

Career Management Practice: A Panacea for Organizational Citizenship Behaviour amongst senior Non-Teaching Staff in University of Uyo, Uyo, Akwa Ibom State

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Abstract

This study was conducted to examine the relationship between career management practices and organizational citizenship behaviour amongst senior non-teaching staff in University of Uyo. Survey research design was adopted for the study. Population for the study was one thousand, one hundred and fifteen (1,115) senior non-teaching staff in the employ of university of Uyo. Taro Yamene's formulae for sample size determination was used in determining the sample for the study and it was given as 294. Sources of data was from both primary and secondary sources. Secondary source was from textbooks, journals and internets while primary source was from the research instrument. A modified Likert scale questionnaire was the research instrument. Convenience sampling technique was used in administering the research instrument and they were personally administered by the researcher. Pearson product moment correlation statistical tool was used in analysing the hypotheses of the study. Findings revealed that there exists strong relationship between job rotation, mentoring and organization citizenship behaviour amongst non-teaching senior staff in university of Uyo, Uyo, Akwa Ibom State. In conclusion, achieving a high level of positive organisational citizenship behaviour in an organisation depend on the type of assistance organisations offer individual workers in their career management effort. It is recommended that there is need to further deepen the level of organisational citizenship behaviour of senior non-

teaching staff of university of Uyo by adding mentoring and career-counselling unit with trained counsellors to their human resource management functions.

Introduction

Recently, there has been an upsurge in search for ways of improving employees' behaviour in order to ensure organisational success and performance (Cho and Song, 2020). Being that organisational success is achievable in a work climate where employees are productive, many organisations including universities are adopting employee career management as a strategic option (Mehmood, Awais, Afzal, Shahzadi and Khalid, 2017). The purpose of this is to enhance behaviour of employees at workplace so as to improve organisational performance. Unarguably, a well - managed career is beneficial to both the organisation and employees (Al-Hawari, Bani-Melhem, and Shamsudin, 2019; Bysted and Jespersen, 2014).

Career Management is a human resource activity that has to do with a number of practices. Some of the common career management practices [CMP] as identified by Baruch and Peiperl (2000) includes; Performance appraisal as a basis for career planning, Assessment centres, Peer appraisal, Upward (subordinate) appraisal, Career counselling by direct supervisor, Career counselling by Human Resource Department, Formal mentoring, Career workshops, Common career paths, Dual ladder (parallel hierarchy for professional staff), Written personal career planning (as done by the organisation or jointly), Retirement preparation programmes, Succession planning, Books and/or pamphlets on career issues, Postings regarding internal job openings, Formal education as part of career development and Lateral moves to create cross-functional experience (i.e. Job rotation). Others, according to Al-Shawabkeh (2017) include mentoring, job posting, career planning, and performance review and so on. However, this study focused on Job rotation (or lateral moves to create cross-functional experience), and Mentoring (or Formal mentoring).

The effect of job rotation on organisational citizenship behaviour may be described from a variety of angles. Job rotation is an excellent method to improve corporate citizenship behaviour by contributing to the development of employee capacity, especially for those who need workplace training (Bolton and Gold, 2004). Orpen (1994) suggested that job rotation is a useful technique for acquiring skills that are beneficial to the employees while learning new technologies. An employee that participates in job rotation gains experience in a variety of areas more rapidly. As a result, a regular work rotation programme allows employees to be educated as generalists. Equally, Noe and Ford (1992) opine that job rotation among employees aid career management techniques by increasing their experience in a variety of ways. Also, it gives managers a better understanding of many aspects of business, such as establishing a network of organisational connections and improving problem-solving abilities.

Mentoring has long been seen as a crucial component of higher educational institutions' responsibilities in facilitating the effective fulfilment of their academic goals. It has been identified as a professional success catalyst as well as a facilitator of job choices, progression, and productivity (Sambunjak, Strauss and Marusic, 2006). A mentor that has recorded notable success in a field may seek out younger colleagues or students to mentor in the conventional academic

model. He may encourage them to do specific research, compose a portion of an article or contribute to a book, or work as research assistants or associates on a major project. During this process, the younger academic develops research and writing skills, attends conferences and meetings, and learns about resources and sources of research funding. Furthermore, the younger academics (mentees) learn to comprehend and decode business culture (Chesterman, 2015; Giber, 2004 cited in Greyling and Rodes, 2006). Despite the acknowledgment of mentoring as an essential component of non-academic staff career management practice, there is little scientific evidence to give credibility to the presence of successful mentoring relationships in higher institutions of learning.

Organization Citizenship Behaviour (OCB) is a set of behaviours that goes above formal expectations or job description (Yadav and Punia, 2013). Its significance lies in the fact that it does not have its origin from the job role and formal duties. In fact, employees do not receive remuneration for performing them. They are voluntary actions that are necessary for the success of organisations. Examples of OCB include; offering to help a newly employed staff to become familiar with his/her role in the organisation, helping a colleague that may be struggling with deadlines, or volunteering to change shifts. Moreso, OCB also consists of organisationally related acts such as working overtime without expecting to be paid some remuneration, or volunteering to organise some office-wide functions.

Statement of the Problem

Numerous studies have been conducted to examine the connections between employee behaviour, employee attitudes, and personal attributes but few thorough investigations of the likely antecedents of organisational citizenship behaviour of university non-teaching staff, particularly senior non-teaching staff, have been documented in the literature. Management scholars opine that career management practices may influence organisational citizenship behaviour. However, career management practices and organisational citizenship behaviour of university senior non-teaching employees are little studied and this creates a major void in the literature that need to be filled. Also, despite efforts and huge financial expenditure on personnel votes by university management, there are inefficiency in many of the essential/support services provided by senior non-teaching staff. There are observed serious lapses in administrative, security, technical and health care services that are responsibilities of these senior non-teaching staff which could be as a result of poor citizenship behaviour among other factors.

Mentoring and job rotation are important elements of career management practices that may influence organisational citizenship behaviour. These elements were the subject of this study on Career Management Practices and Organisational Citizenship Behavior of Senior Non-Teaching Staff of University of uyo. This research was intended against this backdrop, to critically assess the relationship between Career Management Practices and Organisational Citizenship Behaviour of Senior Non -Teaching Staff of University of uyo and how that might be a long-term solution to the multitude of issues impeding the university system from attaining good outcomes.

Objectives of the Study

The major objective of this study was to assess the relationship between Career Management Practices and Organisational Citizenship Behaviour of senior non-teaching staff in University of uyo. The specific objectives include;

1. To assess the relationship between job rotation and organisational citizenship behaviour of senior non-teaching staff in University of uyo.
2. To examine the relationship between mentorship and organisational citizenship behaviour of senior non-teaching staff in University of uyo.

Research Questions

The following research questions were formulated to guide the research:

1. How does job rotation affect organisational citizenship behaviour of senior non-teaching staff in University of uyo?
2. How does mentorship influence the organisational citizenship behaviour of senior non-teaching staff in University of uyo?

Hypotheses of the Study

The following null hypotheses were used to guide the study:

- H₀₁: There is no significant relationship between job rotation and the organisational citizenship behaviour of senior non-teaching staff in University of uyo.
- H₀₂: There is no significant relationship between mentorship and organisational citizenship behaviour of senior non-teaching staff in University of uyo.

Literature Review

Concept of Career Management Practice

Career Management is described as an ongoing process of planning, creating, executing, and evaluating career plans and strategies, whether done alone or in collaboration with an employer (Adekola, 2011). It is an on-going process of preparing, implementing, and monitoring career plans undertaken by the individual alone or in collaboration with the organisation's career system (Bernardin, 2010). Also, career management is considered to be an organisational process that implements and monitors career plans undertaken by individuals alone or within the organisation's career system (Singh, 2011). Indeed, career management is an ongoing activity in the workplace. A fulfilling job may enhance emotions of satisfaction, while bad work choices can have a negative impact on a person's sense of well-being (Maurer and Lippstreu, 2006).

Career management practices (CMP) are carried out by organisations, usually through the human resource management unit, to answer employees' needs and match them with the organisation's needs. Organisations use CMP to manage the careers of their workers. Career management strategies may offer an organisation with a competitive edge in both the local and global markets. It may also assist individuals in an organisation in developing or activating organisational commitment, organisational citizenship behaviour (OCB), and work satisfaction. Similarly, they may enhance organisational success while decreasing the desire to leave the organisation. Furthermore, the issue of workers running down the organisation may be minimised as a consequence (Paré, Tremblay, and Lalonde, 2011). This may lead to a lack of trust between workers and their employers. This is so because it is demoralising, it has the potential to have a detrimental effect on staff morale (Astrachan, Klein, Sabine and Smyrniotis, 2012). As a result, some workers may respond with poor behaviour and a refusal to participate in Organizational Citizenship Behaviour. According to Cooper-Hakim and Viswesvaran (2005) cited in Hlanganipai and Mazanai (2014), research has indicated that employees who are satisfied as a result of good career management practices tend to show more commitment to their organisations, and such employees are more likely to stay with the organisation (retention) and exhibit positive work behaviours such as OCB.

Job Rotation and Organisational citizenship behaviour

The influence of job rotation on career management practices could be explained from various perspectives. Firstly, job rotation is an effective way to enhance career management practices through its contribution in developing employee ability and specifically to those who need to be trained at the workplace (Bolton and Gold, 2004). For instance, Orpen (1994) argued that job rotation is an effective tool to acquire skills that employee needs when mastering new technologies. An employee who is involved in job rotation acquires experience in various disciplines more quickly. Thus, frequent job rotation programme enables employees to be trained as generalists. In another study by Noe and Ford (1992), they suggested that rotation among employees helps career management practices because it increases employees' experience in many ways. It provides managers with a broader knowledge in different areas of business ranging from developing a network of organisational contacts to increasing their problem-solving skills.

Empirical evidence indicates that promotion opportunity within an organisation is related with employees on the job experience (Coolahan, 1996). According to Marian, Patricia and Kathy (1995), they reported that promotions for both men and women were based on a combination of proven competences and the potential for development such as experience, track record, skill, work ethic and interpersonal skill. In addition, employee ability to work on a team, interpersonal skill and the potential for growth as main reasons for promotion decisions making cannot be denied. As suggested by Coolahan (1996), individual career progression generally takes the view that career advancement is a function of education, ability, job experience and skills. Essentially, an employee's career progression within the organisation may be restricted if there is a mismatch between the abilities and attributes of the individual and the requirements of the job.

Thirdly, job rotation provides information that the firm can use to improve the allocation of jobs among employees, and it indirectly would reflect to career management practices opportunity (Orpen, 1994). This argument is supported by Lynskey (1999) and Wright and Snell (1998) who posited that job rotation might be used as an effective way to transfer the resources within organisation. Without doubt it might be easier for the firm to find out the most appropriate job for employees if an employee can be observed performing different activities. With job rotation, each time an employee rotates the employer learns about new aspects of employee ability. However, if an employee does not rotate, the employer has to learn more information about the employee abilities.

Mentorship (M) and Organisational Citizenship Behaviour

Mentorship has the capacity to influence behaviour of organisation members. It is a relationship where a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. According to Donaldson, Ensher, and Grant-Vallone (2000), mentoring is a term that is used generally, to describe a relationship existing between a not too experienced individual, called a mentee or protégé, and a more experienced individual known as a mentor. Traditionally, it could be viewed as a dyadic, face – to - face, long - term relationship existing between a supervisory adult and a novice student in order to help foster the mentee's professional, academic, or personal development.

The mentor may be older or younger but have a certain area of expertise. It is a learning and development partnership between someone with vast experience and someone who wants to learn. The person in receipt of mentorship may be referred to as a protégé (male), a protégée (female), or a mentee.

Mentoring is a process that always involves communication and it is relationship based. It is a process for the informal transmission of knowledge, Social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development. It entails informal communication, usually face-to-face and during a sustained period, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé) (Bozeman and Feeney, 2007).

Many people in educational institutions and apprenticeship programmes are acquainted with the ideas of mentorship and formal mentor programmes. Mentoring programmes are available for new teachers, at-risk adolescents, lecturers, employees, and students in higher education. Formal mentor programmes, on the other hand, are not as prevalent in business organisations as they are in academia. The fact that mentoring is seen as an innovation in organisational performance development indicates that mentoring programmes are relatively new in the workplace. According to Webster's New World College Dictionary, a mentor is a knowledgeable, devoted adviser, a teacher, or a coach. It derives from Greek mythology, particularly Homer's Odyssey. Before going to engage in the Trojan War (a ten-year war), King Odysseus entrusts his son to his elder friend Mentor (Gentry, Weber, and Sadri, 2008). The term mentor, as it is often used today, refers to a one-on-one connection between an experienced individual and a less experienced person (Okurame, 2012).

Mentoring is also described as the intentional matching of a more talented or experienced person with a less skilled or experienced person, with the agreed-upon aim of having the less skilled person improve and acquire particular competencies (Park and Yoo, 2005; Murray, 2006). This concept allows for the possibility of a mentor being younger than the mentee. Lai (2005) defines the historical applications of the idea of mentoring for learning and work assistance in apprenticeship and employee retention programmes in three dimensions: relational, developmental, and contextual. The connection between mentors and mentees is referred to as relational. Development refers to how mentors and mentees grow emotionally and professionally while pursuing certain objectives. Contextual mentoring focuses on the cultural and situational aspects of the mentoring environment. According to Lai (2005), it is these three components that form and influence a mentoring relationship.

According to Hanford and Ehrich (2006), mentoring is frequently viewed in an organisational context as a training and development programme that can be used to increase a group's and/or individuals' potential to carry out specific duties and responsibilities, familiarize with new techniques, and care for all aspects of the mentees. Mentoring is also seen as essential for job learning, getting career assistance, and receiving developmental and psychological support (Cummings and Worley, 2009). According to Azman, Muhammad, and Sebastian (2013), mentoring is a process that develops the entire person rather than the parts.

Social Exchange Theory

George Homan propounded Social exchange theory (SET) in 1958. However, several Scholars like Emerson in 1962, Blau in 1964, and Emerson in 1972 later made useful contributions to the theory. It states that, social behaviour is the result of an exchange process and the purpose of this exchange is to maximize benefits and minimize costs. Accordingly, people weigh potential benefits and risks of social relationships. Blau defined a social exchange as the voluntary actions of individuals that are motivated by the returns that they are expected to bring and typically do bring from others (Blau, 1964). The voluntary actions set up a social norm that obliges the other party in the relationship to reciprocate in kind. Thus, the basic principle of this theory is that human beings in social circumstances will always choose the type of behaviour that will maximize the likelihood of meeting their interests.

Applying the five (5) constructs described above to this study, it means that certain types of exchanges must occur for a worker to be able to sustain his/her involvement in his/her workplace. An organisation member or worker will seek to maintain a high level of commitment and engage in better Organisational citizenship behaviour if he/she feels or perceive that his organisation's career management practices are favourably disposed to guarantee satisfaction of the needs he/she sought to meet when he/she joined the organisation.

This theory indicates that career management practices should be able to convey a positive signal to the employees about their organisations concern for their welfare and management desires to maintain an enduring relationship with them (Gould-Williams, 2016). Therefore, suitable career management practices are perceived as the commitment from the management toward their employees and expect that the employees will reciprocate with superior commitment and work engagement (Garg and Sharma, 2015). Consequently, workers demonstrate constructive attitudes

and behaviours (Kim and Ko, 2014). In this work therefore, the researcher reinforces this theory as it explains the relationship between independent and dependent variables considered.

Ojebola, Osibanjo, Adeniji, Salau, and Falola (2020) conducted a comprehensive study of organisational citizenship behaviour and its impact on the survival of manufacturing companies in Nigeria. A pilot search was conducted to find situations defining the OCB concept. The main searches were carried out using several trustworthy data sources. The search was limited to English-language literature. Restrictions were put on the year of publication from 2009 to 2019, which may be qualitative or quantitative, with both domestic and international articles included. Business, management, psychology, academic research, operations, and production management publications, as well as human resource and management data bases, were used to identify studies. Existing study titles and abstracts were also reviewed, and full-texts of relevant studies were obtained from Sage, Elsevier, ProQuest Journal Central, Astor, Web of Science Master Journalist, Ebsco, NUC Virtual Library, and Scopus. The research found that the discovered OCB characteristics had a substantial impact on good behavioural outcomes. It is thus suggested that organisations push their workers by creating a pleasant work environment that encourages extra-role behaviour in order to guarantee organisational longevity. A suggested study model including the characteristics of OCB was also created, and it was intended to serve as a hypothetical foundation for future research and practice. Furthermore, certain theoretical frameworks have been connected to OCB and good employee behavioural outcomes that may promote company longevity.

Musawir, Wardi, and Rasyid (2019) studied the Effect of Job Rotation, Compensation and Organisational Citizenship Behaviour On Employees' Performance Of PT Pegadaian (Persero). Their main objective was to analyze the effect of job rotations, compensation and organizational citizenship behaviour on the performance of PT Pegadaian (Persero) Padang Area employees. This research studies an existing problem and is looking for solutions to improve the performance of over 60 employees as the respondents in this study. The data was processed using SEM method based on Partial Least Square (PLS). The results of the study showed: (1) Job rotations have a positive and significant relationship on OCB; (2) Compensation has a negative and insignificant relationship on employee OCB; (3) Job rotations have a negative and insignificant relationship on employee performance; (4) Compensation has a positive and significant relationship on employee performance; (5) OCB has a positive and significant relationship on employee performance. This study sought to investigate the relationship of job rotation and its effect on OCB in the Nigerian Federal university system.

Adekunle (2017) investigates the impact of employee further education and development on organisational performance using Nigeria Bottling Company Plc as a case study. The study used a survey research design to collect data via the use of a questionnaire. The employees of Nigerian Bottling Company Plc were used for the study's population. A sample size of 120 was drawn from the community, and 116 (96.7 percent) questionnaires were obtained for the research. Three hypotheses were evaluated using regression analysis. The results of study hypothesis one indicate that staff training and development have a substantial positive and robust connection with organisational productivity ($r = .843$; $P 0.05$). According to the results, organisational productivity

is affected by employee training and development. Hypothesis two demonstrates that the correlation between observed and predicted values of the dependent variables is 0.779. The coefficient of determination (R²) value of 0.607 demonstrates that the explanatory variables accounted for 60.7 percent of the staff salary, while the remaining 39.3 percent is explained by other exogenous variables that are excluded from the model, and the calculated t-statistic. While that study focused on the manufacturing and private sector of the Nigerian economy, this work rather focused on the educational and public sector.

Ahmed (2016) conducted a research on the effect of Human Resource Management Practices (HRMP) on Organizational Citizenship Behavior: An Empirical Investigation of Sudan's Banking Sector. The primary goal of the research was to investigate the individual and combined effects of HRMP on organisational citizenship behaviour among Sudanese banking employees. The survey technique was used in the research. A structured questionnaire with closed-ended questions was utilised to gather data from 298 respondents from three Sudanese banks. Pearson correlation analysis was performed to examine the connection between different HRMP and OCB, and multiple regression analysis was utilised to determine the combined impact of various HRMP on OCB. The findings showed that all of the HRMPs utilised in the research (compensation and incentive system, performance evaluation system, training and development, recruiting and selection) had a favourable impact on organisational citizenship behaviour (OCB). Similarly, it was discovered that some HRMP (e.g., job rotation, compensation and reward, training and development) had a weaker effect in comparison to other practices against organisational citizenship behaviour (OCB), whereas others (e.g., performance appraisal system, recruitment and selection) had a strong correlation with OCBC (OCB). The major difference between that study and what the researcher performed is in the case study and region of study selection. While previous research focused on the Sudanese banking sector, this paper focused on the Nigerian educational institutions sector, specifically, Federal Universities.

Methodology

The study adopted survey research design. This design was necessary since it aided the researcher to collect data directly from the respondents. Population for the study was made up of all the senior non-academic staff in University of uyo which was given as One thousand, one hundred and fifteen 1,115 employees. This figure was gotten from the personnel department of the studied institution. Sample size was gotten using Taro Yamene's formulae for sample size determination.

$$n = \frac{N}{1 + N(e)^2}$$

Where: n = sample size
 N = Population
 e = error term

As such, sample size was given thus;

$$n = \frac{1115}{1 + 1115(0.05)^2} = \frac{1115}{1 + 30.38} = \frac{1115}{31.38} = 294$$

$1+1115 (0.0025) = 1+2.79 = 3.79$
 From the calculation, the sample size is 294.

Data was sourced from both primary and secondary sources. Secondary source was from textbooks, journals and internet. While primary source was from copies of the distributed questionnaire. A modified 4point Likert scale structured questionnaire was the instrument for data collection. It was modified as follows: 4-Strongly agree; 3-Agree; Disagree-2; Strongly disagree-1; Undecided-0 Convenience sampling technique was employed in administering the copies of questionnaire to the respondents in their respective offices. Simple percentage and Pearson Product Moment Correlation coefficient Statistical tool was used in analyzing the data collected.

Data Analysis

Demographic Information of Respondents

The analysis provides information related to gender, age, educational background, and experiences of respondents. The following demographic characteristics of the respondents are presented along the sample frame in order to get a representative data from 294 copies of questionnaire which were prepared and distributed to senior non-teaching employees of the University

Table 1: Respondents' Profile

Characteristics of Respondents	Frequency	Percent
Gender		
Male	204	69.4
Female	90	30.6
Total	294	100
Age		
Below 25 years	27	9.2
26-35 years	121	41.1
36-45years	76	25.9
46-55 years	39	13.3
56 and above	31	10.5
Total	294	100
Qualification		
BA/B.Sc	71	24.2
Masters degree	105	35.7
Doctorate and above	118	40.1
Total	294	100
Work experience		
1-2 Years	34	11.6
3-4 years	70	23.8
5-7 years	63	21.4
8-10 years	53	18.1

Above 10 years	74	25.1
Total	294	100

Source: Field survey (2021).

From table 1, gender distribution of the sample, 204 (69.4%) of the total respondents are male, 90 (30.6%) are female. The results also showed that the majority of the respondent 121(41.1%) were between the range ages of 26 and 35 years. Next to this sample 76(25.9%) were between the ages of 36 and 45 years, and few of them 27(9.2%) were below 25 years. On the educational level of the respondents, majority 118(40.1%) of the respondents are in the category of doctorate and above. Additionally, the second majority 105(35.7%) of respondents are in category of Masters' degree and the rest 71(24.2%) of the respondents are BA/B.Sc. Also, the majority of the respondents 70(23.8%) and 74(25.1%) have worked for between 3-4 years and above 10 years in the University respectively. The second other majority 63(21.4%) for between 5-7 years and the rest faculties who are in the category of 8-10 years and below 2 years were 18.1% and 11.6% respectively.

Table 2: Research Question's treatment

1. Job rotation enhances my skill in other possible career fields					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	16	5.4	4.6	4.6
	Strongly disagree	108	36.7	31.5	35.4
	Disagree	145	49.3	52.5	85.1
	Agree	8	2.7	2.5	90.0
	Strongly agree	26	8.8	8.2	100.0
	Total	294	100.0	100.0	
2. Job rotation broadens my career knowledge					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	21	7.1	6.6	8.6
	Strongly disagree	105	35.7	30.5	38.6
	Disagree	126	42.8	46.4	82.9
	Agree	8	2.7	2.5	87.7
	Strongly agree	34	11.6	10.8	100.0
	Total	294	100.0	100.0	
3. My consent was sought before assigning me to a different department					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	62	21.1	19.7	20.3

	Strongly disagree	64	21.7	20.3	41.1
	Disagree	117	39.8	37.2	77.1
	Agree	22	7.4	7.0	83.4
	Strongly agree	49	16.7	15.6	100.0
	Total	294	100.0	100.0	
4. I was officially assigned to a senior staff as a mentor					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	23	7.8	7.3	9.1
	Strongly disagree	107	36.4	34.0	42.3
	Disagree	111	37.8	41.7	82.3
	Agree	10	3.4	3.1	85.1
	Strongly agree	43	14.6	13.6	100.0
	Total	294	100.0	100.0	
5 My Mentor is approachable					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	1	0.3	6.6	8.6
	Strongly disagree	63	21.4	20.0	29.1
	Disagree	82	27.9	26.1	55.1
	Agree	59	20.1	18.7	72.0
	Strongly agree	89	30.3.3	28.3	100.0
	Total	294	100.0	100.0	
6. My mentor suggest appropriate resources to be employed					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	22	7.5	6.3	6.3
	Strongly disagree	12	3.1	40.7	45.4
	Disagree	17	5.8	54.1	96.6
	Agree	143	48.6	0.9	98.3
	Strongly agree	100	34.0	0	100.0
	Total	294	100.0	100.0	
7. Willingness to help other workers in their task.					
		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Undecided	31	10.5	9.8	11.4
	Strongly disagree	89	30.3	28.3	39.4
	Disagree	155	57.7	55.7	92.0
	Agree	9	3.1	2.6	94.6
	Strongly agree	10	3.4	3.1	100.0
	Total	294	100.0	100.0	
8. I actively participate in departmental meetings					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	30	10.2	8.6	8.6
	Strongly disagree	59	20.1	18.7	28.0
	Disagree	77	26.2	24.5	52.6
	Agree	73	24.8	23.2	76.0
	Strongly agree	74	25.2	23.5	99.7
	Total	294	100.0	100.0	100.0

On if Job rotation enhances their skills in other possible career fields; 26(8.8%) respondents strongly agreed, 8(2.7%) respondents agreed, 145(49.3%) respondents disagreed, 108(36.7%) respondents strongly disagree while 16(5.4%) were undecided. The question, if Job rotation broadens their career knowledge; 34 (11.6%) respondents strongly agreed, 8(2.7%) respondents agreed. 126 (42.8%) respondents disagreed, 105(35.7%) respondents strongly disagreed while 21(7.1%) respondents were undecided. If their consent was sought before assigning them to a different department; 49(16.7%) respondents strongly agreed, 22(7.4%) respondents agreed, 117(39.8%) respondents disagreed, 64(21.7%) respondents strongly disagreed while 62 (21.1%) were undecided. Equally, responses on if they were officially assigned to a senior staff as a mentor; 43(14.6%) respondents strongly agreed, 10(3.4%) respondents agreed, 111(37.8%) respondents disagreed, 107(36.4) respondents strongly disagreed while 23(7.8%) respondents were undecided. Whether their mentor is approachable; 89(30.3%) respondents strongly agreed, 59(20.1%) respondents agreed, 82(27.9%) respondents disagreed, and 63 (21.4%) respondents strongly disagreed while 1 (0.3%) respondents were undecided. On if their mentor suggest appropriate resources to be employed for task; 100(34.0%) respondents agreed, 143(48.6%) respondents agreed, 17(5.8) respondents disagreed, 12(3.1%) respondents strongly disagreed while 22(7.5%) were undecided. Responses on willingness to help other workers in their task; 10(3.4%) respondents strongly agreed, 9(3.1%) respondents agreed, 155(55.7%) respondents disagreed, 89(30.3%) respondents strongly disagreed while 31(10.5%) of the respondents were undecided. On if they actively participate in departmental meetings; 74(25.2%) respondents strongly agreed, 73(24.8%) respondents agreed, 77(26.2%) respondents disagreed, 59(20.1%) respondents strongly disagreed while 30(10.2%) were undecided

Test of Hypotheses

H0₁: There is no significant relationship between job rotation and the organisational citizenship behaviour of senior non-teaching staff in University of uyo.

Table 3: Correlation between job rotation and organizational citizenship behaviour

		JobRot	OrgCitBeh
JobRot	Pearson Correlation	1	.711 **
	Sig. (2-tailed)		.000
	N	294	294
OrgCitBeh	Pearson Correlation	.711 **	1
	Sig. (2-tailed)	.000	
	N	294	294

** . Correlation is significant at the 0.05 level (2-tailed).

From Table 2, the correlation(r) value of 0.711 indicates a strong positive relationship between job rotation and organisational citizenship behaviour amongst senior non-teaching staff of University of uyo. Also, since the p-value (0.000) is less than the level of significance of 0.05 (2 tailed), the null hypothesis is rejected. This means that there is a significant relationship between job rotation and organizational citizenship behaviour amongst senior non-teaching staff of University of uyo.

Hypothesis Two

H0₂: There is no significant relationship between mentorship and organisational citizenship behaviour of senior non-teaching staff in University of uyo.

Table 4: Correlation between mentoring and organizational citizenship behaviour

		Ment	OrgCitBeh.
Ment	Pearson Correlation	1	.862 **
	Sig. (2-tailed)		.000
	N	294	294
OrgCitBeh	Pearson Correlation	.862 **	1
	Sig. (2-tailed)	.000	
	N	294	294

** . Correlation is significant at the 0.05 level (2-tailed).

From Table 3, the correlation(r) value of 0.862 indicates a strong positive relationship between mentoring and organization citizenship behaviour amongst non-teaching staff of University of uyo. Since the p-value (0.000) is less than the level of significance of 0.05 (2 tailed),

the null hypothesis is rejected. This means that there is a significant relationship between mentoring and organization citizenship behaviour amongst non-teaching staff of University of uyo.

Discussion of Findings

The purpose of this study was to examine the relationship between career management practices and organisational citizenship behaviour of senior non-teaching staff of University of uyo, uyo, Akwa Ibom state, Nigeria. From the analysis of the first hypothesis, it shows that there exist a strong positive significant relationship between job rotation and organizational citizenship behaviour amongst senior non-teaching staff of University of uyo. This finding disagreed with the findings of Ahmed (2016); Musawir, Wardi, and Rasyid (2019). In their study, they found that job rotation had a weaker and negative relationship with organizational citizenship behaviour. The reason for the disparity in these findings could be as a result of different studied sectors. The later study was in banking sector (private) while the former is in a public education institution. Of course, Career management practice in a private sector might be different from that of a public sector.

The second hypothesis also indicates that there is a strong positive significant relationship between mentoring and organization citizenship behaviour amongst non-teaching staff of University of uyo. This study agrees with the finding of Azman, Muhammad, and Sebastian (2013). In their study, they found that mentoring has a strong influence on organizational citizenship behaviour among bank staff. This suggests that having a mentorship programme for staff (and senior non-teaching staff in particular) in the university is beneficial in terms of officially assigning a junior worker to a senior staff as a mentor. Also, the ability of the mentor demonstrating professional integrity, making suggestion for knowledge-enhancement resources, and a mentor who introduces a junior staff to senior colleagues for more information are very important.

Conclusion

Career management opportunities have been shown to result in higher levels of organisational citizenship behaviour among employees under survey. Specifically, mentorship and job rotation strongly correlates with organisational citizenship behaviour of senior non-academic staff in university of uyo. In other words, achieving a high level of positive organisational citizenship behaviour in an organisation depend on the type of assistance organisations offer individual workers in their career management effort.

Recommendations

In the light of the above conclusion, it is recommended that there is need to deepen the level of organisational citizenship behaviour of senior non-teaching staff of university of uyo. To further enhance deeper commitment and positive work behaviour, staff mentorship is very crucial. Thus, if organisations are interested in maximizing employee commitment and involvement beyond job description, it must add mentoring and career-counselling unit with trained counsellors to their human resource management functions. Equally, Job rotation should be encouraged and promotions should be conducted on a regular basis and implemented as at when due.

Suggestion for further studies

This study focused on only two variables of career management practices ((job rotation and mentoring). Further studies can as well concentrate on other variables of career management practices that are not captured in this study. Equally, similar studies could be conducted on other organizations other than higher institutions of learning.

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