise. *Career development and counselling: Putting theory and research to work*, pp.71–100.
- Goujani, A.J., Shahin, A., Isfahani, A.N. and Safari, A., 2019. Analysing the influence of job satisfaction on hostage employee loyalty in Isfahan Province Gas Company. *Benchmarking: An International Journal*, pp.1728-1748.
- Gravetter, F.J. and Forzano, L.A.B., 2018. *Research methods for the behavioral sciences*. New York.
- Greenhaus, J.H., Callanan, G.A. and Godshalk, V.M., 2018. *Career management for life*. Routledge.
- Guest, D. E. (1987). Human resource management and industrial relations. *Journal of Management Studies*, 24(5), pp.503-521.
- Gülbahar, B., 2020. Investigation of the relationship between perception of supervisor support, perceived school effectiveness, work engagement, job satisfaction and organizational cynic attitude of teachers. *Participatory educational research*, 7(3), pp.1-20.
- Haenggli, M., Hirschi, A., Rudolph, C.W. and Peiró, J.M., 2021. Exploring the dynamics of protean career orientation, career management behaviours, and subjective career success: An action regulation theory approach. *Journal of vocational behavior*, 131, pp.103650.
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2010). *Multivariate Data Analysis (7th ed.)*. Upper Saddle River, NJ: Prentice Hall.
- Haley, L., 2018. What Makes Employees Stay? Examining Social Exchange Relationships, Organizational Commitment, and Intent to Leave Among Casino Employees, pp.14-152.
- Haque, A., Fernando, M. and Caputi, P., 2021. How is responsible leadership related to the three-component model of organisational commitment? *International Journal of Productivity and Performance Management*, 70(5), pp.1137-1161.
- Hareendrakumar, V.R., Subramoniam, S. and Hussain, N., 2020. Redesigning rewards for improved fairness perception and loyalty. *Vision*, 24(4), pp.481-495.
- Hassan, M.M., Jambulingam, M. and Narayan, E.A., 2021. Key factors influencing Generation Y employee retention: mediating role of job satisfaction. *International Journal of Business Innovation and Research*, 26(3), pp.296-327.
- He, J., 2023. Group belongingness: Investigating the formation, maintenance, and influencing factors of social identity and group membership. *Studies in Psychological Science*, 1(2), pp.32-40.

- Hecht, G., Maas, V.S. and van Rinsum, M., 2023. The effects of transparency and group incentives on managers' strategic promotion behavior. *The Accounting Review*, 98(7), pp.239-260.
- Hedge, J.W. and Rineer, J.R., 2017. Improving career development opportunities through rigorous career pathways research. RTI Press.
- Hee, O.C., Shi, C.H., Kowang, T.O., Fei, G.C. and Ping, L.L., 2020. Factors Influencing Job Satisfaction among Academic Staffs. *International Journal of Evaluation and Research in Education*, 9(2), pp.285-291.
- Helia, S., Purnama, R.E., Safriwan, S., Naveria, R. and Aminur, A., 2022. The Effect of Career Development, Non-Fiscal Work Environment and Organizational Commitment on Employee Loyalty of the Sungai Penuh City Regional Planning and Development Agency. *Jurnal Ekonomi*, 11(03), pp.1463-1472.
- Hennink, M., Hutter, I. and Bailey, A., 2020. *Qualitative research methods*. Sage.
- Herzberg, F. (1968). One more time: How do you motivate employees? *Harvard Business Review*.
- Herzberg, F., 2017. *Motivation to work*. Routledge, London.
- Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The Motivation to Work*. New York: John Wiley & Sons.
- Heyns, M.M., McCallaghan, S. and Senne, O.W., 2021. Supervisor support and work engagement: The mediating role of psychological safety in a post-restructuring business organisation. *Journal of Psychology in Africa*, 31(2), pp.140-144.
- Hirschi, A. and Koen, J., 2021. Contemporary career orientations and career self-management: A review and integration. *Journal of Vocational Behavior*, 126, pp.103505.
- Holland, J.L., 1997. *Making vocational choices: A theory of vocational personalities and work environments*. Psychological Assessment Resources. New Jersey
- Holtom, B., Baruch, Y., Aguinis, H. and A Ballinger, G., 2022. Survey response rates: Trends and a validity assessment framework. *Human relations*, 75(8), pp.1560-1584.
- Homans, G.C., 1958. Social behavior as exchange. *American journal of sociology*, 63(6), pp.597-606.
- Hopper, E., 2020. Maslow's hierarchy of needs explained. ThoughtCo, ThoughtCo, 24, pp.1-3.
- Hubin, A., Storvik, G. and Frommlet, F., 2018. Deep Bayesian regression models. arXiv preprint arXiv, 1806.02160.
- Hufanda, K.A. and Ouejit, P., 2023, March. Human resource management influencing work adaptability of employees of electrical equipment companies in Thailand. *International academic multidisciplinary research conference in fukuoka 2023* (pp. 218-228).

- Hunter, F., 2018. Training administrative staff to become key players in the internationalization of higher education. *International Higher Education*, (92), pp.16-17.
- Huselid, M. A. (1995). The impact of human resource management practices on turnover, productivity, and corporate financial performance. *Academy of Management Journal*, 38(3), pp.635-672.
- Hussainy, S.S. and Al-Wahaibi, M.A., 2022. Motivational Theories and Models for Employees Motivation & Retention. *Current Aspects in Business, Economics and Finance*, pp.51.
- Ibrahim, I.W., Ghazali, I.M., Syed, S.A., Abdullah, N.H.R., Hamid, M.H.A. and Aisyah, S.H., 2023. Exploring Motivation for Learning Using Herzberg's Two Factor Theory.
- Idris, I., Adi, K.R., Soetjipto, B.E. and Supriyanto, A.S., 2020. The mediating role of job satisfaction on compensation, work environment, and employee performance: Evidence from Indonesia. *Entrepreneurship and Sustainability Issues*, 8(2), pp.735.
- Ihensekien, O.A. and Joel, A.C., 2023. Abraham Maslow's Hierarchy of Needs and Frederick Herzberg's Two-Factor Motivation Theories: Implications for Organizational Performance. *The Romanian Economic Journal*, pp.85.
- Inuwa, M. 2015. Impact of job satisfaction, job attitude and equity on the performance of non-academic staff of Bauchi State University Nigeria: The moderating role of physical working environment (Doctoral dissertation, Universiti Utara Malaysia). An unpublished M. Sc dissertation submitted to School of Business Management, Universiti Utara Malaysia.
- Ismail, H.N. and Rishani, M., 2018. The relationships among performance appraisal satisfaction, career development and creative behavior. *The Journal of Developing Areas*, 52(3), pp.109-124.
- Lucu, O., 2021. New challenges in teaching and learning of administrative studies–Digitisation/digitalisation and innovative pedagogies. *International Journal of Learning and Teaching*, 13(3), pp.125-132.
- Jahan, N. and Kim, S.W., 2021. Understanding online community participation behavior and perceived benefits: a social exchange theory perspective. *PSU Research Review*, 5(2), pp.85-100.
- Jamieson, M.K., Govaart, G.H. and Pownall, M., 2023. Reflexivity in quantitative research: A rationale and beginner's guide. *Social and Personality Psychology Compass*, 17(4), pp.e12735.
- Jeffries, R., Tamim, S.R., Becton, Y.J. and Bogiages, C. 2021. Structuring and Supporting an Online Doctoral Program: Administrative and Academic Challenges (Higher Education). In *Systems Thinking for Instructional Designers*, pp.129-136.
- Jehanzeb, K. and Mohanty, J. 2018. Impact of employee development on job satisfaction and organizational commitment: person–organization fit as moderator. *International Journal of Training and Development*, 22(3), pp.171-191.

Jia-Jun, Z. and Hua-Ming, S., 2022. The impact of career growth on knowledge-based employee engagement: the mediating role of affective commitment and the moderating role of perceived organizational support. *Frontiers in psychology*, 13, pp.805208.

Johhson, E. and Sylvia, M.L., 2018. Secondary data collection. *Critical Analytics and Data Management for the DNP*, pp.61.

Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction-job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, 127(3), 376-407.

Judge, T.A., Zhang, S.C. and Glerum, D.R., 2020. Job satisfaction. *Essentials of job attitudes and other workplace psychological constructs*, pp.207-241.

Jung, J. and Shin, J.C., 2015. Administrative staff members' job competency and their job satisfaction in a Korean research university. *Studies in Higher Education*, 40(5), pp.881-901.

Kamani, T., 2020. Analysis of the Job Characteristics Model. Available at SSRN 3600844.

Karyono, S. and Hakim, A., 2022. Employee performance improvement through affective, normative, and continuance commitment with intrinsic motivation mediation. *Journal of Public Administration and Governance*, 12(3), pp.34-54.

Kayani, B.N. and Umar, K., 2021. Factors affecting organizational commitment of employees: Evidence from Pakistan. *Australian Journal of Business & Management Research*, 6(01), pp.13-27.

Khizar, U., Khalid, R., Nawaz, D. and Baloch, U., 2021. Predicting the Effect of Work-Family Conflict on Job Satisfaction among General Practitioners. *Journal of Contemporary Issues in Business and Government Vol*, 27(06).

Khudhair, F.S., Rahman, R.A. and Adnan, A.A.B.Z. 2020. The relationship between compensation strategy and employee performance among academic staff in Iraqi universities: a literature review. *International Journal of Academic Research in Business and Social Sciences*, 10(1), pp.251-263.

Kim, M. and Beehr, T.A., 2020. Empowering leadership: leading people to be present through affective organizational commitment? *The International Journal of Human Resource Management*, 31(16), pp.2017-2044.

Kim, N. and Hall, D.T., 2012. Protean Career Model and. *The Oxford handbook of retirement*, pp.102.

Kim, S., Hood, M., Creed, P.A. and Bath, D., 2023. The underlying career values of young adults' protean and traditional career orientations. *International Journal for Educational and Vocational Guidance*, pp.1-23.

Kimberlin, C.L. and Winterstein, A.G., 2008. Validity and reliability of measurement instruments used in research. *American journal of health-system pharmacy*, 65(23), pp.2276-2284.

Kimmons, R., 2022. Mixed methods.

Knowles, J. and Mainiero, L., 2021. Authentic talent development in women leaders who opted out: Discovering authenticity, balance, and challenge through the kaleidoscope career model. *Administrative Sciences*, 11(2), pp.60.

Komba, E.T., 2024, May. The Influence of Seniority and Employee Loyalty on Job Promotions at PT. Sukses Darma Motor Majene District. In 8th International Conference on Accounting, Management, and Economics (ICAME 2023) (pp. 207-216). Atlantis Press.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), pp.607-610.

Kuhal, A.J., Arabi, A., Zaid, M.F.M. and Ismawi, N., 2020. Relationship between affective commitment, continuance commitment and normative commitment towards job performance. *Journal of Sustainable Management Studies eISSN 2773-5516*, 1(1), pp.19-27.

Kumar, D. and Vasudevan, H., 2024. The mediating effect of job satisfaction in the relationship between wages, appreciation, recognition, and promotion on employee performance. *International Journal of Human Capital in Urban Management*, 9(4).

Kundi, Y.M., Hollet-Haudebert, S. and Peterson, J., 2021. Linking protean and boundaryless career attitudes to subjective career success: a serial mediation model. *Journal of Career Assessment*, 29(2), pp.263-282.

Lal, R. and Prasad, K.C., 2023 A Study on Job-Satisfaction of Trained Secondary School Teachers of Deoghar and Dumka District.

Lambert, E.G., Keena, L.D., Haynes, S.H., Ricciardelli, R., May, D. and Leone, M., 2021. The issue of trust in shaping the job involvement, job satisfaction, and organizational commitment of southern correctional staff. *Criminal Justice Policy Review*, 32(2), pp.193-215.

Lawler, E. E. (1986). *High-Involvement Management*. San Francisco: Jossey-Bass.

Leavy, P., 2022. *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. Guilford Publications.

Lee, B., Lee, C., Choi, I. and Kim, J., 2022. Analyzing determinants of job satisfaction based on two-factor theory. *Sustainability*, 14(19), pp.12557.

Lee, C.H. and Bruvold, N.T., 2003. Creating value for employees: investment in employee development. *The International Journal of Human Resource Management*, 14(6), pp.981-1000.

- Lent, R.W. and Brown, S.D. 2019. Social cognitive career theory at 25: Empirical status of the interest, choice, and performance models. *Journal of Vocational Behaviour*, 115, pp.103-316.
- Lestari, R.P., Sudiarditha, I.K.R. and Handaru, A.W., 2021. The influence of compensation and career development on employee loyalty with job satisfaction as mediator. *Oblik i finansi*, 93, pp.135-141.
- Leventhal, B. and Gregg, N., 2022. *Reliability and Measurement Error*. London. Routledge.
- Li, C.H.E.N., 2020. Research on employee loyalty issues and influencing factors in private enterprises-A case study of shengyuan communication (Doctoral dissertation, Doctoral dissertation, SIAM UNIVERSITY).
- Li, C.S., Goering, D.D., Montanye, M.R. and Su, R., 2022. Understanding the career and job outcomes of contemporary career attitudes within the context of career environments: An integrative meta-analysis. *Journal of Organizational Behavior*, 43(2), pp.286-309.
- Li, H., Ngo, H.Y. and Cheung, F., 2019. Linking protean career orientation and career decidedness: The mediating role of career decision self-efficacy. *Journal of Vocational Behavior*, 115, pp.103322.
- Li, L., 2020. *Social Exchange Theory: What it is and How it Applies in the Workplace*. TINY pulse.
- Liu, D., Wu, Y., Jiang, F., Wang, M., Liu, Y. and Tang, Y.L., 2021. Gender differences in job satisfaction and work-life balance among Chinese physicians in tertiary public hospitals. *Frontiers in public health*, 9, pp.635260.
- Lochab, A., Kumar, S. and Devi, B., 2021. Ethical Climate as a Moderator in the Relationship between Protean Career Orientation and Organizational Commitment-Evidences from India. *South Asian Journal of Management*, 28(2) pp.7-29.
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of Industrial and Organizational Psychology* (pp. 1297-1349). Chicago: Rand McNally.
- Locke, E.A. and Latham, G.P., 1990. Work motivation and satisfaction: Light at the end of the tunnel. *Psychological science*, 1(4), pp.240-246.
- Locke, E.A., 1976. The nature and causes of job satisfaction. *Handbook of industrial and organizational psychology*. Baltimore.
- Lohr, S.L., 2021. *Sampling: design and analysis*. Chapman and Hall/CRC.
- Loomis, D.K. and Paterson, S., 2018. A comparison of data collection methods: Mail versus online surveys. *Journal of Leisure Research*, 49(2), pp.133-149.
- Luthuli M, Nkomo N, Moyane S. Examining Front-Line Administrative Services in a Selected Public Higher Education Institution. *Education Sciences*. 2024; 14(4), pp.422

Lynch, C., 2022. What Are Friends For? The Influence of Workplace Friendship on Employee Loyalty and Organizational Commitment (Doctoral dissertation, Southern Illinois University at Edwardsville).

Lynch, C., 2022. What Are Friends For?: The Influence of Workplace Friendship on Employee Loyalty and Organizational Commitment (Doctoral dissertation, Southern Illinois University at Edwardsville).

Ma, Q.K., Mayfield, M. and Mayfield, J., 2018. Keep them on-board! How organizations can develop employee embeddedness to increase employee retention. *Development and Learning in Organizations: An International Journal*.

Mac Naughton, G., 2020. Action research. In *Doing early childhood research* (pp. 208-223). Routledge.

Magaisa, G.M. and Musundire, A., 2022. Factors affecting employee retention in Zimbabwean companies. *International Journal of Applied Management Theory and Research (IJAMTR)*, 4(1), pp.1-20.

Majid, M.A.A., Samsudin, A., Noorkhizan, M.H.I., Noor, S.N.A.M. and Zuffri, N.S.H.A., 2017. Career Development, Job Security and Employee Loyalty at a Luxury Resort in Terengganu, Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 7(10), pp.667-674.

Malmqvist, J., Hellberg, K., Möllås, G., Rose, R. and Shevlin, M., 2019. Conducting the pilot study: A neglected part of the research process? Methodological findings supporting the importance of piloting in qualitative research studies. *International Journal of Qualitative Methods*, 18, pp.160.

March, J. G., & Simon, H. A. (1958). *Organizations*. New York: Wiley.

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), pp.370-396.

Mawung, A.S., 2018. Effect Of Work Culture, Competence And Career Development On Performance Of Administrative Employees In Palangka Raya University. *Ijer-Indonesian Journal of Educational Review*, 5(1), pp.154-166.

Maxwell, J.A., 2021. Why qualitative methods are necessary for generalization. *Qualitative Psychology*, 8(1), pp.111.

Mayrhofer, W., Smale, A., Briscoe, J., Dickmann, M. and Parry, E., 2020. Laying the foundations of international careers research. *Human Resource Management Journal*, 30(3), pp.327-342.

Mazhar, S.A., Anjum, R., Anwar, A.I. and Khan, A.A. 2021. Methods of data collection: A fundamental tool of research. *Journal of Integrated Community Health (ISSN 2319-9113)*, 10(1), pp.6-10.

McCaffery, P., 2018. *The higher education manager's handbook: Effective leadership and management in universities and colleges*. London Routledge.

- McLarty, B.D., Muldoon, J., Quade, M. and King, R.A., 2021. Your boss is the problem and solution: How supervisor-induced hindrance stressors and LMX influence employee job neglect and subsequent performance. *Journal of Business Research*, 130, pp.308-317.
- McNeish, D., 2018. Thanks coefficient alpha, we'll take it from here. *Psychological methods*, 23(3), pp.412.
- Mehmeti, A., 2020. Impact of motivation and job satisfaction on employee performance.
- Mehta, S., Singh, T., Bhakar, S.S. and Sinha, B., 2010. Employee loyalty towards organization—a study of academicians. *International Journal of Business Management and Economic Research*, 1(1), pp.98-108.
- Meira, J.V.D.S. and Hancer, M., 2021. Using the social exchange theory to explore the employee-organization relationship in the hospitality industry. *International Journal of Contemporary Hospitality Management*, 33(2), pp.670-692.
- Meschke, S. and Meschke, S., 2021. The concept of employee loyalty. *Employee Loyalty: Intercultural Comparison of European and East Asian Approaches*, pp.27-72.
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), pp.61-89.
- Mikhaeil, E. and Okulicz-Kozaryn, A., 2024. Public-private Job Satisfaction Differential: The Case of Egypt. *Public Organization Review*, pp.1-22.
- Mishra, L.K., Suresh, S. and Sahoo, B.C., Impact of Age on Organizational Commitment and Job Satisfaction. *Mekal Insights*, pp.41.
- Modem, R., Lakshminarayanan, S., Pillai, R. and Prabhu, N., 2022. Twenty-five years of career growth literature: A review and research agenda. *Industrial and Commercial Training*, 54(1), pp.152-182.
- Mohamed, F., Elsaid, A.M.M. and Ela, G.M.B.E.A., 2021. Literature Reflections on Career Women Development. *The Business & Management Review*, 12(2), pp.27-44.
- Mohd Rasdi, R. and Tangaraja, G., 2022. Knowledge-sharing behaviour in public service organisations: determinants and the roles of affective commitment and normative commitment. *European Journal of Training and Development*, 46(3/4), pp.337-355.
- Mowday, R. T., Steers, R. M., & Porter, L. W. (1979). The measurement of organizational commitment. *Journal of Vocational Behavior*, 14(2), pp.224-247.
- Mozzana, C. 2019. A Matter of Definitions. *Historical Social Research/Historische Sozialforschung*, 44(2 (168)), pp.225-246.
- Mukwawaya, O.Z., Proches, C.G. and Green, P., 2022. Perceived Challenges of Implementing an Integrated Talent Management Strategy at a Tertiary Institution in South Africa. *International Journal of Higher Education*, 11(1), pp.100-107.

- Mulder, J. and de Bruijne, M., 2019. Willingness of online respondents to participate in alternative modes of data collection. *Survey Practice*, 12(1), pp.1-11.
- Müller, O., Junglas, I., Brocke, J.V. and Debortoli, S., 2016. Utilizing big data analytics for information systems research: challenges, promises and guidelines. *European Journal of Information Systems*, 25(4), pp.289-302.
- Murtiningsih, R.S., 2020. The Impact of Compensation, Training & Development, and Organizational Culture on Job Satisfaction and Employee Retention. *Indonesian Management and Accounting Research*, 19(1), pp.33-50.
- Mushonga, T.R. and Ukpere, W.I., 2023. Downsizing and Employee Normative Commitment From A Developing Country's Logistics Organizational Context. *Journal of Namibian Studies: History Politics Culture*, 37, pp.212-224.
- Mwesigwa, R., Tusiime, I. and Ssekiziyivu, B., 2020. Leadership styles, job satisfaction and organizational commitment among academic staff in public universities. *Journal of Management development*, 39(2), pp.253-268.
- Mwiti, J., Moguche, A. and Rintari, N., 2021. The Relationship between Career Advancement and Job Satisfaction among Teachers in Selected Public Secondary Schools in Igembe North, Kenya.
- Nadeak, B. and Naibaho, L., 2020. Motivation and HRM factors relation to the employee loyalty. *Polish Journal of Management Studies*, 22(2), pp.261-276.
- Nafrees, A.C.M. and Rizan, M.Z.M., 2021. Influences of information and communication technologies in administrative functions in the higher educational institutes. *KALAM – International Journal Faculty of Arts and Culture, South Eastern University of Sri Lanka*. 14(2), pp.31-37.
- Nagy, N., Froidevaux, A. and Hirschi, A., 2019. Lifespan perspectives on careers and career development. In *Work across the lifespan* (pp. 235-259). Academic Press.
- Naidoo-Chetty, M. and du Plessis, M. 2021. Systematic Review of the Job Demands and Resources of Academic Staff within Higher Education Institutions. *International Journal of Higher Education*, 10(3), pp.268-284.
- Na-Nan, K., Kanthong, S., Joungtrakul, J. and Smith, I.D., 2020. Mediating effects of job satisfaction and organizational commitment between problems with performance appraisal and organizational citizenship behavior. *Journal of Open Innovation: Technology, Market, and Complexity*, 6(3), pp.64.
- Nassaji, H., 2020. Good qualitative research. *Language Teaching Research*, 24(4), pp.427-431.
- Negoitǎ, G., 2020. The career model of 21st century adopted by higher education graduates. *European Review of Applied Sociology*, 13(21), pp.27-37.
- Ng, T.W. and Feldman, D.C., 2010. The relationships of age with job attitudes: A meta-analysis. *Personnel psychology*, 63(3), pp.677-718.

Ngema, K., Rajlal, A. and Utete, R., 2022. Employee training as a panacea for career development: evidence from South African police service. *Acta Universitatis Danubius*, 18(6), pp.174-195.

Nguyen, C.M.A. and Ha, M.T., 2023. The interplay between internal communication, employee engagement, job satisfaction, and employee loyalty in higher education institutions in Vietnam. *Humanities and Social Sciences Communications*, 10(1), pp.1-13.

NGUYEN, T.V.N., DO, T.Q. and DINH, C.H., 2020. Factors affecting employees' organizational commitment in foreign direct investment enterprises. *The Journal of Asian Finance, Economics and Business*, 7(10), pp.413-421.

Nĩmante, D., Baranova, S. and Stramkale, L., 2021. The university administrative staff perception of inclusion in higher education. *Acta Paedagogica Vilnensia*, 46, pp.90-104.

Nyatepe, M.A., 2020. Investigating Factors That Affect Employee Intrinsic Motivation in the Public Sector (Doctoral dissertation, 서울대학교 대학원).

Obiekwe, O.P., Mobolade, G.O. and Akinade, M.E., The Impact of Emotional Intelligence on Organizational Commitment.

Odeleye, J.O., 2021. Effect of training and development on employee's career growth (a study of Portland paint product Nigeria plc., Ewekoro, Ogun state).

Ogony, S.M. and Majola, B.K. (2018) Factors Causing Employee Turnover in the Public Service, South Africa. *Journal of Management & Administration*, 2018, pp.77-100

Oh, S.Y. and Han, H.S., 2020. Facilitating organisational learning activities: Types of organisational culture and their influence on organisational learning and performance. *Knowledge Management Research & Practice*, 18(1), pp.1-15.

Olafsdottir, K. and Einarsdottir, A., 2024. Working together: effects of gender composition on job satisfaction and commitment. *Employee Relations: The International Journal*, 46(9), pp.60-75.

Onan, B.D. and Kılınç, E., 2023. The Effect of Organizational Citizenship Behavior and Workaholism on Job Satisfaction in Production Enterprises. *International Journal of Arts and Social Studies*, 6(11), pp.224-248.

Ostroff, C. (1992). The relationship between satisfaction, attitudes, and performance: An organizational level analysis. *Journal of Applied Psychology*, 77(6), pp. 963-974.

Paais, M. and Pattiruhu, J.R., 2020. Effect of motivation, leadership, and organizational culture on satisfaction and employee performance. *The Journal of Asian Finance, Economics and Business*, 7(8), pp.577-588.

Pace, D.S., 2021. Probability and non-probability sampling-an entry point for undergraduate researchers. *International Journal of Quantitative and Qualitative Research Methods*, 9(2), pp.1-15.

Pandey, P. and Pandey, M.M., 2021. Research methodology tools and techniques. Bridge Center.

Pani-Harreman, K.E., Bours, G.J., Zander, I., Kempen, G.I. and van Duren, J.M., 2021. Definitions, key themes and aspects of 'ageing in place': a scoping review. *Ageing & Society*, 41(9), pp.2026-2059.

Parameswaran, H., 2022. Is your firm's reward system affect your overall performance? An emphasis on Equity theory in compensation strategy. In *Proceedings of FIKUSZ Symposium for Young Researchers* (pp. 582-594). Óbuda University Keleti Károly Faculty of Economics.

Park, Y.S., Konge, L. and Artino Jr, A.R., 2020. The positivism paradigm of research. *Academic medicine*, 95(5), pp.690-694.

Patton, W. and McMahon, M., 2021. Organisational and Individual Career Systems: New Relationships. In *Career Development and Systems Theory* (pp. 560-584). Brill.

Patton, W. and McMahon, M., 2021. The systems theory framework of career development. In *Career development and systems theory* (pp. 67-107). Brill.

Patton, W., 2018. Contemporary Theories of Career Development: International Perspectives. *British Journal of Guidance & Counselling*, 47(6), pp.770–77

Patton, W., 2018. Stasis and change: The paradox in theories of career development. In *Contemporary Theories of Career Development* (pp. 31-44). Routledge.

Perkins, S.J. and Jones, S., 2020. Reward management: Alternatives, consequences and contexts. Kogan Page Publishers.

Permana, A., Aima, M., Ariyanto, E., Nurmahdi, A., Sutawidjaya, A. and Endri, E. 2021. The effect of compensation and career development on lecturer job satisfaction. *Accounting*, 7(6), pp.1287-1292.

Permana, A., Aima, M., Ariyanto, E., Nurmahdi, A., Sutawidjaya, A. and Endri, E., 2021. The effect of compensation and career development on lecturer job satisfaction. *Accounting*, 7(6), pp.1287-1292.

Petrova, E., Dewing, J. and Camilleri, M., 2016. Confidentiality in participatory research: Challenges from one study. *Nursing ethics*, 23(4), pp.442-454.

Phuong, T.T.K. and Vinh, T.T., 2020. Job satisfaction, employee loyalty and job performance in the hospitality industry: A moderated model. *Asian Economic and Financial Review*, 10(6), pp.698-713.

Phyu, Naw & Thwin, Phyuazar & Janarthanan, Midhunchakkaravarthy & Bhaumik, Amiya. (2023). Impact of Career Advancement on Employee Retention. pp.106-109.

Pickard, A.J., 2013. Research methods in information. Facet publishing.

Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), pp.879-903.

- Pretorius, L., 2020. Investigating family-friendly work arrangements in the South African financial services industry: effects of work-to-family enrichment and gender (Doctoral dissertation, North-West University (South Africa)).
- Pudelko, M. and Tenzer, H., 2019. Boundaryless careers or career boundaries? The impact of language barriers on academic careers in international business schools. *Academy of Management Learning & Education*, 18(2), pp.213-240.
- Pujol-Cols, L. and Dabos, G.E., 2020. Dispositional and situational factors at work: A validation of scales and examination of effects on job satisfaction. *Academia Revista Latinoamericana de Administración*, 33(1), pp.49-70.
- Quader, M., 2024. Exploring Human Resource Management Practices and Employee Satisfaction in Bangladesh's Private Banking Sector. *Journal of Policy Options*, 7(1), pp.36-45.
- Quintão, C., Andrade, P. and Almeida, F., 2020. How to Improve the Validity and Reliability of a Case Study Approach? *Journal of Interdisciplinary Studies in Education*, 9(2), pp.264-275.
- Rahim, N.B., 2020. The Interaction Between Protean Career Orientation, Career Goal Development and Well-Being Outcomes: Evidence from Professional Engineers. *Gadjah Mada International Journal of Business*, 22(1).
- Rahman, M.M., 2023. Sample size determination for survey research and non-probability sampling techniques: A review and set of recommendations. *Journal of Entrepreneurship, Business and Economics*, 11(1), pp.42-62.
- Rahmani, M., 2022. Evaluation of the organizational commitment of librarians of libraries in Tehran. *International Journal of Innovation Management and Organizational Behavior (IJIMOB)*, 2(4), pp.1-12.
- Rajput, S., Singhal, M. and Tiwari, S. 2018. Job satisfaction and employee loyalty: A study of academicians. *Asian Journal of Management*, 7(2), pp.105-109.
- Rassel, G., Leland, S., Mohr, Z. and O'Sullivan, E., 2020. *Research methods for public administrators*. Routledge.
- Reddy, V.S., 2020. Impact of compensation on employee performance. *IOSR Journal of Humanities and Social Science*, 25(9), pp.17-22.
- Redondo, R., Sparrow, P. and Hernández-Lechuga, G., 2021. The effect of protean careers on talent retention: examining the relationship between protean career orientation, organizational commitment, job satisfaction and intention to quit for talented workers. *The International Journal of Human Resource Management*, 32(9), pp.2046-2069.
- Reid, N., 2006. Thoughts on attitude measurement. *Research in Science & Technological Education*, 24(1), pp.3-27.

Ribeiro, N., Duarte, A.P., Filipe, R. and Torres de Oliveira, R., 2020. How authentic leadership promotes individual creativity: The mediating role of affective commitment. *Journal of Leadership & Organizational Studies*, 27(2), pp.189-202.

Rinjit, K., 2020. *Research methodology 3rd Edition*. London. Sage

Robbins, S. P., & Judge, T. A. (2017). *Organizational Behavior (17th ed.)*. Upper Saddle River, NJ: Pearson.

Robianto, F. and Masdupi, E., 2020, March. The effect of career development, compensation, work environment and job satisfaction on work engagement. In 4th Padang International Conference on Education, Economics, Business and Accounting (PICEEBA-2 2019) (pp. 737-748). Atlantis Press.

Robianto, F. and Masdupi, E. 2020. The effect of career development, compensation, work environment and job satisfaction on work engagement. In 4th Padang International Conference on Education, Economics, Business and Accounting (PICEEBA-2 2019), pp.737-748.

Rodriguez, N., 2021. Understanding mentoring relationships and career advancement in higher education. *Electronic Theses, Projects, and Dissertations*. 1358

Roodt, G., 2004. Concept redundancy and contamination in employee commitment research: Current problems and future directions. *SA Journal of Industrial Psychology*, 30(1), pp.82-90.

Rutberg, S. and Bouikidis, C.D., 2018. Focusing on the fundamentals: A simplistic differentiation between qualitative and quantitative research. *Nephrology Nursing Journal*, 45(2), pp.209-213.

Sabnis, S.V., Newman, D.S., Whitford, D. and Mossing, K., 2023. Publication and characteristics of qualitative research in School Psychology journals between 2006 and 2021. *School Psychology*, 38(5), pp.330.

Sadick, A.M., Kpamma, Z.E. and Agyefi-Mensah, S., 2020. Impact of indoor environmental quality on job satisfaction and self-reported productivity of university employees in a tropical African climate. *Building and Environment*, 181, pp.107102.

Sahumani, N., Majola, B.K. and Ngirande, H., 2023. Organisational Cultural Factors and Barriers Affecting Women's Career Success at a Selected Institution of Higher Learning in South Africa. *International Journal of Social Science Research and Review*, 6(11), pp.165-178.

Šakytė-Statnickė, G., 2020. The impact of work environment factors on work engagement and organisational engagement of employees of different generations (Doctoral dissertation, Kauno technologijos universitetas).

Santoso, J.B. and Sidik, Y. 2020. Effect of Career Development, Work Discipline and Work Environment to Job Satisfaction. In 6th Annual International Conference on Management Research (AICMaR 2019), pp.97-100.

- Saputra, F. and Mahaputra, M.R., 2022. Effect of job satisfaction, employee loyalty and employee commitment on leadership style (human resource literature study). *Dinasti international journal of management science*, 3(4), pp.762-772.
- Sarker, M. and AL-Muaalemi, M.A., 2022. Sampling techniques for quantitative research. In *Principles of social research methodology* (pp. 221-234). Singapore: Springer Nature Singapore.
- Seeram, E., 2019. An overview of correlational research. *Radiologic technology*, 91(2), pp.176-179.
- Sekaran, U., & Bougie, R. (2016). *Research Methods for Business: A Skill Building Approach* (7th ed.). Chichester, West Sussex: Wiley.
- Shahid, S. and Zain, Z., 2018. Propensity of demographic factors on affective organizational commitment: An empirical study. *MR Journals*.
- Shaikh, F., Afshan, G. and Sood, K., 2023. Technology and the Change in the Nature of Work. The Impact on HRM Practices: The Protean Career and Boundaryless Career. In *the Adoption and Effect of Artificial Intelligence on Human Resources Management, Part B* (pp. 31-43). Emerald Publishing Limited.
- Shcherbakova, O., Velikorossov, V., Rakauskienė, O.G., Prodanova, N., Midova, V., Sklyadneva, V. and Balakhanova, D., 2021. The Study of the Relationship between the Formation of Organizational Loyalty and the Degree of Satisfaction with Work, Locus of Control among Employees in the Organization.
- Sherif, K., Nan, N. and Brice, J., 2020. Career success in academia. *Career Development International*, 25(6), pp.597-616.
- Showry, M. and Dasari, R., 2021. The Influence of Job Characteristics on Attrition in the IT Industry. *IUP Journal of Organizational Behavior*, 20(4), pp.84-97.
- Shulga, L.V., Busser, J.A., Bai, B. and Kim, H., 2021. The reciprocal role of trust in customer value co-creation. *Journal of Hospitality & Tourism Research*, 45(4), pp.672-696.
- Sidiqui, S. and Dron, S., 2019. A comprehensive Study on Understanding the Connections between Job Satisfaction, Loyalty of the Worker to the Company and Commitment. *International Journal of Research in Engineering, Science and Management*, 2(3), pp.3-6.
- Siedlecki, S.L., 2020. Understanding descriptive research designs and methods. *Clinical Nurse Specialist*, 34(1), pp.8-12.
- Sim, J. and Waterfield, J., 2019. Focus group methodology: some ethical challenges. *Quality & Quantity*, 53(6), 3003-3022.
- Simmons, J., Wolff, H.G., Forret, M.L. and Sullivan, S.E., 2022. A longitudinal investigation of the Kaleidoscope Career Model, networking behaviours, and career success. *Journal of Vocational Behavior*, 138, pp.103764.

Singh, D., 2019. A literature review on employee retention with focus on recent trends. *International Journal of Scientific Research in Science and Technology*, 6(1), pp.425-431.

Şirin, M.S. and Yücel, İ., *İmenovanje-Nekomerc*, 2021

Snijders, I., Wijnia, L., Dekker, H.J., Rikers, R.M. and Loyens, S.M., 2021. What is in a student-faculty relationship? A template analysis of students' positive and negative critical incidents with faculty and staff in higher education. *European Journal of Psychology of Education*, 1(1), pp.1-25.

Solarczyk-Ambrozik, E., 2021. Transformations in the area of work and new competence challenges against the paradigmatic changes in career counselling. *Journal of Counsellogy/Studia Poradoznawcze*, 10.

Spector, P. E. (1997). *Job Satisfaction: Application, Assessment, Causes, and Consequences*. Thousand Oaks, CA: Sage Publications.

Spector, P.E., 2022. *Job satisfaction: from assessment to intervention*. Routledge.

Stauffer, S.D., Abessolo, M., Zecca, G. and Rossier, J., 2019. French-language translation and validation of the protean and boundaryless career attitudes scales: Relationships to proactive personality, career adaptability, and career satisfaction. *Journal of Career Assessment*, 27(2), pp.337-357.

Stratton, S.J., 2021. Population research: convenience sampling strategies. *Prehospital and disaster Medicine*, 36(4), pp.373-374.

Sullivan, S.E. and Al Ariss, A., 2022. A conservation of resources approach to inter-role career transitions. *Human Resource Management Review*, 32(3), pp.100852.

Sullivan, S.E. and Carraher, S.M., 2022. The kaleidoscope career model. In *Oxford research encyclopaedia of business and management*.

Super, D.E., 1992. Toward a comprehensive theory of career development.

Super, D.E., Starishevsky, R., Matlin, N. and Jordaan, J.P., 1963. *Career development; Self-concept theory*. California .CPP Books.

Sürücü, L. and Maslakçi, A., 2020. Validity and reliability in quantitative research. *Business & Management Studies: An International Journal*, 8(3), pp.2694-2726.

Susita, D., Saptono, A., Susono, J. and Rahim, A., 2020. The Effect of Career Development and Work Environment on Employee Loyalty with Work Satisfaction as Intervening Variables. *The International Journal of Social Sciences World (TIJOSSW)*, 2(2), pp.20-31.

Sutanto, H. and Setiadi, N.J., 2021. Organizational culture and employee loyalty: Mediation impact of organizational commitment. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 18(1), pp.704-717.

Swedberg, R., 2020. Exploratory research. *The production of knowledge: Enhancing progress in social science*, 2(1), pp.17-41.

- Sylvia, M.L., 2018. *Clinical analytics and data management for the DNP*. New York. Springer Publishing Company.
- Tams, S., 2020. The dynamics of responsible careers and their impact on societal issues: A conceptual framework. In *Research Handbook of Responsible Management* (pp. 565-581). Edward Elgar Publishing.
- Tangney, S. and Flay-Petty, C., 2019. Developing early to mid-career academic staff in a changing university environment. *All Ireland Journal of Higher Education*, 11(1).
- Tansel, A. and Gazîoğlu, Ş., 2014. Management-employee relations, firm size and job satisfaction. *International journal of manpower*, 35(8), pp.1260-1275.
- Tashtoush, L.M.I., 2020. *Impact on Organizational Commitment and Organizational Citizenship Behavior in Jordanian Universities* (Doctoral dissertation, Ph. D. Thesis, Near East University, Business Administration Department).
- Taylor, M.C., 2024. *Assessing the impact of human resource management (HRM) practices on organizational commitment: An examination of the role of temporal focus*.
- Te'eni-Harari, T. and Bareket-Bojmel, L., 2021. An integrative career self-management framework: The personal-brand ownership model. *Consulting Psychology Journal: Practice and Research*, 73(4), pp.372.
- Tett, R.P. and Meyer, J.P., 1993. Job satisfaction, organizational commitment, turnover intention, and turnover: path analyses based on meta-analytic findings. *Personnel psychology*, 46(2), pp.259-293.
- Thomas, G., 2021. How to do your case study. *How to Do Your Case Study*, 1(1), pp.1-320.
- Tilahun, E., 2022. *Effect of Organizational Culture on Employee Performance The Case of Bahir Dar Textile Share Company* (Doctoral dissertation).
- Tiwari, M., Mathur, G. and Awasthi, S., 2019. A study on the effects of glass ceiling & organizational commitment on corporate women's turnover intentions. *Academy of Strategic Management Journal*, 18(2), pp.1-10.
- Töre, E. and Naiboglu, G., 2023. Kaleidoscope Career Model Scale: Adaptation Study. *Journal of Educational Leadership and Policy Studies*, 7(1), p.n1.
- Van Veelen, R. and Derks, B., 2022. Academics as Agentic Superheroes: Female academics' lack of fit with the agentic stereotype of success limits their career advancement. *British Journal of Social Psychology*, 61(3), pp.748-767.
- Vancouver, J.B., Ballard, T. and Neal, A., 2022. Goal-Setting: Revisiting Locke and Latham's Goal-Setting Studies. *Organisational Psychology: Revisiting the Classic Studies*, pp.43.
- Vandenabeele, W. (2009). The mediating effect of job satisfaction and organizational

- Varma, A.J., Patil, K., Ulle, R.S., Kamar, A.N.S. and Murthy, T.P., 2018. An empirical study on job satisfaction and employee loyalty. *Journal of Emerging Technology and Innovation Research*, 5(8), pp.784-791.
- Vasumathi, A., 2018. Work life balance of women employees: a literature review. *International Journal of Services and Operations Management*, 29(1), pp.100-146.
- Vroom, V. H. (1964). *Work and Motivation*. New York: Wiley.
- Vu, T.V.H., 2018. Female academics in Vietnam: What helps and hinders career advancement. (Doctoral). The University of Melbourne, Melbourne, Australia.
- Vuong, B., Tung, D., Tushar, H., Quan, T. and Giao, H. 2021. Determinates of factors influencing job satisfaction and organizational loyalty. *Management Science Letters*, 11(1), pp.203-212.
- Walga, T.K., 2018. Job satisfaction and satisfaction with work-life balance across cultures. *Journal of Intercultural Management*, 10(2), pp.159-179.
- Wallenburg, C.M. and Handfield, R., 2022. Social exchange theory. In *Handbook of theories for purchasing, supply chain and management research* (pp. 267-282). Edward Elgar Publishing.
- Walsh, L.C., Boz, S.G. and Lyubomirsky, S., 2023. Well-being and career success.
- Watters, E.R., 2021. Factors in employee motivation: Expectancy and equity theories. *Journal of Colorado Policing*, 6(1), pp.4-8.
- Waweru, F.W., 2022. Career Management Strategies and Employee Performance in State Corporations in Kenya (Doctoral dissertation, JKUAT-COHRED).
- Wiernik, B.M. and Kostal, J.W., 2019. Protean and boundaryless career orientations: A critical review and meta-analysis. *Journal of counselling psychology*, 66(3), pp.280.
- Williams, H., 2021. The meaning of "Phenomenology": Qualitative and philosophical phenomenological research methods. *The Qualitative Report*, 26(2), pp.366-385.
- Willis, E., 2022. Careers advice and guidance policy–2022/23. *Policy*, pp.23.
- Yousif, M.M.M., Nor, M.N.M. and Omar, S., 2019. Impact of protean career orientation on academics'career success: the mediating role of psychological capital. *Journal of Technology Management and Business*, 6(2).
- Zainun, N.F.H., Johari, J. and Adnan, Z., 2018. Stressor factors, internal communication and commitment to change among administrative staff in Malaysian public higher-education institutions. *On the Horizon*, 26(4), pp.291-306.
- Zapotichna, R.A., 2021. Advantages and disadvantages of using regression analysis in economic researches. pp.106.

Instructions

1. This questionnaire comprises of two sections.
2. You are kindly requested to answer all statements.
3. Please mark **(X)** to the relevant precoded response.
4. Please mark **(X)** for one response only.
5. Do not leave any statement blank.

Section A: Biographical information

1. Please indicate your gender.

| | | |
|-----|-------------------|---|
| 1.1 | Male | 1 |
| 1.2 | Female | 2 |
| 1.3 | Prefer not to say | 3 |

2. Please indicate your age group.

| | | |
|-----|-------------|---|
| 2.1 | 18-25 years | 1 |
| 2.2 | 26-30 years | 2 |
| 2.3 | 31-35 years | 3 |
| 2.4 | 36-40 years | 4 |
| 2.5 | 41-45 years | 5 |
| 2.6 | 46-50 years | 6 |
| 2.7 | > 51 years | 7 |

3. Please indicate your racial group.

| | | |
|-----|---------------|---|
| 3.1 | African Black | 1 |
| 3.2 | White | 2 |
| 3.3 | Indian | 3 |
| 3.4 | Coloured | 4 |
| 3.5 | Other | 5 |

4. Please indicate how long you have been with the organisation.

| | | |
|-----|-------------|---|
| 4.1 | 0-4 years | 1 |
| 4.2 | 5-9 years | 2 |
| 4.3 | 10-14 years | 3 |
| 4.4 | 15-19 years | 4 |
| 4.5 | 20-24 years | 5 |
| 4.6 | >25 years | 6 |

5. Please indicate your qualification.

| | | |
|-----|----------------------------|---|
| 5.1 | PHD | 1 |
| 5.2 | Masters | 2 |
| 5.3 | Bachelors/PG Diploma | 3 |
| 5.4 | Honors/Adv Diploma | 4 |
| 5.5 | Diploma | 5 |
| 5.6 | Technical Certificate | 6 |
| 5.7 | Matric/Secondary education | 7 |

6. Please indicate your positional level in the organogram.

| | | |
|-----|---------------------|---|
| 6.1 | Middle management | 1 |
| 6.2 | Lower management | 2 |
| 6.3 | Supervisory/Foreman | 3 |
| 6.4 | General staff | 4 |

Section B

7. Career Advancement

| | Item | Strongly disagree | Disagree | Neutral | Agree | Strongly Agree |
|------|--|-------------------|----------|---------|-------|----------------|
| 7.1 | I have been in the same position in the organisation for more than 7 years | 1 | 2 | 3 | 4 | 5 |
| 7.2 | I have been actively seeking promotion for more than 5 years | 1 | 2 | 3 | 4 | 5 |
| 7.3 | I have the necessary qualification to perform the job | 1 | 2 | 3 | 4 | 5 |
| 7.4 | There have been opportunities for promotions that are in line with my skills | 1 | 2 | 3 | 4 | 5 |
| 7.5 | My organisation offers career development initiatives | 1 | 2 | 3 | 4 | 5 |
| 7.6 | There are many career advancement opportunities that arise in my area of expertise | 1 | 2 | 3 | 4 | 5 |
| 7.7 | I can see myself holding any higher position because I have hard skills required. | 1 | 2 | 3 | 4 | 5 |
| 7.8 | I can see myself holding any higher position because I have soft skills required. | 1 | 2 | 3 | 4 | 5 |
| 7.9 | I can see myself holding any higher position because I have technical skills required. | 1 | 2 | 3 | 4 | 5 |
| 7.10 | I receive adequate support from my superiors. | 1 | 2 | 3 | 4 | 5 |

8. Job Satisfaction

| | | | | | | |
|-----|---|--|--|--|--|--|
| 8.1 | I would feel happy if I receive a promotion | | | | | |
|-----|---|--|--|--|--|--|

| | | 1 | 2 | 3 | 4 | 5 |
|------|--|---|---|---|---|---|
| 8.2 | I am satisfied with the appointment process | 1 | 2 | 3 | 4 | 5 |
| 8.3 | I feel I have been overlooked for a promotion I qualify for | 1 | 2 | 3 | 4 | 5 |
| 8.4 | I am happy with my current position | 1 | 2 | 3 | 4 | 5 |
| 8.5 | For me I feel a promotion is career advancement | 1 | 2 | 3 | 4 | 5 |
| 8.6 | I feel more tasks is career advancement | 1 | 2 | 3 | 4 | 5 |
| 8.7 | I feel more challenging work is career advancement | 1 | 2 | 3 | 4 | 5 |
| 8.8 | I feel an increase in my salary is career advancement | 1 | 2 | 3 | 4 | 5 |
| 8.9 | I feel left out with the career advancement initiatives at the organisation | 1 | 2 | 3 | 4 | 5 |
| 8.10 | I feel the career initiatives at the organisation are of little significance | 1 | 2 | 3 | 4 | 5 |
| 8.11 | I feel administrative staff are being neglected in terms of promotion | 1 | 2 | 3 | 4 | 5 |
| 8.12 | I have enough resources to perform my duties | 1 | 2 | 3 | 4 | 5 |

9. Employee loyalty

| | | | | | | |
|-----|--|---|---|---|---|---|
| 9.1 | If I earn a higher qualification through capacity building initiatives with my organisation I will still consider employment elsewhere | 1 | 2 | 3 | 4 | 5 |
|-----|--|---|---|---|---|---|

| | | | | | | |
|-----|--|---|---|---|---|---|
| 9.2 | If I receive a promotion I will serve this organisation to the best of my ability | 1 | 2 | 3 | 4 | 5 |
| 9.3 | I'm happy to consider employment elsewhere | 1 | 2 | 3 | 4 | 5 |
| 9.4 | I would recommend my organisation as an employer to staff working the administrative field | 1 | 2 | 3 | 4 | 5 |
| 9.5 | I am fulfilled with the work I am doing | 1 | 2 | 3 | 4 | 5 |
| 9.6 | I will remain at the organisation should I receive an offer of employment in another organisation in a job at the same level I occupy | 1 | 2 | 3 | 4 | 5 |
| 9.7 | I will remain at the organisation should I receive an offer of employment in another organisation in a job at a higher level to which I currently occupy | 1 | 2 | 3 | 4 | 5 |
| 9.8 | I will remain at the organisation should I receive an offer of employment in another organisation in a job at a lower level to which I currently occupy | 1 | 2 | 3 | 4 | 5 |
| 9.9 | I see myself spending the bulk of my career in the organisation | 1 | 2 | 3 | 4 | 5 |

ANNEXURE B



LETTER OF INFORMATION

Title of the Research Study: Examining workplace career advancement and its impact on job satisfaction and employee loyalty: A Case study of DUT

Principal Investigator/s/researcher: Garreth August

Co-Investigator/s/supervisor/s: Dr Reward Utete (Doctorate in Industrial Relations; Doctorate in Human Resource Management)

Brief Introduction and Purpose of the Study:

I hope this letter finds you well. My name is Garreth August and I work in the Research Office on City Campus at the Durban University of Technology (DUT). I am also a MTECH Human Resources student, in the Faculty of Management Sciences at DUT. I would like to invite you to participate in the research I am doing which aims to examine career advancement and its impact on job satisfaction and employee loyalty at Durban University of Technology (DUT), with focus given to the administrative (support) staff. I would like to find out about your experiences with career advancement and what it means to you. I would also like to explore the levels of job satisfaction and commitment to the organisation as a result of the employee's experiences regarding career advancement. The primary collection of data will be through questionnaires. The researcher will physically deliver the questionnaire with an accompanying letter to you. You will be given three weeks to complete and return the questionnaire.

Outline of the Procedures:

This study aims to examine workplace career development and its impact on job satisfaction and employee loyalty. The study will explore the career advancement experiences of administrative staff at DUT. This study also aims to explore what career advancement means to you and any barriers you may have identified which you feel also affects your happiness in the job and your commitment to DUT. Questionnaires will be conducted to gather data and information for analysis. All administrative employees with the exception of top management and that have been employed at DUT for three years or more will be selected for the interviews and questionnaires as all these factors could be associated with achieving career growth.

Risks or Discomforts to the Participant: There are no foreseeable risks or discomforts to you.

Explain to the participant the reasons he/she may be withdraw from the Study: Participation in the study will not be compulsory and strictly on a voluntary basis with your consent. Confidentiality will be assured and stated clearly on the questionnaire and cover letter that the responses will only be used for the purposes of the research and data analysis.

Benefits: There will be no material benefits to you for participation in this study.

Remuneration: There will be no payment to you for participation in this study.

Costs of the Study: There will be no costs for your participation in this study.

Confidentiality: Confidentiality will be maintained throughout the study by anonymization of your identity taking part in this study. Your name will not be required in the questionnaire, however other info such as age, years of service and qualifications will be included in the questionnaire but without requesting your name.

Results: The results of the research will be shared through the writing of a dissertation and possibly attendance at an academic conference. If valuable to the university community, the results may also be shared with people involved with career development at DUT.

Research-related Injury: No risk of research-related injury is envisioned.

Storage of all electronic and hard copies including tape recordings All the study information will be stored on a password protected laptop and will be stored by the researcher for five years and then deleted. The hard copy data will be stored in a password protected safe and shredded after five years.

Persons to contact in the Event of Any Problems or Queries: Please contact the researcher (031 373 2829; garretha@dut.ac.za), my supervisor (Dr Reward Utete – uteter@gmail.com) or the Institutional Research Ethics Administrator on 031 373 2375. Complaints can be reported to the Acting Director: Research and Postgraduate Support Dr V Govender – researchdirector@dut.ac.za



Institutional Research Ethics Committee
Research and Postgraduate Support Directorate
2nd Floor, Berwyn Court

Gate 1 Steve Biko Campus

P O Box 1334, Durban, South Africa, 4001

Tel: 031 373 2375

Email: lavishad@dut.ac.za

www.dut.ac.za

20 November 2023

Mr G D August
Gwenloch Unit 6
129 Florida Road
Morningside
4001

Dear Mr August

Examining the effect of career advancement on job satisfaction and employee loyalty: A case study of Durban University of Technology

The DUT-Institutional Research Ethics Committee acknowledges receipt of your notification regarding the piloting of your data collection tool.

Kindly ensure that participants used for the pilot study are not part of the main study.

In addition, the DUT-IREC acknowledges receipt of your gatekeeper permission letter.

Please note that **FULL APPROVAL** is granted to your research proposal. You may proceed with data collection.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the DUT-IREC according to the DUT-IREC SOP's.

Please note that any deviations from the approved proposal require the approval of the DUT-IREC as outlined in the DUT-IREC SOP's.

It is compulsory for a student or researcher to apply for recertification on an annual basis. The failure to do so will result in withdrawal of ethics clearance. It is the responsibility of the researcher and the supervisor to apply for recertification.

Please note that you are required to submit a Notification of Completion of Study form together with an abstract to the DUT-IREC office on completion of your study.

Yours Sincerely

Prof J K Adam
Chairperson: DUT-IREC



Directorate for Research and Postgraduate Support

Durban University of Technology

Open House

P.O. Box 1334, Durban 4000

Tel.: 031-3732576/7

Fax: 031-3732946

11 September 2023

Mr Garreth August
c/o Department of Human Resources Management Faculty of
Management Sciences
Durban University of Technology

Dear Mr August

PERMISSION TO CONDUCT RESEARCH AT THE DUT

Your email correspondence in respect of the above refers. I am pleased to inform you that the Institutional Research and Innovation Committee (IRIC) has granted **Gatekeeper Permission** for you to conduct your research “Examining the effect of career advancement on job satisfaction and employee loyalty: A case study of Durban University of Technology” at the Durban University of Technology. **Kindly note that this letter must be issued to the IREC for approval before you**

The DUT may impose any other condition it deems appropriate in the circumstances having regard to nature and extent of access to and use of information requested.

Upon completion of your research project, you are requested to share the summary of your key research findings.

Kind regards.
Yours sincerely



Zertifikat Certificat

Certificado Certificate

Promouvoir les plus hauts standards éthiques dans la protection des participants à la recherche biomédicale
Promoting the highest ethical standards in the protection of biomedical research participants

Certificat de formation - Training Certificate

Ce document atteste que - this document certifies that

Garreth August

a complété avec succès - has successfully completed

Introduction to Research Ethics

du programme de formation TRREE en évaluation éthique de la recherche
of the TRREE training programme in research ethics evaluation



Release Date: 2022/08/15
CID : 8psVtFJBPK

Professeur Dominique Sprumont
Coordinateur TRREE Coordinator



Programmes de formation continue (2 crédits)
Continuing Education Programs (2 credits)

Foederatio
Pharmaceutica
Helvetiae

FPH

Programmes de formation continue
Continuing Education Programs

Programmes de formation
postgraduée et continue

[REV : 20220217]

Ce programme est soutenu par - This program is supported by :
European and Developing Countries Clinical Trials Partnership (EDCTP) (www.edctp.org) - Swiss National Science Foundation (www.snf.ch) - Canadian Institutes of Health Research (<http://www.cihr-irsc.gc.ca/r/2891.html>) -
Swiss Academy of Medical Science (SAMS/ASSMSAMW) (www.samw.ch) - Commission for Research Partnerships with Developing Countries (www.kfpe.ch)

EDITOR'S LETTER

Researchers Beyond-Borders (PTY) LTD
Umhlanga, Durban
South Africa
29November 2024

To whom it may concern

Editing of Masters Dissertation: Garreth August (Student number

Title of dissertation: Examining the effect of career advancement on job satisfaction and employee loyalty: A case of the Durban University of Technology

This letter serves as confirmation that the aforementioned dissertation has been language edited.

Any queries may be directed to the author of this letter.



Regards

Maleni Pillay
Researchers Beyond-Borders
consult@researchersbeyondborders.com
www.researchersbeyondborders.com