MAKERERE UNIVERSITY

MAKERERE UNIVERSITY BUSINESS SCHOOL

PERSONAL INITIATIVE, ORGANISATIONAL SUPPORT AND CAREER SUCCESS: A CASE OF ACADEMIC STAFF IN SELECTED PUBLIC UNIVERSITIES IN UGANDA

BY

NABUZALE LEAH

2020/HD10/24424U

leahnabuzale@gmail.com

+256785268081 / 750711843

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PLAN A

NOVEMBER, 2023

DECLARATION

I NABUZALE LEAH, delcare that this research dissertaiton is my original work. It has never been presented to any other university or institutionof higher leanring for the award of any academci qualificaiton.

SIGANTURE..... DATE.....16/11/2023.....

NABUZALE LEAH

2020/HD10/24424U

APPROVAL

This is to certify that this research dissertation has been submitted with our approval as University supervisors.

SIGNATURE..... DATE 16/11/2023

Assoc. Prof. Samuel Mafabi (Supervisor)

SIGNATURE Mulira Fiona DATE 16/11/2023

Dr. Fiona Mulira (Supervisor)

DEDICATION

I begin by thanking God the Mighty for giving me the gifts of life, love, protection, and knowledge, as well as for guiding me through all the requirements for this degree. I also dedicate this dissertation to my dear mother Jennifer Nafuna, my closest friend and confidant Shafil Bbaale, and my dear children Amira Kalenda, Alma Kalenda, Alvin Katenya, and Jayra S. Bbaale for their tremendous support both socially and financially, understanding, and encouragement to ensure that I earn my second degree. I also dedicate this dissertation to my friends, fellow students, and my entire family, whose unwavering love, confidence, and moral support have motivated me to put in a lot of effort and accomplish this goal. I finally dedicate this dissertation to all of my teachers and lecturers.

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TABLE OF CONTENTS

DECLARATION i
APPROVAL ii
DEDICATION iii
ACKNOWLEDGEMENT iv
LIST OF TABLES AND FIGURES viii
LIST OF ACRONYMS ix
ABSTRACT x
CHAPTER ONE 1
INTRODUCTION 1
1.0 Introduction 1
1.1 Background 1
1.2. Statement of the problem 4
1.3. Purpose of the study 5
1.4. Research objectives 5
1.5. Research questions 6
1.6. Scope of the Study 6
1.6.1. Geographical Scope 6
1.6.2. Content Scope 6
1.7. Significance of the Study 7
1.8 Conceptual framework 8
CHAPTER TWO 9
LITERATURE REVIEW 9
2.0 Introduction 9
2.1 Theoretical framework 9
2.1.1 The Human Capital Theory 9
2.2. Explanation of variables 12
2.2.1. Career Success 12
2.2.2. Organizational support 14
2.2.3. Personal initiative 16
2.3. Explanation of the relationship between variables 18

2.3.1. Organizational support and career success 18
2.3.2. Personal initiative and career success 20
2.3.3. Personal initiative, organizational support, and career success 21
CHAPTER THREE 24
RESEARCH METHODOLOGY 24
3.0 Introduction 24
3.1 Research Design 24
3.2 Study Population 24
3.3 Sample size determination 24
3.4 Sampling method 25
3.5 Unit of analysis and inquiry 25
3.6 Measurement of Variables 25
3.7 Reliability and Validity 26
3.7.1 Reliability 26
3.7.2 Validity 27
3.8: Factor analysis 27
3.9 Data collection and management 31
3.9.1 Data Sources 31
3.9.2 Data collection 31
3.9.3 Data Analysis and Presentation 32
3.10. Ethical considerations 32
CHAPTER FOUR 33
PRESENTATION AND INTERPRETATION OF FINDINGS 33
4.0 Introduction 33
4.1 Background characteristics of respondents 33
4.2 Correlation and Regression Analysis 35
4.2.1: The relationship between personal initiative and career success among academic staff in selected public universities in Uganda. 36
4.2.2: The relationship between organizational support and career success among academic staff in selected public universities in Uganda. 36
4.3 Regression Analysis 37
4.3.1 To examine the moderating role of organizational support in the relationship between personal initiative and career success. 37

CHAPTER FIVE 39
DISCUSSION, CONCLUSION AND RECOMMENDATIONS 39
5.0 Introduction 39
5.1 Discussion of Findings. 39
5.1.1 The relationship between personal initiative and career success 39
5.1.2 The relationship between organizational support and career success. 41
5.1.3 The moderating effect of organizational support in the relationship between personal initiative and career success. 46
5.2 Conclusion 48
5.3 Recommendations 50
5.4. Limitations of the study 50
5.5Areas for further research 51
REFERENCES 53
APPENDIX: RESEARCH INSTRUMENT 64

LIST OF TABLES AND FIGURES

Table 3.1: Reliability analysis 26
Table 3.1.1: Factor structure of Personal Initiative.....28
Table 3.2: Factor structure of Organizational support 29
Table 3.3: Factor structure of organizational career success.....30
Table 4.1: Background characteristics of respondents.....34
Table 4.2: Correlation analysis 35
Table 4.3: Hierarchical Regression model for Career Success 37
Figure 1: Moderation of organizational support.....38

LIST OF ACRONYMS

HCT: Human Capital Theory

MUBS: Makerere University Business School

POS: Perceived Organizational Support

SPSS: Statistical Package for Social Scientists

ABSTRACT

This study examined the relationship between personal initiative, organizational support, and career success among academic staff in selected Public Universities in Uganda. It examined the role of organizational support as a moderator in the relationship between personal initiative and career success among academic staff in selected Public Universities in Uganda. The purpose of this research was to understand how personal initiative and the support provided by institutions influenced career success for individuals in the academic sector. It also aimed to investigate how the level of organizational support influenced the association between personal initiative and the career success of individuals in the academic sector. A quantitative research approach was adopted where primary data was collected using a self-administered survey questionnaire from a sample of academic staff members. Statistical techniques, including correlation analysis, regression analysis, and moderation analysis were employed to explore how organizational support moderates the relationship between personal initiative and career success.

A total of 1817 academic staff in Public Universities in Uganda comprised the population of the study and the sample size was 317 depicted using Krejcie and Morgan's 1970 sampling table. Simple Random sampling was used for the selection of respondents. Primary data was collected using self-administered questionnaires. Data was analyzed using SPSS to determine the relationship between the variables. Regression analysis was also used to determine the extent to which personal initiative and organizational support predict career success.

The findings revealed a significant positive relationship between personal initiative and career success ($r = 0.400$, $p < .01$). There was also a significant positive relationship between organizational support and career success ($r = .700$, $p < .01$). The regression analysis results revealed that both personal initiative and organizational support predict career success. Results indicated that there is a significant interaction effect of organizational support on the relationship between personal initiative and career success (Beta=.350; $P < .05$).

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This Chapter presents the background of the study, statement of the research problem, purpose of the study, objectives of the study, research questions, scope of the study, significance of the study, and the conceptual framework

1.1 Background

Career success is at the back of every profession. Career success is an important topic that has been widely studied in the literature. At the global level different scholars have studied career success (Michael et al. 2005). For example, a study of 447 faculty members employed by Babeș-Bolyai University (BBU), the best-ranked Romanian higher education institution, found that organizational context variables influence both subjective career success and objective career success. Academics who do not attain promotion have lower subjective career success and objective career success, as a result of the publish or perish university strategy. Self-efficacy has a positive impact on both success types, while goal orientation is for subjective career success a weak predictor (Crisan, E.L. (2022). Another study of career success for Clinical and Translational Investigators in the clinical and translational science sector which surveyed forty individuals found that personal factors that facilitated success included networks, persistence and resilience, initiative, autonomy, and personal and professional balance. Organizational factors included appropriate mentorship, protected research time, and institutional resources and support (Robinson et al. 2015).

At the continental level, there has also been a lot of research done in the areas of career success, for instance a study of career success of women academics in South African universities found that for objective career success, publication output and qualifications were positively related to the career anchor autonomy, and negatively to service and entrepreneurial creativity. Teaching evaluation and community service were positively related to motivational valence. Subjective career success was positively related to work centrality, motivational expectancy, and self-efficacy, and negatively to motivational valence (Riordan et al. 2011).

In the Ugandan context, there has been limited research on the relationship between personal initiative, organizational support, and career success among academic staff.

To achieve employee career success, personal initiative is critical. Because of the changing psychological contract between employers and employees over time, the primary responsibility for career development has shifted from organizations to employees. As the role of individuals in career development has become essential, personal growth initiative (PGI), individuals' positive and proactive stance toward change and continuous self-improvement, can be a pivotal construct in the fields of human resources (HR), organizational behaviour (OB) and career management (Clarke & Patrick son, 2008; Joo et al., 2013). Organizations expect their employees to take more responsibility for their careers (Anakwe et al., 2000) while demanding excellent customer service and high productivity levels from their employees. We believe that it is employees' initiative for career growth that determines their career success in the workplace.

In addition, the moderating role of organizational support is key to career success. Perceived organizational support is a concept that integrates and extends a social exchange approach between employees and their employers. (Karatepe, 2012) found that if employees perceived organizational support, they reciprocated by being more loyal to employers.

A case in point is academic staff in public Universities in Uganda. Promotion is undoubtedly one of the highly political exercises in African universities, and perhaps elsewhere. In Uganda, some of the most publicly heated tensions regarding promotion have been at Makerere University. Among the most publicized cases were that of Prof. Mahmood Mamdani vs. Dr. Stella Nyanzi and Assoc. Prof. Jude Ssempebwa vs. Dr. Ronald Bisaso and Prof. Masagazi Masaazi. Stella Nyanzi's case came into the limelight in 2016 when she stripped naked in protest of what she called Prof. Mahmood Mamdani's high-handed administration at Makerere Institute for Social Research (MISR). Her application for promotion to Senior Research Fellow had not been endorsed by Mamdani, the Director of MISR, with the reason that she had refused to undertake teaching roles, which Nyanzi insisted was not part of her terms of work (Okuda & Namagembe 2016). Similarly, Jude Ssempebwa and Ronald Bisaso, the Dean of the East African School of Higher Education Studies and Development, were involved in a promotion dispute that resulted in a headline in the popular weekly newspaper The Observer reading, "Makerere Dons in Promotion Fight" (Nangonzi 2018). Ssempebwa requested advancement to full Professor in 2017, while Bisaso requested promotion to Associate Professor. Ssempebwa said Bisaso's rejection was due to the former's dishonest behaviour while he was approved. Later, Ssempebwa petitioned Masagazi Masaazi, the college's principal, to revoke his support for Bisaso's promotion because he had proven that Bisaso had published several of his articles in "quack journals" (predatory journals), 'after approving Dr. Bisaso's application. There are 9 Public universities established in Uganda and two Degree awarding Institutions (National Council for Higher Education, 2022). These universities employ staff in the categories of Academic staff and Non-Academic Staff who play roles that supplement each other (Universities and other tertiary institutions Act, 2011). Academic staff in Public Universities are individuals who have pursued higher education and have been employed by these

institutions to impart knowledge, conduct research, and contribute to the overall academic environment. They play a vital role in shaping the academic experiences of students and are responsible for ensuring the quality of education and research output in their respective fields. Career success of academic staff encompasses different dimensions, including job satisfaction, promotions, recognition for research and teaching excellence and opportunities for professional growth. The career success of staff in their different categories is vital because it contributes to the university's performance and rankings. Staff in the universities focus on continuous career success because it directly contributes to their personal growth in the university hierarchy. However, to achieve this, many times, they have to receive support from the university and take the initiative to develop and succeed in their careers. Many studies regarding career success have been carried out in other countries and in other contexts. In India, for example, a study was carried out about Perceived organizational support on career success: an employee perspective - an empirical study from an Indian context, but a specific study has not been carried out to establish the relationship between personal initiative, organizational support and career success of academic staff in public universities in Uganda.

1.2. Statement of the problem

Career success is regarded as a function of employees' efforts and organizational support. Public universities in Uganda give their academic staff support to enhance their career success in a highly dynamic and competitive academic industry. Management of the different academic institutions has put in place measures and support aimed at enhancing career success perspectives, including masters and PhD scholarships, both local and international, study leaves with pay, research allowances and research funding among others. However, despite the support given by Public Universities in Uganda to the academic staff to enhance their career success, it continues to be

very challenging for them to achieve career success in terms of career advancement, career satisfaction and financial success. Besides, it appears that the support given by public universities to their academic staff is insufficient to help them achieve career success. In Uganda, some of the most publicly heated tensions regarding promotion have been at Makerere University. Among the most publicized were the cases of Prof. Mahmood Mamdani vs. Dr. Stella Nyanzi where the latter was dissatisfied with the lack of promotion (Okuda & Namirembe, 2016). This has led to adverse effects because some public universities register cases of staff turnover whereby some do not come back and some leave shortly after a Ph.D. or master's, low productivity, low commitment and low motivation levels. It is unclear whether this state would be attributed to a lack of personal initiative by staff or the insufficient support from their Universities. While previous studies have examined the factors that impact career success in other contexts, little research has been done to investigate the unique challenges faced by academic staff in Public Universities in Uganda. It is therefore against this background, that the researcher undertook this study to address this gap by exploring the relationship between personal initiative, organizational support and career success of academic staff in Public Universities in Uganda.

1.3. Purpose of the study

The study intended to examine the relationship between personal initiative, organizational support, and career success among academic staff in selected public universities in Uganda.

1.4. Research objectives

i. To establish the relationship between personal initiative and career success among academic staff in selected public universities in Uganda.

ii. To examine the relationship between organizational support and career success among academic staff in selected public universities in Uganda.

iii. To examine the moderating effect of organizational support in the relationship between personal initiative and career success.

1.5. Research questions

i. What is the relationship between personal initiative and career success among staff in public universities?

ii. What is the relationship between organizational support and career success among academic staff in public Universities?

iii. What is the moderating effect of organizational support in the relationship between personal initiative and career success?

1.6. Scope of the Study

1.6.1. Geographical Scope

The study was conducted at the two public universities of Makerere University and Kyambogo University, all in Kampala. This scope was selected because it is a composite of 30% of the 11 public universities under investigation, and also because of poor career success in these Universities.

1.6.2. Content Scope

The study was focused on the relationship between personal initiative, organizational support, and career success among academic staff in selected public universities in Uganda

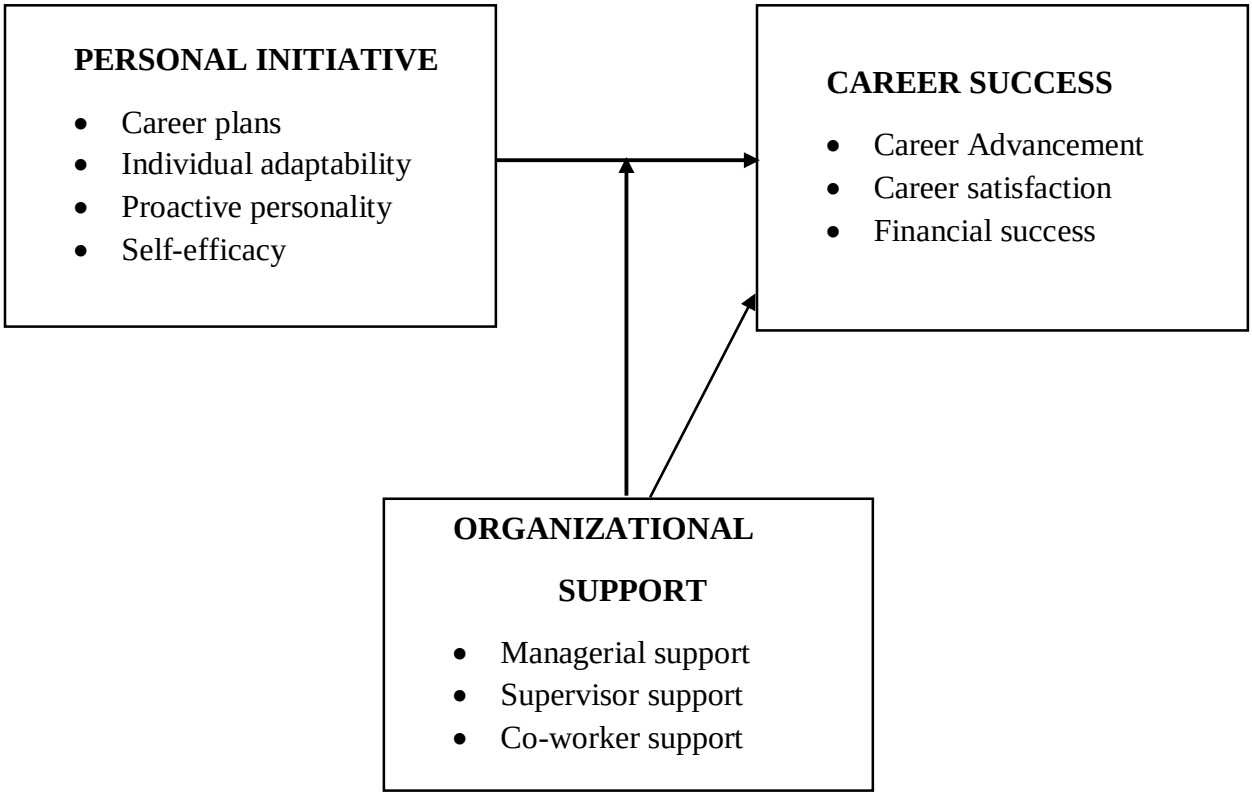
1.7. Significance of the Study

i. This study will help to inform University Councils in designing policies that strike a balance between organizational support and individual initiative without affecting career growth.

ii. The study also highlighted recommendations for improving the relationship between organizational support and individual initiative among staff in public universities.

iii. The research contributed to the existing research done in the area of individual initiative, organizational support, and career success in public universities to enable future researchers to have a vast reference.

1.8 Conceptual framework



Source: A literature review of Wihler et al., (2017), Alasa and Omoruyi (2022), and Heslin, (2005)

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This Chapter reviews existing scholarly literature on study variables of personal initiative, organizational support, and career success. The section also looks at the reviewed literature on the relationship between personal initiative and organizational support, organizational support and career success, personal initiative, and career success, and personal initiative and career success under the moderating role of organizational support.

2.1 Theoretical framework

This research study explained the moderating role of organizational support in the relationship between personal initiative and career success using the Human Capital Theory (HCT) as a theoretical basis for examining the relationship between study variables.

2.1.1 The Human Capital Theory

The Human Capital Theory states that competencies acquired by individuals predict diverse life and career outcomes, including career success. Specifically, it proposes that differential individual investments in developing competencies (e.g., through education or experience) will be differentially rewarded by the labour market (e.g., through higher salaries; Baruch & Lavi-Steiner, 2015; Ng et al., 2005). This theory hypothesizes that everyone differs in the amount and quality of human assets or capital in terms of education, experience, skill, and personal characteristics that they bring to the job. The amount and effectiveness of the human capital one has and expends on the job is the primary determinant of career success. The human capital theory proposes that employees make rational choices regarding investments in their human capital. This theory argues

that individuals make rational choices regarding whether or not they want to invest more time, effort, and money in education, training, and experience. Their investment in these human capital influences their work performance and, subsequently, influences the organization's rewards. Melamed…. classified human capital into three types: (a) relevant to the job (e.g. education, experience, mental ability); (b) partially relevant depending on the nature of the job (e.g. personality); and (c) not relevant to the job at all (e.g. race, marital status, physical appearance).

The human capital theory provides a theoretical basis for understanding the individual approach to career success. Human capital theory (Becker, 1975) suggests that individuals who invest the most in human capital attributes such as education, training, and experience are expected to show higher levels of work performance and subsequently obtain higher organizational rewards. According to this theory, an individual's career progression and success are contingent upon the quantity and quality of human assets one brings to the labour market (Becker, 1964) and that the skills and experiences that individuals bring to their work are related to their compensation (Agarwal, 1981). To the extent that human capital factors influence the performance of employees, greater personal attributes would enable them to perform their job better, and their pay should increase accordingly to compensate them for the additional amount of human capital required by their job. Recent empirical evidence supports the positive linkage between human capital variables and career success (Nget al., 2005; Tharenou, 2001).

The central premise of human capital theory is that "education and training are the most important investments in human capital" (Becker, 1994, p. 17). People with more and better-quality education are expected to have more advanced knowledge, skills, and information and a higher capacity to learn and build from this base, leading to career advancements in terms of promotions, higher pay, job satisfaction thus career success (Judge et al., 2010). Through training, individuals

both learn new skills and perfect old ones. Even though company training is typically interpreted as a proxy for the acquisition of firm-specific skills (Doeringer & Piore, 1971), much company training "is neither completely specific nor completely general" (Becker, 1994, p. 40), and thus it can provide knowledge, skills, and information that may be useful to many firms and across different contexts.

Human capital theory defines education and training rather broadly and thus offers the possibility to have a more fine-grained examination of development practices that nurture individual human capital (Hatch & Dyer, 2004; Wößmann, 2003). Such developmental practices include lateral moves, career counselling, assessment and development centers, performance appraisals (including peer and subordinate), job postings, career planning, mentoring, and networking. Human capital theory is the dominant theoretical approach, albeit not the only one, used by most studies analyzing the effects of these practices on career success (Bagdadli & Gianecchini, 2019; Spurk et al., 2019).

According to the human capital theory, the knowledge, skills and abilities that individuals acquire through education, training and experience are integral to their career development. Personal initiative is the desire to improve personal skills and promote career success. Education, training and experience are examples of investments an individual could make to gain human capital. When individuals invest in their human capital, they increase their productivity, earning potential and overall job satisfaction which are all essential for career advancement.

In the context of academic staff in Public Universities in Uganda, the individuals' human capital in terms of qualifications and experience is critical for them to be competitive. Thus, personal initiative is seeking education, training and continuous professional development can help academic staff acquire the necessary skills needed for career advancement. Once they demonstrate

their newly learned skills, it can positively impact organizational development, they are potentially rewarded with promotions or salary increments.

Furthermore, 1for personal initiative to be effective, the organization must provide support by investing in human capital development opportunities such as training, higher education opportunities, research, and development opportunities. According to Human capital theory, the return on investment in human capital would be more significant if organizations provide more opportunities for academic staff to develop their skills, which can be transferred to their work and positively impact their personal and organizational career success.

In summary, human capital theory suggests that personal initiative and organizational support are necessary for academic staff to develop their human capital, advance their career, and achieve overall career success in Public Universities in Uganda.

2.2. Explanation of variables

2.2.1. Career Success

Career success refers to the accumulated outcomes from one's career trajectory at a particular point in time (Arthur et al., 2005; Baruch & Bozionelos, 2011), and can be viewed from objective and subjective perspectives (Gattiker & Larwood, 1986; Ng et al., 2005). Career success can also be understood as a set of perceptions, attitudes, and behaviours that lead to the development of a set of skills to deal with different situations in companies in constant transformation (Costa, 2013; Dyke & Murphy, 2006). Characteristics such as occupational mobility, professional stability, or a structured life at work define the concept of career success (da Costa & Vieira, 2014). According to Baruch, 2004, the wish to have a more structured and balanced lifestyle between work and personal life is also present in the construction of career success. Career success perception involves understanding the way individuals value the upward trajectory of their careers about the

effort they invest into their performance (Levy, 2015). Career success refers to the accumulated outcomes from one's career trajectory at a particular point in time (Arthur et al., 2005; Baruch & Bozionelos, 2011), and can be viewed from objective and subjective perspectives (Gattiker & Larwood, 1986; Ng et al., 2005).

Career success can be both objective and subjective (Sturges, 1999). Objective success is considered when it is evaluated by other individuals based on visible criteria (Arthur et al., 2005; Judge et al.,1994). On the other hand, the individual can also assess the success of their path, called subjective success, which can be measured by feelings of accomplishment and satisfaction (Arthur et al., 2005; Judge et al, 1994). Costa, 2013 suggests that the evaluation of one's career should be considered holistically, that is, it should encompass, in addition to the current role, all the positions and functions previously performed by the individual.

Objective career success is determined by salaries, promotions, and social status (Heslin, 2005; Judge et al.,1994). Objective career success as an outcome has a long research tradition (Ng & Feldman, 2014) and is measured with indicators observable to third parties, typically salary, organizational position, or attained promotions (Dries, 2019; Frederiksen & Kato, 2018).

Subjective career success, on the other hand, refers to a person's appraisal of their career accomplishments to date and prospects of future accomplishments (Dries, 2019; Greenhaus et al., 1990; Ng & Feldman, 2014; Stumpf & Tymon, 2012). By definition, subjective career success is judged by the individual rather than by others, either within or outside the organization (Gattiker & Larwood, 1986). Subjective career success can include reactions to actual and/or anticipated career-related attainments over a longer time frame, and derives from a wide range of outcomes such as a sense of identity (Law et al., 2002), purpose (Cochran, 1990) and work–life balance (Finegold & Mohrman, 2001).

Objective success is operationally attractive to the extent that it is directly observable, as organizations have reduced layers of management and career trajectories and have become less hierarchical, opportunities for enhanced salary or promotion have become less available (Smale et al., 2019). In this context of flatter, nonlinear careers, subjective career success is becoming increasingly relevant (e.g., Dries, 2019; Ng & Feldman, 2014; Shockley et al., 2016; Spurk, Keller, et al., 2019). Indeed, research has revealed that an increasing proportion of employees themselves define career success using subjective indicators rather than objective ones (Ng & Feldman, 2014).

2.2.2. Organizational support

Employees being the most valuable asset of an organization always look for commitment from the organization toward their socio-emotional needs, inferred as perceived organizational support (POS; Riggle et al., 2009). POS is defined as "beliefs concerning the extent to which the organization values their contribution and cares about their well-being" (Eisenberger et al., 1986, p. 501). It is believed that when an organization is supportive toward the socio-emotional needs of employees, takes care of them, values their contribution, and values employees' welfare as the prime consideration, employees feel that the organization is supportive (high POS) e.g. (Rhoades & Eisenberger, 2002; Riggle et al., 2009); this support, in turn, indebts employees to reciprocate it favourably (e.g. Ahmed et al., 2013; Avanzi et al., 2014; Bogler & Nir, 2012). It is empirically supported that organizational support brings positive changes in employees' job attitudes and behaviors, e.g. job satisfaction (Bilgin & Demirer, 2012; Ngo et al., 2013; Pauk & Phua, 2011), organizational commitment (Bilgin & Demirer, 2012; Celep & Yilmazturk, 2012; Elstad et al., 2013), organizational citizenship behavior (Chen et al., 2012; Cheung, 2013; Chiang & Hsieh, 2012; Chiang et al., 2013), engagement (e.g. Alfes et al., 2013; Biswas et al., 2013; Inoue et al.,

2013) and turnover intentions (Avanzi et al., 2014; Bogler & Nir, 2012; Tuzun & Kelmci, 2012; Wickramasinghe & Wickramasinghe, 2011).

According to the literature, organizational support (Al Hashmi et al., 2019), identification with the organization (Dulebohn et al., 2012; Gerstner & Day, 1997; Riketta & VanDick, 2005) and work engagement (Harter et al., 2002) affect job satisfaction. More specifically, the principle of organizational support (Eisenberger et al., 1986; Kurtessis et al., 2017) argues that employees develop more work satisfaction when their organization is willing to meet their socio-emotional needs and reward work-related efforts (Rhoades & Eisenberger, 2002). According to Mael and Ashforth (1992, p. 104), identification with an organization is 'the perception of the unicity or belonging to an organization, in which the individual is defined in terms of the organization. Employees' awareness of organizational support is based on the frequency, intensity, and sincerity of organizational manifestations of approval, praise, and material and social rewards in exchange for these workers' best efforts. A favourable perception of organizational support, seen from this perspective, would strengthen employees' expectations and affective engagement with their organization, motivating them to strive to achieve organizational goals (Eisenberger et al., 1986; Garg & Dhar, 2014; Joo 2010; Wen et al., 2019). High levels of perceived organizational support lead workers to a more positive orientation toward the organization and enhance the organizational environment, job satisfaction, results, and ultimately, career success (Appelbaum et al., 2019).

POS has been linked with organizational citizenship behavior and lower levels of absenteeism (Vandenberghe et al., 2007; Eder & Eisenberger, 2008). Thus, POS is defined as employee's belief that the organization values their contributions and cares about their well-being through the provision of valuable job resources (supportive co-workers, supervisors, and teamwork),

favourable job conditions (fair work-family policies, job security, and training and development) and equitable reward system (pay, recognition, and benefits).

The dimensions of POS examined in this study are perceived management support (PMS), perceived supervisor's support (PSS), and perceived coworker support (PCS). PMS is the degree to which employees evaluate and judge management or employers to care about their well-being, value their contributions, and willingness to fulfil their social and emotional needs through an offering of favourable organizational rewards and job conditions (Neves & Eisenberger, 2014). It is perceived management's commitment toward providing across-the-board pay increases, work-life balance, sick leave policies, and quality operating systems (Rhoades & Eisenberger, 2002). PSS refers to the extent to which employees believe their supervisors appreciate their contributions to the organization (Eisenberger et al., 2002). PCS is an employee's perception of fellow employee's as it pertains to their well-being, especially in times of emotional, financial, and physical distress (Eisenberger et al., 2012)

2.2.3. Personal initiative

Personal initiative (Frese & Fay, 2001) is based on the fundamental idea that human beings are not only influenced by their environment but also influence themselves (Frese, et al., 2014). It is seen as a behavior syndrome that results in an individual taking an active and self-starting approach to work goals/tasks. Showing initiative involves acting openly on ideas that come up and have been neglected by others within the community. Personal initiative has several dimensions, which include; innovation, resourcefulness, creativity, dedication, vision, resilience, and optimism, among others.

Personal initiative (PI) can be defined as a behavior syndrome that results in an individual taking an active and self-starting approach to work goals and tasks and persisting in overcoming barriers

and setbacks (cf. Frese et al., 1997; Frese et al., 1996). Personal initiative refers to the actions an individual exhibits at work characterized by a self-starting nature, a proactive approach, and persistence in overcoming problems that occur in the pursuit of a goal (Frese et al., 1996). Personal initiative (PI) uses an active approach that is characterized by its self-starting and proactive nature and by overcoming difficulties that arise in the pursuit of a goal. Self-starting employees do things without being told, without receiving explicit instructions, and without specific role requirements (Frese & Fay, 2001). Self-starting implies that the goals are not given or assigned by someone else but that the person himself or herself develops these goals.

As work continues to change, individuals in the workforce need to combine their thinking and technical skills with personal initiative. As a result of COVID-19, organizations are in crisis mode and experiencing unprecedented disruption. Employees must deal with complexity and adapt to the new realities of work (Dirani et al., 2020), while work environments are characterized by rapid and continuous changes that require organizations to rely on their employees' proactive contributions (Salanova & Schaufeli, 2008).

Individuals exhibiting high personal initiative demonstrate self-initiated behavior that is meant to change their environment. They consider future opportunities and threats and prepare for their occurrence. They also strive to achieve their goals despite internal and external obstacles (Mensmann & Frese, 2019). Personal initiative allows individuals to deal more actively with work issues such as job stressors, job loss, career transitions, or becoming self-employed (Frese & Fay, 2001). Being proactive is an attribute of personal initiative. Proactive individuals try to shape what happens in their lives (Grant & Ashford, 2008), taking advantage of opportunities and using self-initiated efforts to bring about change in their work environment and personal lives (Parker et al., 2010).

Employees who exhibit personal initiative enjoy taking on responsibilities with greater control and difficulty that offer them an active role in shaping their work (Frese et al., 2007). Brown et al. (2006) noted, "Coinciding with previous theoretical work, empirical investigations have demonstrated that proactive individuals not only have greater professional success but also respond more adaptively to their environments". Personal initiative in this study will zero down to protean careers where individuals take charge of building their career and ensuring their career success.

2.3. Explanation of the relationship between variables

2.3.1. Organizational support and career success

Past research has shown that organizational support has a relationship with career success. In a study of the effect of human capital, person-environment fit, and organizational support on career success, Hassan I. Ballout, stated that "There will be a positive relationship between perceived organizational support and career success. Employees who perceive high levels of organizational support will report greater career success than employees who perceive low levels of support."

Eisenberger et al. (1986, p. 501) introduced the concept of perceived organizational support (POS) to explain the development of employee commitment to an organization. They suggested that "employees develop global beliefs concerning the extent to which the organization values their contributions and cares about their well-being", and they added that such global beliefs or perceived organizational support would lead to increased rewards. That is, employees become attached to their organizations because they perceive a beneficial exchange relationship between their contributions and the rewards they receive for service. Eisenberger et al. (1986) used the social exchange view (Blau, 1964) to explain the reciprocal effect of commitment between the employee and the organization, and they showed that POS is significantly associated with organizational commitment. Given the positive effect of POS on employee commitment and job

satisfaction (Rhoades & Eisenberger, 2002), it seems logical to suggest that perceived organizational support is related to career success as well. That is, POS may enhance the individual's competence, a factor also related to career success. Perceptions of being valued and supported by an organization lead to desired employee attitudes and behaviors including organizational commitment and trust, and subsequently to valued rewards (Eisenberger et al., 1990; Wayne et al., 1997).

In their meta-analysis concerning the contribution of POS to performance-related expectancies, Rhoades and Eisenberger (2002) found POS to be positively associated with opportunities for greater recognition pay, and promotion. Within the work domain, POS may emanate either from the supervisor (perceived supervisor support) peers or other senior managers. Supportive supervisors affect individuals' willingness to engage in development activities (Noe, 1996) and are critical for subordinate performance and success. In other words, subordinates' careers may be enriched by supportive relationships with supervisors or peers. In some organizations, for example, social support provided by supervisors may take the form of career guidance and information, learning opportunities, and challenging work assignments that promote career advancement (Greenhaus et al., 1990). For example, Dreher and Ash (1990) found mentorship to be related to both objective and subjective measures of career success. Kirchmeyer (1998) found supervisor support significantly predicted men's and women's managerial perceived career success and Greenhaus et al. (1990) found supervisor support to be significantly related to men's career satisfaction. Whitely et al. (1991) examined mentoring and socioeconomic origins as antecedents of early career outcomes for salaried managers and professional graduates working in various organizations. They found career mentoring to be related to career success.

2.3.2. Personal initiative and career success

Personal initiative is another key variable in looking for and obtaining quality employment, as well as in the negotiation of labor conditions. It is defined as "behavior syndrome resulting in an individual's taking an active and self-starting approach to work and going beyond what is formally required in a given job" (Frese et al., 1996, p. 38). Those with initiative focus on long-term goals and ways to achieve them. They are persistent and prove this both in the workplace by generating changes in their position to make it more challenging, adjusted, and satisfactory (Frese et al., 1997), and also when they need to obtain another job (Frese & Fay, 2001)

Individuals should utilize all available resources to manage their careers effectively. This requires individuals to take responsibility for their careers, engage in lifelong learning and development, engage in continuous self-assessment, seek out mentoring and networking relationships both inside and outside their organizations, utilize every available resource, and accept the new work environment (Anakwe et al. 2000). People with initiative are active in improving their labor situation, in a context where employees are becoming more and more responsible for managing their careers. This was characterized by Sullivan (1999) as a "protean career" where initiative plays a key role in professional development and generating employment opportunities (Fugate et al., 2004). The empirical results obtained by Frese et al. (1997) show that personal initiative is related to clearer career plans and their implementation, as well as to higher employability. This indicates that those with initiative identify the most adjusted labor opportunities, and persist in attaining them to derive high levels of job satisfaction. Nevertheless, the available empirical evidence is limited and its conclusions are unclear. In particular, Frese et al. (1997) found a significant positive correlation between an objective measurement of initiative and general job satisfaction.

Individuals who exert control over their work situations are more likely to understand the contingencies in their environments and anticipate changes. They may alter their own work methods, procedures, and task assignments and even exert influence over decisions affecting their pay, promotions, and the distribution of other organizational rewards (Bell & Staw, 1989). Research has found that managers rate individuals who take initiative as more employable (Frese et al., 1997), and such individuals earn more rewards and promotions and higher salaries (Seibert et al., 2001; Van Scotter et al., 2000).

2.3.3. Personal initiative, organizational support, and career success

For personal initiative to thrive, organizational support is necessary to enable employees' career success. The new concept of career requires individuals to be responsible ultimately for their careers, but organizations should become partners and provide resources to enable employees to cultivate this new mindset (Anakwe et al 2000). In a study of perceived organizational support on career success, Seema & Sujatha (2017), established that POS influences an individual's readiness to be involved in career management activities that have a positive or significant relationship with employees' performance and career outcomes (such as career success). Various research studies show that an individual with a high perception of organizational support tends to increase the effectiveness or chances of being involved in developmental activities which helps the employees in achieving career success.

A proactive personality is an individual's characteristic that produces strong intrinsic motivation that can be defined as a tendency to take initiative to accomplish desired objectives (Presbitero, 2015). They can manage the conflict at work and show higher job satisfaction at work (Kuo et al., 2019). Proactive personality employees seem to be more inclined to ask their colleagues and

managers for help and support (Li et al., 2010), which would help improve their knowledge and skills hence career success.

The moderating function of perceived organizational support has been investigated, drawing on the theoretical foundation of the social exchange theory (Blau, 1968). The employee's impression of the role played by organizational rules, practices, and supportive culture in the advancement of their career is known as perceived organizational support (Tlaiss & Kauser, 2010; Yaghi & Yaghi, 2014). According to the central tenet of the social exchange theory, when one person does something kind for another in a relationship, there is an expectation that they will return the favor in the future. This will eventually result in a relationship of exchange that is believed to be balanced (Blau, 1968). The social exchange theory (Blau, 1968) states that when employees feel like their company cares about them and supports their professional progress, cares for their professional needs, they feel obligated to return the favor in a way that will most likely help the business develop. In their study of Indian IT workers, Jauhari and Singh (2013) found that a welcoming workplace that values diversity has a favorable impact on employees' views of organizational support, which in turn improves employee outcomes including organizational loyalty and career success. Academic staff are therefore more inclined to seek out every opportunity to advance the organization and its success by exerting greater effort when they believe that their workplace supports their career (Saadeh & Suifan, 2020). Consequently, this will lead to greater career satisfaction.

Although a vast body of academic work on career success exists, competing perspectives can be identified in the literature that have not been systematically examined to date. The literature reveals competing perspectives on subjective and objective career success and on what are or should be, the dominant theoretical approaches for explaining and predicting the attainment of career success.

Existing career studies focus on either subjective or objective career success and there is no single theory that explains both subjective and objective elements of achievement. Unfortunately, the full range of prevalence of theoretical approaches to the study of career success and the extent to which different theoretical approaches have been conceptualized in past research remains unclear.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This Chapter describes the methodology that was employed in the study. It covers research design, the population of the study, sampling procedures, measures of variables, data sources, an instrument of data collection and data collection procedure, validity and reliability, data analysis, ethical considerations, and anticipated limitations of the study.

3.1 Research Design

According to Parahoo (2006), a design to be used for research needs to be suitable, if the research questions are to be appropriately addressed. Because of time and resource constraints, this study employed a cross-sectional design with the researcher collecting data once without repeating it at subsequent times. The study also used a quantitative approach to offer statistical analysis of variables.

3.2 Study Population

The study employed a total population of 1817 academic staff members from the two selected Universities with 361 members from Kyambogo University (National Council for Higher Education 2019/20), the Report on Higher Education Delivery and Institutions, and 1456 academic staff members in Makerere University (National Council for Higher Education 2019/20). Both are Public Universities located around Kampala.

3.3 Sample size determination

The sample size was determined using the Krejcie and Morgan (1970) sampling table. The sample size for an approximate population of 1817 academic staff members in public universities in

Kampala, which is 1800 on the table is 317. The proportional sample of 63 academic staff members computed from 361/1817*317 was selected from Kyambogo University and a proportional sample of 254 from Makerere University computed from 1456/1817*317 was adequate for the study, also bearing in mind that two universities are approximately 30% of the nine public universities in Uganda.

3.4 Sampling method

The research employed a simple random sampling method to get respondents for the study. **A simple random sample** is a randomly selected subset of a population. In this sampling method, each member of the population has an exactly equal chance of being selected. This method is the most straightforward of all the probability sampling methods since it only involves a single random selection and requires little advance knowledge about the population. Because it uses randomization, any research performed on this sample should have high internal and external validity, and be at a lower risk for research biases like sampling bias and selection bias. Bias was minimized by at least choosing respondents from all the public universities around Kampala.

3.5 Unit of analysis and inquiry

The unit of analysis and inquiry for the study was the academic staff specifically Lecturers, Senior lecturers, Associate Professors, and Professors in selected public Universities in Uganda.

3.6 Measurement of Variables

Personal initiative was measured using career plans, individual adaptability, and proactive personality Wihler et al., (2017). Personal initiative was measured using a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5).

Organizational support was measured using a scale developed by Alasa and Omoruyi (2022). The scale comprised three dimensions: managerial support, supervisor support, and co-worker support. It was also measured using a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5).

Career success was measured by three dimensions developed by Heslin, (2005) which included; career advancement, career satisfaction, and financial success. A 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5) was used.

3.7 Reliability and Validity

3.7.1 Reliability

Reliability describes the consistency and stability of the test results. This implies that if various respondents answer the same question many times with consistency, then the reliability of the questionnaire is high. The reliability of the questionnaire was ensured through testing for the Cronbach Alpha coefficient (Cronbach, 1950). All Cronbach Alpha coefficients of 0.7 and above were considered to indicate the reliability of the instrument.

Table 3.1: Reliability analysis

Variable	Cronbach's Alpha	Number of Items
Personal Initiative	.832	24
Organizational Support	.875	18
Career success	.885	15

Source: Primary data

Results in Table 3.1 showed that all variables under study had a Cronbach alpha statistic above 0.8. This indicates that the indicators for all the variables were reliable because according to

Nunnally (1978), the threshold of Cronbach's alpha statistic for internal consistency is 0.7. This therefore implies the items guarantee relatively similar responses on multiple administrations.

3.7.2 Validity

Using experts and supervisors, the instruments were proofread to ensure the accuracy and correctness of the items used. The questionnaire mainly adopted questions that have been used by various scholars who have examined similar variables. The questions that were not clear were revisited, and modified and others dropped.

3.8: Factor analysis

Factor analysis was conducted for all study variables to establish the validity of the indicators and constructs, and also to determine their factor structure. Using the Varimax method for principal components measurement, factors with an Eigenvalue greater than 1 were retained according to the Guttman-Kaiser rule.

Table 3.1.1: Factor structure of Personal Initiative

Code	Description	Self-efficacy	Career plans	Individual adaptability
SE3	Even when things are tough, I can perform quite well.	.742		
SE1	I believe I can succeed at almost any endeavor to which I set my mind.	.708		
SE5	I am be able to achieve most of the goals that I have set for myself	.694		
SE2	I am confident that I can perform effectively on many different tasks.	.671		
SE4	When facing difficult tasks, I am certain that I will accomplish them.	.655		
SE6	When I want to reach a goal, I am usually able to succeed	.619		
CP4	I know my career interests and how to apply these to my job.		.747	
CP3	I have a very well laid out plan		.747	
CP1	I know my career goals and objectives.		.722	
CP2	I have a strategy for achieving my career goals.		.722	
CP5	I am able to analyze and assess my abilities, interests and values to determine my career options.		.642	
IA6	I believe I can adjust to new work processes and procedures			.716
IA3	I enjoy learning new approaches for conducting work			.686
IA4	No matter the different kinds of assignments I get in my work, I know I can handle them.			.626
IA5	I demonstrate enthusiasm for learning new approaches and technologies for conducting work			.561
Eigen value		**3.235**	**3.000**	**2.244**
Variance (%)		**21.57**	**20.002**	**14.962**
Cumulative variance (%)		**21.57**	**41.572**	**56.534**

Source: Primary data

Results in Table 4.2 revealed the factor structure for personal initiative consisted of three significant factors out of the initial four. These include; self-efficacy, career plans, and individual adaptability. The factor; proactive personality was dropped because its indicators loaded under other factors, indicating a lack of discriminant validity.

In the order of importance, the retained factors include; self-efficacy (Eigen value = **3.235**, Variance = *21.570*%), career plans (Eigen value = *3.000*, Variance = 20.002%), and individual

adaptability (Eigen value = *2.244*, Variance = *14.962*%), each explaining 21.57%, 20.00%, and 14.96% variance respectively. The salient features underlying each of the factors in their order of importance depicted by their factor loadings are summarized in Table 3.2.1 above.

Table 3.2: Factor structure of Organizational support

Code	Description	Supervisor support	Co-work support	Managerial Support
SS4	My supervisor strongly considers my goals and values	.798		
SS3	My supervisor is respectful of my views and ideas	.786		
SS2	I feel able to discuss my concerns with my supervisor openly	.783		
SS5	My supervisor really cares about my well-being	.688		
SS1	My supervisor gives me feedback on my performance	.640		
SS6	My supervisor provides adequate time for me to attend training	.636		
CS4	My coworkers care about me.		.808	
CS5	I enjoy working with my coworkers.		.763	
CS1	If I'm struggling with a work-related problem, my coworkers help me.		.736	
CS3	My coworkers listen to my work-related problem.		.727	
CS6	My coworkers take my concerns seriously.		.716	
CS2	My coworkers assume my responsibilities when I am absent.		.664	
MS3	Management provides adequate support with the increased burdens and workloads			.791
MS5	Management offers emotional support during difficult times			.756
MS6	Management provides continuous support and creates opportunities to train employees			.651
MS2	Management style in my University is consultative			.642
MS4	Management offers scholarships or sponsorship for further studies			.582
Eigen value		**3.805**	**3.722**	**2.972**
Variance (%)		**22.39**	**21.89**	**17.483**
Cumulative variance (%)		**22.39**	**44.28**	**61.760**

Source: Primary data

Of the three constructs of organizational support as depicted in the conceptual framework, supervisor support (Eigen value = 3.805, Variance = *22.390*%) was the most significant explaining 22.4% of organization support, followed by co-worker support, (Eigen value = 3.722, Variance =

21.890%) and lastly managerial support (Eigen value = 2.972, Variance = 17.483%) which contributes 21.9% and explaining 17.5%. all of the three constructs explained approximately 61.8%.

Further, still, the results in the table summarize the indicators that underscored each of the constructs in their order of significance as far as their corresponding factors are concerned. The level of importance of each item is illustrated by the factor loadings, where a higher value indicates a higher magnitude.

Table 3.3: Factor structure of organizational career success

Code	Description	Financial success	Career satisfaction	Career Advancement
FS4	I am receiving fair compensation compared to my peers.	.843		
FS2	I am drawing a high income compared to my peers.	.806		
FS1	I have achieved enormous success with my salary increases.	.734		
FS3	I am earning as much as I think my work is worth.	.712		
FS5	I am successfully making progress towards meeting my goals for income	.688		
CS4A	I would not consider changing my career		.760	
CS5A	I have the opportunity to take part in trainings, webinars, meetings and outreach activities		.754	
CS2A	All employees have an equal opportunity to further their education		.564	
CS1A	I am satisfied with the success I have received in my career		.525	
CA3	Those who do well on the job stand a fair chance of being promoted.			.876
CA2	I am satisfied with my chances for promotion.			.756
CA4	In my University, people are interested in both personal and professional development.			.556
Eigen value		**3.32**	**2.044**	**2.039**
Variance (%)		**27.663**	**17.036**	**16.989**
Cumulative variance (%)		**27.663**	**44.699**	**61.688**

Source: Primary data

Results in Table 3.4 indicate that all three constructs of career success were found to be significant factors. In their order of significance, they include; financial success (Eigen value = 3.320, Variance = 27.663%), career satisfaction (Eigen value = 2.044, Variance = 17.036%), and career advancement (Eigen value = 2.039, Variance = 16.989%). These explained 27.7%, 17.0%, and 16.9%.

The indicators measuring all the significant factors are summarized under each factor as illustrated in Table 4.4. where the level of significance of the indicators within each factor corresponds with the size of the factor loading.

3.9 Data collection and management

3.9.1 Data Sources

Data was primarily collected from the academic staff in the 2 public Universities around Kampala Uganda. These were selected because they constitute the largest number of academic staff which represented all the other public Universities and they are the oldest and largest public Universities in the Country. Also, they were selected because the limited financial resources could not allow the researcher to collect data from all the 9 public Universities all over the Country.

3.9.2 Data collection

A structured questionnaire was used to collect data from the sampled respondents. The questions were close-ended, covering the variables of personal initiative, organizational support, and career success. The questionnaires were distributed by the researcher to the respondents. The researcher then collected the questionnaires 2 weeks after distribution.

3.9.3 Data Analysis and Presentation

The data collected from respondents was edited, sorted, classified, and tabulated using statistical software called Statistical Package for Social Sciences (SPSS) version 21. The analysis also considered descriptive statistics, Correlations, and Regression analysis. A correlation analysis was done to explain the relationship between study variables. Regression analysis was done to determine the extent to which personal initiative and organizational support can predict career success among academic staff in selected public universities in Uganda.

In this study, the significance of the moderation (organizational support) was tested with hierarchical regression. All the variables that showed a P-value less than 0.05 were considered significant.

3.10. Ethical considerations

To uphold the ethical considerations during the study, the researcher obtained an introduction letter from the Faculty of Graduate Studies and Research - MUBS.

The researcher also sought permission from the school leadership and respondents before conducting the study. Privacy and confidentiality were upheld and all respondents in the study had a right to consent to the study and remain anonymous. The purpose of the study was explained to the respondents during and after data collection, confidentiality also took precedence to make the respondents motivated to answer the questionnaires. Lastly, assurance to protect the respondents' dignity was also upheld with every respond

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents the statistical analysis for variables capturing the demographic characteristics and the main study variables, on which the objectives are hinged. The analysis includes; percentage frequency distributions, factor analysis, correlation analysis, and regression analysis as well as the test for moderation.

4.1 Background characteristics of respondents.

This section of the chapter presents the background characteristics of the respondents who were the units of inquiry as well as the units of analysis of the study. The characteristics of the respondents include; gender, marital status, age group, university teaching experience, and highest level of education.

Table 4.1: Background characteristics of respondents.

Variable	Category	Frequency	Percent
Gender	Male	146	66.7
	Female	73	33.3
	Total	219	100
Marital Status	Single	29	13.2
	Married	185	84.5
	Divorced	5	2.3
	Total	219	100
Age	21 - 30 years	15	6.8
	31 - 40 years	99	45.2
	Above 41 years	105	48.0
	Total	219	100
University teaching experience	Less than 1 year	3	1.4
	1 - 5 years	25	11.4
	6 - 10 years	63	28.8
	10 years and above	128	58.4
	Total	219	100
Highest level of education	Master's	125	57.1
	PhD	94	42.9
	Total	219	100

Source: Primary data

Regarding the background characteristics of the respondents, Table 4.1 reveals that most of them were male (66.7%). This implies that the study was male-dominated however this did not influence the findings of the study because the study gender was not part of the main variables needed to address the study objectives.

The marital status of the respondents was such that the majority (84.5%) were married followed by single persons (13.2%), and the rest were divorced.

The age distribution indicates that the majority of the respondents (48.0%) were aged above 41 years, followed closely by the 31-40-year age bracket (45.2%), implying that most academic staff in the selected public universities were in their middle-age and above.

The duration that the respondents had teaching at a University was such that; for the majority (58.4%), it was 10 years and above, followed by those who had spent between 6 to 10 years, constituting 28.8%. This period is long enough for the respondents to have experienced the factors captured by the study variables and as such, they are in a position to informed responses.

The highest academic qualification was such that; the biggest percentage 57.1%) had a second degree (masters), and the rest were PhD holders. This education profile is synonymous with academic staff in a university setting given that most of the universities offer undergraduate programmes. It is therefore expected that the academic staff will have postgraduate qualifications.

4.2 Correlation and Regression Analysis

To establish if there exist linear relationships between pairs of the study variables and the causal relationship between the dependent and independent variables, correlation and regression analyses were performed using the Pearson's method and the ordinary least squares method respectively.

Table 4.2: Correlation analysis

	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
Personal Initiative (1)	**1**								
Self-Efficacy (2)	.833**	1							
Career Plans (3)	.817**	.489**	1						
Individual Adaptability (4)	.854**	.599**	.548**	1					
Organizational support (5)	**.387****	**.342****	**.232****	**.400****	**1**				
Management support (6)	.234**	.224**	.090	.276**	.845**	1			
Supervisor support (7)	.353**	.300**	.226**	.359**	.871**	.596**	1		
Co-worker support (8)	.409**	.353**	.287**	.385**	.811**	.501**	.599**	1	
Career Success (9)	**.400****	**.395****	**.272****	**.335****	**.700****	**.702****	**.533****	**.520****	**1**

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

Source: Primary data

4.2.1: The relationship between personal initiative and career success among academic staff in selected public universities in Uganda.

Findings in Table 4.2 revealed that there was a significant positive relationship between personal initiative and career success (r = 0.400, P<.01). The results further show that career success had a significant relationship with all three factors of personal initiative, that is; self-efficacy (r = 0.395, P<.01), career plans (r = 0.272, P<.01) and individual adaptability (r = 0335, P<.01). This implies that a successful career is associated with personal initiative, especially regarding the belief in their abilities to perform tasks associated with their university career, 2) plans in place to undertake their careers as well as their individual adaptability.

4.2.2: The relationship between organizational support and career success among academic staff in selected public universities in Uganda.

Findings in Table 4.5 also showed that there was a significant positive relationship between organizational support and career success (r = .700, P<.01). Likewise, the results show that there is a significant positive relationship between career success and all dimensions of organization support, that is; Management support (r = .702, P<.01), Supervisor support, (r = .533, P<.01) and Co-worker support (r = .520, P<.01). This implies that when academic staff in public universities perceive their universities to get support from management, supervisors and coworkers they will most likely be successful in their career. This finding is true for all aspects of organizational support, which include; management, supervisor, and co-worker support.5

4.3 Regression Analysis

Table 4.3: Hierarchical Regression model for Career Success

	Model 1	Model 2	Model 3
(Constant)	1.669**	-.053	0.516
Personal Initiative	0.272**	0.211**	.055
Organizational support		0.683**	0.437**
Interaction			.350**
R Square	0.074	0.537	0.568
R Square Change	0.074	0.463	0.031
F Change	17.376**	215.964**	15.202**

Source: Primary data

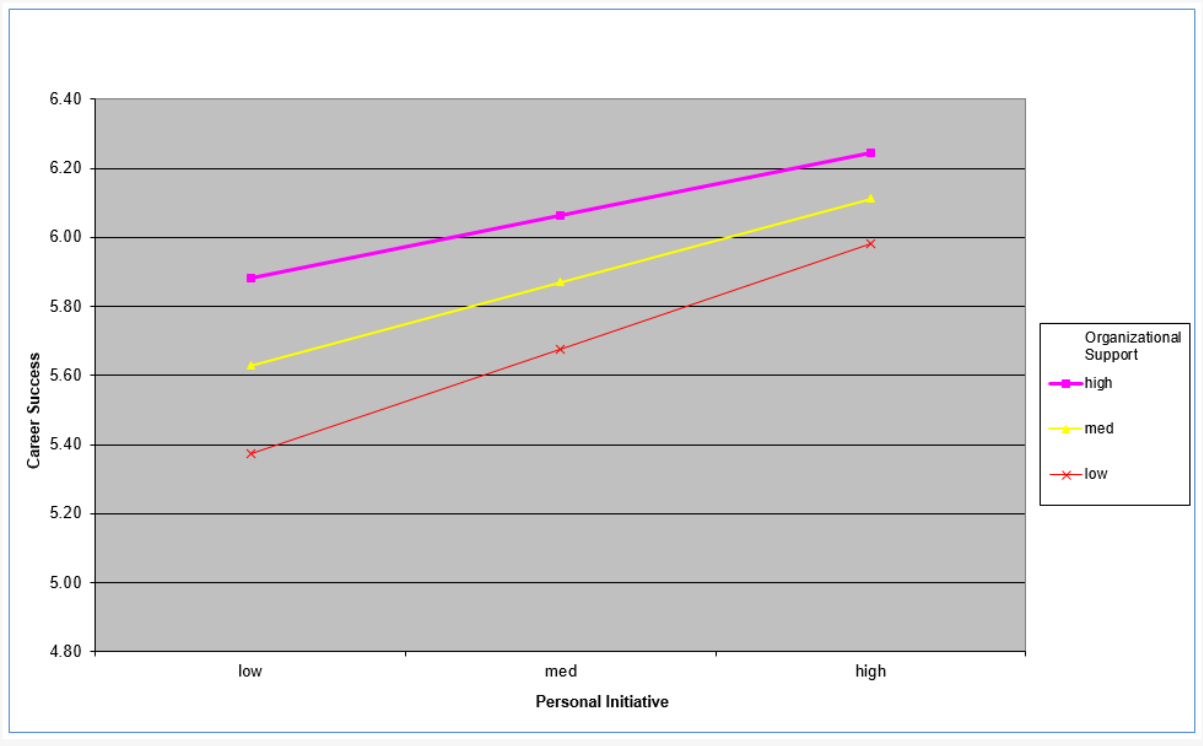
The results in model 1 show that personal initiative is a significant predictor of career success ($\beta = .271$, $p < .01$) and it accounts for 7.4% of the variance explained in career success ($R^2 = .074$, $p < .01$). In model 2, Organizational support is also a significant predictor of career success ($\beta = .683$, $p < .01$) and it adds 47.3% of the variance explained in career success ($\Delta R^2 = .473$, $p < .01$). The results show that there is a significant interaction effect of Organizational support on the relationship between personal initiative and career success (beta = .350, $p < .05$). The interaction term adds 3.1% to the model ($\Delta R^2 = .031$, $p < .05$) which was found to be significant. From these results, we find that personal initiative, Organizational support, and the interaction term account for 56.8% of the overall variance explained in career success.

4.3.1 To examine the moderating role of organizational support in the relationship between personal initiative and career success.

Results in table 4.6 show that the interaction between personal initiative and organizational support (Beta = .350 p>0.05) was found to be significant. This implies that organizational support enhances the effect of personal initiative on career success. In other words, personal initiative has a high

effect on career success at high levels of organizational support. Likewise, personal initiative has a low effect on career success at low levels of organizational support. The result is validated by the modgraph in figure 1 below.

Figure 1: Moderation of organizational support



Source: Primary data

From the in figure 1 above mod graph shows that Organizational support moderates the relationship between Personal initiative and Career success. At low levels of Organizational support, there is a low effect of personal initiative on Career success. At high levels of Organizational support, there is a high effect of personal initiative on Career success. From the finding therefore, it can be argued that the presence of Organizational support, enhances the relationship between personal initiative on Career success.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a discussion of the findings inferred from the data analyzed and interpreted in chapter four about the study objectives and review of related literature. This chapter comprises the discussions of study findings, the recommendations and conclusions, study limitations, and areas for further research. All these were based on the study objectives which were to establish the relationship between personal initiative and career success, personal initiative and organizational support, organizational support and career success, and the moderating role of organizational support in the relationship between personal initiative and career success.

5.1 Discussion of Findings.

The findings ascertained about the study objectives were compared and contrasted with the earlier literature to reveal whether it provided consistent or controversial findings.

5.1.1 The relationship between personal initiative and career success

The results of the study found a significant positive relationship between personal initiative and career success. This means that positive changes in personal initiative are associated with positive changes in career success. The significant positive relationship uncovered between personal initiative and career success among academic staff in public universities in Uganda underscores the pivotal role of individual proactivity in shaping professional trajectories. Academic staff who exhibit a proactive approach in their roles, such as taking on additional responsibilities, engaging in continuous learning and initiating collaborative projects, appear to experience heightened career success. This implies that as academic staff members in public universities work hard and strive to achieve their own career goals and success, career success can be increased in return. When the

employees have a proactive approach towards their work, a willingness to take on new challenges, and a sense of responsibility for their success and progress, they tend to be self-motivated, resourceful, and able to adapt to changing circumstances, take ownership of their work, are willing to learn from their mistakes and are not afraid of taking risks.

This finding aligns with existing literature emphasizing the importance of personal initiative in career development and the relationship between personal initiative and career success across various sectors. For instance, the empirical results obtained by Bharadwaj and Buchanan (2022), show that personal initiative is related to financial success. This requires attributes of self-starting, proactivity and persistence which comprise PI theory. Self-initiation is the best policy for expatriate assignments (Andresen et al., 2015). In applying the theory of personal initiative, they found our SIEs to enjoy greater subjective benefits than the professionals who worked in their home country. They divided these benefits into intrinsic and extrinsic contexts and discovered that workers would achieve better opportunities to improve social status in America. They would perceive the opportunities for financial independence to be stronger if they were working in the US as well.

These findings are also in line with the findings of Frese et al. (1997) which show that personal initiative is related to clearer career plans and their implementation, as well as to higher employability. This indicates that those with initiative identify the most adjusted labor opportunities, and persist in attaining them to derive high levels of job satisfaction. In particular, Frese et al. (1997) found a significant positive correlation between an objective measurement of initiative and general job satisfaction. Individuals who exert control over their work situations are more likely to understand the contingencies in their environments and anticipate changes. They may alter their own work methods, procedures, and task assignments and even exert influence over

decisions affecting their pay, promotions, and the distribution of other organizational rewards (Bell & Staw, 1989). Research has found that managers rate individuals who take initiative as more employable (Frese et al., 1997), and such individuals earn more rewards and promotions and higher salaries (Seibert et al., 2001; Van Scotter et al., 2000).

The findings of this study are also in agreement with the findings of Conley (2020), which indicated that participants perceived personal initiative impacting their career achievement in various ways. These included promotions, recognition, opportunity for growth, recognition, and team commitment.

The proactive behaviors demonstrated by individuals in this study likely contributes to their enhanced visibility, skill development and overall effectiveness in fulfilling their academic roles. Consequently, these proactive efforts may position individuals for advancement opportunities and increased recognition within the academic community.

Therefore, individuals should always foster personal initiative through proactive engagement with their work and professional development activities which become a key strategy for enhancing career success.

5.1.2 The relationship between organizational support and career success.

Findings show that there is a significant positive relationship between organizational support and career success. The findings suggest that when individuals perceive adequate support from their organizations in form of a nurturing atmosphere, encompassing mentorship programs, ongoing professional development, and a conducive work culture it can have a significant impact on job satisfaction, motivation, and overall well-being. In turn, these factors can contribute to career success, such as increased engagement, productivity, and career advancement. For example,

employees who feel supported by their organization may be more likely to take on challenging assignments, seek out professional development opportunities, and build positive relationships with colleagues and managers. Additionally, employees who perceive that their organization offers a supportive environment may feel more committed to their job, have a stronger source of loyalty, and be less likely to seek new career opportunities elsewhere. Organizations that invest in supporting their employees through training, mentoring, recognition, and other forms of support can create a positive work environment that fosters growth, development, and long-term relations with employees. The findings agree with the findings of Hassan I. Ballout in their study of the effect of human capital, person-environment fit, and organizational support on career success, who stated that there was a positive relationship between perceived organizational support and career success. Employees who perceive high levels of organizational support reported greater career success than employees who perceive low levels of support. When staff receive support from their organization in terms of mentorship, and training among others, they become successful in their careers. This implies that the leadership in selected public universities in Uganda provides a supportive environment for their teaching staff to help them advance and succeed in their careers as evidenced from the study findings.

The findings also agree with the findings of Jackson et al. (2022), who found that organizational support is positively related to career success. Their thematic analysis revealed seven themes on managers' responses to how well their respective organizations supported opportunities for career success. The most common theme was training and development, encompassing informal and formal education and training: ‘Provide a more hands-on approach to training, ensuring help is available with both bottom-up and top-down communication’. Informal and experiential opportunities for learning included mentoring, coaching and on-the-job training to build

confidence and upskill ECAs. Supporting ECAs through professional accreditation exams was most frequently mentioned as an example of formal support for career success, along with providing opportunities to practice skills and gain experience in different business areas.

The findings agree with the findings of Scanlan et al. (2018), who found that support from senior staff and colleagues influenced participants' job satisfaction and engagement. Positive relationships with senior staff and colleagues seemed to act as a buffer, helping participants cope with challenging situations. Feeling valued (acknowledgement of efforts, and respect) was important. Conversely, perceiving a poor level of support from the organization and its representatives (supervisors and colleagues) had a detrimental impact on participants' intentions to stay working within the National Health Service (NHS).

These findings are also in line with the findings of other scholars like Rhoades and Eisenberger (2002), who state that given the positive effect of POS on employee commitment and job satisfaction, it seems logical to suggest that perceived organizational support is related to career success as well. That is, POS may enhance the individual's competence, a factor also related to career success. Perceptions of being valued and supported by an organization lead to desired employee attitudes and behaviors including organizational commitment and trust, and subsequently to valued rewards (Eisenberger et al., 1990; Wayne et al., 1997).

The findings of this study are also in agreement with other studies which found that organizational support is important in promoting career success. In their meta-analysis concerning the contribution of POS to performance-related expectancies, Rhoades and Eisenberger (2002) found POS to be positively associated with opportunities for greater recognition pay, and promotion. Within the work domain, POS may emanate either from the supervisor (perceived supervisor support) peers or other senior managers. Supportive supervisors affect individuals' willingness to

engage in development activities (Noe, 1996) and are critical for subordinate performance and success. In other words, subordinates' careers may be enriched by supportive relationships with supervisors or peers. In some organizations, for example, social support provided by supervisors may take the form of career guidance and information, learning opportunities, and challenging work assignments that promote career advancement (Greenhaus et al., 1990).

The findings of this study are also in support of Dreher and Ash (1990), who found mentorship to be related to both objective and subjective measures of career success. Additionally, Kirchmeyer (1998) found that supervisor support significantly predicted men's and women's managerial perceived career success and Greenhaus et al. (1990) found supervisor support to be significantly related to men's career satisfaction. The study is also in agreement with Whitely et al. (1991), who examined mentoring and socioeconomic origins as antecedents of early career outcomes for salaried managers and professional graduates working in various organizations. They found career mentoring to be related to career success.

The results of the study are in support of the study conducted by Oubibi, et al, (2022) "Perceived Organizational Support and Career Satisfaction among Chinese Teachers: The Mediation Effects of Job Crafting and Work Engagement during COVID-19" who noted that teachers who perceive high organizational support are highly satisfied with their career. Teachers who think their school supports them engage more with job crafting, fully engage with their work, and are more satisfied with their careers than those who do not or only engage with one of the three activities. From these findings, teachers are encouraged to craft their teaching job, either physically, cognitively, or socially, to ensure their career satisfaction. Teachers with high engagement with their job to strengthen their perceived organizational support predict their career satisfaction. The support of school organizations by ensuring the availability of different resources and job security, reduced

workload, and strengthened reward systems are some factors that show organizational support to the teachers and ensure their satisfaction. Satisfied teachers will help schools to achieve their organizational goals, and students will be taught effectively. This implies that academic staff who receive support from their universities are more likely to attain career success compared to those who don't.

This study also supported the findings of Armstrong and Ursel, (2009), in their study "Perceived Organizational Support, Career Satisfaction, and the Retention of older workers", who stated that, "Consistent with social exchange theory and the norm of reciprocity, respondents who perceived their organization valued their contribution and cared about their well-being expressed higher levels of satisfaction with their career and a greater intent to stay than those who perceived little organizational support. The present study affirmed that training, mentorship, and support from colleagues and supervisors promote career success among teaching staff in selected Public Universities.

Practically, these insights have far-reaching implications for academic institutions and individual faculty members alike. Institutions can leverage this knowledge to enhance existing support structures and create a more conducive environment for career growth. For individuals, understanding the significance of organizational support underscores the value of actively seeking and participating in programs that promote professional development within their academic careers. Overall, this study advances our understanding of the interconnected dynamics between organizational support and career success in the unique context of Ugandan Public Universities.

5.1.3 The moderating effect of organizational support in the relationship between personal initiative and career success.

The regression results revealed that the interaction between personal initiative and organizational support was significant in predicting the career success of employees within selected Public Universities in Uganda. This indicates that the influence of personal initiative on career success is significantly heightened when individuals operate within a supportive organizational framework. This finding underscores the pivotal role of organizational support as a key moderator, potentially amplifying the impact of personal initiative. In a supportive environment, personal initiative may not only be recognized and rewarded more effectively but could also be complemented by additional resources and opportunities provided by the organization. This synergistic effect emphasizes the importance of considering both personal proactivity and organizational backing in understanding career success dynamics. This implies that organizational support enhances the effect of personal initiative on career success. In other words, personal initiative has a high effect on career success at high levels of organizational support. Likewise, personal initiative has a low effect on career success at low levels of organizational support.

This study indicates that when there are high levels of organizational support such as training, mentorship, and feedback in Public Universities, the relationship between personal initiative and career success can be enhanced. On the other hand, a lack of organizational support can diminish or weaken the relationship between personal initiative and career success. For example, an employee with high personal initiative may not achieve career success due to a lack of support from their organization, such as limited opportunities for advancement or limited resources for professional development. In contrast, an employee with a high initiative in a supportive organization may receive positive feedback for their initiative and receive opportunities for growth

and advancement, leading to career success. When there is supervisory and group support, employees will be resilient, and adaptive and will implement their career plans at their workplace and as a result, they will attain career success.

Evidence from this study confirmed the moderating effect of organizational support on the relationship between personal initiative and career success. This finding is similar to those from studies conducted in Asian countries (Yaghi, 2016). Researchers posit that perceived organizational support moderates the relationship between proactive career behavior and SCS. This relationship is stronger when perceived organizational support is higher. This means that in the male-dominated Indian culture, the proactive career behavior of a woman employee will result in the achievement of greater SCS when organizational policies are perceived as highly supportive, which is similar to findings from research done in Western countries on the role of proactive behavior in the success of women employees in their career. Similarly, perceived organizational support also moderates the relationship between family support and SCS and is stronger when perceived organizational support is higher. This supports the studies by Sullivan and Mainiero (2007), Valk and Srinivasan (2011), and Yaghi (2018) that for women employees to be successful in their careers, organizational policies should not only support the reduction of gender gap but also positively influence diversity initiatives. Kundu and Mor (2017), in their study of the Indian IT industry, highlighted the merit of diversity initiatives in the performance of organizations. Some family-friendly benefits and practices that organizations can adopt are flexible work arrangements, onsite childcare, and a positive organizational culture (Sullivan & Mainiero, 2007; Mavriplis et al., 2010). Though these strategies will be of benefit to both men and women employees, as the latter face unique challenges and as the focus of the present study is on women employees, these practices are more significant and discussed in terms of their SCS. This implies that academic staff

who have high initiative and perceive their University to be highly supportive, are more likely to attain career success.

The regression results also revealed that the presence of organizational support enhances the relationship between personal initiative and career success.

Practically, this insight has dual implications. For academic staff, it suggests that displaying personal initiative and organizational support prompts a reevaluation of support structures. Institutions could focus on creating an environment that not only encourages personal initiative but also ensures that such efforts are met with the necessary backing and resources. This might involve refining mentorship programs, streamlining communication channels, or providing targeted support for initiatives that align with organizational goals.

Comparing these findings with existing literature, our study contributes a nuanced understanding of the interplay between personal initiative, organizational support, and career success. While previous research has highlighted the importance of each factor independently, our results underscore the synergistic effects that arise when these elements interact. In essence, this positive interaction effect sheds light on the intricate dynamics shaping career success among academic staff in Ugandan Public Universities, emphasizing the need for a holistic approach that considers both individual proactivity and the supportive organizational context.

5.2 Conclusion

In conclusion, the study has provided valuable insights into the dynamics of personal initiative, organizational support and career success among academic staff in Public Universities in Uganda. The findings reveal a significant positive relationship between organizational support and career

success, emphasizing the crucial role of supportive environments in fostering individual professional achievement.

Furthermore, the discovery of a positive interaction effect highlights that the impact of personal initiative on career success is heightened in the presence of robust organizational support. This emphasizes the importance of considering the interplay between individual proactivity and the support structures provided by the organization.

The practical implications of these findings are substantial. For academic staff, the study suggests that while personal initiative remains a key driver of career success, its effects can be maximized within a supportive organizational context. Institutions, in, turn, can leverage these insights to enhance existing support mechanisms, creating environments that not only encourage personal initiative but also provide the necessary resources for its effective implementation.

In summary, the results contribute to the academic discourse on organizational behavior and career development by emphasizing the intertwined nature of personal initiative and organizational support in shaping career success. This study serves as a foundation for further exploration and emphasizes the importance of holistic approaches that consider both individual agency and the supportive organizational environment in fostering successful academic careers.

Promoting employee career success is vital in the achievement of employee personal success, organizational goals, and success and attaining competitive advantage. Organizations achieve their strategic objectives through the effective performance of individuals and teams in the organization. From the discussion above and in line with the study objectives, the following conclusions were drawn in this study.

Personal initiative and organizational support both promote career success; however, emphasis should be put on organizational support since it predicts more career success. This affirms that the academic staff in selected Public Universities in Uganda who perceived their organization as supporting were able to attain more career success. The career success of academic staff in these Universities is thus a result of their perceived organizational support.

5.3 Recommendations

Based on the conclusions above, this study puts forward the following recommendations;

- Managers and leaders in Public Universities in Uganda should provide adequate resources necessary to support their academic staff such as training opportunities, mentorship programs, scholarships, and study leaves so that they can succeed in their careers.
- Managers should encourage academic staff to take charge of their career development and seek opportunities for growth by seeking out training opportunities, taking risks, and taking up challenging tasks, for them to attain their career success.
- School leaders and managers should promote and highly provide the necessary support in the workplace to boost the personal initiative of their staff which in turn is beneficial in supporting their career success.

5.4. Limitations of the study

The findings of the study have some limitations that provide initiatives for future research, and some of these include;

- The first limitation of this study is that self-reported data was used to measure career success.

- The empirical data used was gathered from academic staff in selected public Universities that may have unique characteristics from academic staff from other Public Universities, and which may limit the application of the results in explaining career success in other public universities.
- The study used a cross-sectional research design and only based conclusions and recommendations on data which was collected in a snapshot. The study therefore cannot rule out the possibility of biased responses, which accordingly impends the generalizing of results.

5.5Areas for further research

There is a need to conduct other studies in the following areas of study because the current study did not consider these areas:

- Further research should be done into the impact of other factors other than personal initiative and organizational support on career success. The study indicated that personal initiative and organizational support only contributed 56.8% to the total variation in career success, meaning that the other percentage is contributed by other factors that should be further investigated.
- Further studies should do a qualitative exploration to compliment the quantitative findings with qualitative research to capture the lived experiences of academic staff. In-depth interviews or focus groups could uncover nuanced perspectives on personal initiative, organizational support, and career success.
- Further research should conduct comparative studies across different universities or educational systems with in Uganda. Understanding variations in organizational cultures and support structures can contribute to tailored innervations for specific contexts.

- Further research should focus on how organizational support should be promoted in Public Universities in Uganda for career success.
- Since the study focused on the career success of academic staff in Selected Public Universities in Uganda, further research should be conducted on the career success of academic staff in all public universities as well as private universities.
- Further studies should be conducted on the factors that influence the career success of academic staff in both public and private Universities.
- Further studies should investigate how factors such as gender, age, and academic discipline intersect with personal initiative, organizational support and career success. This could provide insights into potential variations in experiences among diverse groups of academic staff.

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APPENDIX: RESEARCH INSTRUMENT
QUESTIONNAIRE FOR A SURVEY ON THE CAREER SUCCESS OF ACADEMIC STAFF IN

SELECTED PUBLIC UNIVERSITIES IN UGANDA.

MAKERERE UNIVERSITY BUSINESS SCHOOL

P.O BOX 1337 KAMPALA

Master of Human Resource Management

Dear respondent,

As part of the requirements for the award of the degree of Master of Human Resource Management of Makerere University, the researcher is surveying to understand and establish the career success of academic staff in selected public universities. You have been identified as an important resource for this survey, I kindly request you to spare some time and independently fill out this questionnaire. There are no direct benefits to your participation, but your responses will make a great contribution to my academic work and findings may be used by academic institutions in promoting career success and strengthening management.

I would like to ask you some questions related to career success. All the information you give will be kept with utmost confidentiality and will be used to prepare a general report, but will not include any specific names so, there will be no way to identify that you are the one who gave the information.

There is no wrong or correct answer but try to be very truthful and honest in all your responses that you will give.

Thank you in advance

Leah Nabuzale
0785268081/0750711843
Researcher

SECTION A: PERSONAL DATA

Please **tick (√)** where appropriate

1. Gender of respondent

a) Male ☐ b) Female ☐

2. Marital Status

a) Single ☐ b) Married ☐ c) Divorced ☐

3. Age bracket of respondent

a) 20 years and below ☐ b) 21 – 30 years ☐ c) 31 – 40 years ☐

d) Above 41 years ☐

4. Years of teaching experience at the University

a) Less than 1 year ☐ b) 1 – 5 years ☐ c) 6 – 10 years ☐

d) 10 years and Above ☐

5. Highest level of education

a) Master's Degree ☐ b) PhD ☐ c) Other (Specify) ☐

SECTION B:

PERSONAL INITIATIVE

The following statements are about your effort. Please read each statement carefully and decide if you ever feel this way about yourself and your efforts. Use the scale below to rate how you feel.

SCALE

5. Strongly Agree (SA); 4-Agree (A); 3-Not Sure (NS); 2-Disagree (D); 1-Strongly Disagree (SD).

SN	**Rate the following statements on the scale above**					
Career plans		**SD**	**D**	**NS**	**A**	**SA**
CP 1	I know my career goals and objectives.	1	2	3	4	5
CP 2	I have a strategy for achieving my career goals.	1	2	3	4	5
CP 3	I have a very well-laid-out plan	1	2	3	4	5
CP 4	I know my career interests and how to apply these to my job.	1	2	3	4	5
CP 5	I can analyze and assess my abilities, interests, and values to determine my career options.	1	2	3	4	5
CP 6	I have identified areas where I need to improve my skill and knowledge level.	1	2	3	4	5
Individual adaptability		**SD**	**D**	**NS**	**A**	**SA**
IA 1	I am confident in my ability to deal with changing situations.	1	2	3	4	5
IA 2	When circumstances change, I can alter my behavior appropriately.	1	2	3	4	5
IA 3	I enjoy learning new approaches to conducting work	1	2	3	4	5
IA 4	No matter the different kinds of assignments I get in my work, I know I can handle them.	1	2	3	4	5
IA 5	I demonstrate enthusiasm for learning new approaches and technologies for conducting work	1	2	3	4	5
IA 6	I believe I can adjust to new work processes and procedures	1	2	3	4	5
Proactive personality		**SD**	**D**	**NS**	**A**	**SA**
PP 1	Have the ability to turn ideas into reality	1	2	3	4	5
PP 2	I am able to survive in the current situation until there is a change for the better in the future	1	2	3	4	5
PP 3	I am constantly on the lookout for new ways to improve my career	1	2	3	4	5
PP 4	Wherever I have been, I have been a powerful force for constructive change	1	2	3	4	5
PP 5	I always try to be persistent to face changes	1	2	3	4	5
PP 6	I always show initiative in completing work	1	2	3	4	5

Self-efficacy		**SD**	**D**	**NS**	**A**	**SA**
SE 1	I believe I can succeed at almost any endeavor to which I set my mind.	1	2	3	4	5
SE 2	I am confident that I can perform effectively on many different tasks.	1	2	3	4	5
SE 3	Even when things are tough, I can perform quite well.	1	2	3	4	5
SE 4	When facing difficult tasks, I am certain that I will accomplish them.	1	2	3	4	5
SE 5	I can achieve most of the goals that I have set for myself	1	2	3	4	5
S E 6 5	When I want to reach a goal, I am usually able to succeed	1	2	3	4	

ORGANIZATIONAL SUPPORT

The following statements are about the extent to which you have a general perception relating to the University's concerns or values about your contributions and your well-being. Please read each statement carefully and decide if you ever feel this way about your job and University. Use the scale below to rate how you feel.

SCALE

5-Strongly Agree (SA); 4-Agree (A); 3-Not Sure (NS); 2-Disagree (D); 1-Strongly Disagree (SD).

Managerial support		**SD**	**D**	**NS**	**A**	**SA**
MS 1	Management takes care of my concerns and cares about my well-being	1	2	3	4	5
MS 2	The management style in my University is consultative	1	2	3	4	5
MS 3	Management provides adequate support with the increased burdens and workloads	1	2	3	4	5
MS 4	Management offers scholarships or sponsorship for further studies	1	2	3	4	5
MS 5	Management offers emotional support during difficult times	1	2	3	4	5
MS 6	Management provides continuous support and creates opportunities to train employees	1	2	3	4	5
Supervisor support		**SD**	**D**	**NS**	**A**	**SA**
SS 1	My supervisor gives me feedback on my performance	1	2	3	4	5
SS 2	I feel able to discuss my concerns with my supervisor openly	1	2	3	4	5
SS 3	My supervisor is respectful of my views and ideas	1	2	3	4	5
SS 4	My supervisor strongly considers my goals and values	1	2	3	4	5
SS 5	My supervisor cares about my well-being	1	2	3	4	5
SS 6	My supervisor provides adequate time for me to attend training	1	2	3	4	5
Co-worker support		**SD**	**D**	**NS**	**A**	**SA**
CS 1	If I'm struggling with a work-related problem, my coworkers help me.	1	2	3	4	5
CS 2	My coworkers assume my responsibilities when I am absent.	1	2	3	4	5
CS 3	My coworkers listen to my work-related problems.	1	2	3	4	5
CS 4	My coworkers care about me.	1	2	3	4	5

CS 5	I enjoy working with my coworkers.	1	2	3	4	5
CS 6	My coworkers take my concerns seriously.	1	2	3	4	5

CAREER SUCCESS

The following statements are about how you accomplish your desirable work-related outcomes at any
point in your work experiences over time in your University. Please read each statement carefully and decide if you ever feel this way about your job and University. Use the scale below to rate how you feel

SCALE

5-Strongly Agree (SA); 4-Agree (A); 3-Not Sure (NS); 2-Disagree (D); 1-Strongly Disagree (SD).

Career Advancement		**SD**	**D**	**NS**	**A**	**SA**
CA 1	I have learning goals designed to enhance my current work assignment and to prepare me for future positions	1	2	3	4	5
CA 2	I am satisfied with my chances for promotion.	1	2	3	4	5
CA 3	Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5
CA 4	At my University, people are interested in both personal and professional development.	1	2	3	4	5
CA 5	I am satisfied with the progress I have made toward meeting my goals for advancement	1	2	3	4	5
Career satisfaction		**SD**	**D**	**NS**	**A**	**SA**
CS 1	I am satisfied with the success I have received in my career	1	2	3	4	5
CS 2	All employees have an equal opportunity to further their education	1	2	3	4	5
CS 3	I receive the information, tools, and resources I need to do my job effectively	1	2	3	4	5
CS 4	I would not consider changing my career	1	2	3	4	5
CS 5	I have the opportunity to take part in trainings, webinars, meetings and outreach activities	1	2	3	4	5
Financial success		**SD**	**D**	**NS**	**A**	**SA**
FS 1	I have achieved enormous success with my salary increases.	1	2	3	4	5
FS 2	I am drawing a high income compared to my peers.	1	2	3	4	5
FS 3	I am earning as much as I think my work is worth.	1	2	3	4	5

FS 4	I am receiving fair compensation compared to my peers.	1	2	3	4	5
FS 5	I am successfully making progress towards meeting my goals for income	1	2	3	4	5