



**INFLUENCE OF CAREER DEVELOPMENT ON EMPLOYEE COMMITMENT: A CASE STUDY OF MASINDE
MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY**

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ABSTRACT

The purpose of this research was to investigate the influence of career development on employee commitment in Masinde Muliro University of Science and Technology. The target population was 1,112 which included Management staff, teaching and non-teaching staff out of which 10% was taken from each stratum to form a sample size of 112 from the total population. The study used self-administered structured questionnaires as the data collection instruments. The research carried out a pilot study to pretest and validated the instruments. Descriptive research design was used in this study. The data was coded to enable respondents to be grouped in various categories and descriptive research was used to summarize data. Quantitative data collected was analyzed using Statistical Package for the Social Sciences (SPSS). Linear regression analysis was carried out using multiple regression model to present the data for ease of understanding and analysis. Inferential statistics included a regression model which was employed to establish the extent to which the specific variables under investigations influence employee commitment. Findings were presented using tables and discussions thereof. The results found that the relationship between career development and employee commitment was statistically significant. Increased career development or more job training opportunities would develop employee skills and increase their interest in their job, hence more committed to their job deliveries. The study recommended that employees should be involved in making work related decisions, this makes employees feel part of the organization and also gives them a chance to set achievable targets, which makes them committed towards achieving them.

Key Words: Career Development, Employee Commitment, Masinde Muliro University of Science and Technology

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INTRODUCTION

As a result of globalization, organizations are concerned on how to manage and implement appropriate Human Resource Management (HRM) practices to fit the global as well as the local context of their operations. The major trends for reward management in the twenty-first century have set new challenges (Opote, 2010). Rewards are described by Chen and Hsieh (2006) as everything that employees perceive to be valuable as a result of the employment relationship. It typically includes cash compensation and benefits, as well as other non-cash rewards and the work experience. According to Njaga (2013) rewards include systems, programs and practices that influence the actions of people. The purpose of reward is to provide a systematic way to deliver positive consequences that contribute to desired performance. Armstrong (2012) is of the view that when rewards are well managed, desired commitment is achieved efficiently and effectively since the employees get a sense of mutual gain. This gain is always interterm with the organization as well as with the employee in the attainment of the defined target or goals.

Rewards play a vital role in determining the significant performance in a job and it is positively associated with the process of commitment. Khan (2015) argued that there are two factors which determine how much a reward is attractive, first is the amount of reward which is given and the second is the weightage an individual gives to a certain reward. White and Druker (2013) emphasize that reward management systems are meant to complement and reinforce business strategies. According to Danish (2010) effective reward management leads to increased employee motivation, and this may, in turn, enhance employee commitment. Appropriate and effective reward improves employees' motivation which in turn leads to improved commitment as well as achievement of organizational goals (Korir, 2016).

Relational rewards are non-monetary gains that influence people through non-material rewards like;

recognition, giving more responsibility, praise in the public (Musaazi, 2002). Relational rewards are believed to affect work commitment either negatively or positively. Maicibi (2010) in his definition of the same includes indirect financial rewards arising from work itself, such as achievement and autonomy. La Belle (2005) posit that different individuals have different perceptions of rewards and believes that such factors are the main driving force of satisfaction and that they help boost the employee to work harder and better, due to the motivation that it brings about.

Employee commitment is the degree to which the employee feels devoted to the organization (Akintayo, 2010). It frequently depicts the employees' belief in the goals and mission of the organization, willingness to expend effort in their accomplishments, and intentions to continue working there. Ongori (2007) explained employee commitment as an adequate response to the whole organization and the degree of attachment or loyalty employees feel towards the organization. Zheng (2010) describes employee commitment as merely employees' attitude to the organization. This definition is comprehensive in the context that employees' perspective encompasses various components. Consequently, commitment signifies both the behavioral tendencies and the feelings that employees have towards an organization.

Ngethe (2013) asserts that universities, whether public or private, are training grounds for students undertaking various inclusive courses to translate theory into practice. The fundamental goal of these institutions is to provide human resources needs for both private and public sector for general national development. Kenya gained independence from the British colonialists in 1963. By independence, it had one university college (University College of Nairobi) which was affiliated with the University of East Africa. It became a fully – fledged University in 1970. From one public university, there are currently 33 public universities and 37 private universities. The essential goal of these institutions

is to provide human resources needs for both private and public sector for overall national growth. The Kenyan public universities admit both privately sponsored students and those partly sponsored by the government through the Kenya Universities and Colleges Central Placement Service (KUCCPS) (Mulonzi, 2014). The Commission for University Education (CUE) was established under the Universities Act, No. 42 of 2012, as the successor to the Commission for Higher Education is the Government agency mandated to regulate university education in Kenya.

Statement of the Problem

The changing employee expectations pose numerous challenges for Human Resource professionals and therefore HRM provide benefits based upon what the best particular fit is for the employees. The problems facing public universities in Kenya have originated from inadequate financial resources and rapid expansion in the recent past that has negatively affected the implementation of HR policies and practices that serve as a reference for influencing staff attitudes and behaviors in institution of higher education (Nkondola, 2017). These factors have impacted negatively on the physical and human resources and the provision of quality services (Kibkebut, 2016). A baseline survey carried out by Steadman Group Kenya (2010) for a Public University in Kenya revealed that overall employee commitment stood at 46.9 % for teaching staff and 51% for non-teaching. Public universities in Kenya have almost exclusively depended on the government for compensating their employees, leading to a situation where employees are not rewarded compared to their counterparts in the more developed societies or in the private universities. As a result, many employees are not committed to their work, thus reducing their productivity at work and there are also high rates of staff turnover in the recent past. University staffs are expressing their grievances through strikes, where teaching and non-teaching staff are regularly agitating for more pay and better working conditions. The strikes end up affecting the

students who are at times forced to go on compulsory vacation and postponed exams until the staff strikes are over. Inadequate rewards to the employees also have seen many staffs at MMUST to decamp to private sector or other countries in search of better rewards, thus affecting the performance needs of universities (Kathure, 2014; Mendis, 2017). It is therefore against this background that the researcher intended to address this gap by determining the role of career development on employee commitment in Masinde Muliro University of Science and Technology (MMUST).

Research Objectives

To investigate the influence of career development on employee commitment in Masinde Muliro University of Science and Technology.

Hypothesis

H₀1 Career development has no statistically significant influence on employee commitment in Masinde Muliro University of Science and Technology.

LITERATURE REVIEW

Theoretical Review

Social Exchange Theory

Social exchange theory are voluntary actions which may be initiated by an organizations' treatment of its employees, with the expectation that the employees will be obligated to reciprocate the good deeds of the organization (Fathaniy, 2011). The exchange perspective views the employment relationship as consisting of social or economic exchanges (Rupp & Bryne, 2003). Economic exchange relationships involve the exchange of economic benefits in return for employees' effort and are often dependent on formal contracts which are legally enforceable (Blau, 1964). On the other hand, social exchanges are 'voluntary actions' which may be initiated by an organisation's treatment of its employees with the expectation that the employees will be obligated to reciprocate the good

deeds of the organisation (Davies, 2005). The exchange approach view of organisational commitment posits that individuals attach themselves to their organisations in return for certain rewards.

Social exchange theory has been used to study organisations in an attempt to better understand the reciprocal relationship that develops between employees and the organisation (Baran, 2012 ;Bucklew, 2008). This suggests that when an organisation treats their employees fairly and values their efforts and provides a comfortable working environment, the employees will feel obligated to support the organisation to achieve its goals (Restubog, 2013). The employees act of support can include higher organisational commitment and loyalty which results in lower levels of intention to leave the organisation (Allen et al., 2003). Furthermore, Allen, Shore, and Griffeth (2003) argued that employees who do not get any support from their organisation are likely to leave for an organisation that they feel will treat them better.

Empirical Review

Career Development and Employee Commitment

Career Development is the process by which employees strategically explore, plan, and create their future at work by designing a personal learning plan to achieve their potential and fulfill the organization's mission requirements (Omar, 2010). It has been identified as a means of helping organizations to tap into their wealth of in-house talent for staffing and promotion by matching the skills, experience and aspirations of individuals to the needs of the organization (Ngugi & Kihoro, 2016).

According to Tatham (2013) career development is the series of activities or the on- going/lifelong process of developing one's career. It usually refers to managing one's career in an intra-organizational or inter-organizational scenario. It involves training on new skills, moving to higher job responsibilities,

making a career change within the same organization, moving to a different organization. Similarly, Kibui, Gachunga, and Namusonge (2014) argue that career development plan for employees play a vital role in building commitment which results to retention of employees. Providing career development opportunities restrict employees from leaving the organization and increases loyalty.

Equally, Khan, Rajasekar, and Al-Asfour (2015) argued that most organizations may use career development programmes to assist their employees to properly plan their careers because it is believed that, generally employees react positively to career development and advancement opportunities. Thus, the career development is perceived like joint effort between the individual employee and the organization (Kibui et al., 2014). Organization establishment plan for employees play a vital role in building commitment which results to retention of employees. Providing career development opportunities restrict employees from leaving the organization and increases loyalty (Kibui et al. 2014).

Most organizations may use career development programmes to assist their employees to properly plan their careers because it is believed that, generally employees react positively to career development and advancement opportunities (Khan et al., 2015). According to Kibui et al. (2014) the talented employees are very determined and they expect a high level for development of their career as they demand the help of the organization to attain it. Hence, they will stay in the firm only if the employer gives them every opportunity to develop their potential. So the retention is about motivation, commitment, career investment, career project and also rewarding, which does not mean only money.

Employees are important assets of an organisation as they contribute to its development and success (Danish & Usman, 2010). A mobility and a career change is more common in the world of

employment. Mullins (2007) posits that employees aspire to progress steadily in organizations for which they work. Today an individual's career is no longer tied to a single organization, as career changes, they result to frequent job mobility that have become a common phenomena. In addition, Savickas (2011) noted that whereas in the past an individual's career rested in the hands of an organization, today individuals own their own careers and may leave and search for better options if not supported to advance in their careers.

Lack of personal growth in organizations results in career plateau which instead leads to increased employees intentions to quit. Many employees find themselves in jobs that offer them limited mobility opportunities in terms of upward movement in the organization (Ongori, 2007). Studies have shown that employees who have attained plateau have a high degree of intention to quit due to reduced opportunity in the present organization (Yamamoto, 2006). Career opportunities encourage workers to make longer-term commitments to their workplace; it permits them to see a future with the company. Organizations need talented employees for maintaining the sustainable competitive advantage (Odembo, 2013).

Mentoring is a process of developing formal relationships between junior and senior members of the organization, in certain cases mentoring also takes place between the peers. This involves having more experienced employee mentor the less experienced (Hall, 2010). It is a process of developing relationships between more experienced members of an organization and less experienced ones for transfer of knowledge and skills. Mentoring not only supports the abilities and competencies of the individuals and groups but also provides positive alteration of employees' skills to their improved performance and organization commitment (Ahmad et al., 2014). The process of mentoring works both ways, it benefits the parties, the mentor and the mentee. It increases affective commitment to the mentee to the organization,

and there is essentially a transfer of knowledge and skills. Mentoring may be informal or formal, but typically the primary functions associated with mentoring are vocational support, psychosocial support and role modeling (Hyung, 2017).

In most cases, an organization pairs an experienced person in a certain field with a less experienced person interested in the same field with the aim of developing some particular competencies, give performance feedback and come up with an individualized career development plan Godenson, (2007). According to Samuel (2010) the relationship that is developed between mentor and protégé usually establishes a lasting bond that enables employees to enhance their commitment to the organization. Through mentoring a manager builds the employee's self-esteem by expressing approval, encouragement and support by trusting in the employee to exceed expectations. Individuals involved in mentoring were found to experience greater career satisfaction and commitment Michael et al. (2001). Seniors and professionals in the form of mentors share their information and experience with mentees which creates and develop in them a deeper sense of loyalty to the organization and increases their commitment to their tasks as has shown (Hutcheson & Ofubruko, 2013).

Generally, mentors provide their mentees with the ability to make innovative ideas which can not only add to their capabilities and personality, but also prepares them to lead the others in future when they will be holding such positions (Ramayah, 2013). Mentoring facilitates personal learning and attitude which consequently results in enhancing organization commitment and sustainable employee learning environment (Malderez, 2015). Mentoring is a valuable resource for learning and coping with major organizational changes. It brings value to everyone involved in this relationship, that is, mentees, mentors and the organization.

According to Gallaway (2011) coaching is the art of creating an environment, through conversation and a way of being that facilitates the process by which an employee can move towards desired goals in a fulfilling manner. It requires one essential ingredient that cannot be taught; caring not only for the external result but for the person being coached. Cinar (2007) argues that coaching promotes awareness in order to encourage individuals and teams for reaching a desired result. The individuals or teams are led by a skilled person or coach who supports them in achieving greater self-awareness, improved self-management skills and increased self-efficacy, so that they develop their own goals and solutions appropriate to their context. It also empowers and encourages teams and creates suitable circumstances for achieving the results.

Employee Commitment

Commitment is an individual's desire to remain focused and attached to his work. Organizational commitment is measured through three tools; affective, continuance and normative commitment (Grube & Castaneda, 1994). Lee (2010) defines continuance commitment as the employee awareness of the costs that are related with departing the organization. Affective commitment refers to the emotional attachment that an employee has in an organization (Price, 2011). It is the extent at which employees appreciate to be members of an organization. According to Rhoades (2001) affectively committed employees are seen to have a sense of identification and belonging and this motivates them to increase their participation in the activities of an organization.

Additionally, affective commitment makes employees to have willingness to meet the goals of an organization as well as the desire to stay in the organization. Beck and Wilson (2000) note that organizational members who have an affective level of commitment have a longing to remain in the organization because they view their values and goals to be congruent with those of the

organization. Coetzee (2005) points out that affective commitment is related with work attitude and positive feelings about their organization. The work attitude is related with how employees view the organization and this attaches them to the institution. According to Lee (2010), affective commitment is associated with employee personal characteristics organizational features, experiences about the work and job characteristics.

Employees become emotionally attached to an organization when they are able to achieve these factors. This is because they help to create an environment that is intrinsically rewarding for the employees (Muncherji & Dhar, 2011). In many organizations, the antecedents of affective commitment come under four distinct categories namely: personal characteristics, structural characteristics, job-related characteristics and work experience (Mowday, 1982). It is with such a motivation that the employee who possesses strong affective commitment will continue to work for the organization because they want to do so. According to Meyer and Allen (1997) employees with strong affective commitment would be motivated to high levels of performance and make more meaningful contributions than employees who expressed continuance and normative commitment. This happens owing to the fact that the employee identifies and associate himself/herself with every aspect of the organization.

Conceptual Framework

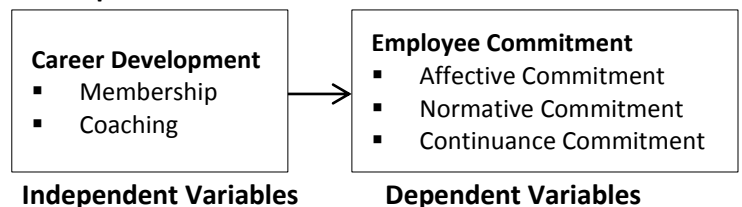


Figure 1: Conceptual Framework

Source: Author (2019)

METHODOLOGY

The research design adopted was descriptive research design. According to Cooper and Schindler

(2014) research design constitutes the blueprint for the collection, measurement, and analysis of the data. The target population for the study comprised of all permanent teaching and non teaching staff of Masinde Muliro University of Science and Technology. The total number of employees at MMUST was 1122, teaching adding to 322, top management 10 while non teaching is 780. The source of employee information was collected from the University in January, 2018 (MMUST, 2018).

The data collection technique that was used for this study was structured questionnaires. A questionnaire is defined as a formalized schedule or form, which contains an assembly of carefully, formulated questions for information gathering

Table 1: Results of employee commitment factors

On a scale of 1 to 5 (5 means Strongly Agree and 1 means Strongly Disagree) express the extent to which you agree or disagree with the following statements regarding organizational support. 5 = Strongly Agree, 4=Agree, 3 =Not Sure, 2= Disagree, 1= Strongly Disagree.

	5		4		3		2		1		%
	N	%	N	%	N	%	N	%	N	%	
1. Employees will be happy to stay in MMUST	17	16	39	36	16	15	26	24	10	9	
2. Employees feel as if MMUST problems are theirs	4	4	29	27	22	20	28	26	26	24	
3. Employees do not have a sense of belonging to MMUST			24	22	18	17	48	44	19	17	
4. Employees feel their lives will be disrupted if they leave	14	13	16	15	14	13	45	42	19	18	
5. Employees have no obligation to remain in MMUST	9	8	31	29	11	10	41	38	16	15	
6. Employees will feel guilty if they leave MMUST	4	4	16	15	12	11	44	41	32	30	
7. Employees will not leave MMUST even to their advantage	2	2	27	25	8	7	45	42	26	24	
8. Employees trust the management in leadership and positive relationship	16	15	29	27	24	22	14	13	26	24	

The results of the Likert scale showed that 52% of the respondents (16% strongly agreed and 36% agreed) agreed that employees will be happy to remain in MMUST while 33% (24% disagreed and 9% strongly disagreed) did not agree to this fact. The results also showed that 31% of the respondents (4% strongly agreed and 27% agreed) showed that employees felt as if MMUST problems

(Wong, 2013). The data collected from the close ended items was assigned numerical values (coded) and analyzed by use of a computer package-Statistical Package for Social Scientists (SPSS) version 21.

FINDINGS AND DISCUSSION

Factors of Employee Commitment

Respondents were asked to indicate the level to which they agreed that career development influences employee commitment at Masinde Muliro University of Science and Technology. The data was analyzed and presented as shown in the Table 1 below.

were part of them, while 50% (26% disagreed and 24% agreed) didn't feel part of MMUST problems. From the results, it was seen that 24% of the respondents had a sense of belonging to MMUST while 61% do not have a sense of belonging to MMUST. The results showed that 28% of employees also felt that their lives would be distracted if they leave MMUST while 60% didn't feel so. Likert scale

test on other variables showed that 37% of the employees felt they had no obligation to remain at MMUST while 53% of the respondents felt that they had no obligation to remain at MMUST. On the other hand the results showed that 19% would feel guilty if they leave MMUST while 71% won't feel guilty if they left additionally, 29% of the respondents agreed that employees would not leave MMUST even to their advantage but 66% said they could leave MMUST anytime to their own

advantage. Finally 45% of respondents trusted the management in leadership and positive relationship while 37% did not.

Factors of Career Development

Respondents indicated on the questionnaires the level to which they agreed that career development influences employee commitment in Masinde Muliro University of Science and Technology. The results were as presented in the Table 2 below.

Table 2: Factors of career development

On a scale of 1 to 5 (5 means Strongly Agree and 1 means Strongly Disagree) express the extent to which you agree or disagree with the following statements regarding organizational support. 5 = Strongly Agree, 4=Agree, 3 =Not Sure, 2= Disagree, 1= Strongly Disagree.

	5		4		3		2		1	
	N	%	N	%	N	%	N	%	N	%
1 Mentoring is a fundamental human policy in MMUST	36	33	28	26	8	7	24	22	12	11
2 Employees are well mentored and ready to assume greater responsibilities	4	17	29	24	22	16	28	22	10	9
3 Mentoring make employees to take ownership and responsibility in their career	31	29	39	36	8	7	22	20	8	7
4 Coaching help employees understand their roles and priorities	29	27	48	44	16	15	14	13	2	2
5 Coaches feedback which helps employees to focus on job	24	22	13	12	11	19	27	25	10	9
6 Coaching inspires employees	28	26	30	28	12	48	44	21	14	13
7 MMUST has equal opportunities for training	5	5	26	24	14	13	26	24	38	35
8 Training enables me to climb to higher job level	29	27	36	33	8	7	16	15	19	18

The results showed that 59% (33% strongly agreed and 26% agreed) of the respondents agreed that mentoring is a fundamental human policy at MMUST, while 33% (disagreed 22% and 11% strongly disagreed) did not agree. Employees, 41% agreed that they were well mentored and ready to assume greater responsibilities, while 31% felt they were not well mentored. The results also showed that 65% of employees agreed that mentoring made employees to take ownership and responsibility in their carrier while 27% didn't feel so. The results showed that 71% of the respondents also agreed that coaching helped employees

understand their roles and priorities, while 15% don't agree, on the other hand, the analysis showed that 54% respondents agreed that coaching inspired employees. Employees 34% also agreed that coaches' feedback helped employees focus on job while 34% didn't feel so. The results in the Table also showed that 29% respondents agreed that MMUST had equal chances of training while 59% disagreed to this. Finally, 60% of employees agreed that training enabled them to climb to higher job level while 33% disagreed.

Research Hypotheses

The hypotheses were formulated from the objective of this study based on revelations in the literature review on career development and employee commitment. Each sub-section presented the regression and correlation results of each null hypothesis at 95% confidence level.

H₀1 Career development has no statistically significant influence on employee commitment in

Masinde Muliro University of Science and Technology.

Regression analysis was used to establish the influence of career development on employee commitment Masinde Muliro University of Science and Technology. The null hypothesis used was tested at 5% level of significance.

Table 3: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.638 ^a	.407	.268	.352

a. Predictors: (Constant), commitment

The results in the Table 3 above showed the R-Square value of 0.407, implying that 40.7% of variation of employee commitment was explained by career development as shown in the model summary.

The researcher further tested the relationship of employee commitment and career development among employees at Masinde Muliro University of Science and Technology. The null hypothesis was tested at 5% level of significance.

Table 4: ANOVA Table

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.900	8	.362	2.923	.014 ^a
	Residual	4.216	34	.124		
	Total	7.116	42			

a. Predictors: (Constant), commitment

b. Dependent Variable: career development

Based on the results in the Table 4 above, at 5% level of significance $F(1, 34)$, $p\text{-value}=0.000 < 0.05$ the null hypothesis that career development has no statistically significant influence on employee commitment in Masinde Muliro University of Science and Technology was rejected ($t\text{-statistic}=6.518$ $p\text{-value}=0.000 < 0.05$) and concluded that organizational support influences employee engagement among non-teaching staff members in selected public universities in Kenya.

influence on employee commitment in Masinde Muliro University of Science and Technology was tested at 5% level of significance. The results in the Table 4 showed that the null hypothesis was rejected ($t\text{-statistic}= -0.803$ $p\text{-value}=0.000 < 0.05$) and concluded that carrier development influences employee commitment at MMUST.

SUMMARY

The study objective was to determine how career development influences employee commitment in Masinde Muliro University of Science and Technology. This study targeted 112 employees at Masinde Muliro University of Science and Technology, 108 of the 112 questionnaires were returned indicating a response rate of 96%. The

The study also sought to find the influence career development on employee commitment among employees in MMUST. The null hypothesis that career development has no statistically significant

study had 59% (64) of the respondents being male while 41% (44) of the respondents being female. This indicated that male gender was dominant in this study. Majority of the respondents had attained Bachelor's degree 36% (39), 33% (35) had attained a Diploma, 20% (22) had a Master's degree, 9% (10) of the respondents had a PhD while 2% (2) had attained secondary school certificate as their highest level of education. The results further showed that 43% (46) had worked for the institution for over 10 years, 39% (42) had worked between 5-10 years, while 18% (20) of the respondents had worked for the institution for a period less than 5 years. More results showed that 74% (80) of the respondents were non-teaching staffs, 24% (26) were teaching staff while 2% (2) were management staff.

The findings showed that career development had a significant relationship with employee commitment. The significance test between career development and employee commitment showed that there was a statistically significant relationship between the two tested variables. The correlation and regression statistics all showed a significant relationship. However, as much as there was a statistical relationship, employees pointed out that the career development opportunities in MMUST were not equal and may not lead to upward mobility in their career equally.

CONCLUSION

The results showed that 59% of the respondents agreed that mentoring is a fundamental human policy at MMUST. Employees 41% agreed that they were well mentored and ready to assume greater responsibilities. The results also showed that 65% of employees agreed that mentoring made employees to take ownership and responsibility in their carrier. The results showed that 71% of the respondents also agreed that coaching helps employees understand their roles and priorities, on the other

hand, the analysis showed that 54% respondents agreed that coaching inspires employees. In the other results 66% of said that coaches' feedback did not help them focus on the job. Finally, 60% of employees agreed that training enabled them to climb to higher job level while 33% said that training an MMUST, did not guarantee higher job level. The study found that the relationship between career development and employee commitment was statistically significant. Increased career development or more job training opportunities would develop employee skills and increase their interest in their job, hence more committed to their job deliveries.

RECOMMENDATION

Employees should be involved in making work related decisions, this makes employees feel part of the organization and also gives them a chance to set achievable targets, which makes them committed towards achieving them. It is important for an organization to motivate employees who go for higher training by giving them incentives and elevating their salary grades. This helps in motivating the employees in achievement of organization's goals. Appraisals should also be honest and reflect the true performance of employees, failures in employee targets should be well assessed, especially if the organizations contribute to, by failure to provide working tools and adequate working environment.

Suggestions for Further Studies

- Further research should be carried out to establish how technology in organizations affects employee commitment and retention.
- Another research can be carried out to determine factors leading to attrition in organizations.
- A research can be done also to determine how non-work related activities among employees can improve employees' performance.

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