FACTORS OF CAREER DEVELOPMENT OPPORTUNITIES ASSOCIATED WITH ORGANIZATIONAL COMMITMENT IN THE HOTEL INDUSTRY IN KUCHING, SARAWAK

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BIOGRAPHICAL SKETCH

Clarence Jerry was born on 23rd May 1963 in Kuching, Sarawak. He received his early education at SMK Tarat, Serian and Kolej Datuk Patinggi Abang Haji Abdillah, Kuching. In 1985, he graduated from Batu Lintang Teachers' Training College with Certificate of Education. Six years later, he pursued his studies in the University Science Malaysia and graduated with Bachelor of Education (Hons) in 1995. He served as a secondary school teacher in SMK Dalat, Dalat (1985 – 1987), SMB St. Patrick, Mukah (1988 – 1991) and SMK Serian (1995-1998), Serian in Sarawak. He is currently attached to Samarahan Teachers' Training College, Kota Samarahan.

DEDICATION

To my dearest wife, Ng Lay Chu
&
my daughters, Jasmine Eva and Charmaine Grace
whose endearing love has always served as an inspiration to all my endeavors

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ABSTRACT

This study was conducted to investigate the relationship between the organizational commitment of employees in the hotel industry of Kuching, Sarawak, and the factors of career development opportunity, and also the demographic variables. The factors of career development opportunities examined in this study were job fit, job rotation, effective training and development programs, effectiveness of top management support, mentoring system, and recognition level. This study was carried out in 12 major hotels in Kuching City. A total of 364 lower and middle management level hotel employees, from the Food and Beverage Department, Front Office Department and the Housekeeping Department were selected as samples in this study. The questionnaire was self-developed based on Mendes' (1996) Commitment Factor Profile. The questionnaire had an overall reliability score of 0.9320 on the Cronbach Alpha for reliability test. Overall, the survey revealed that 68.7 percent of the employees were moderate level, 29.9 percent were high level, while 1.4 percent were low in commitment. There was no significant difference between the selected demographic characteristics and employees' organizational commitment except for marital status. The results of Pearson Correlation Coefficient Analysis revealed that all the factors of career development opportunities were significantly related to employees' organizational commitment. The strongest correlation was by effective training and development ($r=0.483$). This was followed by job rotation ($r=0.420$), mentoring system ($r=0.416$), effectiveness of top management support ($r=0.405$), level of recognition ($r=0.388$) and job fit ($r=0.361$). The results of Multiple Regression Analysis showed that effective training and development program was the most dominant predictor ($p=0.001$) among the five predictors for organizational commitment of employees. It was followed by job rotation ($p=0.009$), recognition level ($p=0.011$), job fit ($p=0.017$) and effectiveness of top management support ($p=0.034$). The predictors contributed approximately 31 percent of the variance of the hotel employees' perception towards organizational commitment. Policy makers or human resource manager/personnel may use the findings in this study as a basis and guideline to improve the organizational commitment of employees in the hotel industry.

ABSTRAK

Kajian ini telah dijalankan untuk meninjau perhubungan di antara iltizam organisasi pekerja industry perhotelan di Kuching, Sarawak dengan faktor peluang pembangunan kerjaya; dan juga pembolehubah demografi. Faktor peluang pembangunan kerjaya yang dikaji ialah kesesuaian kerja, pusingan kerja, keberkesanan program latihan dan pembangunan, keberkesanan sokongan pihak atasan, sistem 'mentoring' dan tahap pengikhtirafan. Kajian ini telah dijalankan di 12 buah hotel utama di Bandaraya Kuching. Seramai 364 pekerja hotel golongan pengurusan bawahan dan pertengahan, iaitu dari bahagian 'Food and Beverage', 'Front Office' dan 'Housekeeping' telah dipilih sebagai sampel kajian. Borang soalselidik telah dihasilkan oleh penyelidik sendiri berdasarkan profil faktor iltizam oleh Mendes (1996). Borang selidik ini telah memperolehi skor kepercayaan keseluruhan sebanyak 0.9320 dalam ujian kepercayaan Alpha Cronbach. Secara keseluruhan, kajian mendapati 68.7 peratus dari pekerja hotel mempunyai tahap sederhana, 29.9 peratus mempunyai tahap tinggi, manakala 1.4 peratus mempunyai tahap rendah dari segi iltizam organisasi. Kajian juga menunjukkan tiada perbezaan yang signifikan diantara demografi terpilih dengan iltizam organisasi pekerja kecuali taraf perkahwinan. Ujian Pekali Pearson telah menunjukkan bahawa keenam-enam faktor peluang pembangunan kerjaya tersebut mempunyai hubungan significant dengan iltizam organisasi pekerja. Keberkesanan program latihan dan pembangunan mempunyai korelasi yang paling tinggi (r=0.483). Ini diikuti oleh pusingan kerja (r=0.420), sistem 'mentoring' (r=0.416), keberkesanan sokongan pihak atasan (r=0.405), tahap pengikhtirafan (r=0.388) dan keseuaian kerja (r=0.361). Hasil Ujian Regresi Berganda telah menunjukkan bahawa keberkesanan program latihan dan pembangunan merupakan peramal yang paling dominan (p=0.001) di kalangan lima peramal untuk iltizam organisasi pekerja. Ini diikuti oleh pusingan kerja (p=0.009), tahap pengikhtirafan (p=0.011), kesesuaian kerja (p=0.017) dan keberkesanan sokongan pihak atasan (p=0.034). Kesemua peramal ini akan menyumbang lebih kurang 31 peratus kepada varian persepsi pekerja hotel terhadap iltizam organisasi mereka. Pihak pembuat polisi atau pihak pengurus/pegawai sumber manusia boleh menggunakan hasil kajian ini sebagai asas atau panduan untuk memperbaiki selanjutnya iltizam organisasi pekerja di industri perhotelan.

CHAPTER I: INTRODUCTION

1.0 Introduction

The hotel industry in Sarawak is a lucrative business, especially when it is directly related to tourism industry. The tourism industry in Sarawak itself has been booming since Visit Malaysia Year was declared in 1990 and 1994. The most recent event of The Year of Sports and Recreation in 1998, and the Kuala Lumpur '98 – XVI commonwealth Games have been a boost to the hotel industry. Statistics have shown that the number of tourist visiting Sarawak experienced an increased by 11.85 percent from 188,135 tourists in 1991 to 210,430 tourists in 1996 (Yearbook of Statistics, Malaysia). These are not tourists from Asian countries only but are also tourists from all over the world, especially Europe and the United States. The number of establishments (hotels and other lodging places) in Sarawak also increased from 189 establishments in 1988 to 353 establishments in 1996 (Yearbook of Statistics, Sarawak). The increase in the number of hotels and other lodging places has provided more employment opportunities. This is evident from the increase in the number of employees in the industry from 38,861 employees in 1980 to 134,708 employees in 1996, indicating an increase of 246.6 percent (Yearbook of Statistics, Sarawak).

The scenario of the hotel industry in Sarawak as described above shows that this industry is getting more competitive. The survival and success of an organization depends on the caliber of its human resources: the employees. Employees are important assets to an organization. It is the quality of people that determines the continued survival and growth of the organization. As the organization grows, thought must be given not only to the recruitment, selection, development and retention of human resources but also for the organization to focus its attention towards enhancing organizational commitment of employees by creating more career development opportunities (Tan Kwang How, 1995a).

In the past, many organizations have adopted a benevolent and paternalistic attitude towards their employees, assuming responsibility for the career pathing and growth of their employees. In this kind of system, the organization or rather the senior management will decide to what position, and at what speed, employees will advance in their careers. This system can work in situation of stability or very steady growth (Tan Kwang How, 1995a; Tyson & York, 1996).

The dynamic nature of business today, however, has presented problems for the system. At the present age, most organizations are striving to maintain their continuous success in fast changing business environment that brought about stiff competition in the market. They are struggling to keep abreast with the changes and at the same time are trying to withhold and maintain a skilled and diverse workforce to cope with a volatile business environment. Many organizations today have realized that they cannot take total responsibility for the career growth of their employees. At the same time, the fast pace of

technological change has brought about an unprecedented level of demand for highly educated skilled workers. The wage premium enjoyed by most highly educated employees is at all time high, as is the increment in earnings associated with receiving additional training at work. Therefore, most employees are motivated by the possibility of having the opportunity to develop their abilities and to improve their career and job prospect. Many employees will also seek extra responsibility, as they believe that hard work and achievement will be recognized in tangible ways like promotion and job prospect (Knowles, 1998, p. 166).

According to Kanter (1978), there has been an evolution in the relationship of employee and employer concurrent with the demographic "baby boom." Employees are beginning to look to their jobs as a potential source of challenge, growth, and personal fulfillment, and not just a way to make money (DeCotiis & Jenkins, 1994). The competitive business environment in the hotel industry points to the clear conclusion that demand for the most highly skilled workers is outstripping the supply. New hotels, for instance, offer better salaries to attract skilled manpower. The increasing number of hotels operating has created more jobs opportunities. Obviously, the labor market in the hotel industry has shifted from buyers' market to sellers' market. The implication is clear that in job markets that are very tight (a sellers' market), workers are beginning to demand excellent training and career development as a benefit of employment opportunities as a primary determinant of their decision to stay with (or leave) their current employer (Tan Kwang How, 1995a). As a result, employers are being pushed to make the workplace a worthwhile place for employees.

1.1 Background of the study

Many organization today have realized that they cannot take total responsibility for the career growth of their employees, but at the same time realized the importance of career development needs of their employees. In a study carried out in the United Kingdom by Hirsh, Jackson and Jackson (1995), it is reported that in many organizations, tensions is discovered between short-term and long-term goals and between individuals' career aspirations and organization's goal. A mismatch between career development practices and strategy can lead to unproductive and uncommitted workers. Thus, organizations and employees must support each other's development goals. By giving employees more career development opportunities, their commitment to their organization will be further enhanced, thus retaining and maintaining not only skilled workers, but also committed ones (DeCotiis & Jenkin, 1994).

According to a Human Resource Manager of a big hotel in Kuching, the hotel industry is becoming very competitive with the emergence of new hotels (59.7 percent increase from the year 1990 to the year 1996). She says that with more employment opportunities, turnover rates are high and hotels are continually confronted with the problem of losing experienced employees; and have to hire those with fewer experiences as replacements. To reduce turnover, it will be

necessary to take suitable steps directed towards retaining employees. The hospitality industry is one of the larger employers of those with limited education. The hospitality manager who establishes Employee Assistance Plans (EAPS) as part of the career development program will develop a more loyal workforce (Dittmer & Griffin, 1993).

The growing wage premium enjoyed by highly skilled workers has sent a powerful signal that education and training matter. At the same time, senior management has been consistently sending the message that employee must assume responsibility for the development of their skills. These messages have not been missed; there is mounting evidence that workers are voting with their feet by leaving. This has resulted in frequent changing of employees and constant dilemma by organization in looking for more committed employee (Farrel & Rusbult, 1981; Jenkins & Thomlinson, 1992; Tan Kwang How, 1995a). Those employees are assuming responsibility for development of their own skills, in large part, by quitting those organizations where their prospects of development seem poor in favor of organizations with more promising career development opportunities (Jenkins & Thomlinson, 1992). The paradox is ironic. As a result of years of preaching self-responsibility in the domain of skill and career development, competitive advantage is now accruing to those firms that take this development most seriously. Commitment among the employees has posed concern by many organizations who depends on their employees for their continuing success. Organizations need more than just loyal employees but also dedicated employees.

Committed employees will help an organization to compete more effectively in good times and react to adverse conditions when things turn bad. They will help an organization gain responsiveness and also quality, service and productivity levels the competitors will envy. More than anything, though, committed employees will do their best for an organization even when the management is not watching, and more and more jobs today are carried out far from the watchful eyes of the organization supervisory staff (Dessler, 1993).

1.2 Statement of the Problem

In order to maintain a skilled and diverse workforce to cope with the dynamic business environment, management should place more concern towards possible factors that contribute to employees' organizational commitment. The problem of career changing amongst the employees has caused disruption in optimization of resources in the internal environment of organization's human resource. The high tendency of employees leaving an organization is related to the organization's climate that does not foster employees' commitment (Poon, 1994). Furthermore, a mismatch between career development practice and individual's career aspirations can lead to unproductive and uncommitted workers.

Lower commitment will lead to the loss of many skilful individuals from a profession. Blau (1985) found that subjects lower in commitment are significantly more likely to be thinking about leaving their organization than

those high in commitment. While career change might represents the best course of action for some individuals, it will mean loss to an organization of substantial investment in training and experience (Jenkins & Thomlinson, 1992). Thus, to understand how an organization provides career development opportunities to match both the career goals of the individual and that of the organization and to what extend that effort will enhance commitment is amongst the reasons for this study to be carried out.

This study seeks to stress on the importance of career development opportunities in the hotel industry in the face of the increasingly competitive business. By focussing on career development, an organization may be able to find a solution to the problems that are faced by other organizations in an evolving and complex global marketplace.

The study will try to find answers to the following general research questions:

1. Are the employees committed towards their organization?
2. What is the perception of the employees towards career development opportunities in their organization?
3. Do employees' perception of career development opportunities influence their commitment towards their organization?
4. Do employees' demographic characteristics influence their commitment towards the organization?

1.3 Research Objectives:

The main objective of the study is to determine whether the employees' perception towards career development opportunities has any influence on the employees' organizational commitment. This is important because the employees' commitment will ensure loyalty, involvement and support from the employees for the organization's continuous success.

Specifically, the objectives of this study are as follow:

1. To describe the demographic characteristics of the employees.
2. To determine the levels of commitment of employees.
3. To determine if there are any differences in commitment of employees of different gender, marital status, age, work department, education level, years of service and income group.
4. To determine the relationship between employees' commitment and their job fit.
5. To determine the relationship between employees' commitment and their job rotation.
6. To determine the relationship between employees' commitment and the effectiveness of organization's training and development programs.
7. To determine the relationship between employees' commitment and the effectiveness of organization's top management support.
8. To determine the relationship between employees' commitment and the mentoring system.

9. To determine the relationship between employees' commitment and the organization's level of recognition.
10. To determine the factor related to career development opportunity that is most dominant in influencing employees' commitment.

1.4 Conceptual Framework

This study explores the variables related to the hotel employees' perceptions of the career development opportunities that may have corresponding effect on the employees' organizational commitment. The researcher has selected and posed six factors to be analyzed. The factors of career development opportunities are job fit, job rotation, effective training and development program, effectiveness of top management support, mentoring system, and level of recognition.

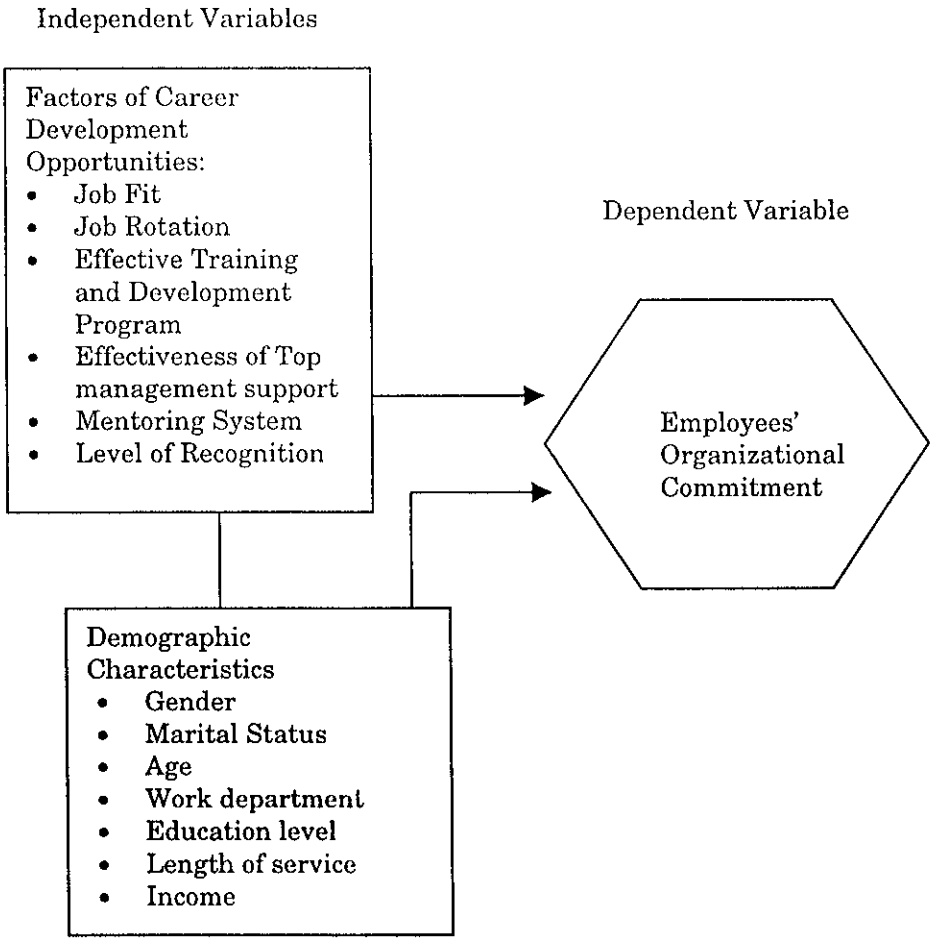

Figure 1.1: Research Framework

All the six factors mentioned above, as shown in Figure 1.1, will form the independent variables in this study, which will then be tested against the dependent variable, that is the employees' organizational commitment.

The scores on organizational commitment will be ranked to determine the levels of employees' commitment as low, moderate or high.

Demographic characteristics such as gender, marital status, age, work department, education level, length of service, and income will also be tested to see their relationship with the dependent variable – organizational commitment. Finally, the most dominant factor that influences the employees' organizational commitment will be determined.

1.6 Research Hypothesis

This research posed fourteen null hypotheses to be tested. They are:

Ho1: There is no difference between male and female employees in terms of their organizational commitment.

Ho2: There is no difference between married and single employees in terms of their organizational commitment.

Ho3: There is no difference between employees of various age groups in terms of their organizational commitment.

Ho4: There is no difference between employees of various work departments in terms of their organizational commitment.

Ho5: There is no difference between employees of various education levels in terms of their organizational commitment.

Ho6: There is no difference between employees of various lengths of service in terms of their organizational commitment.

Ho7: There is no difference between employees of various income groups in terms of their organizational commitment.

Ho8: There is no relationship between employees' organizational commitment and job fit.

Ho9: There is no relationship between employees' organizational commitment and job rotation.

Ho10: There is no relationship between employees' organizational commitment and effective training and development programs.

Ho11: There is no relationship between employees' organizational commitment and effectiveness of top management support.

Ho12: There is no relationship between employees' organizational commitment and mentoring system.

Ho13: There is no relationship between employees' organizational commitment and level of recognition.

Ho14: None of the career development opportunity factors has any influence over employees' organizational commitment.

1.6 Significance of the Study

This study aims to uncover factors related to career development opportunities that have contributed to employees' commitment towards an organization. Thus, it serves as an important source of information to employers in improving their human resource management practice. The findings of this study will provide employers first hand information, as they are based on the views and perceptions of the employees themselves on their career development opportunities and on how they are related to their organizational commitment.

It is hoped that through this study, the reality on factors that influence employees' commitment in the hotel industry is revealed. This should then reveal to employers what their organization lacks and what they have neglected in their practice. An insight into the career development environment as perceived by employees will be beneficial for the purpose of developing an organizational strategy and planning for employees' career development. Thus, further efforts can be formulated to:

1. Improve organization's training and career development strategies and opportunities;
2. Help organization to develop and utilize human resources more effectively; and
3. Enhance further employees' commitment and retention.

All these efforts will be able to place the organization in a much better position to compete in the markets. Apart form this, the aim of studying employees' perception of career development opportunities is to better understanding complexities of these variables and their impact on organizational commitment. Such study may enable managers to understand how employees form the attitudes that affect their perception towards career development opportunities and commitment. It may serve as a guide for top management to manage employees effectively. At the same time, this study is useful as a "catalyst" to the employer and other interested parties to examine the type of experiences they bear on their employees, who have depended, in no small measure, on them for the fulfillment or satisfaction of their needs and expectations for career development.

Finally, in implementing the career development programs, the organization should cater to, as wide a spectrum of employees' needs as possible, if their

basic aim is to give equal career development opportunity to every individual. This study will hopefully provide a guide for the organization or top management to efficiently and effectively meet the career development needs of their employees and elevate them to a secure and productive life. In other word, an insight into the employees' organizational commitment in relation to factors of career development opportunities will hopefully equip managers with better understanding of the insidious disease of turnover and how to overcome it.

1.7 Operational Definition of Terms

The following terminology used in this study are defined operationally.

1.7.1 Perception

The *perception* in this study refers to employees' interpretation and impression of career development opportunities available within their organization. This perception is constructed based on the employees' background knowledge and several other factors relating to the career development opportunities in their organization. The perception of the employees is classified as either positive or negative, which will determine their response towards career development opportunities in their organization. The relationship between employees' perception of career development opportunities and commitment will then be analyzed.

1.7.2 Organizational Commitment

Organizational commitment in this study refers to employees' identification and dedication to his organization. In other word, it is the employees' undivided loyalty to the organization. The Commitment Factor Profile that consists of four cornerstones to commitment will be used in this study to determine employees' organizational commitment (Mendes, 1996). They are vision, insight, acceptance and integration. Apart from that, the three factors that characterize commitment as postulated by Mowday, Porter, and Steers (1982, p.27) will also be incorporated in this study. The three factors are (1) a strong belief in and acceptance of the organization's goal and values, (2) a willingness to exert considerable effort on behalf of the organization, and (3) a strong desire to maintain membership in the organization. This study seeks to find out the possible relationship between commitment and the factors related to career development opportunities as perceived by the employees.

1.7.3 Vision

In this study, *vision* refers to the ability to visualize success and anticipate positive results. Vision is needed to enhance commitment and elevate an employee to greater height. It provides some kind of detailed picture of a person's goal in life.

1.7.4 Insight

Insight in this study refers to a person's ability to know oneself and apply this knowledge to his commitment. This is because a person's past behavior is an excellent predictor of present and future behavior. Thus, a person uses his experiences to make decisions, and this can be an important tool for future success.

1.7.5 Acceptance

Acceptance in this study means a person's need to accept change. Committing to new behaviors is often the most difficult part of keeping a commitment. Therefore, acceptance can prepare us for unexpected setbacks and will help us make healthy adjustments.

1.7.6 Integration

Integration consists of blending our values with our thoughts, words, and actions. The true test of commitment is "walk your talk and live your commitment" (Mendes, 1996, p. 28).

1.7.7 Career Development Opportunities

Career development opportunities in this study refers to the organization's effort to provide opportunities and alternative to employees to develop themselves through continuous learning at the workplace while recognizing their potential and capabilities in alignment with the organization's strategies and goals. It is important for the organization to create opportunities to match both the career goals of the individual and that of the organization so that both are moving in the same direction. The factors related to career development opportunities that are emphasized in this study are job fit, job rotation, effective training and development programs, effectiveness of top management support, mentoring system, and level of recognition.

1.7.8 Job Fit

Job fit or *job match* in this study refers to how the organization assigns jobs or tasks to its employees based on their skills, abilities and expectations. The study will determine how employees feel about and perceive the given tasks and to see whether these tasks are in alignment with their expectancy.

1.7.9 Job Rotation

Job rotation in this study refers to the movement of employees from one job or task allocated to them to another one in different functional areas of the organization. In term of career development, job rotation provides employees with the opportunities to learn and use new skills and to better understand different organizational functions. It is a way to provide variety in the

employee's career and it also helps the employee to build network within the organization.

1.7.10 Effective Training and Development Program

Effective Training and development in this study refers to both on-the-job and off-the-job training that offers employees with the opportunities to improve their knowledge and skills, enhance their performance at work, and hence contribute to the growth of the organization.

1.7.11 Effectiveness of Top Management Support

Top Management supports in this study refers to how effective the top management gets involved in the career motivation of its employees. Such career activities are like top management showing their positive support for their employees' career resilience, enhancing employees' career insight and helping them build career identity. Amongst the supports given by the top management are like career counseling, career pathing, career information system and human resource planning. The findings will be tested to determine whether this factor will bear any relationship towards their commitment.

1.7.12 Mentoring System

In this study, *mentoring* refer to the process of monitoring the career development of a junior member of the organization by a senior member. The study seek to find out if the organization has created an effective mentoring program/system in which mentors and proteges are paired by the organization and provided with support from the relationship. Mentoring is usually the directing activities of non-management employees by a member of the operating level of the management hierarchy, known as a 'supervisor' (Punkett, 1992).

1.7.13 Level of Recognition

Level of Recognition in this study refers to the organization's acknowledgement and gratitude to deserving individuals for their contribution to the organization. This includes rewards in the form of certificates, symbolic souvenirs, and titles such as Employee of the Month and Employee of the Year. Recognition may also be in the form of verbal praises from supervisors or the time spent by the superior to listen to their subordinates' ideas and suggestion. The level of recognition shown by the organization will give the subordinates the sense of worth; and respect shown by a superior will also reflect his sensitivity to his subordinates' self development.

1.7.14 Influence

In this study, the employees' perception towards career development opportunities regarding job fit, job rotation, effective training and development

program, effectiveness of top management support, mentoring system and level of recognition are assumed to have *influence* on their commitment.

1.8 Scope and Delimitation of the Study

This study is conducted in twelve major hotels located in Kuching, Sarawak. Hence, the findings will only reflect the perceptions of employees working in those organizations and should not be taken to reflect all the employees in the hotel industry in Malaysia. As the survey methodology is used in this study, the reliability and the validity of the survey are depended on how serious and how sincere the respondents have been in replying to the questions. There are many factors affecting the levels of employees' commitment with regards to career development, such as job satisfaction, job involvement, career pathing, career counseling, and career guidance, to name a few. This study only examines the following six factors of career development opportunities: job fit, job rotation, effective training and development programs, and effectiveness of top management support, mentoring system, and level of recognition.

CHAPTER II: LITERATURE REVIEW

2.0 Introduction

A study of organizational commitment is a vital aspect in the organizational process to identify the factors (career development opportunities) that are most likely to contribute to high commitment level amongst the employees. This will enable managers to focus on commitment in order to motivate workers in increasing productivity and decreasing the job turnover rate. As a result of the increasing competition in the labor market, especially in the hotel industry, job-hopping from one organization to another is indeed a common phenomenon among low commitment employees who seek better working condition and more career development opportunities in another organization. This has put more pressure on the managers to retain their workers as the cost incurred in training the new employees to replace the more experience ones is higher and involves time and effort. Commitment is actually a deciding factor that will determine whether the employee will stay on with the organization or seek employment with another organization. This chapter will cover related topics and issues of past literatures and studies written by authors of related field. The background of organizational commitment will be presented and introduced, and its significance in the contemporary work environment will be reviewed. The theoretical concept related to organizational commitment will form the basis for this study in justifying the behavior and attitude of employees in an organization. This is then followed by past studies done on the variables (the career development opportunities and organizational commitment) in the private sectors.

2.1 Theories Related to Organizational Commitment

Organizational commitment is a state of being dedicated or devoted to a person's organization (Oxford Advanced Learner's Dictionary). Commitment develops through the process of identification in which a person experiences something or some idea as an extension of the self (Fink, 1992). This empathy, along with attitudes, values or goals of an organization or group, resulted in committed individuals incorporating some of the attributes, motives or characteristics of that organization into his or her own cognitive response set (O'Reilly & Chatman, 1986). This further leads to the three types of attachment as conceptualized by Allen and Meyer (1990). They are affective attachment to the organization (affective commitment), a felt moral obligation to remain with the organization (normative commitment), and the perceived cost associated with leaving the organization (continuance commitment).

Commitment among the employees has posed concern by many organizations who depends on their employees for their continuing success (Tan Kwang How, 1995a; Dessler, 1993). To understand how individuals perceive themselves to be loyal and dedicated to his organization, one needs to understand the theoretical concept underlying the forces that motivates them to be committed

to their organization. The following are the theories related to employees' work motivation and organizational commitment.

2.1.1 Motivation Theories

Motivation is a general term describing the willingness of employees to exhaust effort and exhibit desired patterns of work behavior in terms of levels of performance and commitment to the organization (Molander & Winterton, 1994). Westerman and Donoghue (1989) suggest that it is a set of processes that energize a person's behavior and direct him or her towards attaining some goal. Thus, motivation theory is concerned with factors influencing attitudes conducive to desired behavior. Structural conditions and management organization may be viewed as necessary factors to achieve the same goal but they are still not sufficient to motivate individuals. Motivational theories are conventionally classified into content theories and process theories.

2.1.1.1 Content Theories of Motivation

Content theories attempt to identify the factors that initiate behavior within a person. This is closely related to the need-drive cycle, in which motivation occurs when a need within us initiates a drive toward a certain goal. Once the goal has been achieved, the need will be temporary satisfied. The behavior will subside until the need is reactivated. An interesting aspect of motivating is that different people have different needs. The three theories that are categorized under the content theories are Maslow's hierarchy of needs, Herzberg's motivation theory and Alderfer's ERG theory.

Maslow's Hierarchy of Needs

According to Maslow (1970), individuals have five sets of needs that may be arranged in a hierarchy. Motivation is assumed to arise from striving to satisfy these needs and only when the lower-level needs are satisfied are individuals motivated by striving to satisfy higher needs.

Maslow's hierarchy of needs includes *physiological needs* in order to survive, such as food and water, followed by *security needs*, such as safety and the absence of threats. At the next level, Maslow describes *affiliation needs*, for friendship, love and belonging, which motivate people once their physiological and security needs have been met. After affiliation needs are satisfied, individuals are motivated by *esteem needs*, personal feelings of achievement, recognition and respect. At the summit of the hierarchy are *self-actualization needs*, where individuals who have satisfied all lower needs are in the process of developing their own growth.

Herzberg's Motivation-Hygiene Theory

Herzberg's motivation theory differs from Maslow's hierarchy of needs in distinguishing two sets of factors: motivators and hygiene factors. According to

Herzberg (1987), *motivators* are necessary to produce job satisfaction, while the absence of *hygiene factors* will cause job dissatisfaction. In contrast to Maslow's hierarchy, where an individual's motivation depends on the level of needs above those already satisfied, Herzberg's theory presents a simple dichotomy. If the organization fails to meet hygiene needs, employees will be demotivated. On the other hand, if the organization develop motivators, such as career development opportunities, employees will be motivated. Among the hygiene factors are remuneration, interpersonal relations, working conditions and supervision. Motivators include opportunities for personal achievement, recognition, responsibility (job involvement) and individual advancement and growth. Thus, according to Herzberg, once the hygiene factors had been satisfied to avoid job satisfaction, the organization can increase job satisfaction and foster organizational commitment by providing motivators (career development opportunities).

Alderfer's ERG Theory

Alderfer's ERG (existence, relatedness, growth) theory introduces an approach which incorporates Maslow and Herzberg's theories, combining the concepts of a hierarchy of needs and needs fulfillment as well as needs derivation. At the base of Alderfer's hierarchy are *existence needs* level which is a combination of Maslow's first two categories and most of Herzberg's hygiene factors. The second level is the *relatedness needs*, which consists of interpersonal relationships, similar to Maslow's affiliation needs. Finally, at the summit are the *growth needs*, which are provided by opportunities for personal development, similar to Maslow's top two categories and Herzberg's motivators (Alderfer, 1972).

ERG theory suggests that the satisfaction of one set of needs (existence needs) leads the individual to focus on the next higher level (relatedness needs). On the other hand, the derivation of a set of needs (growth needs) leads to a concern with the next lower level of needs (relatedness needs).

According to Hellriegel, Slocum, and Woodman (1992), actually there are similarities amongst the three content theories, sufficient enough to generalize that, given adequate remuneration, job security and working conditions may enhance employees' motivation and job satisfaction, which will further enhance their commitment to the organization. Organizations can fulfil the three sets of employees' needs that are affiliation, power and achievement by structuring work to allow meaningful social interaction, by empowering individuals and work groups, and by providing opportunities for personal career development and advancement.

The content theories of motivation provide a useful outset for organization to identify the work-related factors conducive to employees' motivation. However, these theories have failed to take into account the personal factors that affect individual behavior. This leads us to consider the process theories of motivation in order to understand these behavioral aspects of individuals.

2.1.1.2 Process Theories of Motivation

Process theories attempt to explain the psychological processes underlying behavior. The emphasis is placed on understanding the decision processes within the person that underlie the behavior. The theories that are categorized into process theories are Vroom's expectancy theory, Adam's equity theory, reinforcement theory, and Locke and Latham's goal setting theory.

Expectancy Theory

Expectancy theory is the most comprehensive process approach that considers the whole work environment. According to Vroom (1964), individuals are motivated to work when they anticipate achieving what they expect from their jobs. Individuals, as rational beings, balance these rewards against the effort required to attain them, and they act accordingly. They make decisions about accepting employment and about how hard they will work. They are two levels of outcome as perceived by individuals. The *first-level outcomes* are the immediate results of behavior associated with a job, such productivity, absenteeism, and quality. Next, the *second-level outcomes* are related to rewards, such as promotion, pay increases, and job security. Apart from these positive incentive, negative outcomes are also considered such as demotion, boredom and fatigue. Individuals are concerned to avoid negative outcomes and to receive positive outcomes. This theory has assumed that value of incentives differs between individuals, for instance, some regards money as most highly valued, whiles for others, recognition or self-esteem is more important. An individual expends effort-producing performance to secure incentives. This effort-incentive expectation will influence the degree to which an individual is motivated to perform. Thus, if an employee believes that the target level of performance is beyond their reach or if the incentive outcomes are inadequate, they will not be motivated (Nadler & Lawler III, 1977).

Equity Theory

Similar to expectancy theory, equity theory is concerned with the balance of inputs, and outcomes, effort and rewards. According to Adam (1963), the most important aspect in the equity theory is how an individual is treated fairly or perceived being treated fairly in comparison with others. Therefore, the individual will weigh inputs and outcomes in relation to others: he will compare his own outcome-input ratio with the perceived ratio of others. And after having compared these rations, when an individual feels properly rewarded in relation to others, for instance in terms of pay and other outcomes, *equity* exists. If the perceived ratios of outcomes to input are dissimilar, then *inequity* exists.

Inequity will cause tension in an individual and within a group. Thus, to reduce the tension, individuals may adjust inputs. For instance, if an individual feels that he is being underpaid in comparison to another individual

whose perceived contribution is lower than it should be for the outcomes received may be demotivated and reduce inputs. On the other hand, an overpaid employee may increase output to balance the ratio with other employees. Individuals may also adjust their perceptions, distorting their views of their own or others' inputs or outcomes to achieve mentally the equity which in reality is unattainable, or by moving to another job.

Reinforcement Theory

B. F. Skinner's work with motivation theory is a classic. Behaviour modification is a type of reinforcement that recognizes and rewards positive actions or behavioral patterns. People tend to repeat those activities that are pleasant and satisfying (Donaldson & Scannell, 1987). There are four methods of reinforcement being used by managers to motivate employees. Through these methods, managers are able to influence and control the consequences of their employees' behaviors. In order to promote desired behavior, positive and negative reinforcement is employed. *Positive reinforcement* rewards good performance, while *negative reinforcement* threatens the loss of something desirable. Thus, if an employee performs adequately, he avoids unpleasant outcomes and if an employee has high performance, he will experience pleasant outcomes (being rewarded).

Two other types of reinforcers also address undesirable behavior: extinction and punishment. *Extinction* is a form of conditioning, which involves withholding positive reinforcement to discourage undesirable behavior. At the same time, extinction can also discourage desirable behavior, which should be acknowledged and reinforced regularly or employees will feel 'taken for granted'. *Punishment* is another method for discouraging poor performance or unacceptable behavior. It might be effective in a way but it also causes resentment and anger (Nord, 1972).

Goal Setting Theory

Goal setting theory as postulated by Locke and Latham (1990) is concerned with the process of specifying the desired outcomes to which individuals should work. The model of goal setting and performance begins with the *challenges* (opportunities for advancement and growth) provided for the individual. Goals should be challenging, attainable and clear so those individuals know what is expected of them (a career path, for instance, help individuals to foresee where they will be heading to in their career).

The second aspect of goal setting concerns the range of *moderators*, which are factors that influence the relationship between goals and performance. Some of these factors are ability, goal commitment, task complexity and feedback. The last aspect of goal setting concerns *mediators*, which affect performance, such as direction of attention, effort and persistence.

High task performance is usually associated with challenging goals in the presence of moderators and mediators mechanisms. Rewards for high performance may be external, such as remuneration package, or internal that involves a sense or achievement and pride in attaining goals. Job satisfaction is assumed to increase through goal attainment, thus, an organization should compromise on goal difficulty to optimize both performance and satisfaction.

An understanding of these theories of motivation helps us to conceptualize individuals' needs and assess their job satisfaction that will further enhance their commitment.

2.1.2 Integration Theory

Integration is the relationship between the motives or desire of members and the operative goals of the company. It is "the blending of our thinking, verbalizations, and behaviors that are necessary to maintain commitment" (Mendes, 1996, p. 80).

Argyris (1957) postulates that given the developmental experience of the individual and the constraints then that formal organization imposes, incongruence is established with its attendant lacks of integration. For instance, specialization, hierarchy, span of control, loss of discretion, chain of command, and the likes, explain in some detail the characteristic attitudes of sections of the labor force like alienation, frustration, absenteeism, accidents, sabotage, industrial disputation, the depreciation of human or non-material rewards as compared to material rewards. The solution to these problems is integration – by blending our values with our thoughts, words, and actions (Mendes, 1996). According to Mendes (1996), our thinking can propel us forward or set us back, depending on the nature of the thoughts and emotions that follow. For instance, when our thoughts are positive and our expectations are high, we can anticipate behaving positively, and so forth. Thus, integration begins with thoughts that help to create and advance our intended commitment.

Bakke (1950) suggests the *fusion process* to explain how people come to be effective organization members. In this dynamic process, Bakke sees two behavior processes operative in the system:

1. The *socializing process* by which the individual is made into an agent of the formal organization.
2. The *personalizing process* by which the individual adapts the organization so that it become his agent.

If the two processes are being actualized simultaneously by an individual, then we can say that fusion is really occurring. This model, thus, identifies the unique aspect of matching individuals to organizations and the difficulties associated, with the hope that benefits like commitment, loyalty, energetic and enthusiastic behavior will follow.

2.3. Organizational Commitment

An early definition of organizational commitment is "the strength of a person's attachment to an organization" (Grusky, 1966, p. 489). Earlier than that, however, March and Simon (1958) have distinguished between an organizational member's motivation to participate in the organization (that is to join and remain) and to produce, referring to their propensity to dependably perform their work tasks and to go beyond formal requirements of the job in the interest of the organization. These are the roots of a multidimensional approach to organization commitment. The widely utilized conceptualization of organizational commitment by Porter, Steers, Mowday, and Boulian (1974) includes three components:

1. a strong belief in and acceptance of the organization's goals and values;
2. a willingness to exert considerable effort on the behalf of the organization; and
3. a definite desire to maintain organizational membership. (p. 604)

Mendes (1996) postulates that commitment is a set of reliable, predictable, and dedicated behaviors that separate success from failure. To have a high level of commitment is a desirable trait that can lead a person to success in both the professional and personal realms.

According to Mowday, Porter and Steers (1982), *organizational commitment* represents the relative strength of an individual's identification with and involvement in an organization. Organizational commitment reflects the unwillingness of employees to leave the organization due to the high satisfaction they have derived from the organization in terms of pay, position, comfort, security and trusting relationship with superior. This orientation towards the organization is a strong tie that bound an employee to stay on with the organization.

Organizational commitment is a very important asset to an organization. This is because committed employees are more stable and consistent performers and are more loyal to the organization than are uncommitted employees (Angle & Perry, 1981). Commitment is not mere passive loyalty to the organization but rather an active relationship with the organization in which individuals are willing to contribute to help the organization succeed and prosper. It is triggered by positive attitudes towards the organization by the individual, thus, has showed undivided loyalty to the organization. Blau (1985) in her study has found that organizational commitment is positively correlated to career commitment. However, positive career commitment does not necessarily indicate positive organizational commitment.

Gaetner and Nolan (1989) in their study have defined commitment as "identification with company goals and values and even internalization of these

values" (p. 976). They have found that career-related practices such as internal mobility and promotion from within, company-sponsored training and development, and job security – are all correlated with employees' commitment. They conclude that

> ...commitment is higher among employees who believe they are being treated as resources to be developed rather than commodities to buy, and sell. Even controlling for other known antecedents, employees are committed to the extent that they believe the company is providing a long-term developmental employment opportunity. (p. 987)

Organizational commitment is fostered by two complementary mechanisms: emotional level and cognitive level (Ogilvie, 1986). At *emotional level*, organization has become part of the individual to which he or she identifies himself or herself just like a family member. This level is also called the psychological identification views of commitment (Morris & Sherman, 1981; Mowday, Steers, & Porter, 1979). On the other hand, at the *cognitive level*, members of the organization engage in an evaluative process in which they assess the cost and benefits of maintaining membership in the organization. This is what that is termed as *exchange evaluation value of commitment*, as postulated by Becker (1960) and Scholl (1981). If a member feels that the organization is sincerely concerned with the member's welfare and recognizes a member's contribution, then the member believes that the organization will provide a variety of symbolic and tangible rewards in exchange for effort and continued membership (Eisenberger, Huntington, Hutchinson & Sowa, 1986).

Overall, employees' commitment makes the difference between survival and ruin of an organization that operates within a competitive product market. Therefore, according to Dessler (1993), committed employees will see that an organization makes its way through turbulent times. They will help the organization gain responsiveness and achieve quality and productivity levels its competitors will envy; they will do their jobs as if they own the organization. More than anything, though, committed employees will do their best for the organization even unsupervised or when far from the watchful eyes of the supervisory staff.

Further analysis on commitment by Mendes (1996) has found that definition or interpretation of commitment can be categorized under four factors or categories, namely, vision, insight, acceptance, and integration. These four cornerstones to commitment as perceived by the employees will determine their levels of organizational commitment.

2.3.1 Vision

According to Mendes (1996), *vision* is ability to visualize success and anticipate positive results. It is very much needed to enhance commitment and elevate an employee to greater height as it provides some kind of detailed picture or blueprint of a person's goal in life. Fisher (1989) has noted the importance of

visioning as a strategy for eliciting exciting new dreams and reigniting older employees. In his study at Digital Equipment, he has found that high-achievement managers are committed to high achievement sought to generate visions of attainable results. This has forced everyone to stretch his or her imaginations. The visions generated helps to galvanize individual actions by exciting the imagination of the organization members.

2.3.2 Insight

Insight is a person's ability to know himself or herself and apply this knowledge to his commitment. A person's past behavior is an excellent predictor of present and future behavior, therefore, he uses his experiences to make decisions and this can be an important tool for future success (Mendes, 1996).

2.3.3 Acceptance

Acceptance is also a very important commitment factor as a person need to accept change or be in congruent with the organization's goals and values (Mendes, 1996; Mowday, Porter, & Steers, 1982). Committing to new behaviors is often the most difficult part of keeping a commitment. Therefore, acceptance can prepare us for unexpected setbacks and will help us make healthy adjustments.

2.3.4 Integration

Integration consists of blending our values with our thoughts, words, and actions. The true test of commitment is *"walk your talk and live your commitment"* (Mendes, 1996, p. 28). A person must exhibit willingness to exert considerable effort on behalf of the organization, and a desire to maintain organization membership (Mowday, Porter, and Steers, 1982).

2.4 Background of Career Development in Organization

As we approach the 21st century, there will be a tremendous change in career development practices in organizations. The traditional career development practices seem to be concerned with ensuring an individual to demonstrate a committed hierarchical progression in his career in contrast to the contemporary practices concern, which is towards personal and/or professional fulfillment. To date, the primary focus is on matching personal goals and opportunities that are realistically available. Its target is achieving psychological success and providing alternative means of satisfying employees' career aspirations besides the traditional promotion.

Today, it is recognized from the practical standpoint, that there are just not enough openings or promotion opportunities available for everyone. In fact, as more organizations opt for a flat structure, the coming years will see less promotion opportunities and this will cause frustrated expectations, and more

job-hopping (Tan Kwang How, 1995a). Thus, an organization will need to redefine its career development practices in terms of the career programs it creates and in terms of the individuals' perspectives and needs.

2.4.1 Traditional Career Development Approach

The traditional career development approach to achievement is related to vertical advancement from one particular job to another within the organization (Mondy & Noe, 1996). It is generally assumed then is that each preceding job is important in prepare a person for the next higher level job. Thus, an employee is expected to aspire for upward career advancement. All the employees are also expected to be motivated by the promise of hierarchical success. Career development path is clearly laid out as individuals have a clearer sense of career success and growth (Mondy & Noe, 1996). Individuals then are expected to progress hierarchically as they gain more working experiences and obtain new skills.

Such traditional career development models, however, yields certain drawbacks which is unhealthy to the organization. It actually fosters rivalry and instability within the organizations. According to O'Leary (1997), the traditional career development models promote competition and unrealistic career expectations by placing greater value on job mobility than on actual job substance.

2.4.2 Implications of Traditional Approach of Career Development in Today's Organizations.

The traditional concept of career development and success was easily defined in terms of occupational advancement, which is clear and easy to measure. On the contrary, career success today cannot be defined as just promotions alone. There is no single model of career achievement as in the traditional career development approach. Several shifts have occurred that requires organizations and employees to take a different look at providing and attaining career success in the workplace. A more realistic and holistic approach has been adopted by organizations worldwide in a search for alternative means of satisfying employees' career aspirations (Tan Kwang How, 1995a).

Today's organizational environment is more dynamic. The changing demographics and social norms, political influences, commercial pressures and technology are all impacting the ability of organizations to offer careers in the traditional sense. A survey by Roffey Park Management Institute of 400 UK-based organizations (Holbeche, 1995) shows that ninety five percent had delayered, or were about to, over the period 1992 - 1995. Holbeche (1995) says that the reasons for the delayering of organization are cost cutting, business re-engineering and increased customer focus. These flattened hierarchies inevitably provide less opportunity for employees' progression despite them taking on more work and greater responsibility.

The increased insecurity of jobs in organizations, coupled with fewer opportunities, longer working hours and demand for more flexible working condition, has signaled a change in psychological contract, which is a set of unwritten reciprocal expectations between the employer and the employee (Argyris, 1957). The old unwritten deal of loyalty and commitment in return for hierarchical progression and rewards no longer applies. Statistics indicate that employees today change careers more frequently than ever before (Grossman & Blitzer, 1992). This is partly because employees no longer trusting their future with the employer and yet are being expected to give higher levels of performance in empowered positions. Thus, employers now give greater focus to employees' psychological successes that do not necessarily entail promotion. They are moving more towards the concept of ensuring employability, by offering greater opportunities for development and continuous learning to keep skills current in the marketplace, in return for high performance and productivity.

Most organizations today are setting up career development system that focus on both individual career guidance and self analysis, besides providing planned opportunities and development activities. According to Leibowitze, Farren and Kayne (1989), the career development system of an organization must have clearly defined responsibilities for the employees, the managers, and the organization. It must offer them a variety of development options. At the same time, it must form the link between current performance and future development, which includes the notion of best "fit" or "match".

Hirsh and Jackson (1996) cite four key drivers why an organization needs to pay attention to the career processes of their employees. First, the increasing need to build a skill base within the organization which can respond swiftly and flexibly to changing business needs; second, the move towards more customer oriented and quality driven cultures which demand higher levels of performance and motivation; third, the fear of losing key staff; and finally, concerns at board level about succession planning to ensure the delivery of long term business strategy. These calls for career planning that benefits both the employer and employees. Career planning helps employees develop their interest and skills, therefore, results in higher levels of employee satisfaction because it can help employees identify and move to jobs that are congruent with their goals and plans (Russell, 1991).

2.5 Factors of Career Development Opportunities

According to Greenhaus (1987), a *career* may be defined as "the pattern of work-related experiences that span the course of one's life" (p. 6). As people gains more working experience and obtain new skills, this series of jobs are expected to show some progression or promotion. It may not really be a career but just a sequence of jobs if there is no progressions.

According to Noe, Hollenbeck, Gerhert, and Wright (1994), *development* refers to "the acquisition of knowledge, skills and behaviors that improve employees' ability to meet changes his job" (p. 460). London (1989) in his literature, however, says that development also involves learning that is not necessarily related to the employee's current job.

According to Peel (1992), *career development* is

> ...the life-long process of fostering and cultivating the shape of the individual's working life so as to make best use of inherent talents, skills, knowledge and interests for that person's and the employer's benefit and also to match it as closely as possible to the other aspects of the person's life. (p. 4)

Tan Kwang How (1995a) says that career development is the process of becoming aware of the opportunities available, the constraints and consequences of a career choice; identifying career-related goals and working towards attainment of such goals. It usually is associated with jobs, workplace learning and training within the organization. Career development opportunities are an organization's formal approach to provide opportunities to employees to undertake the personal improvement to achieve their career plans. According to Tyson and York (1996), as employees' career prospects disappear, the psychological contract comes under strain. They conclude that the 'employability' strategy deployed by an organization is an attempt to rebuild the contract around the notion that opportunities are given to employees to develop themselves within their jobs, to acquire skills and abilities which can be used to build a convincing curriculum vitae (CV), to become attractive in the labor market. This strategy responds to employee needs for security and sometimes contradicting his desire for autonomy. This has to be accompanied by the idea of corporate citizenship – commitment to goals and to the values of the organization (Tyson & York, 1996).

2.5.1 Job Fit

According to Schermerhorn, Hunt and Osborne (1991), a *job* refers to one or more tasks that an individual performs in direct support of the organization's production purpose. *Job fit* is the extent to which a job meets the individual's skills, abilities and expectations.

Brousseau (1990), whose study interest was on job-person fit, says that with increased interest in careers comes growing recognition that the jobs people encounter during their careers individually and collectively act as important vehicles for development. He asserts that any career development program that does not explicitly address the timing and sequencing of job assignments ignores the factors that ultimately will exert the greatest influence on employee development. Training programs are needed to support the career development process, yet in terms of time and consequences, they simply

cannot compete with job activities in their influence on individuals' patterns of thought, behavior, and motivation (Brousseau, 1990).

According to Brousseau (1990), the use of work activities as media for career development requires that sound decisions be made about (1) the matching of particular people to particular jobs; and (2) the movement of people across sequences of jobs over time. Strategies for matching people and jobs have followed two different approaches. The first approach is the selection strategy, which is more traditional approach in nature. This approach selects individuals from a pool of candidates who are most qualified to perform a particular job. This is accomplished by assessing candidates' qualifications in terms of characteristics that have been established through job analysis to contribute to effective performance. The second approach is the job design strategy that aims at designing jobs to fit employees. Therefore, instead of selecting individuals who fit the job, the job itself is changed.

Holland (1973) in his "trait and factor" theory postulates that a person's unique personality is important in determining the right type of career. He identifies six personality and environment categories such as realistic, investigate, artistic, social, enterprising and conventional. Job satisfaction in the work place depends on the suitability of the person's personality type and the work environment.

The organization's ability to fulfil the employee's personal career aspirations has a marked effect on his or her commitment. Steer (1977) in his study concludes that:

> Individuals come to organizations with certain needs, desires, skills, and so forth and expect to find a work environment where they can utilize their abilities and satisfy many of their basic needs. When the organization provides such vehicle (for example, where it makes effective use of its employees, is dependable, and so forth), the likelihood of increasing commitment is apparently enhanced. When the organization is not dependable, however, or where it fails to provide employees with challenging and meaningful tasks, commitment levels tends to diminish. (p. 53)

Thus, job environment should cater new learning experience and encourage for personal growth (Mondy & Noe, 1996). By arousing their interest in their work through the job matching, employees' loyalty and commitment will be further reinforced. Miller and Mattson (1977), cited in Westerman and Donoghue (1989), suggest that job mismatch reveals itself in familiar attitudes: Petulance, sullenness, lack of alertness or initiative, unresponsiveness, and unthinking indifference. Miller (1985) asserts that regardless of level or function, when work does not engage employee strengths, the employer gathers all kinds of problems such as productivity problems, emotional problems, morale problems, loyalty problems, conflict problems, and troublemaker problems. Job mismatch along with all these negative attitudes and problems

associated with it will cause a great deal of internal stress within a person, for instance alcoholism, marital problems, drug addiction, mental and emotional disorder, to name a few (Westerman & Donoghue, 1989).

2.5.2 Job Rotation

According to DeSimone and Harris (1998); Peel (1992); and Wexley and Latham (1991), *job rotation* involves assigning an employee to a series of jobs in different functional areas of the organization or movement among jobs in a single functional area or department. For instance, managers are put in departments where they will have to perform tasks different from those they have performed in the past. These assignments are typically lateral moves rather than vertical moves. Managers maintain their titles and compensation levels while moving through the assignments, which vary in terms of status. The length of time employees spend in each job varies depending on the assignment's purpose.

Job rotation promotes communion amongst the employees. Kanter (1972) notes that "connectedness, belonging, participation in a whole, mingling of the self and the group, equal opportunity to contribute and to benefit – all are part of communion" (p. 93). And communion in turn helps create commitment.

Thus, according to Kanter (1972),

> Job rotation can be extremely effective as a commune mechanism, for it increases the area of the individual's responsibility to the group rather than limiting it to one task, and it emphasizes that the member is ready to perform any service the community may require of him, regardless of personal preference. (p. 96)

According to Lockwood and Jones (1994), technical efficiency based on the division of labor and task repetition causes job satisfaction due to the boring nature of the task. Giving more attention to the social factors inherent in work organization and a reduction in the amount of rigid control from supervisors can solve this problem. Baker and Housen (1975), cited in Lockwood and Jones (1994), state that

> ...workers in many jobs at different occupational levels have greatly negative reactions to those elements of their work roles which restrict freedom of movement, create monotonous conditions, limit opportunities for the use of skills and reduce the exercise of autonomy and control over task related activities. (p. 58)

In the literature by London (1989), he says that job rotation helps employees gain an overall appreciation of the company's goal, increases their understanding of different company functions, develops a network of contacts, and improves their problem-solving and decision-making skills. However, there are certain potential drawbacks that need to be considered. The

In most cases, training or advanced training is used to facilitate career development. According to Molander and Winterton (1994), training is used to close the gap between what the job requires and what the individual is presently able to offer. Training for employees can be done through in-house training or external sources. It can also done informally through workshops and seminars or more formally through degree programs such as MBA and HRM programs.

In any kind of training, the effectiveness and success will depend on trainers and this can be measured in terms of employees' improved performance in his workplace. An experience trainer who understands the condition and situation of the trainees' workplace can win trainees' respect, confidence and trust, therefore, will motivate them to acquire all the knowledge and skill learnt in the training program and practice them in their working environment (Eden, 1990).

The content of the training program is also an important factor to determine its success. According to the study done by Ford and Wroten (1984), if the content of the training program is related to the domains that are applicable to the trainees' work place, the trainees will put more effort in their training and their work performance will also improved. Conducive learning environment, away from work place, contributes to trainees' optimum learning experience (Roscoe, 1995).

2.5.4 Effectiveness of Top Management Support

Hirsh et al. (1995), assert that for career development to be effective in organization, line managers need to support the future development of their staff and have the necessary skills to coach and counsel them appropriately. They view that it is unlikely that individual employees, however committed, can be successfully manage their careers without any support from their managers. According to Peel (1992), " Managers who create opportunities for their people to shine and encourage them to do so will not only gain their loyalty but make a major contribution to their development" (p. 52).

Top management support is crucial for the success of any training and development program (Glaser & Taylor, 1973; Bennis, 1969). Many organizations are also now focusing career program on changing attitudes towards career development, where employees take greater responsibility for their own development. Line managers are needed to play a key role in this culture change by communicating appropriate messages to their staff and providing realistic feedback on future opportunities. The positive top management support for the training and development program is usually in form of financial support, plan and action to maximize the effectiveness of the training programs. The top management gets involved in the training program, sets an example and a role model to the trainees, extends help and support, and training facilities for the success of the training programs.

Other forms of top management support for positive career development are in the form of career counseling, career pathing, career information systems, and human resource planning (Steers, 1991). Leibowitze, Farren and Kaye (1986) say that managers are a critical link in the career development of their employees. They may not be career development experts but they may support for employees' career planning by encouraging employees to take responsibility for their careers. Managers can support employees in doing a realistic personal assessment, providing clear and honest feedback about current performance and its implication for future development. At the same time, managers need to communicate the formal and informal politics of the organizational culture by providing key information on organization mission, policies, and future directions as well as on current options and possibilities. Managers also need to provide tools and support for employees' self-assessment, training, education, and development.

Obviously, there is not enough room for everybody to move up in an organization and some people may not want to. Thus, the career development system with the support of top management must include a variety of options, more than simply the option to more up. Top management should support job enrichment and lateral movement which will help dispel their concerns about employee frustration and lack of reality in career planning (Leibowitze, Farren & Kaye, 1986). Top management plays important roles in considering factors related to improving and maintaining employees' performance in current jobs, possible steps to pursue, and the relationship between current job functions and future options, while striving for a best fit or best match between their skills and the organization's requirement.

2.5.5 Mentoring System

A *mentor* "is a senior person within the organization (often the employee's immediate supervisor) who assumes responsibility for the career development of a more junior person" (Steers, 1991, p. 599). He has a close, long-term relationship with the junior person within the organization that focuses on developing the junior person's job skills and career potential. According to Noe (1988, p. 458), a mentor is usually a senior experienced employee who serves as a role model, provides support, direction, and feedback to the younger employee regarding career plans and interpersonal development, and increases the visibility of the protégé to decision makers in the organization who may influence career opportunities. Thus, a mentor "is a counselor and guide, helping the new person through the technical, administrative, and political maze that constitutes organization life" (Steers, 1991, p. 599).

Mentoring is a relationship between a junior and senior member of the organization that contributes to their career development (DeSimone & Harris, 1998; Steers, 1991). This mentoring relationship, if seen from the career development perspective, serves the needs of both the junior and senior members. The younger employee wishes to become established in the organization, while the middle age employee wants to remain productive at

work and choices suitable to his or her stage in life. According to Hamilton (1994), the mentor speeds up the process of integration into new organization or work role, by ensuring that the learner derives maximum benefits from their new experience. Typically, they help the trainee to understand how things get done within their new job and how to best use their own strengths in influencing events.

Most mentoring relationships, according to Noe et al (1994), develop informally as a result of interests or values shared by the mentor and protégé. They can also be developed as part of a planned organization effort to bring together successful senior employees with less-experienced employees. One advantage of formalizing mentoring program is that it ensures access to mentors for all employees. The participants in the mentoring relationship also know what is expected out of them (Geiger, 1992).

Kram (1985) has identified nine primary functions of mentoring that can be grouped under two categories: career-oriented functions and psychosocial functions. Many of these functions help the career of both parties involved in the mentoring relationship. *Career-oriented functions* emphasize providing developmental experiences on the job as the junior person learns more about keys to success within the organization. They describe the features of mentoring relationship that serve to facilitate the career development and progress of the protege. The five career-oriented functions according to Kram (1985) are:

(1) sponsorship,
(2) exposure and visibility,
(3) coaching,
(4) protection, and
(5) ensuring challenging job assignments.

On the other hand, the *psychosocial functions* clarify the junior person's self-identity and feelings of competence. They describe the psychological support provided by the mentor, which enhances the protégé's sense of competence and work-role effectiveness. The four psychosocial functions according to Kram (1985) are:

(1) role modeling,
(2) acceptance and confirmation,
(3) counseling, and
(4) friendship.

Chao, Walz, & Gardner (1992) have noted that the psychosocial function is not as unique to the mentoring role as career-oriented mentoring because many individuals in the organization could perform that role. In this study, the focus will be on career-related mentoring.

According to Steers (1991), mentoring has proven to be an effective way to successfully integrate new and valued employees into the organizational life. Junior employees who wish to make a career with a particular organization need continuing counseling during the early years so that they are adequately protected and nurtured and grow with the organization. Mentoring can help them in overcoming relationship problem, difficulties in studying new skills, the application of theoretical knowledge, devising projects, offering new perspectives and insights, facing personal problems associated with work or study, self-motivation and time management (Peel, 1992). This definitely enhances their commitment, as they are able to identify themselves with the organization better.

2.5.6 Level of Recognition

Without reinforcement or incentive, any stated objective or organizational goal is unlikely to become a reality. According to Mendes (1996), "a basic tenet of human nature is to initiate and sustain behavior either to achieve a positive result or to avoid a negative one" (p. 110). Recognition is "the demonstration of appreciation for a level of performance, an achievement or a contribution to an objective" (Pitts, 1995, p. 14). It simply acknowledges that an event has occurred and reinforces those that made it happen. It also recognizes objectives, people, achievement, and performance, contributions and sacrifices made for the sake of the organization and the people it served.

The concept of recognition and rewards is interconnected. Recognition can be a reward and a reinforcement to improve an individual work performance and also to enhance their commitment to the organization. In relation to career development opportunities, offering people rewards and acknowledgement for their efforts is more in line with individual needs for accomplishment and involvement (Mendes, 1996). As Kanter (1991) notes, recognition creates role models and communicates the standards among the employees. To the employees, recognition here signifies that someone notices and someone cares.

The organization's acknowledgement and gratitude to deserving individuals for their contribution to the organization include rewards in the form of certificates, symbolic souvenirs, and titles such as Employee of the Month and Employee of the Year. Supervisor may also display some kind of recognition in the form of verbal praises or the time spent by the superior to listen to their subordinates' ideas and suggestion. This gives the subordinates sense of worth and respect shown by a superior that also reflect his sensitivity to his subordinates' self development. Immediate recognition for a job well done or for demonstrated teamwork is the "fuel" employees need to perform at their best. Peel (1992) concludes, "...reinforcing effective behavior with sincere praise is both sound psychology and good management" (p. 54). Thus, it is important to reinforce individual commitments by praising often and whenever possible, especially in the presence of others (Mendes, 1996).

2.6 Summary

The primary focus of career development today is on matching personal goals and opportunities that are realistically available. Traditional career development approach focuses on upward mobility where one is expected to be motivated by hierarchical success. Nowadays, the modern career development approach is geared to achieving psychological success and providing alternative means of satisfying employees' career aspirations besides the traditional promotion. Thus, an insight into the theories related to organizational commitment and also career development system will help us understand how one variable can influence the other. Employees are valuable assets to an organization. The commitment of its employees will ensure employee's loyalty, involvement and support for the organization continuous success and survival in a competitive business environment, in particular the hotel industry. The employees' perceptions on the four cornerstones of commitment – vision, insight, acceptance and integration, as postulated by Mendes (1996), will determine their levels of commitment to the organization. Without this understanding in this study, it will be impossible to rule out the relationship between factors of career development opportunities and employees' organizational commitment.

CHAPTER III: METHODOLOGY

3.0 Introduction

This chapter describes the research design, location of study, the population and the sample. It also explains how the instrument used in the study was constructed, and how data was collected and analyzed.

3.1 Research Design

This study employs the survey methodology because the responses of the employees in the hotel industry are needed to determine whether there is any relationship between their perception of career development opportunities in their hotels and their commitment. The survey research is the most appropriate methodology to collect data from samples and to make some form of generalization; hence, the choice of its use.

3.2 Location of Study

This study was carried out in the following twelve main hotels in Kuching, Sarawak:

1. Merdeka Palace Hotel & Suites
2. Penview Inn
3. Kuching Park Hotel
4. Kingwood Inn
5. Telang Usan Hotel
6. Regalis Court
7. Rajah Court Hotel
8. Hotel Grand Continental
9. Borneo Hotel
10. Supreme Hotel
11. Santubong Kuching Resort
12. Crown Plaza Riverside Kuching

3.3 Population and Sample

The population for this study consists of all 479 lower and middle management level employees from twelve hotels in Kuching, Sarawak. The lower and middle management levels refer to employees of the 'rank and file' from the Food and Beverage Department, Front Office Department and the Housekeeping Department. The researcher included the entire population as the sample for the study. This would enable a more accurate and representative data to be gathered. It is also a probability sampling because the elements in the population have some known chance or probability of being selected as sample subjects (Sekaran, 1992).

The employees from the Food and Beverage Department, Front Office Department and the housekeeping Department were chosen as they are directly involved in the operation of the hotel working as the front lines, thus having direct interaction with customers of the hotel. Every subject participated by answering a questionnaire each.

3.4 Instrument

The researcher developed the first and the third part of the three-part questionnaire himself, supported by previous studies on related factors found through the literature review. The second part of the questionnaire was adapted from Mendes' Commitment Factor Profile (Mendes, 1996). The complete set of questionnaire is shown in appendix A. Suggestions, comments and opinion from lecturers of Faculty Cognitive Science and Human Development were sought and taken into consideration in the development of this questionnaire, prior to a pilot testing. This was to ensure that the questionnaire had content as well as construct validity. The questionnaire items were written in both English and Bahasa Melayu so that the respondents will not encounter difficulties in understanding its contents. Two bilingual experts were sought to clarify whatever doubts the respondents have over any ambiguity of meaning in any of the questionnaire items. After the first draft of questionnaire is finalized, a pilot study was carried out to test the reliability and validity of the items in the questionnaire.

Section A obtained information regarding the respondents' demographic characteristics, whereas Section B and Section C contained statements relating to employees' perception of career development opportunities and the factors that determined their levels of commitment, respectively.

3.4.1 Section A: Demographic Characteristics

Section A contained 6 items on the demographic characteristics of respondents, namely:

- Gender
- Marital Status
- Age group
- Work department
- Education level
- Length of service
- Income group

3.4.2 Section B: Factors Related to Organizational Commitment

Organizational commitment in this study is the dependent variable. This section contained 20 statements relating to the commitment factor profile that measured the employees' level of commitment. The four factors of commitment postulated by Mendes (1996), namely, the vision, insight, acceptance, and integration were used in the study. Each of the factors carried 5 statements.

A four-point Likert scale was used as the response format to these statements. This is shown as below:

Table 3.1: Degree of Response

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

A four-point Likert scale was used because it allowed accurate assessment of beliefs or opinions, which are often thought in terms of gradation. Respondents were not given the choice of giving an indifference or neutral nature of responses, therefore, obtaining either a *positive* or a *negative* response as in Table 3.1 above. The same response format was used throughout Section C.

For the level of commitment, there were 20 statements to be answered; thus, the minimum possible total score was 20, whereas the maximum total score was 80. Within this score range, the researcher divided the level of commitment into three categories as shown in the table below. The procedures for the ranging of scores for each level of commitment was obtained by assigning scores to classes as described by Runyon and Haber (1991) in the following steps:

Step 1: The difference between the highest and lowest score values contained in the ordinal data is obtained (80 – 20 = 60). 1 is added to obtain the total number of scores (1 + 60 = 61).

Step 2: The number of classes of scores required is three. The total number of scores is then divided by the number of classes of scores to obtain the number of scores in each class (61 ÷ 3 = 20.3, subsequently 20 is taken as the number of scores in each class).

Step 3: The lowest score in the original data is taken as the minimum value in the lowest class (20). The maximum score for the lowest class is obtained by adding (20 – 1) to the number (20 + (20 - 1) = 39).

Step 4: The next higher class begins at the integer following the maximum score of the lowest class (40). Step 3 is repeated to obtain the maximum score for the second class (59).

Step 5: The next integer following the maximum score of the previous class will be used as the minimum score for the third class (60). The maximum score for the third class is the highest score in the original data (80).

Table 3.2: Interpretation of Scores for Level of Commitment

Level of Commitment	Score Range
Low Commitment	20 – 39
Moderate Commitment	40 – 59
High Commitment	60 – 80

3.4.3.1 Vision

There were five items on *vision* – how an individual creates expectations that are realistic, achievable, and have short- and long-term goals. According to Mendes (1996), vision is the ability to visualize and anticipate positive results. Without vision, commitment cannot takes wing and elevate a person to greater height. Thus, it is actually a blueprint of a person's goal. The five items were:

(a) I have a clear vision of where I am heading with this commitment to my organization.
(b) I can anticipate positive benefits of this commitment to my organization.
(c) This commitment to my organization allows me to do something that is personally meaningful.
(d) If I were to share my image or vision with another who is involved in this goal with me, we should have a similar picture.
(e) I am committed for reasons important to me, not to satisfy others.

3.4.3.2 Insight

There were five items on *insight* – how an individual uses his past experiences as a learning tool for the future efforts. Our past behavior is an excellence predictor of future behavior, thus, we can use our life experiences to make better decisions (Mendes, 1996). The five items were:

(a) What I have learnt from my past experiences enables me to carry out this commitment to this organization.
(b) There are things that I do to prevent old behaviors from getting in the way of my success.
(c) I know how to modify my habits to make my commitment to this organization last.
(d) I have a plan for dealing with barriers that interfere with my commitment to this organization.
(e) There are things that I do on a daily basis to keep this commitment to the organization alive.

3.4.3.3 Acceptance

There were five items on *acceptance* – how an individual let go of things he can't control and focus on what he can do. It is human nature to resist change. Committing to doing things differently is often the most difficult part of keeping a commitment. Acceptance of the requirement of change can prepare us for unexpected setbacks and will help us make healthy adjustments (Mendes, 1996). The five items were:

(a) I willingly give up pleasure of the moment to gain something better for the organization in the long term.

(b) I am willing to face the fears, frustrations, and disappointments associated with this commitment to the organization.
(c) The rewards of this commitment to the organization are worth the sacrifices I make to keep it going.
(d) I recognize and value the small steps I take in achieving this commitment to the organization.
(e) Being committed to this organization makes my life more satisfying.

3.4.3.4 Integration

There were five items on *integration* – how an individual actually does what he says he will do. This is actually the demonstration of commitment by an individual. It is the blending of our values with our thoughts, words, and actions. According to Mendes (1996), "Integration is the blending of our thinking, verbalizations, and behaviors that are necessary to maintain commitment" (p. 80). The five items were:

(a) People observing my behavior can see that I am committed to this organization.
(b) I make positive statements to others about my success in my commitment to this organization.
(c) I believe I have the ability to keep this commitment to the organization going.
(d) When it comes to this commitment to my organization, I do what I say I am going to do.
(e) I know what to do to be successful in this commitment to the organization and I am consistent in doing it.

3.4.3 Section C: Factors Related to Career Development Opportunities

This section contained 30 statements relating to the 6 factors that form employees' perception of the career development opportunities in their organization, namely, job fit, job rotation, effective training and development program, effectiveness of top management support, mentoring system and recognition level. Each of these factors, which were the independent variables, carried 7 statements.

A four-point Likert scale as shown in Table 3.2 was used as the response format to these statements, giving *low*, *moderate* or *high perception*.

For the level of perception for each factor of career development opportunities, since there are 5 statements to be answered for each factor, thus, the minimum possible total score was 5, whereas the maximum total score was 20. The procedures for the ranging of scores for each level of perception is also obtained by assigning scores to classes as described by Runyon and Haber (1991) earlier in Section B. Table 3.3 below illustrates the classes of scores for hotel employees' perception towards each factor of career development opportunity.

Table 3.3: Interpretation of Scores for Level of Perception

Level of Perception	Score Range
Low Perception	5 – 9
Moderate Perception	10 – 15
High Perception	16 – 20

3.4.2.1 Job Fit

Items measuring the perception of employees' job fit were represented by five statements. These statements gathered information on the employees' perceptions on the opportunities of doing the suitable jobs based on their skills, abilities, interest and expectation. Items on job satisfaction were also included to represent an overall attitude on job fit.

These items were based on qualities found in literature by Holland (1973), and Mondy and Noe (1996). These qualities were:

1. interest and expectation
2. knowledge, skills and abilities
3. job satisfaction
4. job adaptability
5. initiative to learn

The five items were:

(a) The job I am doing now is in my area of interest.
(b) My abilities are suitable to my current job.
(c) I have all the basic knowledge required to perform my duties.
(d) My organization assigned tasks related to what I am trained for.
(e) I am very satisfied with my present job.

3.4.2.2 Job Rotation

Five items that measured employees' perception of job rotation were created. They were based on how the employees perceived the job rotation practice and opportunities in the organization. The items were based on literature by DeSimone and Harris (1998), that job rotation will:

1. introduce variety into an employee's career to reduce boredom,
2. provide an employee a chance to learn and use new skills and to better understand different organizational functions, and
3. help an employee to build networks within the organization.

The five items were:

(a) Job rotation enables me to gain new knowledge and skills of other division/department.
(b) Job rotation provides me with new challenges in the work environments
(c) Job rotation is an effective way to train workers and give management greater flexibility in making job assignments.
(d) Job rotation is a way to develop employees for potential career advancement.
(e) Job rotation helps me to build networks within the organization.

3.4.2.3 Effective Training and Development Program

Five items on training and development opportunities were created to measure the effectiveness of on-the-job training and development program of the organization. The findings were tested to determine whether this factor bore any relationship towards the employees' commitment.

These items were based on qualities found in literature by Westerman and Donoghue (1989), Eden (1990), Roscoe (1995), and Ford and Wroten (1984). These qualities were:

1. effect on individual performance
2. providing new knowledge and skills
3. source of motivation and encouragement
4. trainer's characteristics
5. freedom of choice

The five items were:

(a) The past training program that I have participated in had improved my performance and increased my satisfaction in my job.
(b) Training programs and activities provided by the organization are effective ways for employees to learn and acquire new skills and knowledge.
(c) Training programs are important in providing me with extra knowledge and skills I need to develop myself in this organization.
(d) Job enrichment (the opportunity to do task with more responsibility) through the training programs is important for job satisfaction.
(e) Retraining carried out by the organization provides job security.

3.4.2.4 Effectiveness of Top Management Support

In this questionnaire there were five items on employees' perception of the top management positive support in enhancing their (the employees) career motivation. Though individual's life experiences play important part in determining his or her career motivation, career activities and practices as shown by the top management can help develop a person's career motivation.

Such career activities include how the top management shows their support for their employees' career resilience, enhances employees' career insight and helps them build career identity. Other career development activities supported by top management are career counseling, career pathing, career information systems and human resource planning (Steers, 1991). The findings were tested to determine whether this factor bore any relationship towards employees' commitment.

These items were based on qualities found in literature by Bennis (1969), Leibowitze, Farren and Kaye (1986), Glaser and Taylor (1973), and Steers (1991). Some of these qualities were:

1. Building self-confidence of employees through feedback and positive reinforcement, and career counseling.
2. Generating opportunities for achievement (career pathing),
3. Creating an environment conducive to risk-taking by rewarding innovation and reducing fear of failure.
4. Encouraging employees to set their own goals
5. Providing employees with information relevant to attaining their career path (career information system and human resource planning).
6. Providing employees with regular performance feedback.
7. Encouraging work involvement through job challenge and professional growth.
8. Providing career development opportunities, such as leadership positions and advancement potential.

The five items were:

(a) I am very satisfied with the way my career has been managed.
(b) I am very satisfied with my career progress in the organization.
(c) I am very satisfied with the career opportunities open to me in this organization.
(d) My manager/supervisor shows me how to improve my performance.
(e) My manager/supervisor will let me know how well I am performing.

3.4.2.5 Mentoring System

In this questionnaire, five items measured the levels of employees' perception towards mentoring in his organization. The aim was to find out if the organization has created formal mentoring programs in which mentors and proteges are paired by the organization and provided with support from the relationship.

These items were based on qualities found in the literature by Kram (1986). Some of these qualities were:

1. facilitating socialization of new members in the organization,

2. minimizing career adjustment,
3. enhancing transfer of beneficial knowledge and values, and
4. Facilitating adjustment to retirement.

The five items were:

(a) My supervisor encourages me to let him/her know when things are going wrong on the job.
(b) I can discuss matters openly with my supervisor.
(c) My supervisor constantly monitors and provides me with information of my performances.
(d) My supervisor encourages me to continuously improve my performance and makes me feel that my contribution to this organization is valuable.
(e) Experienced employees are always given the chance to become mentor or assisting other juniors in their job.

3.4.2.6 Level of Recognition

There were five items in the questionnaire that measured employees' perception towards recognition conferred by their employer in "... appreciation for a level of performance, an achievement or a contribution to an objective" (Pitts, 1995, p. 14). The items included rewards in the form of certificates, symbolic souvenirs, titles such as Employee of the Month and Employee of the Year, verbal praises from their supervisor, and the time spent by the supervisor to listen to their subordinates' ideas and suggestions. The aim was to show the employees' sense of worth and respect shown by their superior and also reflect the superior's sensitivity to his subordinates' self development (Mendes, 1996).

The five items were:

(a) The management really makes me feel my suggestions and views are important inputs to the organization.
(b) I have my supervisor and employer's gratitude and appreciation for my contribution to the organization.
(c) The constant praise and recognition in this company is important in motivating me to improve my performance.
(d) I have better chance for career advancement if I can acquire extra qualification.
(e) When I have delivered a good performance, my supervisor will use me as an exemplary worker to encourage other.

3.5 Pilot Study

A pilot study on 52 hotel employees was successfully carried out between September 27th and October 5th 1999. The employees were from the lower and middle management levels (the Food and Beverage Department, Front Office

Department and the housekeeping Department) of Santubong Resort and Telang Usan Hotel.

The purpose of this pilot study was to test the reliability and validity of the items in the questionnaire. The format of the preliminary questionnaire is as below:

(i) Section A: Demographic Characteristics

It contained seven items: gender, marital status, age, department, education level, length of service, and income.

(ii) Section B: Organizational Commitment

It contained twenty items based on the four cornerstones to commitment by Mendes (1996), namely, vision, insight, acceptance and integration (five items each).

(iii) Section C: Factors of Career Development Opportunities

It contained forty-two items as stated below:

- 7 items on Job Fit
- 7 items on Job Rotation
- 7 items on Training and Development
- 7 items on Top Management Support
- 7 items on Mentoring
- 7 items on Recognition

Respondents from the two hotels were asked to indicate the extent to which they felt they agreed to the statements in the questionnaire, choosing their response from a Likert Scale: "strongly agree" (1) to "strongly disagree"(4).

The questionnaire was then collected back and the respond for each item was summed up to get the total score based on the mentioned Likert Scale. The data gathered was keyed in the Statistical Packages for the Social Sciences (SPSS) electronic spreadsheet for analysis to get the coefficient Cronbach's Alpha value of all the items. The Alpha (Cronbach) Reliability Model is a model of internal consistency, based on the average inter-item correlation. Fifty (50) items from part (B) and (C) that had the highest coefficient correlation were chosen as final items in the questionnaire. The overall value calculated was 0.9320, which was considered of high reliability and validity (Sekaran, 1992; Crowl, 1996). The item to item Alpha value is listed below in Table 3.4 below:

Table 3.4: Alpha Value (item to item)

Variables	Cronbach's Alpha
Dependent Variable:	
Employee's Organization Commitment	0.7590
Independent Variables:	
Job Fit	0.8171
Job Rotation	0.8395
Effective Training & Development Program	0.8432
Effectiveness of Top Management Support	0.8293
Mentoring System	0.8079
Level of Recognition	0.8482
Overall Reliability (on all the 50 items)	0.9320

3.6 Data Collection

For the actual data collection, the researcher visited all the 12 hotels personally between October 11th and October 26th prior to the written approval from the hotels' management. The researcher made appointments to meet the human resource manager/personnel of each hotel to explain to them about the objectives of the study and the ethical aspects of this research before giving out the questionnaire. The researcher's main intention of doing so was to gain their full co-operation to ensure that all questionnaires be completed as honestly as possible by the hotel employees. The respondents were given seven days to fill in the take-home questionnaires. However, some of the hotels took longer time to collect back the questionnaires due to unforeseen circumstances, such as employees on leave, on shift duty, technical clearance by hotel management, and so forth.

Clear instruction was given as to how the respondents should respond to the questionnaires. The instructions on the questionnaire read, "Kindly tick (√) in each of the numbered boxes that most clearly indicates your agreement with the following statements. The number 1 to 4 each represents different state of agreement as shown in the table below." The complete set of the questionnaire is as in the appendix. A note of appreciation was sent to each hotel through the human resource manager/personnel for its co-operation.

A total number of 374 sets of questionnaires were collected from the 12 hotels, of which 364 were valid. This was about 75.99 percent of the total population (N = 479) of the study, thus, this would give a more accurate representation of the employees of the chosen hotels. The sample distribution for this study are listed below:

Table 3.5 Sample Distribution

Hotels	No. of Employees	Collected	Incomplete	Valid
Merdeka Palace Hotel & Suites	150	112	3	109
Penview Inn	30	28	2	26
Kuching Park Hotel	20	16	-	16
Kingwood Inn	20	19	-	19
Telang Usan Hotel	30	30	2	28
Regalis Court	15	10	-	10
Rajah Court Hotel	20	19	-	19
Hotel Grand Continental	45	45	-	45
Borneo Hotel	20	12	1	11
Supreme Hotel	19	16	2	14
Santubong Kuching Resort	55	37	-	37
Crown Plaza Riverside Kuching	55	30	-	30
Total	479	374	10	364

3.7 Data Analysis

Questionnaires collected were numbered and items were coded to enable systematic analysis of data. The data was analyzed using the Statistical Packages for the Social Sciences (SPSS for Windows) Version 7.5. Data on the perception of the employees towards career development opportunities were presented in such a way that all the respondents were treated as a group.

Data analysis and interpretations were carried out in the following manner:

(i) Descriptive statistics

Descriptive statistics such as frequency tables and percentages were used to describe the respondents' profile like gender, age, marital status, length of service, income and the academic qualification, with relevance to their organizational commitment.

(ii) Pearson's Product Moment Coefficient of Correlation

Pearson's Product Moment Coefficient of Correlation was used to find out the relationship between commitment and the different variables of career development opportunities. It determines the strength and direction of an association. The correlation coefficient, symbolized as 'r' is produced in decimal, between 0.00 and –1.00 or +1.00. The closer the coefficient is to –1.00 or +1.00, the stronger the relationship is. The relationship is positive if the sign is positive; indicating those high scores on the one variable tends to go with high scores on the other variable. On the other hand, if the sign is negative, the relationship is negative; indicating those high scores on the one variable tends to go with low score on the other variable. However, if the

coefficients are near or at 0.00, this is an indication that there is no relationship exist between the variables involved.

The prediction of strength of relationship between variables by Borg and Gall (1983) is shown in the table below:

Table 3.6: Interpretation of 'r' valve

Pearson's, 'r'	Strength of relationship
0.91 and above	Very strong
0.72 – 0.90	Strong
0.41 – 0.70	Moderately strong
0.21 – 0.40	Not very strong/low
0.20 and below	Weak/can be neglected

(iii) *T*-test

T-test was used to determine the significant difference in employees' commitment and their gender, and also their marital status (Grimn, 1993). If the Levene's Test was significant, the independent *t*-test equal variance not assumed was used to test for the significant in employees' commitment for gender, and also marital status. Otherwise, the independent *t*-test equal variance assumed was used. Significant level for the *t*-test was set at 0.05.

(iv) One-way ANOVA

One-way ANOVA was used to determine the difference in employees' commitment based on employees' age, education level, length of service, and income. In the event of a significant One-way ANOVA, Scheffer Test was used for the post-hoc test (Grimn, 1993).

(v) Multiple Regression Analysis/Stepwise Method

Multiple Regression Analysis/Stepwise Method was used to find out the variables that influenced employees' commitment. The valve of R Square obtained reveals the percentage variance of dependent variable as explained by a certain independent variable (Grimn, 1993). Significant level was set at 0.05.

Table 3.7: Multiple Regression Model

$$Y = B_1 X_1 + B_2 X_2 + B_3 X_3 + B_4 X_4 + B_5 X_5 + B_6 X_6 + \text{Constant (C)}$$

Where Y = Commitment
X_1 = Job Fit
X_2 = Job Rotation
X_3 = Effective Training and Development Program
X_4 = Effectiveness of Top Management Support
X_5 = Mentoring System
X_6 = Recognition Level
C = constant

$B_1 - B_6$ = regression coefficient

The independent variables for this analysis were employees' perceptions on the job fit, job rotation, effective training and development program, effectiveness of top management support, mentoring system and, recognition level. SPSS computes a multiple correlation (r), a squared multiple correlation (R^2) and an adjusted multiple correlation (R^2 adj.). All three indices assessed how well the linear combination of predictor variables in the regression analysis predicted the criterion value. Multiple correlation analysis included the following outputs:

a) Unstandardized Coefficients
b) Standardized Coefficients (Beta Weights)
c) *T*-test significance level for every independent variable
d) Squared multiple correlation or (R^2)
e) F valve for identifying the multiple significance

The findings or results of the study were presented in the following chapter in tabulated forms to show frequency count, percentages, means and standard deviations, results of *T*-test, One-way ANOVA test, Pearson Coefficient Correlation test and Regression Analysis. Description and interpretation of the findings follow each table.

3.8 Summary

In this chapter, the research methodology, design and framework, subjects, the instrument, how the pilot test was carried out, administration of the questionnaire and data analysis were discussed in detail. The analysis of the data and the results will be discussed thoroughly in the following chapter.

CHAPTER IV: FINDINGS AND DISCUSSION

4.0 Introduction

This chapter describes and discusses the findings of the study regarding the factors of career development opportunities associated with employees' organizational commitment. It begins with discussion pertaining to respondents' demographic characteristics. Frequency distribution is used to describe the demographic characteristics of respondents. Findings from *T*-test and One-way ANOVA tests, which determine whether any differences exist among respondents, based on certain demographic characteristics are also discussed. Then, relationship of each independent variables and dependent variables are revealed. The strength of these relationships is indicated by the 'r' value of Pearson Product Moment Correlation Coefficient test. Finally, the independent variables with the strongest association with the dependent variable is determined using the Multiple Regression Analysis/Stepwise Method.

4.1 The Demographic Characteristics of the Respondents

The total number of respondents for this study was 479. Table 4.1 shows the sample collected for this study.

Table 4.1 Sample Collected

Copies Distributed	%	Collected	%	Incomplete	%	Valid	%
479	100	374	78.1	10	2.4	364	75.99

4.1.1 Gender

Table 4.2: Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	176	48.4
Female	188	51.6
Total	364	100

Table 4.2 shows the frequency and percentage of the respondents according to gender. A majority of the respondents (51.6 percent) were females. The remaining 48.4 percent were males.

4.1.2 Marital Status

Table 4.3: Distribution of Respondents by Marital Status

Marital Status	Frequency	Percentage (%)
Married	173	47.5
Single	191	52.5
Total	364	100

Table 4.3 shows the frequency and percentage of the respondents according to their marital status. Among the respondents, 47.5 percent were married while 52.5 percent were single.

4.1.3 Age Group

Table 4.4: Distribution of Respondents by Age Group

Age Group	Frequency	Percentage (%)
20 and below	41	11.3
21 – 25	118	32.4
26 – 30	74	20.3
31 – 35	72	19.8
36 and above	59	16.2
Total	364	100

Table 4.4 shows the frequency and the percentage of the respondents according to age. A majority of the respondents (32.4 percent) were in the age group of between 21 to 25 years. Next, 20.3 percent of the respondents were in the age group of between 26 to 30 years while 19.8 percent were in the age group of between 31 to 35 years. Finally, those in the age groups of between 20 years and below and 36 years and above made up 11.3 percent and 16.2 percent of the total sample, respectively.

4.1.4 Work Department

Table 4.5: Distribution of Respondents by Work Department

Work Department	Frequency	Percentage (%)
Food and Beverage	139	38.2
Front Office	115	31.6
Housekeeping	110	30.2
Total	364	100

Table 4.5 shows the frequency and the percentage of the respondents according to work department. The percentage of hotel employees was quite evenly distributed among the three departments. 38.2 percent of the respondents were from the food and beverage department, 31.6 percent from the front office and 30.2 percent from the housekeeping department.

4.1.5 Education Level

Table 4.6: Distribution of Respondents by Education Level

Education Level	Frequency	Percentage (%)
Primary School	25	6.9
Secondary School	286	78.6
Form Six	20	5.5
Diploma	33	9.1
Degree and Above	0	0
Total	364	100

Table 4.6 shows the frequency and the percentage of the respondents according to the level of education. A majority of the respondents (78.6 percent) possessed secondary school education. Another 9.1 percent of the respondents possessed diploma while none had a degree. Finally, those with primary school and form six education made up 6.9 percent and 5.5 percent of the total sample, respectively.

4.1.6 Length of Service

Table 4.7: Distribution of Respondents by Length of Service

Length of Service	Frequency	Percentage (%)
Less than 1 year	79	21.7
1 to 3 years	154	42.3
3 to 5 years	49	13.5
5 and above	82	22.5
Total	364	100

Table 4.7 shows the frequency and the percentage of the respondents according to length of service. Almost half of the respondents (42.3 percent) had been in service between 1 to 3 years. This was followed next by those between 5 years and above (22.4 percent), less than 1 year (21.7 percent) and 3 to 5 years (21.7 percent).

4.1.7 Income Group

Table 4.8: Distribution of Respondents by Income Group

Income Group	Frequency	Percentage (%)
RM500 and below	184	50.5
RM501 to RM700	101	27.7
RM701 to RM900	43	11.8
RM901 to RM1100	19	5.2
RM1101 to RM1300	5	1.4
RM 1301 and above	12	3.3
Total	364	100

Table 4.8 shows the frequency and the percentage of the respondents according to income group. Slightly more than half of the respondents (50.5 percent) belonged to the income group of between RM500 and below. This was followed by those from the income group of between RM501 to RM700 (27.7 percent), RM701 to RM900 (11.8 percent), RM901 to RM1100 (5.2 percent), RM1301 and above (3.3 percent) and finally, those from income group of between RM1101 to 1300 (1.4 percent).

4.2 Overall Level of Employees' Organizational Commitment

Table 4.9 Overall Level and Percentage of Employees' Organizational Commitment

Commitment	Range of Scores	Frequency	Percentage (%)
Low	20 – 39	5	1.4
Moderate	40 – 59	250	68.7
High	60 – 80	109	29.7
Total		364	100

Table 4.9 shows the overall level and percentage of hotel employees' organizational commitment. A majority (68.7 percent) of the respondents had moderate level of organizational commitment. Another 29.9 percent of the respondents had high level of organizational commitment, while those who had low commitment made up 1.4 percent of the total sample. Interestingly, this was a good sign for the hotel industry, but there was still plenty of room to improve the employees' commitment to the organization and elevate it to a higher level.

4.3 An Analysis of Employees' Organizational Commitment Based on the Demographic Characteristics

4.3.1 Commitment Level According to Gender

Table 4.10: Level and Percentage of Commitment According to Gender

Gender	Commitment Level (Frequency and Percentage)			Total
	Low (20 – 39)	Moderate (40 – 59)	High (60 – 80)	
Male	1 (0.3 %)	116 (31.9 %)	59 (16.2 %)	176 (48.4 %)
Female	4 (1.1 %)	134 (36.8 %)	50 (13.7 %)	188 (51.6 %)
Total	5 (1.4 %)	250 (68.7 %)	109 (29.9 %)	364 (100 %)

Table 4.10 shows the commitment level according to gender of the respondents. A majority of the male (31.9 percent) and female respondents (36.8 percent) were in the moderate category of commitment. About 16.2 percent of the respondents who had high level of commitment were males. Another 13.7 percent of the respondents who had high level of commitment were females. Finally, the male and female respondents who had low commitment level made up about 0.3 percent and 1.1 percent of the total sample, respectively.

Table 4.11: Analysis of *T*-test on Employees' Organizational Commitment According to Gender

Group Statistics

	Gender	N	Mean	SD	Std. Error Mean
Commitment Level	Male	176	58.8466	6.7022	0.5052
	Female	188	57.9362	6.9110	0.5062

Independent Samples Test

		Levene's Test for Equality of Variances		*T*-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	MD
Commitment Level	Equal variance assumed	0.846	0.358	1.272	362	0.204	0.9104
	Equal variance not assumed			1.273	361.650	0.204	0.9104

SD=Standard Deviation df=degree of freedom MD=Mean Difference
* Significant at $p<0.05$

Note: Mean scores are based on a three-point scale of low commitment (20 – 39), moderate commitment (40 – 59), and high commitment (60 – 80).

Research Hypothesis (Ho1): There is no difference between male and female employees in terms of their organizational commitment.

Table 4.11 shows the *t*-test results on employees' organizational commitment based on gender. The F value for Levene's test for equality of variance was 0.846 with $p=0.204$, indicating that the variance for these two groups was equal variance. Hence, the *t*-test results have showed no significant difference in employees' level of commitment and their gender. Therefore, the null hypothesis (Ho1) that there is no difference between male and female employees in terms of their organizational commitment is accepted.

The findings support the study done by Aven, Parker and McEvoy (1993) who found that there is no sex differences in affective commitment, thus, shed doubt on the assumption of greater organizational commitment of men to their organization. On the contrary, the results differ from the study done by Mathieu and Zajac (1990), and Wahn (1998). Mathieu and Zajac (1990) found that women are more organizationally committed than men are, although the differences are small, whereas Wahn (1998) found that sex has significant effect on continuance commitment. She reports that women may feel more tied to an organization than man may, due to their feeling such as a need to stay.

4.3.2 Commitment Level According to Marital Status

Table 4.12: Level and Percentage of Commitment According To Marital Status

Marital Status	Commitment Level (Frequency and Percentage)			Total
	Low (20 – 39)	Moderate (40 – 59)	High (60 – 80)	
Married	3 (0.8 %)	130 (35.7 %)	40 (11 %)	173 (47.5 %)
Single	2 (0.5 %)	120 (33 %)	69 (19 %)	191 (52.5 %)
Total	5 (1.3 %)	250 (68.7 %)	109 (30 %)	364 (100 %)

Table 4.13 shows the commitment level according to the marital status of the respondents. A majority of the married and single groups of respondents had moderate level of commitment, which is 35.7 percent and 33 percent, respectively. The single group of hotel employees who had high level of commitment made up 19 percent of the total sample, whereas the married group of hotel employees with high commitment level made up 11 percent of the total sample. Finally, the married and single groups of hotel employees who had low commitment level made up about 0.8 percent and 0.5 percent of the total sample, respectively.

Table 4.13: Analysis of *T*-test on Employees' Organizational Commitment According to Marital Status

Group Statistics

	Marital Status	N	Mean	SD	Std. Error Mean
Commitment Level	Married	173	57.5376	6.7052	0.5098
	Single	191	59.1361	6.8750	0.4975

Independent Samples Test

		Levene's Test for Equality of Variances		*T*-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	MD
Commitment Level	Equal variance assumed	0.348	0.555	-2.241	362	0.026	-0.5986
	Equal variance not assumed			-2.244	360.013	0.025	-1.5986

SD=Standard Deviation df=degree of freedom MD=Mean Difference
*Significant at p<0.05

Note: Mean scores are based on a three-point scale of low commitment (20 – 39), moderate commitment (40 – 59), and high commitment (60 – 80).

Research Hypothesis (Ho2): There is no difference between married and single employees in terms of their organizational commitment.

Table 4.13 shows the *t*-test results on employees' organizational commitment based on marital status. The F value for Levene's test for equality of variance was 0.348 with p =0.025, indicating that the variance for these two groups were not equal variance. Hence, the *t*-test results have showed significant difference in terms of employees' level of commitment and their marital status. Therefore, the null hypothesis (Ho2) that there is no difference between married and single employees in terms of their organizational commitment is rejected.

The results implied that the hotel employees were significantly different in their levels of organizational commitment according to their marital status. The single employees (mean=59.1361) were more committed than the married ones (mean=57.5376) were. The results do not support the findings by Sekaran (1992) that married employees, who are financially sound will perform their best in the organization for a long time and remain committed. Mathieu and Zajac (1990) in their study also found that married employees are more committed than single employees are. According to a human resource manager of a big hotel in Kuching, single employees are more committed probably because they have less family responsibilities that may distract their commitment to their organization. This could be true to a certain extend especially when both single and married employees are treated equally by their employers in terms of promotion and also career development opportunities.

4.3.3 Commitment Level According to Age Group

Table 4.14: Level and Percentage of Commitment According To Age

Age Group	Commitment Level (Frequency and Percentage)			Total
	Low (20 – 39)	Moderate (40 – 59)	High (60 – 80)	
20 and below	-	23 (6.3 %)	18 (4.9 %)	41 (11.3 %)
21 – 25	2(0.5 %)	81 (22.3 %)	35 (9.6 %)	118 (32.4 %)
26 – 30	-	57 (15.7 %)	17 (4.7 %)	74 (20.3 %)
31 – 35	2(0.5 %)	47 (12.9 %)	23 (6.3 %)	72 (19.8 %)
36 and above	1(0.3 %)	42 (11.5 %)	16 (4.4 %)	59 (16.2 %)
Total	5 (1.3 %)	250 (68.7 %)	109 (29.9 %)	364 (100 %)

Table 4.14 shows the commitment level according to the age of the respondents. A majority of the respondents (22.3 percent), aged between 21 to 25 years, had moderate level of commitment. The second largest group (15.7 percent), with respondents' age between 26 to 30 years, had moderate level of commitment. Next were those from age group between 31 to 35 years (12.9 percent) and 36 years and above (11.5 percent), also with moderate level of commitment. About

9.6 percent of those respondents from age group between 21 to 25 years had high level of commitment. None of the respondents from the age groups of 21 years and below and 26 to 30 years had low commitment level. Both the respondents of age groups 21 to 25 years and 31 to 35 years, who had low commitment level, made up about 0.5 percent of the total sample, respectively. About 0.3 percent of the total sample who were of age group between 36 years and above had low commitment level. The respondents who were in the 20 years and below age group, who had moderate commitment level, made up 6.3 percent of the total respondents. Finally, those who had high commitment level were from the age groups of 20 and below (4.9 percent), between 26 to 30 years (4.7 percent), between 31 to 35 years (6.3 percent), and 36 years and above (4.4 percent).

Table 4.15: One-way ANOVA on Employees' Organizational Commitment According to Age Group

Age Group	Sum of Squares	Degree of Freedom	Mean Square	F	Significance P
Between Groups	67.259	38	1.770	1.101	0.321
Within Groups	522.467	325	1.608		
Total	589.725	363			

Research Hypothesis (Ho3): There is no difference between employees of various age groups in terms of their organizational commitment.

Table 4.15 shows the results of the One-way ANOVA for the respondents' commitment based on age group. There is no significance difference ($F=1.101$, $p>0.05$) among the five age group with relevance to respondents' organizational commitment. Therefore, the null hypothesis (Ho3) that there is no difference between employees of various age groups in terms of their organizational commitment is accepted.

The findings support previous research by Cheesbrough (1993), Wells (1994) and Wahn (1998) who found that the older hotel employees do not report higher organizational commitment than younger hotel employees do. With relevance to career development opportunities, Mondy and Noe (1996) also believe that employees may need career development throughout their working lives. This definitely is in agreement with the findings, that whether an individual is well into their later years of work or not, they still need development in their careers, hence with little or no effect on their organizational commitment. However, the results are contradictory to the findings reported by Porter et al. (1974), Allen and Meyer (1993), and Steers (1977) that as age and length of service increase, the commitment level also increase. At the same time, they are more satisfied with their jobs (Hunt & Saul, 1975).

4.3.4 Commitment Level According to Work Department

Table 4.16: Level and Percentage of Commitment According To Work Department

Work Department	Commitment Level (Frequency and Percentage)			Total
	Low (20 – 39)	Moderate (40 – 59)	High (60 – 80)	
Food and Beverage	1 (0.3 %)	92 (25.3 %)	46 (12.6 %)	139 (38.2 %)
Front Office	-	79 (21.7 %)	36 (9.9 %)	115 (31.6 %)
Housekeeping	4 (1.1 %)	79 (21.7 %)	27 (7.4 %)	110 (30.2 %)
Total	5 (1.4 %)	250 (68.7 %)	109 (29.9 %)	364 (100 %)

Table 4.16 shows the commitment level according to the work department of the respondents. A majority of the hotel employees from the food and beverage (25.3 percent), front office (21.72 percent) and housekeeping departments (21.72 percent) belonged to the moderate level of commitment. The department that had the highest number of respondents with high level of commitment was the food and beverage department that made up 12.6 percent of the total sample. This was followed by the front office department (9.9 percent), and housekeeping department (7.4 percent). None of the respondents from the front office had low commitment level, while 1.1 percent and 0.3 percent of hotel employees from the housekeeping, and food and beverage departments, respectively, had low commitment level.

Table 4.17: One-way ANOVA on Employees' Organizational Commitment According to Work Department

Work Department	Sum of Squares	Degree of Freedom	Mean Square	F	Significance P
Between Groups	36.857	38	0.970	1.502	0.034
Within Groups	209.833	325	0.646		
Total	246.690	363			

Research Hypothesis (Ho4): There is no difference between employees of various work departments in terms of their organizational commitment.

Table 4.17 shows the results of the One-way ANOVA for the respondents' commitment based on work department. There is no significance difference ($F=1.502$, $p>0.05$) between respondents commitment and their work department. Thus, the null hypothesis (Ho4) that there is no difference between employees of various work departments in terms of their organizational commitment is accepted. The findings implied that the work department does not influence the hotel employees' organizational commitment level. The findings contradict the findings reported by Lockwood and Jones (1994) that housekeeping is rated the least popular job among job applicants.

4.3.5 Commitment Level According to Education Level

Table 4.18: Level and Percentage of Commitment According To Education Level

Education Level	Commitment Level (Frequency and Percentage)			Total
	Low (20 – 39)	Moderate (40 – 59)	High (60 – 80)	
Primary School	-	18 (4.9 %)	7 (1.9 %)	25 (6.9 %)
Secondary School	3 (0.8 %)	197 (54.1 %)	86 (23.6 %)	286 (78.6 %)
Form Six	2 (0.5 %)	11 (3.0 %)	7 (1.9 %)	20 (5.5 %)
Diploma	-	24(6.6 %)	9 (2.5 %)	33 (9.1 %)
Degree and above	-	-	-	-
Total	5 (1.4 %)	250 (68.7 %)	109 (29.9 %)	364 (100 %)

Table 4.18 shows the commitment level according to the education level of the respondents. A majority of the respondents (54.1 percent) with secondary school education level belonged to the moderate level of commitment. The second largest group of respondents (23.6 percent) who had high level of commitment was also those with secondary school education. The other respondents with moderate level of commitment were those with diploma education (6.6 percent), primary school education (4.9 percent) and form six education (3.0 percent). None of the respondents from primary school and diploma education had low commitment level, while 0.8 percent of those with secondary school and 0.5 percent of those with form six education had low level of commitment. Other respondents with high level of commitment were those with diploma education (2.5 percent), primary school education (1.9 percent) and form six education levels (1.9 percent).

Table 4.19: One-way ANOVA on Employees' Organizational Commitment According to Education Level

Education Level	Sum of Squares	Degree of Freedom	Mean Square	F	Significance P
Between Groups	11.661	38	0.307	0.643	0.951
Within Groups	155.117	325	0.477		
Total	166.777	363			

Research Hypothesis (Ho5): There is no difference between employees of various education levels in terms of their organizational commitment.

Table 4.19 is the results of the One-way ANOVA on the respondents' commitment based on education. The results show that there is no significance difference ($F=0.643$, $p>0.05$) between respondents commitment and their education level. Thus, the null hypothesis (Ho5) that there is no difference between employees of various education levels in terms of their organizational commitment is accepted. Hotel employees with higher education level (Diploma qualification) do not report a higher organizational commitment and so forth.

The findings do not support Wahn's (1998) study that revealed educational level was significantly related to continuance commitment. This may be due to the fact that hotels attract many young employees who have just entered the labor force. Therefore, this somehow explains why 78.6 percent of the respondents have secondary school education level. Job satisfaction achieved through remuneration and monetary reward is not only based on education level but also based on experience and achievement on work performance. One hotel employee discloses that she sees herself to be promoted to a supervisor in two years time adds proof to this.

4.3.6 Commitment Level According to Length of Service

Table 4.20: Level and Percentage of Commitment According To Length of Service

Length of Service	Commitment Level (Frequency and Percentage)			Total
	Low (20 – 39)	Moderate (40 – 59)	High (60 – 80)	
Less than 1 year	2 (0.5 %)	48 (13.2 %)	29 (8.0 %)	79 (21.7 %)
1 – 3 years	2 (0.5 %)	104 (28.6 %)	48 (13.2 %)	154 (42.3 %)
3 – 5 years	1 (0.3 %)	38 (10.4 %)	10 (2.7 %)	49 (13.5 %)
5 years and above	-	60 (16.5 %)	22 (6.0 %)	82 (22.5 %)
Total	5 (1.4 %)	250 (68.7 %)	109 (29.9 %)	364 (100 %)

Table 4.20 shows the commitment level according to the length of service of the respondents. A majority of the hotel employees (28.6 percent) with length of service between 1 to 3 years had moderate level of commitment. The second largest group of respondents (16.5 percent), with length of service of 5 years and above, had moderate level of commitment. This was followed by groups of respondents with length of service of less than 1 year, with the moderate level of commitment and between 1 to 3 years, with the high level of commitment, both with 13.2 percent each of the total respondents. The rest of the respondents with high commitment level were those with length of service of less than 1 year (0.8 percent), between 5 years and above (6.0 percent), and 3 to

5 years (2.7 percent). None of the respondents with length of service of 5 years and above had low commitment level. Both the groups of respondents with length of service of less than 1 year and between 1 to 3 years, that had low commitment level, respectively, made up 0.5 percent each of the total sample. Finally, 0.3 percent of the respondents with length of service of between 3 to 5 years belonged to the low level of commitment.

Table 4.21: One-way ANOVA on Employees' Organizational Commitment According to Length of Service.

Length of Service	Sum of Squares	Degree of Freedom	Mean Square	F	Significance P
Between Groups	36.260	3	0.954	0.837	0.742
Within Groups	370.410	325	1.140		
Total	406.670	363			

Research Hypothesis (H_{o6}): There is no difference between employees of various lengths of service in terms of their organizational commitment.

Table 4.21 shows the results of the One-way ANOVA for the respondents' commitment based on the length of service. There is no significance difference ($F=0.837$, $p>0.05$) between respondents commitment and their length of service. Thus, the null hypothesis (H_{o6}) that there is no difference between employees of various lengths of service in terms of their organizational commitment is accepted.

The findings support Wells' (1994) report that the length of service had no influence on organizational commitment. The insignificant relationship is due to homogeneity of respondents in terms of experience and age. In this study, a majority of the employees had work experience less than 5 years (88.1 percent) and age below 35 years (81.8 percent). However, the findings contradict the study done by Wahn (1998) that revealed tenure within the organization is significantly related to continuance commitment. Porter et al. (1974), Steers (1977), and Krecker (1994) also found that as age and length of service increase, the commitment level also increases.

4.3.7 Commitment Level According to Income Group

Table 4.22: Level and Percentage of Commitment According To Income Group

Income Group	Commitment Level (Frequency and Percentage)			Total
	Low (20 – 39)	Moderate (40 – 59)	High (60 – 80)	
RM 500 and below	3 (0.8 %)	130 (35.7 %)	51 (14.0 %)	184 (50.5 %)
RM 501 – RM 700	1 (0.3 %)	68 (18.7 %)	32 (8.8 %)	101 (27.7 %)
RM 701 – RM 900	-	29 (8.0 %)	14 (3.8 %)	43 (11.8 %)
RM 901 – RM 1100	1 0.3 %)	11 (3.0 %)	7 (1.9 %)	19 (5.2 %)
RM 1101 – RM 1300	-	3 (0.8 %)	2 (0.5 %)	5 (1.4 %)
RM 1301 and above	-	9 (2.5 %)	3 (0.8 %)	12 (3.3 %)
Total	5 (1.4 %)	250 (68.7 %)	109 (39.9 %)	364 (100 %)

Table 4.22 shows the commitment level according to the income group of the respondents. A majority of the hotel employees (35.7 percent) with income of RM 500 and below belonged to the moderate level of commitment. The second largest group of respondents (18.7 percent) which were those with income between RM 501 and RM 700 had moderate level of commitment. Next were those respondents (14 percent) with income of RM 500 and below who had high level of commitment. The rest of the respondents with high commitment level were those with income of between RM 501 to RM 700 (8.8 percent), RM 701 to RM 900 (3.8 percent), RM 901 to RM 1100 (1.9 percent), RM 1101 to RM 1300 (0.5 percent), and RM 1301 and above (0.8 percent). None of the respondents in the income group of between RM 701 to RM 900 and RM 1101 to RM 1300 had low commitment level. Both the respondents in the income groups of between RM 501 to RM 700 and RM 901 to RM 1100 that belonged to the low commitment level made up 0.3 percent each of the total sample. Finally, 0.8 percent of the respondents who were in the income group of RM 500 and below belonged to the low commitment level.

Table 4.23: One-way ANOVA on Employees' Organizational Commitment According to Income Group.

Income Group	Sum of Squares	Degree of Freedom	Mean Square	F	Significance P
Between Groups	45.929	38	1.209	0.802	0.793
Within Groups	489.675	325	1.507		
Total	535.604	363			

Research Hypothesis (Ho7): There is no difference between employees of various income groups in terms of their organizational commitment.

Table 4.23 shows the results of the One-way ANOVA for the respondents' commitment according to income group. There is no significance difference ($F=0.802$, $p>0.05$) between respondents commitment and their income group. Thus, the null hypothesis (Ho7) that there is no difference between employees of various income groups in terms of their organizational commitment is accepted.

The results indicate that income does not influence the hotel employees in their level of organizational commitment. Hotel employees with higher income do not report a higher organizational commitment level and so forth. According to a Human Resource Manager in one of the hotels, remuneration monetary rewards were basically based on education level, experience and length of service. A majority of the hotel employees had secondary school level of education (78.6 percent). On top of that, a majority of the employees also had work experience of less than 5 years (88.1 percent) and age below 35 years (81.8 percent). The findings contradict the study done by Lockwood and Jones (1994) that found workers in the industry tend to be unhappy due to their low wages.

4.4 Correlation of Employees' Organizational Commitment and the Six Factors of Career Development Opportunities

Pearson 'r' correlation was used to determine if there is a significant relationship between employees' organizational commitment and the six factors of career development opportunities.

Table 4.24: Correlation between Employees' Organizational Commitment and the Six Factors of Career Development Opportunities

Independent Variable	(r)	p	Type of Correlation
Job Fit	0.361**	0.000	Moderately strong
Job Rotation	0.420**	0.000	Moderately strong
Effective Training & Development Program	0.483**	0.000	Moderately strong
Effectiveness of Top Management Support	0.405**	0.000	Moderately strong
Mentoring System	0.416**	0.000	Moderately strong
Level of Recognition	0.388**	0.000	Moderately strong

** Correlation is significant at 0.01 level (2-tailed)

4.4.1 Correlation Between Employees' Organizational Commitment and Job Fit

Research Hypothesis (Ho8): There is no relationship between employees' organizational commitment and their perception on job fit.

Table 4.24 shows that there is a significant relationship between employees' organizational commitment and job fit. The results indicate that respondents' overall commitment have moderate relationship with job fit ($r=0.361$, $p<0.01$). Therefore, the null hypothesis of this study, which states that there is no relationship between employees' organizational commitment and their perception on job fit, is rejected.

A positive relationship means that as level of job fit increases, the employees' organizational commitment also increases. On the other hand, as level of job fit declines, employees' organizational commitment also decreases. The findings of this study match the assumptions of the literature review on job fit in Chapter 2 that employees' loyalty and commitment will be further reinforced if the organization can fulfil the employee's personal career aspirations (Steer, 1977) and avoid job mismatch (Westerman & Donoghue, 1989). The influence of mutual expectations of employees and employers, usually termed as the psychological contract, has often been asserted in the organizational literature (Rousseau, 1985). The changing expectations are frequently used to describe the changing terms of employment relation (Hirsch, 1987 & Rousseau, 1995). Porter and Steers' (1973) "met-hypothesis" of job fit predicts that discrepancies between the expectations and experiences of newcomers increase their "propensity to withdraw".

Job fit in this study refers to the extent to which a job meets the individual's skills, abilities and expectations. Brousseau (1990) asserts that the job-person fit as perceived by an individual is an important vehicle for career development. He says that any career development program that does not consider the suitability of job assignments ignores the factors that will exert the greatest influence on employee development. This will affect his performance and also commitment to the organization. Holland (1973) too stresses that job satisfaction in the work place depends on the suitability of the person's personality type and the work environment. He says that employees have the tendency to look towards an environment that encourages them to practice their abilities and skills and to take initiatives in solving problems related to their job. Such attitudes contribute to individuals' career development process as they strive to better themselves in their career.

According to Steer (1977), the more positive the level of employees' perception towards job fit, as provided by the organization, the higher is their level of commitment. On the other hand, he says that when the organization fails to provide employees with challenging and meaningful tasks, a commitment level tends to diminish. Therefore, arousing the employees' interest in their work through the job matching will further reinforce their loyalty and commitment. With this, the job environment should cater new learning experience and encourage for personal growth (Mondy & Noe, 1993).

4.4.2 Correlation Between Employees' Organizational Commitment and Job Rotation

Research Hypothesis (Ho9): There is no relationship between employees' organizational commitment and their perception on job rotation.

Table 4.24 shows that there is a significant relationship between employees' organizational commitment and job rotation. The results indicate that respondents' overall commitment has moderate strong relationship with job rotation ($r=0.420$, $p<0.01$).

Therefore, the null hypothesis of this study, which states that there is no relationship between employees' organizational commitment and their perception on job rotation as a whole, is rejected. This implies that respondents' overall perception on job rotation has moderate strong influence on their commitment to the organization. Hence, the more satisfied they are with job rotation carried out in their organization, the higher their commitment to the organization is.

London (1989) says that job rotation helps employees gain an overall appreciation of the company's goal, increases their understanding of different company functions, develops a network of contacts, and improves their problem-solving and decision-making skills.

Based on the findings, the researcher felt that extreme division of labor with the majority of workers requiring few skills and having little discretion in the performance of tightly prescribed tasks leads to job dissatisfaction as experienced by a majority of those in the housekeeping department. Such workers have low perception on the job rotation factor as they do not have the job mobility as those in the front office as little skills are required out of them in their own department. Lockwood and Jones (1994) also say that a housekeeper is perceived to have few opportunities to move to other areas of hotel work. Those in the front office have little difficulty helping out in the housekeeping department, so are those who are in the food and beverage department. Hence, employees from the housekeeping department tend to have low work motivation, which somehow affect their commitment level to the organization as proven by the findings of this study.

De Veau, De Veau, Portocarrero and Escoffier (1996) assert that rotation of employees to different positions may help to relieve some of the stress with which certain employees are faced further support the findings. They say that guest agents are under much more stress than reservationists are, due to the high degree of guest contact they have. Therefore, by rotating these two jobs, a manager can reinforce cross training, cause job boredom to be reduced, and provide a "stress-break" for the guest service agent.

4.4.3 Correlation Between Employees' Organizational Commitment and Effective Training and Development Program

Research Hypothesis (Ho10): There is no relationship between employees' organizational commitment and their perception on effective training and development program.

Table 4.24 shows that there is a significant relationship between employees' organizational commitment and effective training and development program. The results indicate that respondents' overall commitment has moderate strong relationship with effectiveness training and development program ($r=0.483$, $p<0.01$).

Therefore, the null hypothesis of this study, which states that there is no relationship between employees' organizational commitment and their perception on the effectiveness training and development program as a whole, is rejected. This implies that respondents' overall perception of the effectiveness of training and development program has moderate strong influence on their commitment to the organization. Therefore, the more satisfied they are with the effectiveness of training and development program, the higher their commitment to the organization is.

The findings of the study support the assumptions found in the literature review in Chapter 2. Training and development program is seen as management's planned and continuous effort to improve employee competency levels and organizational performance (Mondy & Noe, 1996). The moderate strong relationship between employees' organizational commitment and their perception towards effective training and development is in consistent with what Tyson and York (1996) have concluded. They say that training and development is indeed a sort of 'employability' strategy deployed by employers as a attempt to gain employees commitment by giving them opportunities to develop themselves within their jobs, to acquire skills and abilities. These opportunities will be used to build a convincing CV and to remain attractive in the labor market, as with the traditional psychological contract comes under strain, employees are not assured of career prospects.

The discussion above supports the findings of this study that suggest training and development programs have a positive relationship with employees' organizational commitment. This means that when the training and development programs are perceived as effective, the employees are likely to show high commitment level to the organization. Westerman and Donoghue (1989) also state that people will need to be trained to adapt and that retraining will be necessary throughout a person's working life as part of his career development.

4.4.4 Correlation Between Employees' Organizational Commitment and Effectiveness of Top Management Support

Research Hypothesis (Ho11): There is no relationship between employees' organizational commitment and their perception on effectiveness of top management support.

Table 4.24 shows that there is a significant relationship between employees' organizational commitment and the effectiveness of top management support. The results indicate that respondents' overall commitment has moderate strong relationship with the effectiveness of top management support ($r=0.405$, $p<0.01$).

Therefore, the null hypothesis of this study, which states that there is no relationship between employees' organizational commitment and their perception on the effectiveness of top management support as a whole, is rejected. This implies that respondents' overall perception of the effectiveness of top management support has moderate strong influence on their commitment to the organization. In other words, the more satisfied they are with the effectiveness of top management support, the higher their commitment to the organization is.

The findings support reports by Hirsh et al. (1995) who found that it is unlikely that individual employees, however committed, can successfully manage their careers without any support from their manager. Peel (1992) also says that top management support in creating opportunities for their people to develop and encourage them to do will further enhance their commitment to the organization. However, this support must be communicated to the entire organization. According to Tan Kwang How (1995a), true support, however, is more than just words or a circular signed by the managing director. Real support is shown through actions of the senior management team in supporting their subordinates' career development plans and activities. For instance, managers must support employees' career planning by encouraging them to take responsibility for their careers (Leibowitze, Farren & Kaye, 1986). They play their role by providing tools and support for employees' self-assessment, training, education, and development. Since there is not enough room for everybody to move up in an organization and also some people may not want to, the career development system with the support of top management must include a variety of options, more than simply the option to move up.

4.4.5 Correlation Between Employees' Organizational Commitment and Mentoring System

Research Hypothesis (Ho12): There is no relationship between employees' organizational commitment and their perception on mentoring system.

Table 4.24 shows that there is a significant relationship between employees' organizational commitment and mentoring system. The results indicate that respondents' overall commitment has moderate strong relationship with their perception on mentoring system ($r=0.416$, $p<0.01$).

Therefore, the null hypothesis of this study, which states that there is no relationship between employees' organizational commitment and their perception of the mentoring system as a whole, is rejected. This implies that respondents' overall perception of the mentoring system has moderate strong influence on their commitment to the organization. Hence, the more satisfied they are with the mentoring system, the higher their commitment to the organization is.

The findings support what Steers (1991) asserted that mentoring enhances employees' commitment by providing opportunity for junior to seek continuing counsel in their job during the early years as such that they are adequately protected and nurtured and grow with the organization. Peel (1992) and Hamilton (1994) also agree that mentoring can help junior employees to integrate themselves into new organization or work role. This definitely will enhance their commitment, as they are able to identify themselves with the organization better. In a study by Riley and Wrench (1985), using a sample of 168 female lawyers, they have found that mentoring affected job satisfaction. Studies by Scandura (1992) and Dreher and Ash (1990) too have shown that the outcomes of mentoring include the protégé's career satisfaction and success defined in terms of promotion, rate, salary, and job performance. On the contrary, in an investigation of 217 business school university alumni, Louis, Posner, and Powell (1983) found that being mentored is significantly correlated with job satisfaction but not with organizational commitment or intention to stay with the organization. Whatever it is, one possible explanation for the present findings may be that, a work group with an approachable leader who encourages team effort and the sharing of responsibility and problems openly can enhance mentoring relationships. These relationships provide development opportunities (such as providing information, advice, and support) to individuals in pursuit of their careers.

4.3.6 Correlation between Employees' Organizational Commitment and Level of Recognition

Research Hypothesis (Ho13): There is no relationship between employees' organizational commitment and their perception on level of recognition.

Table 4.24 shows that there is a significant relationship between employees' organizational commitment and recognition. The results indicate that respondents' overall commitment has moderate strong relationship with recognition ($r=0.388$ $p<0.01$).

Therefore, the null hypothesis of this study, which states that there is no relationship between employees' organizational commitment and their perception on recognition as a whole, is rejected. This implies that respondents' overall perception of recognition has moderate strong influence on their commitment to the organization (the more satisfied they are with the recognition given to them, the higher their commitment to the organization is).

Recognition is a strong motivator that influences employees' organizational commitment. The findings is supported by the study done by Asma (1994),

which showed that Malaysian tends to be happier at work if their receive appropriate recognition and respect. According to Mendes (1996), recognition can be a reward and a reinforcement to improve an individual work performance and also to enhance their commitment to the organization. Thus, by offering people rewards and acknowledgement for their efforts is more in line with individual needs for accomplishment and involvement. For instance, giving recognition for success through promotion should be seen positive and helpful as employees who truly believe that hard work and achievement will be recognized in tangible ways like promotion and job prospects are motivated to stay with their employer for much longer. Umbreit and Sweeney (1994) also stress that employee recognition programs that honor employees for various level of meritorious service are important. They say that such service may be not only to the organization but also to the community at large and may represent an organization's attempt to encourage the best utilization of its employees.

4.4 Factor(s) of Career Development Opportunities Which Predicts Employees' Organizational Commitment

Research Hypothesis (Ho14): None of the career development opportunity factors has any influence over employees' organizational commitment.

Multiple Regression "stepwise" was used to identify which of the career development opportunities factors that has the strongest impact on the hotel employees' organizational commitment. The criteria set for this analysis (involved either entering or removing a particular variable from the equation in Table 4.26) was that any probability of F value of <0.05 would be entered, whereas any probability of F value >0.10 would be removed. The highest beta value for variables in the equation would indicated the most dominant factor to employees' organizational commitment, while R^2 would indicate the contribution of independent variables to employees' organizational commitment (Aaker, Kumar & Day, 1995). The dependent variable for this analysis was the employees' organizational commitment and the independent variables were the six factors of career development opportunities, namely, Job Fit, Job Rotation, Effective Training and Development Program, Effectiveness of Top Management Support, Recognition Level, and Mentoring System.

Table 4.25 shows the independent and dependent variables of the analysis. The values of R was 0.556, R^2 =0.310, Adjusted R^2=0.300 and the Standard Error =0.40. It also showed the ANOVA where the degree of freedom (df) was 5, sum of squares was 26.100, and the mean square was 5.220. The F value reported was 32.117 and P=0.00. The predictors as shown in the Table 4.24 for commitment were effective training and development programs, job fit, job rotation, and recognition level and top management support. Statistically, they were significant and were added to the multiple regression equation. The 'Beta weights' of these predictors were 0.200, 0.116, 0.133, 1.113 and 0.114, respectively. They were significant statistically at p<0.05, and R^2 (regression square) equals to 0.310. This showed that all the five predictors contributed approximately 31 percent of the variance of hotel employees' perception towards organizational commitment. The remaining 69 percent of the variance of hotel employees' perception towards organizational commitment were

which showed that Malaysian tends to be happier at work if their receive appropriate recognition and respect. According to Mendes (1996), recognition can be a reward and a reinforcement to improve an individual work performance and also to enhance their commitment to the organization. Thus, by offering people rewards and acknowledgement for their efforts is more in line with individual needs for accomplishment and involvement. For instance, giving recognition for success through promotion should be seen positive and helpful as employees who truly believe that hard work and achievement will be recognized in tangible ways like promotion and job prospects are motivated to stay with their employer for much longer. Umbreit and Sweeney (1994) also stress that employee recognition programs that honor employees for various level of meritorious service are important. They say that such service may be not only to the organization but also to the community at large and may represent an organization's attempt to encourage the best utilization of its employees.

4.4 Factor(s) of Career Development Opportunities Which Predicts Employees' Organizational Commitment

Research Hypothesis (Ho14): None of the career development opportunity factors has any influence over employees' organizational commitment.

Multiple Regression "stepwise" was used to identify which of the career development opportunities factors that has the strongest impact on the hotel employees' organizational commitment. The criteria set for this analysis (involved either entering or removing a particular variable from the equation in Table 4.26) was that any probability of F value of <0.05 would be entered, whereas any probability of F value >0.10 would be removed. The highest beta value for variables in the equation would indicated the most dominant factor to employees' organizational commitment, while R^2 would indicate the contribution of independent variables to employees' organizational commitment (Aaker, Kumar & Day, 1995). The dependent variable for this analysis was the employees' organizational commitment and the independent variables were the six factors of career development opportunities, namely, Job Fit, Job Rotation, Effective Training and Development Program, Effectiveness of Top Management Support, Recognition Level, and Mentoring System.

Table 4.25 shows the independent and dependent variables of the analysis. The values of R was 0.556, R^2 =0.310, Adjusted R^2=0.300 and the Standard Error =0.40. It also showed the ANOVA where the degree of freedom (df) was 5, sum of squares was 26.100, and the mean square was 5.220. The F value reported was 32.117 and P=0.00. The predictors as shown in the Table 4.24 for commitment were effective training and development programs, job fit, job rotation, and recognition level and top management support. Statistically, they were significant and were added to the multiple regression equation. The 'Beta weights' of these predictors were 0.200, 0.116, 0.133, 1.113 and 0.114, respectively. They were significant statistically at p<0.05, and R^2 (regression square) equals to 0.310. This showed that all the five predictors contributed approximately 31 percent of the variance of hotel employees' perception towards organizational commitment. The remaining 69 percent of the variance of hotel employees' perception towards organizational commitment were

influenced by other factors other than the career development opportunity factors being studied.

Despite a moderate strong relationship between the six career development opportunity factors and the organizational commitment of the hotel employees, only five factors as mentioned above were the predictors. One of the factors, that was the mentoring system, was found to be excluded in the equation though the Pearson Correlation test showed a significant relationship with employees' perception of organizational commitment ($r=0.416$, $p<0.01$). The Multiple Regression Analysis revealed that mentoring system did not contribute to employees' organizational commitment (based on the criteria that any probability of F value >0.10 would be removed). This was due to the impact of multicollinearity, which refers to the correlation among three or more independent variables. According to Hair, Anderson, Tatham and Black (1998),

> The ability of an additional independent variable to improve the prediction of the dependent variable is related not only to its correlation to the dependent variable, but also to the correlation(s) of the additional independent variable to the independent variable(s) already in the regression equation. (p. 156)

In this case, mentoring was found to have high multicollinearity with other independent variable. The impact of multicollinearity had reduced its predictive power when it was associated with the other independent variables (Hair et al., 1998).

As shown in Table 4.25, effective training and development programs was the most dominant factor contributing to employees' organizational commitment (Beta=0.216, t=3.467, $p<0.01$). The second most dominant factor influencing employees' organizational commitment was job rotation (Beta=0.147, t=2.610, $p<0.01$). This was followed by recognition level (Beta=0.134, t=2.558, $p>0.05$), job fit (Beta=0.122, t=2.399, $p>0.05$), and finally, effectiveness of top management support (Beta=0.118, t=2.129, $p>0.05$). As a result, the null hypothesis that there is none of the career development factors has any influence over employees' organizational commitment is rejected.

Table 4.25: Stepwise Multiple Regression Analysis

Dependent variable = Commitment
Independent variables = Job Fit, Job Rotation, Effective Training and Development Program, Effectiveness of Top Management Support, Recognition Level and Mentoring System.

R = 0.556
R^2 = 0.310
Adj. R^2 = 0.300
Standard Error = 0.40

Analysis of Variance					
	Degree of Freedom	Sum of Square	Mean Square	F	P
Regression	5	26.100	5.220	32.117	0.000
Residual	358	58.186	0.163		

Coefficients					
	Unstandardized Coefficients		Standardized Coefficients		
Variables	B	Std. Error	Beta	t	p
T. & Dev. Prog.	0.200	0.058	0.216	3.467	0.001**
Job Fit	0.116	0.48	0.122	2.399	0.017*
Job Rotation	0.133	0.051	0.147	2.610	0.009**
Recognition	0.113	0.044	0.134	2.558	0.011*
Top Mngt. Support	0.114	0.54	0.118	2.129	0.034*
(Constant)	0.729	0.105		5.704	0.000

Variable not in equation/excluded					
					Collinearity Statistic
Variable	Beta In	t	p	Partial Correlation	Tolerance
Mentoring Sys.	0.58	0.877	0.381	0.46	0.449

* Significant at $p<0.05$
** Significant at $p<0.01$

In multiple regression, the final step in the "stepwise" method was to predict "Y", that the organizational commitment of hotel employees as previously shown in Table 3.6.

Based on Table 4.25, hotel employees' organizational commitment (Y) was calculated as shown in Table 4.26 below.

Table 4.26: Multiple Regression Equation

$Y = 0.200(X_1) + 0.116(X_2) + 0.133(X_3) + 0.113(X_4) + 0.114(X_5) + 1.230$ (Constant)

Where Y = Employees' organizational commitment

X_1 = Effective Training and Development Programs

X_2 = Job Fit

X_3 = Job Rotation

X_4 = Recognition Level

X_5 = Effectiveness of Top Management Support

The equation in Table 4.26 above was used to predict employees' organizational commitment, however, Meyer (1993) explained that the regression equation is not an absolute one. It only gives some hints as to how important each variable is to the equation.

The foregoing discussion focuses on why effective training and development programs are perceived as most important by hotel employees. First, there is a basic need to understand why training and development in the past differs from the one at present. Next, we need to understand its implication on employees' organizational commitment.

Training and development are two main components of human resource development. Traditionally, the lower level employees were 'trained' while management staff were 'developed' (Tan Kwang How, 1995b). The main difference between the two was that *training* was used to refer to hands-on skills, while *development* was geared towards interpersonal and decision-making skills. On the contrary, contemporary concept may be considered different in terms of what the process is aimed at. While training consists of those activities which are designed to improve an individual's performance in ones' present job – be more efficient and effective, development involves those activities designed to help the individual to grow and move with the organization as it develops, changes, and grows.

To sum up, training is for the present while development is for the future. Training and development will improve employees' skills and boosts their motivation and commitment to the organization, which in turn will lead to higher productivity and increased profitability (Tan Kwang How, 1995b). The findings of the research have revealed that workers are beginning to demand excellent training and career development as a primary determinant of their decision to stay with (or leave) their current employer (Tan Kwang How, 1995a). If the organization cannot provide the development that the individual needs, it is useless to ignore the situation hoping that employees will stay and revise their career plans. People will eventually become frustrated, demotivated and may even leave in an unpredictable manner (Knowles, 1998).

4.5 Conclusion

To sum up the findings and discussion in this chapter, a summary of the hypotheses' results are shown as in Table 4.27.

Table 4.27: Summary of Test of Hypotheses

Null Hypothesis	Statement of Hypothesis	Results of Hypothesis's Test
Ho1	There is no difference between male and female employees in terms of their organizational commitment.	Accepted (t=0.846, p>0.05)
Ho2	There is no difference between married and single employees in terms of their organizational commitment.	Rejected (t=0.348, p<0.05)
Ho3	There is no difference between employees of various age groups in terms of their organizational commitment.	Accepted (F=1.101, p>0.05)
Ho4	There is no difference between employees of various work departments in terms of their organizational commitment.	Accepted (F=1.502, p>0.05)
Ho5	There is no difference between employees of various education levels in terms of their organizational commitment.	Accepted (F=0.642, p>0.05)
Ho6	There is no difference between employees of various lengths of service in terms of their organizational commitment.	Accepted (F=0.837, p>0.05)
Ho7	There is no difference between employees of various income groups in terms of their organizational commitment.	Accepted (F=0.802, p>0.05)
Ho8	There is no relationship between employees' organizational commitment and their perception of job fit.	Rejected (r=0.361, p<0.01)
Ho9	There is no relationship between employees' organizational commitment and their perception of job rotation.	Rejected (r=0.420, p<0.01)
Ho10	There is no relationship between employees' organizational commitment and their perception on effective training and development programs.	Rejected (r=0.483, p<0.01)
Ho11	There is no relationship between employees' organizational commitment and their perception on effectiveness of top management support.	Rejected (r=0.405, p<0.01)
Ho12	There is no relationship between employees' organizational commitment and their perception of mentoring system.	Rejected (r=0.416, p<0.01)
Ho13	There is no relationship between employees' organizational commitment and their perception on level of recognition.	Rejected (r=0.388, p<0.01)
Ho14	None of the career development opportunity factors has any influence over employees' organizational commitment.	Rejected (R^2 = 0.310, p<0.05)

CHAPTER V: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the entire study. Also included are conclusions as well as the recommendations that might come in useful for the management of the organization and future researchers.

5.1 Summary

A study on organizational commitment is useful to any organization because the commitment and dedication of employees can have an overwhelming impact on the success of an organization in achieving its visions and goals (Tan Kwang How, 1995a; Dessler, 1993; Nair & Rao, 1990). This study was conducted to investigate employees' commitment to their organizations in Kuching. It involved twelve major hotels in Kuching City. In general, the objective of this study was to investigate if the employees' organizational commitment was closely tied to their perception of career development opportunity factors in the organization. It was hoped that the study can determine the relationship between factors like job fit, job rotation, effective training and development programs, effectiveness of top management support, mentoring system and recognition level, with employees' organizational commitment. Besides, this study was also aimed to identify the significant difference between respondents of various demographic characteristics in terms of their level of organizational commitment.

In the researcher's view, the findings will be of interest to a few parties. Firstly, no such study has been carried out in hotels in Kuching, especially in the area of organizational commitment in relation to career development opportunity factors; therefore, the hotel employees there will be interested to know the commitment level and, of course, the importance of it. Secondly, the study will be beneficial to the top management level who can look into these factors to increase the commitment level of the hotel employees. Lastly, but definitely not the least, the study will be important to parties interested in studying and enhancing the commitment level of their employees.

This study used the survey methodology to collect data from 364 respondents from twelve selected hotels in Kuching, Sarawak. The researcher included the entire population as the sample for the study. This would enable a more representative and accurate data to be gathered. The questionnaire was partly self-developed, while the rest was adapted from Mendes' (1996) Commitment Factor Profile. The questionnaire scored an overall reliability of 0.9320 on the Cronbach Alpha for reliability test. Data was analyzed using the Statistical Packages for the Social Sciences (SPSS) Version 7.5. Data analysis and interpretation were carried out using descriptive statistics such as frequency tables and percentages, Pearson's Product Moment Coefficient of Correlation, *t*-test, One-way ANOVA and Multiple Regression Analysis.

There were 364 hotel employees involved in this study, specifically 139 respondents from the Food and Beverage Department, 115 respondents from the Front Office and 110 respondents from the Housekeeping Department. A majority of the respondents was aged between 21 to 25 years (32.4 percent) and with secondary school education level (78.6 percent). In terms of income and length of service, a majority was from income group of RM500 and below, and length of service between 1 to 3 years. In term of gender and marital status, there were more females (51.6 percent) and single (52.5 percent) respondents.

Generally, the hotel employees were found to have positive perception of their commitment towards their organization. The findings showed that 68.7 percent of the employees studied were moderate, 29.9 percent were high, while 1.4 percent were low in commitment. This is indeed a good sign for the hotel industry as it implies that there is plenty of room for improvement in enhancing the employees' commitment.

T-test analysis yielded no significant difference between male and female employees in terms of their organizational commitment. However, it showed significant difference between single and married employees in terms of their organizational commitment.

One-way ANOVA revealed no significant difference between employees of various age groups, work departments, education levels, lengths of services, and income groups in terms of their organizational commitment.

The Pearson Correlation test on six factors of career development opportunities with employees' organizational commitment yielded significant relationship that was moderately strong with the "r" value between 0.361 and 0.483 and $p<0.01$. In other words, the hotel employees' organizational commitment was determined by their satisfaction towards job fit, job rotation, effective training and development, effectiveness of top management support, mentoring system and recognition level. It implies that the more satisfied they are with the career development opportunities in their organization, the higher their organizational commitment is. With these findings, the ultimate objective of the study to examine the relationship between employees' organizational commitment and their perception towards factors of career development opportunities as a whole was achieved.

Finally, the Stepwise Multiple Regression Analysis showed that effective training and development program was the most dominant factor (p=0.001) among the five predictors. The rest were job rotation (p=0.009), recognition level (p=0.011), job fit (p=0.017) and effectiveness of top management support (p=0.034). The Multiple Regression Analysis revealed that mentoring system did not contribute to employees' organizational commitment, though the Pearson Correlation test showed a significant relationship with employees' organizational commitment. This was due to the impact of multicollinearity

that reduced the variable's (mentoring) predictive power when it was being added to the regression equation.

5.2 Conclusion

Based on the findings of the study, the hotel management can gain an insight into their employees' organizational commitment. The findings revealed that the career development opportunity factors were similar to the motivators as in Maslow's Motivation Theory and Herzberg's Two-Factor Theory. This was shown by the fact that five of the career development opportunities being studied were chosen as predictors of employees' organizational commitment. Those predictors were motivators. Motivators or satisfiers that were recognized by Maslow (1970) and Herzberg (1976) included affiliation, achievement, recognition, challenging work, responsibility, advancement, and so forth. These factors, if provided for by the organization, will create satisfaction and, therefore, commitment. Thus, once the hygiene needs, like remuneration, working conditions, interpersonal relations and so forth, have been satisfied, the hotel management who are concerned about turnover should also pay a great deal of attention to providing career development opportunities, such as job fit, job rotation, effective training and development program, effectiveness of top management support, mentoring system and recognition.

Similarly, the *reinforcement theory* suggests that exemplary employees should be rewarded or reinforced. By fulfilling their needs for recognition of achievement and performance, these will further enhance their commitment to the organization. According to Posner, Hall, and Harder (1986), employees development should be linked to the performance appraisal system and should be rewarded, if organizations were to give meaning to the view that employees are their most important resource.

The relationship between organization commitment and the demographic variables investigated in this study showed that there was no significant difference between employees of various age groups, genders, education levels, work departments and lengths of services, except for marital status, in terms of their organizational commitment. The employees' demographic variables in this study were tested using the *t*-test, and One-way ANOVA to see if they differed in terms of their commitment. It was proven here that none of the above was significantly related with their commitment. This showed that commitment was not dependent on the demographic factors of a hotel employee even though the overall hotel employees' organizational commitment level was of the moderate category.

The application of the *equity theory* is relevant to these findings. The findings showed that there was no significant difference among employees of various demographic variables as they were fairly treated in comparison with others, especially in terms of career development opportunities. As the equity theory suggests, an individual will weigh his or her inputs and outcomes in relation to

others, and if he or she feels properly rewarded in relation to others, equity exists (Adam, 1963). This perception of equity by the employees amounts to commitment to the organization.

There was also a significant relationship between employees' organizational commitment and the six factors of career development opportunities, which were at a moderately strong level. However, the 'Stepwise' Multiple Regression Analysis test showed that only five of the six factors of career development opportunities were chosen as predictors for organizational commitment. The results showed that effective training and development program was the strongest predictor. Mentoring system was not chosen as a predictor though the Pearson Correlation Test showed a significant relationship between mentoring system and organizational commitment. The impact of multicollinearity on mentoring system reduced its predictive power when associated with other independent variables.

According to a Human Resource Manager in one of the major hotel, there exists an informal mentoring system in their organization. She admits that it was a usual practice for employees to do *multi-skilling* based on the "gotong-royong" basis. According to Lockwood and Jones (1994), multi-skilling allows mobility throughout the hotel operations. Multi-skilling is one way a hotel can fully utilize its human resources and at the same time encourage group cohesion. With this, the researcher comes to conclude that success in career development programs by the organization may also be due, at least in part to the "gotong royong" culture prevalent among the Malays. "Gotong royong," according to Guillick's (1987) definition is "working together, cooperation in the village." By incorporating societal ethos such as a "gotong royong" culture, organization can instill positive attitude amongst employees towards their job and also their organization.

The findings of the study are also congruence to Vroom's *expectancy theory* which emphasized that individuals are motivated to work (or to be committed to his or her organization) when they anticipate achieving what they expect from their jobs. When an organization fails to provide such a vehicle, commitment level tends to diminish (Steers, 1977). There is no doubt now, based on this study that organizational commitment was influenced by career development opportunities made available to employees. The common theme that runs through many of these variables was the *notion of exchange* (Hrebiniak & Alutto, 1972). Most individuals come to an organizations with certain needs, desires, skills, and so forth, and expect to find a work environment where they can utilized their abilities and satisfy many of their basic needs. When the organization provides such a vehicle (for instance, training and development programs, job rotation, job fit, top management support and recognition, amongst other opportunities) the likelihood of increased commitment is apparently enhanced (Steers, 1977).

To further enhance employees' commitment, the *reinforcement theory* as discussed in Chapter 2 is also found to be relevant. Both positive and negative

reinforcement can be deployed to promote desired behavior. The basic assumption of this theory postulates that if an employee exhibits commitment (at moderate level) to the organization, he or she avoids unpleasant outcomes (for instance, given a less important task with less responsibility or employment uncertainty). On the other hand, if an employee exhibits high commitment level, he or she will experience pleasant outcomes (for instance, being rewarded, given recognition or more task autonomy). The findings of this study imply that if the career development need of employees is met, they will be more committed to their organization. The organization can actually specify the desired outcomes to which individuals should strive to achieved as suggested by the *goal setting theory* (Locke & Latham, 1990). Opportunities of career development and growth as the ones investigated in this study will provide individuals with challenges that further contribute to their organizational commitment.

As explained by the *integration theory* in Chapter 2, organizations can help their employees to be integrated with the organization goals and values through creating more career development opportunities. The findings revealed that the career development opportunity factors studied showed positive and moderately strong relationship with employees' organizational commitment. Employees' Organizational commitment will be enhanced if organization can fulfill employees' career development needs. Once employees are committed, they act as they do because of their internalization of organizational norms and values (Buchanan, 1974). Employees who are committed and dedicated to their organization are more apt to work in harmony towards the same strategic objectives and to make decisions with care and generosity of spirit (Hart, 1992; Lado & Wilson, 1994; Senge, 1990).

The findings of this study showed that there is a need for organizations to invest in employees' development especially in their career. The findings may be particularly relevant for organizations that intend to implement a formal career development program for their employees. Finally, as a word of caution, this study was based on twelve hotels in Kuching, Sarawak. The generalizability of the findings, therefore, might be somewhat limited.

5.3 Recommendations

5.3.1 To Policy Makers

(a) **The findings of this study have proven that career development opportunities such as the ones being studied are significantly related to employees' organizational commitment. Effective career development program will develop a more loyal workforce. Therefore, in order to improve employees' productivity and the organization's profitability, the policy maker should give more focus in providing career development opportunities for the employees.**

(b) Organizations should structure work such as to allow meaningful social interaction, empower individuals and work groups to utilize their abilities, skills and knowledge, and provide opportunities for personal career development and advancement. As the individual develops, he or she will leave the organization if he or she does not see the opportunities for career growth for him or her in the organization.

(c) The organization must be prepared to invest in improving their human resources to produce highly committed workforce. Policy makers must initiate and implement career planning policies for their employees. They should make certain that their most formal and standard organizational procedures recognize and reinforce their concern for the career development of their employees. A formalized career development program sanctioned by organizations should be seen as a long-term investment and not merely as a cost.

(d) Policy makers must focus on the human dimension in order to gain competitive advantages over their rivals. The findings revealed that career development opportunity factors, such as the ones being studied, can help to solve problems that will arise when commitment level is low, for instance, high turnover rate, depreciating loyalty, absenteeism, frustration and work burnout. Organization that attempt to form tighter emotional bonds with their employees by being more solicitous of their well being may receive some rewards for doing so. The resulting motivation, dedication, and co-operation among employees may represent a valuable competitive resource.

(e) Employees' career development should be on a continuous basis. The rapidly advancing technology has made the need for development to become apparent. Even employees who have been on the job for a long time require training as changing technology influences the jobs, especially in the use of information and communication technologies.

(f) Multi-skilling based on "gotong-royong" culture should be promoted in the organization through job rotation, mentoring, flexible in-house training or on-the-job training. In this way, a hotel can fully utilize its human resources while encouraging group cohesion at the same time.

5.3.2 To Human Resource Personnel

(a) Overall, the hotel employees' organizational commitment is at the moderate level and this can be improved. Factors of career development opportunities (motivators), especially training and development programs should be given more attention in order to provide a higher level of job satisfaction and hence fostering high organizational commitment.

(b) In order to foster organizational commitment amongst the employees, there is a need to assist employees in assessing their own internal career

needs, developing and publicizing available career opportunities in the organization, and aligning employees needs and abilities with career opportunities.

(c) In this study, training and development program was found to be the most dominant predictor among the career development opportunity factors studied. Prior to the implementation of any human resource development program, a Training Need Analysis (TNA) should be carried out to identify the specific need for training for specific groups of people. This will help to narrow the gap between individuals' career aspirations and organization's goal. For instance, training and development program should not only prevent obsolescence of skills at all levels, but should also upgrade employees' skills to enable them to qualify for promotion or to give them some sort of employability assurance. In this way, the organization is not merely providing jobs but also helping employees to upgrade their skills and build a career in the organization.

(d) The human potential in the work place to meet organization's goal should be maximized. The managers and human resource personnel must manage their human resources effectively, organize them, and help plan their careers, train and develop them, reward and give them appropriate recognition for their effort.

(e) Maintaining meaningful and harmonious relationship with employees is aspect that is often taken for granted and overlooked. Career development programs will be successfully implemented only if the top management lend their credibility, blessing, and support. By being sensitive and receptive to their development, employees will contribute their best efforts and continuously render their commitment to the organization.

(f) In order to develop a more loyal workforce, managers and human resource personnel should focus on the career development opportunities, such as the factors being studied. By improving on the factors, such as effective training and development programs, job fit, recognition level, top management support and job rotation, one will sees the most motivated and committed work team – who feel challenged, who see their work as meaningful, and who see a future in furthering their skills.

5.3.3 To Future Researchers

This study is important from the perspective of professional development. The relationship between career development opportunity factors and employees' organizational commitment has been shown to exist. Therefore, further research undertakings are recommended for the purpose of:

(a) Extending the study to include major hotels in Malaysia to obtain an overall organizational commitment of the hotel employees with regards to

career development opportunity factors. This present research was confined to studying of how the career development opportunity factors of hotel employees affect their organizational commitment in the major hotels in Kuching, Sarawak.

(b) Other employees from other departments, for instance Engineering/Maintenance Department, Sales and Marketing Department, Accounting and Financial Department, and others, must be included in order to have a more thorough and comprehensive study with regards to employees' organizational commitment.

(c) Applying more effective instrumentation technique through qualitative study, such as interview with respondents in order to obtain more accurate information.

(d) Focusing on any one of the types of commitment – *affective*, *normative* and *continuance* in relation to career development opportunity factors such as the ones studied. In this study, organizational commitment refers to one's attachments to their employing organization, but the attachments arise for varying reasons. For instance, affective commitment ties an individual to the organization because he or she wants to be there, normative commitment does so because he or she ought to be there, and one who has continuance commitment is tied because he or she needs to remain in the organization (Allen & Meyer, 1990).

(e) Including analysis on the consequences (such as the desire to remain, intention to remain, attendance, turnover, overall performance, quality of work, quantity of work and promotion readiness) or antecedents (such as the need for achievement, group attitudes, education, task identity, optional interaction, age, organizational dependability, personal importance and feedback) of organization commitment with relevance to factors of career development opportunities (Steer, 1977).

(f) Employing longitudinal analysis to help in understanding fully the reciprocal nature of the relationship between employees' organizational commitment and the factors of career development opportunities. Though high organizational commitment can be an important consequence of positive perception of employees towards the career development opportunities in their organization, it is possible that an individual's satisfaction and dissatisfaction can make a difference in the process by which he or she places priority on the career development opportunity factors.

(g) Investigating into different occupations and organizational settings, involving a more equal mix of male and female and majority and minority employees at all levels of that organization. This is because the results of the present study cannot be safely generalized beyond a hotel setting.

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QUESTIONNAIRE

SOALAN KAJISELIDIK

FACTORS OF CAREER DEVELOPMENT OPPORTUNITIES ASSOCIATED WITH ORGANIZATIONAL COMMITMENT IN THE HOTEL INDUSTRY

FAKTOR PELUANG PEMBANGUNAN KERJAYA YANG DIKAITKAN DENGAN ILTIZAM ORGANISASI DI DALAM INDUSTRI PERHOTELAN

This questionnaire is developed for the purpose of gathering information relating to employees' perception of Career Development Opportunities in the Hotel Industry and their levels of commitment. The data obtained from respondent's responses to the questionnaire will be very important to the researcher in the production of his thesis in partial requirement of Post Graduate Degree – Master of Science (Human Resource Development). Particulars of respondents will be kept in strictest confidence and be used solely for the purpose of this study.

This questionnaire consists of 3 sections:

- **Section A**: Respondent's Demographical Background
- **Section B**: Employee's Organizational Commitment
- **Section C**: Career Development Opportunities Factor

Please give your responds to all the statements in this questionnaire, which best describe your feelings and agreement to those statements. Your cooperation in this matter is highly appreciated. Thank you.

Borang soalselidik ini disediakan oleh penyelidik dengan tujuan untuk mengumpul maklumat berkenaan dengan persepsi pekerja terhadap peluang pembangunan kerjaya and tahap iltizam pekerja dalam Industri Perhotelan. Maklumat yang akan diperolehi ini akan digunakan untuk menghasilkan tesis penyelidik untuk memenuhi sebahagian syarat memperolehi Ijazah Pasca Siswazah – Sarjana Sains (Pembangunan Sumber Manusia). Segala maklumat yang diberikan adalah dijamin kerahsiaannya dan hanya akan digunakan bagi tujuan akademik sahaja.

Borang soalselidik ini mengandungi 3 bahagian:

- ***Seksyen A:** Latarbelakang Responden*
- ***Seksyen B:** Iltizam Organisasi Pekerja*
- ***Seksyen C:** Faktor Peluang Pembangunan Kerjaya*

Sila beri respon anda kepada semua pernyataan dalam soalselidik ini berdasarkan persetujuan dan pendapat jujur dan ikhlas anda terhadap pernyataan tersebut. Atas segala kerjasama yang tuan/puan berikan diucapkan ribuan terima kasih.

Clarence Jerry
Post Graduate Program – M.Sc. (HRD)
Faculty of Cognitive Sciences and Human Resource Development
University Malaysia Sarawak
94300 Kota Samarahan
Sarawak

Section A: Demographical Background
Seksyen A: Latarbelakang Responden

This section is intended to obtain information pertaining to your background. Please indicate your answers with a tick (√) in the appropriate boxes.
Bahagian ini bertujuan untuk memperolehi maklumat berkaitan dengan latarbelakang anda. Sila nyatakan jawapan anda dengan menandakan (√) dalam kotak-kotak berkenaan.

Sex:
Jantina:

- Male
  Lelaki
- Female
  Perempuan

Marital status:
Taraf Perkahwinan:

- Married
  Sudah Berkahwin
- Single
  Bujang

Age:
Umur:

- 20 and below
  20 ke bawah
- 21 – 25
- 26 – 30
- 31 – 35
- 36 and above
  36 ke atas

Department:
Bahagian:

- Food and Beverage
- Front Office
- Housekeeping

Education Level:
Tahap Pendidikan:

- Primary School
  Sekolah Rendah
- Secondary School
  Sekolah Menengah
- Form Six
  Tingkatan Enam
- Diploma
  Diploma
- Degree and above
  Ijazah ke atas

Length of Service:
Tempoh Berkhidmat:

- Less than 1 year
  Kurang dari 1 tahun
- 1 to 3 years
  1 hingga 3 tahun
- 3 to 5 years
  3 hingga 5 tahun
- 5 and above
  5 ke atas

Income:
Pendapatan:

- RM500 and below
  RM500 ke bawah
- RM501 - RM700
- RM701 - RM900
- RM901 - RM1100
- RM1101 - RM1300
- RM1301 and above
  RM1301 ke atas

Section B: Employee's Organizational Commitment
Sekyen B: Iltizam Organisasi Pekerja

Kindly tick (√) in each of the numbered boxes that most clearly indicates your agreement with the following statements. The number 1 to 4 each represents different state of agreement as shown in the table below:
Tandakan (√) pada petak bernombor yang disediakan berdasarkan persetujuan anda terhadap setiap pernyataan. Nombor 1 hingga 4 mewakili darjah persetujuan anda seperti jadual berikut:

1	2	3	4
Strongly Disagree *Sangat Tidak Setuju*	Disagree *Tidak Setuju*	Agree *Setuju*	Strongly Agree *Sangat Setuju*

Organizational Commitment ***(Iltizam Organisasi)***		1	2	3	4
1.	I have a clear vision of where I am heading with this commitment to my organization. *Saya mempunyai visi arah tuju yang jelas dengan iltizam kepada organisasi saya.*				
2.	I can anticipate positive benefits of this commitment to my organization. *Saya boleh menjangka faedah positif iltizam kepada organisasi saya.*				
3.	This commitment to my organization allows me to do something that is personally meaningful. *Iltizam kepada organisasi ini membolehkan saya melakukan sesuatu yang bermakna bagi diri saya.*				
4.	If I were to share my image or vision with another who is involved in this goal with me, we should have a similar picture. *Jika saya mengongsi pandangan atau visi saya dengan orang lain yang turut terlibat dengan gol ini, kami seharusnya mempunyai gambaran yang serupa.*				
5.	I am committed for reasons important to me, not to satisfy others. *Saya beriltizam dengan alasan yang penting kepada diri saya, bukan untuk memuaskan pihak lain.*				
6.	What I have learnt from my past experiences enables me to carry out this commitment to this organization. *Apa yang dipelajari pada pengalaman lepas membolehkan saya meneruskan iltizam kepada organisasi ini.*				
7.	There are things that I do to prevent old behaviours from getting in the way of my success. *Terdapat perkara yang saya lakukan untuk mengelak tabiat lama menghalang kejayaan saya.*				

1	2	3	4
Strongly Disagree *Sangat Tidak Setuju*	Disagree *Tidak Setuju*	Agree *Setuju*	Strongly Agree *Sangat Setuju*

Organizational Commitment *(Iltizam Organisasi)*		**1**	**2**	**3**	**4**
8.	I know how to modify my habits to make my commitment to this organization last. *Saya tahu bagaimana untuk mengubahsuai tabiat saya supaya iltizam saya kepada organisasi ini kekal.*				
9.	I have a plan for dealing with barriers that interfere with my commitment to this organization. *Saya mempunyai rancangan untuk mengatasi halangan yang menghalang iltizam saya kepada organisasi ini.*				
10.	There are things that I do on a daily basis to keep this commitment to the organization alive. *Terdapat perkara yang saya lakukan setiap hari agar terus menghidupkan iltizam kepada organisasi ini.*				
11.	I willingly give up pleasures of the moment to gain something better for the organization in the long term. *Saya sanggup mengorbankan kesenangan sementara untuk memperolehi sesuatu yang lebih baik bagi organisasi pada jangka panjang.*				
12.	I am willing to face the fears, frustrations, and disappointments associated with this commitment to the organization. *Saya sanggup menghadapi ketakutan, kehampaan dan kekecewaan yang berhubung dengan iltizam kepada organisasi ini.*				
13.	The rewards of this commitment to the organization are worth the sacrifices I make to keep it going. *Ganjaran iltizam kepada organisasi ini berbaloi dengan pengorbanan yang saya buat untuk meneruskannya.*				
14.	I recognize and value the small steps I take in achieving this commitment to the organization. *Saya mengakui dan menghargai nilai langkah kecil yang saya ambil untuk mencapai iltizam kepada organisasi ini.*				
15.	Being committed to this organization makes my life more satisfying. *Keiltizaman saya kepada organisasi ini membuat kehidupan saya menjadi lebih puas.*				
16.	People observing my behaviour can see that I am committed to this organization. *Orang lain yang memerhatikan perlakuan saya dapat melihat bahawa saya seorang yang beriltizam kepada organisasi ini.*				

1 Strongly Disagree *Sangat Tidak Setuju*	2 Disagree *Tidak Setuju*	3 Agree *Setuju*	4 Strongly Agree *Sangat Setuju*

Organizational Commitment *(Iltizam Organisasi)*		1	2	3	4
17.	I make positive statements to others about my success in my commitment to this organization. *Saya membuat kenyataan positif kepada orang lain berkenaan dengan kejayaan iltizam saya kepada organisasi ini.*				
18.	I believe I have the ability to keep this commitment to this organization going. *Saya percaya saya mempunyai keupayaan untuk mengekalkan iltizam saya kepada organisasi ini.*				
19.	When it comes to this commitment to my organization, I do what I say I am going to do. *Bila menyentuh berkenaan dengan iltizam saya kepada organisasi ini, saya melakukan apa yang saya cakap akan saya lakukan.*				
20.	I know what to do to be successful in this commitment to the organization and I am consistent in doing it. *Saya tahu apa yang harus dilakukan untuk berjaya dalam iltizam kepada organisasi ini dan saya melakukannya dengan konsisten.*				

Section C: Career Development Opportunities Factor

Seksyen C: Faktor Peluang Pembangunan Kerjaya

Kindly tick (√) in each of the numbered boxes that most clearly indicates your agreement with the following statements. The number 1 to 4 each represents different state of agreement as shown in the table below:

Tandakan (√) pada petak bernombor yang disediakan berdasarkan persetujuan anda terhadap setiap pernyataan. Nombor 1 hingga 4 mewakili darjah persetujuan anda seperti jadual berikut:

1 Strongly Disagree *Sangat Tidak Setuju*	2 Disagree *Tidak Setuju*	3 Agree *Setuju*	4 Strongly Agree *Sangat Setuju*

Job Fit *(Kesesuaian Tugas)*		1	2	3	4
21.	The job I am doing now is in my area of interest *Pekerjaan yang saya buat sekarang adalah bidang yang diminati.*				
22.	My abilities are suitable to my current job. *Keupayaan saya bersesuaian dengan pekerjaan saya sekarang.*				
23.	I have all the basic knowledge required to perform my duties. *Saya mempunyai semua pengetahuan asas yang diperlukan untuk melaksanakan tugas saya.*				
24.	My organization assigned tasks related to what I am trained for. *Organisasi mengagihkan saya tugas yang berkaitan dengan latihan yang saya lalui.*				
25.	I am very satisfied with my present job. *Saya sangat berpuas hati dengan pekerjaan saya sekarang.*				

Job Rotation *(Giliran Jenis Kerja)*		1	2	3	4
26.	Job rotation enables me to gain new knowledge and skills of other division/department. *Pusingan kerja membolehkan saya memperolehi pengetahuan baru dan kemahiran bahagian/jabatan lain.*				
27.	Job rotation provides me with new challenges in the work environments. *Pusingan kerja menyediakan saya cabaran baru dalam persekitaran kerja.*				

1 Strongly Disagree *Sangat Tidak Setuju*	2 Disagree *Tidak Setuju*	3 Agree *Setuju*	4 Strongly Agree *Sangat Setuju*

Job Rotation ***(Giliran Jenis Kerja)***		1	2	3	4
28.	Job rotation is an effective way to train workers and give management greater flexibility in making job assignments. *Pusingan kerja adalah cara berkesan untuk melatih pekerja and membolehkan pihak pengurusan mengagihkan tugasan dengan lebih fleksibel.*				
29.	Job rotation is a way to develop employees for potential career advancement. *Pusingan kerja adalah satu cara membangun pekerja untuk peluang peningkatan dalam kerjaya.*				
30.	Job rotation helps me to build networks within the organization. *Pusingan kerja membantu saya membina rangkaian dalam organisasi.*				

Training & Development ***(Latihan & Pembangunan)***		1	2	3	4
31.	The past training program that I have participated in had improved my performance and increased my satisfaction in my job. *Program latihan yang pernah saya jalani telah membaiki prestasi dan meningkatkan kepuasan kerja saya.*				
32.	Training programs and activities provided by the organization are effective ways for employees to learn and acquire new skills and knowledge. *Program latihan dan aktiviti-aktiviti yang disediakan oleh organisasi adalah cara berkesan untuk pekerja mempelajari dan memperolehi kemahiran dan pengetahuan baru.*				
33.	Training programs are important in providing me with extra knowledge and skills I need to develop myself in this organization. *Program latihan adalah penting dalam membekalkan saya dengan pengetahuan dan kemahiran tambahan untuk pembangunan diri dalam organisasi ini.*				

1 Strongly Disagree *Sangat Tidak Setuju*	2 Disagree *Tidak Setuju*	3 Agree *Setuju*	4 Strongly Agree *Sangat Setuju*

Training & Development *(Latihan & Pembangunan)*	1	2	3	4
34. Job enrichment (the opportunity to do task with more responsibility) through the training programs is important for job satisfaction. *Pengayaan kerja (peluang untuk melakukan tugasan yang memerlukan tanggungjawab lebih) melalui program latihan adalah penting untuk kepuasan kerja.*				
35. Retraining carried out by the organization provides job security. *Latihan semula yang dijalankan oleh organisasi menyediakan jaminan pekerjaan.*				

Top Management Support ***(Sokongan Pihak Pengurusan Atasan)***	1	2	3	4
36. I am very satisfied with the way my career has been managed. *Saya sangat berpuas hati dengan cara kerjaya saya diurus.*				
37. I am very satisfied with my career progress in the organization. *Saya sangat berpuas hati dengan kemajuan kerjaya saya dalam organisasi.*				
38. I am very satisfied with the career opportunities open to me in this organization. *Saya sangat berpuas hati dengan peluang kerjaya yang dibuka kepada saya dalam organisasi ini.*				
39. My manager/supervisor shows me how to improve my performance *Pengurus/penyelia saya tunjukkan kepada saya bagaimana cara untuk memperbaiki prestasi.*				
40. My manager/supervisor will let me know how well I am performing. *Pengurus/penyelia saya akan memberitahu setakat mana prestasi kerja saya.*				

1 Strongly Disagree *Sangat Tidak Setuju*	2 Disagree *Tidak Setuju*	3 Agree *Setuju*	4 Strongly Agree *Sangat Setuju*

Mentoring *(Khidmat Nasihat & Bantuan)*		1	2	3	4
41.	My supervisor encourages me to let him/her know when things are going wrong on the job. *Penyelia saya menggalakkan saya untuk berhubung dengannya jika berlaku kesilapan semasa kerja.*				
42.	I can discuss matters openly with my supervisor. *Saya boleh berbincang mengenai semua perkara secara terbuka dengan penyelia saya.*				
43.	My supervisor constantly monitors and provides me with information of my performances. *Penyelia saya sentiasa mengawas dan memberi saya maklumat tentang prestasi saya*				
44.	My supervisor encourages me to continuously improve my performance and makes me feel that my contribution to this organization is valuable. *Penyelia saya menggalakkan saya untuk terus memperbaiki prestasi saya dan membuat saya merasakan sumbangan saya kepada organisasi ini berharga.*				
45.	Experienced employees are always given the chance to become mentor or assisting other juniors in their job. *Pekerja yang berpengalaman selalunya diberikan peluang untuk menjadi mentor atau membantu pekerja yang baru dengan tugas mereka.*				

1 Strongly Disagree *Sangat Tidak Setuju*	2 Disagree *Tidak Setuju*	3 Agree *Setuju*	4 Strongly Agree *Sangat Setuju*

Recognition *(Pengikhtirafan)*		1	2	3	4
46.	The management really makes me feel my suggestions and views are important inputs to the organization. *Pihak pengurusan membuat saya merasakan cadangan dan pandangan saya adalah input penting kepada organisasi.*				
47.	I have my supervisor and employer's gratitude and appreciation for my contribution to the organization. *Penyelia dan majikan saya menghargai sumbangan saya kepada organisasi.*				
48.	The constant praise and recognition in this company is important in motivating me to improve my performance. *Pujian dan pengikhtirafan yang sentiasa diberikan adalah penting untuk mendorong saya memperbaiki prestasi kerja.*				
49.	I have better chance for career advancement if I can acquire extra qualification. *Saya mempunyai peluang peningkatan kerjaya yang lebih cerah jika saya memperolehi kelayakan tambahan.*				
50.	When I have delivered a good performance, my supervisor will use me as an exemplary worker to encourage other. *Bila saya melakukan kerja saya dengan baik, penyelia saya akan menggunakan saya sebagai pekerja contoh bagi pekerja lain.*				

Terima kasih atas jawapan jujur anda.

7 July 1999

The Program Coordinator
UNIMAS-IAB TWINNING PROGRAM
Faculty of Cognitive Sciences and Human Resource
University Malaysia Sarawak
94300 Kota Samarahan
Sarawak

Attn.: Mr. Philip Nuli Anding

RE: ACADEMIC RESEARCH IN PARTIAL FULFILMENT OF POSTGRADUATE DEGREE FOR: -
Mr. Clarence Jerry
IC No.: 630523-13-5331
Matrix No.: 98-02-0265
Research Topic: Factors of Career Development Opportunities Associated with Organisational Commitment in the Hotel Industry in Kuching, Sarawak.

With reference to the matter mentioned above, we hereby give our consent to include our hotel's employees to participate in the research study.

Yours Sincerely

Signature:

Name: Dayang Rokaiyah Abang Hj Naim

Position: Human Resource Manager

Organisation's Name/Address: Merdeka Palace Hotel & Suites
P.O. Box A298
93804 Kuching
Sarawak

15 July 1999

The Program Coordinator
UNIMAS-IAB TWINNING PROGRAM
Faculty of Cognitive Sciences and Human Resource
University Malaysia Sarawak
94300 Kota Samarahan
Sarawak

Attn.: Mr. Philip Nuli Anding

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With reference to the matter mentioned above, we hereby give our consent to include our hotel's employees to participate in the research study.

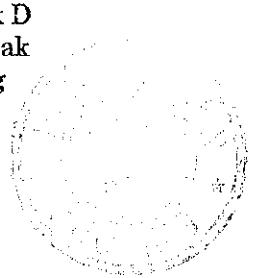
Yours Sincerely

Signature:

Name: Jane Lee

Position: Personnel Officer

Organisation's Name/Address: Penview Inn
Lot 3411 Block D
Jalan Tun Razak
93450 Kuching
Sarawak



6 October 1999

The Program Coordinator
UNIMAS-IAB TWINNING PROGRAM
Faculty of Cognitive Sciences and Human Resource
University Malaysia Sarawak
94300 Kota Samarahan
Sarawak

Attn.: Mr. Philip Nuli Anding

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Research Topic: Factors of Career Development Opportunities Associated with Organisational Commitment in the Hotel Industry in Kuching, Sarawak.

With reference to the matter mentioned above, we hereby give our consent to include our hotel's employees to participate in the research study.

Yours Sincerely

Signature:

Name: Andrew Wong

Position: General Manager

Organisation's Name/Address: Kuching Park Hotel Sdn. Bhd.
Lot 606, Jalan Padungan
P.O. Box 701
93714 Kuching
Sarawak

Date:

The Program Coordinator
UNIMAS-IAB TWINNING PROGRAM
Faculty of Cognitive Sciences and Human Resource
University Malaysia Sarawak
94300 Kota Samarahan
Sarawak

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With reference to the matter mentioned above, we hereby give our consent to include our hotel's employees to participate in the research study.

Yours Sincerely

Signature:

Name: PETER WONG
Position: Hotel Manager

Organisation's Name/Address:

KINGWOOD INN SDN. BHD.
(194048-T)
Lot 618, Section 93
KTLD, Jalan Pedungan
P. O. BOX 2845
93756 KUCHING
SARAWAK, MALAYSIA.
Tel: (082) 350858
Fax: (082) 332886

5 October 1999

The Program Coordinator
UNIMAS-IAB TWINNING PROGRAM
Faculty of Cognitive Sciences and Human Resource
University Malaysia Sarawak
94300 Kota Samarahan
Sarawak

Attn.: Mr. Philip Nuli Anding

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Mr. Clarence Jerry
IC No.: 630523-13-5331
Matrix No.: 98-02-0265
Research Topic: Factors of Career Development Opportunities Associated with Organisational Commitment in the Hotel Industry in Kuching, Sarawak.

With reference to the matter mentioned above, we hereby give our consent to include our hotel's employees to participate in the research study.

Yours Sincerely

Signature:

Name: Valentina Clancy

Position: Assistant F/O Manager

Organisation's Name/Address: Telang Usan Hotel
Ban Hock Road
P.O. Box 1579
93732 Kuching
Sarawak

Date:

The Program Coordinator
UNIMAS-IAB TWINNING PROGRAM
Faculty of Cognitive Sciences and Human Resource
University Malaysia Sarawak
94300 Kota Samarahan
Sarawak

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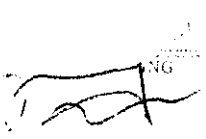
Matrix No.: 98-02-0265
Research Topic: Factors of Career Development Opportunities Associated with Organisational Commitment in the Hotel Industry in Kuching, Sarawak.

With reference to the matter mentioned above, we hereby give our consent to include our hotel's employees to participate in the research study.

Yours Sincerely

Signature: 

Name: Low Yen Pin

Position: Resident Manager

Organisation's Name/Address:

14 October 1999

The Program Coordinator
UNIMAS-IAB TWINNING PROGRAM
Faculty of Cognitive Sciences and Human Resource
University Malaysia Sarawak
94300 Kota Samarahan
Sarawak

Attn.: Mr. Philip Nuli Anding

RE: ACADEMIC RESEARCH IN PARTIAL FULFILMENT OF POSTGRADUATE DEGREE FOR: -
Mr. Clarence Jerry
IC No.: 630523-13-5331
Matrix No.: 98-02-0265
Research Topic: Factors of Career Development Opportunities Associated with Organisational Commitment in the Hotel Industry in Kuching, Sarawak.

With reference to the matter mentioned above, we hereby give our consent to include our hotel's employees to participate in the research study by answering survey questionnaire.

Yours Sincerely

Signature:

Name: May Chan

Position: Hotel Manager

Organisation's Name/Address: Rajah Court Hotel
Kuching By-Pass
Pending
93450 Kuching
Sarawak

RAJAH COURT HOTEL (155773-D
Lot 6115, Sec 64, KTLD,
Jalan Tun Razak,
93450 Kuching, Sarawak.
TEL: 484799 FAX:482750

Date:

The Program Coordinator
UNIMAS-IAB TWINNING PROGRAM
Faculty of Cognitive Sciences and Human Resource
University Malaysia Sarawak
94300 Kota Samarahan
Sarawak

Attn.: Mr. Philip Nuli Anding

RE: ACADEMIC RESEARCH IN PARTIAL FULFILMENT OF POSTGRADUATE DEGREE FOR: -
Mr. Clarence Jerry
IC No.: 630523-13-5331
Matrix No.: 98-02-0265
Research Topic: Factors of Career Development Opportunities Associated with Organisational Commitment in the Hotel Industry in Kuching, Sarawak.

With reference to the matter mentioned above, we hereby give our consent to include our hotel's employees to participate in the research study.

Yours Sincerely

Signature:

Name: CHRISTINA PATRICK

Position: PERSONNEL OFFICER

Organisation's Name/Address:

HOTEL GRAND CONTINENTAL
[illegible]
KUCHING, SARAWAK.
[illegible]

Date:

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Yours Sincerely

Signature:

Name: Betty Tan

Position: Front Office Manager

Organisation's Name/Address:

Date: 11/10/99

The Program Coordinator
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Faculty of Cognitive Sciences and Human Resource
University Malaysia Sarawak
94300 Kota Samarahan
Sarawak

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Yours Sincerely

Signature:

Name: CHRISTINA LAWAN

Position: MANAGING DIRECTOR

Organisation's Name/Address: SUPREME HOTEL
JALAN BAN HOCK
93100 KUCHING

Date:

The Program Coordinator
UNIMAS-IAB TWINNING PROGRAM
Faculty of Cognitive Sciences and Human Resource
University Malaysia Sarawak
94300 Kota Samarahan
Sarawak

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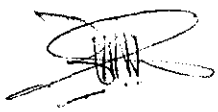
Yours Sincerely

Signature: 

Name: Aminasali Hj Mahali

Position: Personnel Officer

Organisation's Name/Address:

14 July 1999

The Program Coordinator
UNIMAS-IAB TWINNING PROGRAM
Faculty of Cognitive Sciences and Human Resource
University Malaysia Sarawak
94300 Kota Samarahan
Sarawak

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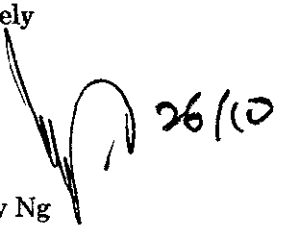
With reference to the matter mentioned above, we hereby give our consent to include our hotel's employees to participate in the research study by answering survey questionnaire.

Yours Sincerely

Signature: 

Name: Nancy Ng

Position: Director of Human Resources

Organisation's Name/Address: Crown Plaza Riverside Kuching
Jalan Tuanku Abdul Rahman
P.O. Box 2928
93756 Kuching
Sarawak

P/s : Questionnaires received on 15 October 1999.

MERDEKA PALACE
HOTEL & SUITES

LETTER OF CONFIDENTIALITY

I, Clarence Jerry of University Malaysia Sarawak under the Faculty of Cognitive Sciences and Human Resource Development, understand and hereby guarantee that all knowledge or information gathered during my research conducted at Merdeka Palace Hotel & Suites will be regarded as confidential and will be use for academic purpose only.

Clarence Jerry
I/C No. 630523-13-5331
Matrix No. 98-02-0265

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Company Number: 399604-A