



**UNIVERSITI PUTRA MALAYSIA**

***IMPACT OF LEARNING ORGANIZATION, QUALITY OF WORK LIFE,  
NETWORKING, MENTORING, SELF-EFFICACY, AND CAREER  
ADVANCEMENT AMONG ACADEMICS IN TWO UNIVERSITIES IN  
HAMADAN, IRAN.***

**BITA PARSA**

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UNIVERSITI PUTRA MALAYSIA  
BERILMU BERBAKTI

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By

**BITA PARSA**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra  
Malaysia, in Fulfillment of the Requirements for the Degree of Doctor of  
Philosophy**

**July 2014**

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## DEDICATION

I dedicate this work to my parents, Mr. Seyed Mohamad Ali Parsa and Ms. Zahra Mehraban and siblings, Parisa, Nakisa, and Pouria, who always encouraged me to set high goals and believed that I could achieve them. The completion of this project would not have been possible without their unfailing love and emotional support.



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in  
Fulfillment of the requirement for the degree of Doctor of Philosophy

**IMPACT OF LEARNING ORGANIZATION, QUALITY OF WORK LIFE,  
NETWORKING, MENTORING, SELF-EFFICACY, AND CAREER  
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HAMADAN, IRAN.**

By

**BITA PARSA**

July 2014

**Chairman: Associate Professor Khairuddin Bin Idris, PhD**

**Faculty: Educational Studies**

Despite the importance of learning organization and social organizational factors in career advancement and promotion among academic employees, still there are academic employees who suffer from low career advancement and consequently low academic performance. The results of studies in this area did not provide enough attention to factors contributing to career advancement. In addition, not much effort has been done to examine the impact of relationship between learning organization, quality of work life, networking, mentoring and self- efficacy with career advancement. Therefore, this study aims to develop a comprehensive model for career advancement through mediating effect of self- efficacy among academic employees in the two public universities in Hamadan, Iran namely, Hamadan University of Medical Sciences (HUMS) and Bu\_Ali Sina University (BASU).

This survey research was done among 307 academics employees in two universities (162 in HUMS and 145 in BASU) to determine predictors of their career advancement. Participants were identified by probability proportional to size sampling. Self-administered questionnaires were used to collect data. The Structural Equation Modeling (SEM) methodology was applied to determine the best fitted model to predict career advancement. This model was able to explain how independent (exogenous) variables such as quality of work life, learning organization, mentoring and networking lead to career advancement (endogenous) and how self-efficacy mediates the relationship between exogenous variables and career advancement. The fit indices reveal an acceptable fit for model.

Testing of research hypotheses was performed using the Pearson's correlation analysis and SEM. The results show that learning organization, quality of work life, mentoring, networking and self efficacy were related to academic career advancement ( $p < 0.05$ ). The total effect ( $\beta$ ) of learning organization, mentoring, network, organization support, and quality of work life on career advancement was .381, .174, .355 and .288 respectively. The findings show self-efficacy has partially mediated the relationship between career advancement with learning organization, mentoring and networking. Therefore, universities may strength their academic self- efficacy as an alternative to increase career advancement.

As shown learning organization and networking behaviour had highest impact on career advancement. Thus, universities may focus more on enhancing continuous learning, improve interpersonal relationship to enable academic staff to exchange knowledge and skills in conducting appropriate mentoring programs. The nature of self-efficacy as a mediator implied that career advancement of academic employees can be improve if these persons believe their self abilities in their workplace. Academics need to be equipped with appropriate skills such as learning organization characteristics, mentoring and networking to increase academics' self-efficacy and career advancement.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**KESAN KE ATAS PEMBELAJARAN ORGANISASI, KUALITI KEHIDUPAN KERJA, JARINGAN, MENTORING, EFIKASI KENDIRI, DAN KEMAJUAN KERJAYA DALAM KALANGAN PEKERJA AKADEMIK DI HAMADAN, IRAN**

Oleh

**BITA PARSA**

**Julai 2014**

**Pengerusi: Associate Professor Khairuddin Bin Idris, PhD**

**Fakulti: Pengajian Pendidikan**

Sungguh organisasi dan faktor organisasi sosial penting dalam kemajuan kerjaya dan promosi dalam kalangan kakitangan akademik, masih terdapat ahli akademik yang mengalami tahap kemajuan kerjaya yang rendah dan prestasi akademik yang rendah. Keputusan kajian dalam bidang ini tidak cukup memberikan perhatian kepada faktor-faktor yang menyumbang kepada kemajuan kerjaya. Tambah lagi, tidak banyak usaha yang telah dilakukan untuk mengkaji kesan perhubungan antara efikasi sendiri dalam hubungan kemajuan kerjaya dengan organisasi pembelajaran, kualiti kehidupan kerja, jaringan dan mentoring. Oleh itu, kajian ini bertujuan untuk membangunkan satu model kemajuan kerjaya dengan efikasi sendiri sebagai pengantara dalam kalangan ahli akademik di dua universiti awam di Hamadan, Iran iaitu Universiti Sains Perubatan Hamadan (HUMS) dan Universiti Bu\_Ali Sina (BASU).

Kajian tinjauan ini telah dilakukan dalam kalangan 307 kakitangan akademik pekerja di dua buah universiti (162 kakitangan daripada HUMS dan 145 kakitangan daripada BASU) untuk menentukan peramal kemajuan kerjaya mereka. Para peserta telah dikenal pasti menggunakan teknik persampelan kebarangkalian berkadar. Soal selidik yang ditadbir sendiri telah digunakan untuk mengumpul data. Metodologi pemodelan persamaan berstruktur (SEM) telah digunakan untuk menentukan model yang terbaik untuk meramalkan kemajuan kerjaya. Model ini dapat menjelaskan bagaimana pemboleh bebas (eksogen) seperti kualiti kehidupan kerja, organisasi pembelajaran, mentor dan jaringan meramal kemajuan kerjaya (endogenous)

dan bagaimana keberkesanan diri menjadi pengantara antara pembolehubah luaran dan kemajuan kerjaya. Indeks patut diterima sebagai model.

Ujian hipotesis penyelidikan telah dilakukan dengan menggunakan analisis korelasi Pearson dan SEM. Keputusan menunjukkan bahawa organisasi pembelajaran, kualiti kehidupan kerja, mentor, rangkaian dan keberkesanan diri mempunyai perkaitan dengan kemajuan akademik kerjaya ( $p < 0.05$ ). Kesan keseluruhan ( $\beta$ ) organisasi pembelajaran, mentor, rangkaian, sokongan organisasi, dan kualiti kehidupan kerja terhadap kemajuan kerjaya adalah .381, .174, .355 dan .288 masing-masing. Hasil kajian menunjukkan efikasi sendiri adalah pengantara separa bagi hubungan antara kemajuan kerjaya dengan organisasi pembelajaran, mentor dan rangkaian. Oleh itu, universiti boleh meningkatkan kekuatan efikasi sendiri kakitangan akademik mereka sebagai alternatif untuk meningkatkan kemajuan kerjaya.

Organisasi pembelajaran dan jaringan memberi impak yang tinggi terhadap kemajuan kerjaya. Oleh itu universiti perlu fokus terhadap pembelajaran berterusan dan menambah baik hubungan interpersonal untuk bertukar pengetahuan dan kemahiran dalam mengendalikan program mentoring yang sesuai. Ciri semulajadi efikasi sendiri sebagai peantara kepada kemajuan kerjaya dalam kalangan akademia boleh diperbaiki jika seseorang itu percaya efikasi sendiri mereka di tempat kerja. Ahli akademik perlu dilengkapi dengan kemahiran yang sesuai seperti kriteria organisasi pembelajaran, mentoring dan jaringan untuk meningkatkan efikasi sendiri dan kemajuan kerjaya ahli akademik.



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Finally, I would like offer my sincere thanks to my parents and siblings for their endless support through out my life and this study.

I certify that a Thesis Examination Committee has met on 24 July 2014 to conduct the final examination of Bitu Parsa on her thesis entitled "Impact of Learning Organization, Quality of Work Life, Networking, Mentoring, Self-Efficacy, and Career Advancement among Academics in Two Universities in Hamadan, Iran" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

Members of the Thesis Examination Committee were as follows:

**Zoharah binti Omar, PhD**  
Senior Lecturer  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Chairman)

**Turiman bin Suandi, PhD**  
Professor  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Internal Examiner)

**Norhasni binti Zainal Abidin, PhD**  
Associate Professor  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Internal Examiner)

**Thomas N. Garavan, PhD**  
Professor  
University of Limerick  
Republic of Ireland  
(External Examiner)



---

**NORITAH OMAR, PhD**  
Associate Professor and Deputy Dean  
School of Graduate Studies  
Universiti Putra Malaysia

Date: 18 August 2014

This thesis submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

**Khairuddin Bin Idris, PhD**

Associate Professor  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Chairman)

**Bahaman Abu Samah, PhD**

Professor  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Member)

**Nor Wahiza Binti Abdul Wahat , PhD**

Senior Lecturer  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Member)

---

**BUJANG BIN KIM HUAT, PHD**

Professor and Dean  
School of Graduate Studies  
Universiti Putra Malaysia

Date:

## DECLARATION

### Declaration by the student

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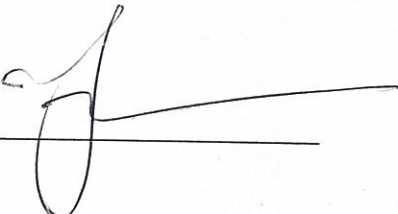
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Signature:   
Name of  
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Supervisory  
Committee: KHAIRUDDIN IDRIS

Signature:   
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Member of  
Supervisory  
Committee: BAHAMAN ABU SAMAH

Signature:   
Name of  
Member of  
Supervisory  
Committee: NORWAHIZA ABDUL WAHAT



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## LIST OF ABBRIVATIONS

EDA	Expletory Data Analysis
CA	Career Advancement
LO	Learning Organization
QWL	Quality of Work Life
SE	Self -Efficacy Believe
Ment	Mentoring
Netw	Networking Behavior
SEM	Structural Equation Modeling
CR	Construct Reliability
AVE	Average Variance Extracted
MLR	Multiple Liner Regression
Alpha	Cronbach's Alpha
DLOQ	Dimensions of Learning Organization Questionnaires
BASU	Bu-Ali Sina University
HUMS	Hamadan University of Medical Sciences

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the Study

With the current expansion of the global economy and the evolving rapidly changing technologies and innovations, universities as a key factor in the cultural, social, political and, economic play an essential role in the education of human capital (Zamani et al., 2011). School members as one of the most vital aspects of educational systems and one of the most funds of any society play a significant role in guidance particular forces (Altbach et al., 2009; Airini et al., 2011). Eventually, the result of their hard work is social growth and expansion in human societies (Morley and Hosking, 2003; Ismail & Arokiasamy, 2007). In addition, for human resource development (HRD), understanding the factors that contribute to the professional development and organizational learning for knowledge transfer in the workplace are essential (Swanson & Holton, 2001).

Career advancement is the status a person achieves as a result of the development, career goal progress, compensation and promotion. According to previous studies important determinants of career advancement are the individuals, environment and changes occurring through learning (Apospori et al., 2006; Patton & McMahon, 2006; Heimler et al. 2012). In which the organization becomes an element in the environment and the individuals come from the organization. Continues learning activities in organization (London & Maurer, 2004), quality of work life (Sirgy et al. 2001) as well as supportive interpersonal relationships such as mentoring and networking their career advancement and eventually benefits the organization.

To maintain a competitive advantage, the university as an union must comprehend and react to change. To reach this, universities should become a learning organization. The conception of the learning organization spotlights on learning as an instrument for modify and sustainable restoration in organizations in a rapidly changing world. Learning organization give chances and resources to balance the needs of personal and practical growth of employees and gives them confidence to use new ability in modern ways (Khasawneh, 2010; Abbasi et al., 2012).

Having mentor and mentoring relationships have reported as factors related to career development and reduce turnover intention (Salami, 2010). In universities, professional advancement is based on mutual recognition and fulfillment of needs, such as the role of professional development, including mentoring, support development, providing challenging assignments, protection from adverse forces, and a positive vision. Furthermore,

mentoring has psychosocial roles, which includes personal support, friendship, counseling, admissions, and role modeling (Arokiasamy & Ismail, 2011).

Academics in research and teaching seek for opportunities to promote their career development. In this context, networking can be a successful tool for career development in career academics (Wolf et al., 2009). Networking can be used by academics throughout their careers. For graduates, networking is helpful to obtain a first job. For assistant and associate professors, networking with professional colleagues might help to create collaborations and lead to future job opportunities. By networking with colleagues who are at the beginning of their careers, full professors can engage in mentoring and

Improved quality of work life (QWL) provides assistance to meet the technical and social demands of work in organizations (Adhikari & Gautam, 2010). Fundamentals that are related to a person's quality of work life include the physical work environment, duty, administrative system, relationship between life on and off the job and social situation within the organization (Sirgi et al., 2001). Mirkamalia et al (2011) operationalized QWL in university, promote and maintain satisfaction by providing academics with job security rewards and career growth opportunities.

Most study on behaviors pointed out the strategies that employees use to achieve career advancement (Aryee et al., 1996; Ballout, 2007). Abele and Spurk (2009) stated the impact of self-efficacy on career advancement. They have found that at career entry self-efficacy had a positive impact on salary and seven years later a positive impact on career satisfaction and salary change (Abele & Spurk, 2009). Studies have indicated that having high self-efficacy beliefs in the related work domain, high self-esteem, being aspired in career advancement (Callanan, 2003; Riordan, 2007). Self-efficacy provides clear guidelines on how to expand and improve the quality of human performance such as inspiration and goals (Bandura, 1995). Self-efficacy has been known as important character that related to a personal learning and career development in the supervisory mentoring program (Pan et al., 2011).

Nowadays, the roles and functions of academics include teaching, research, administration job, producing quality graduates as well as wealth creation through research (Altbach, 2009; Baruch, 2004). Hence, the academic profession is a very important sector in the development of every developing country, and hence the importance of understanding the role academics play in Iran in moving the country toward a education hub in Middle East countries by the year 2025 (UNESCO, 2009). The aim of this study is to investigate the relationships between learning organization, quality of work



life, networking, mentoring, self-efficacy and career advancement among academic employees in Hamadan universities.

## 1.2 Statement of the Problem

A lot of emphasis has been given to the significance of the learning organization and social organizational factors in career advancement among academic employees. However, low career advancement and an apparent low academic performance are still evident among academic staff in Iran. Previous studies found that HUMS and BASU have had the largest amount of job stress (87.7%) and dissatisfaction (59.9%) (Hamidi et al., 2011, 2012; Jahani-Hashemi et al., 2004). The nature of self-efficacy as a mediator implied that career advancement of academic employees can be improved if there is a belief in self abilities at the workplace.

Studies have shown the relationship between career advancement with individual and organizational factors such as quality of work life (Donavan et al. 2004; Homburg & Stock 2004; Popli, 2005; Dolan et al., 2007; Adhikari and Gautam, 2010; Mirkamalia et al., 2011; Rethinam & Ismail, 2008; Harrington & Ladge, 2009; Gavin & Mason, 2004; Koonmee et al. 2010), learning organization (Marquardt, 2002; Bui & Baruch, 2010; Jaw & Liu, 2003; Fay & Kamps, 2006 Khasawneh, 2010, Abbasi et al., 2012; Kyndt & Baert, 2013; Xiao and Tsang, 2004; Birdthistle, 2008; Blackman and Henderson, 2005; Nyhan et al., 2004; Nair, 2001 ), mentoring (Higgins & Kram, 2001; Scandura & Williams, 2001; Lankau & Scandura, 2002; Godshalk & Sosik, 2003; Simmonds & Zammit, 2010; Lease, 2004; Kirchmeyer, 2005; Cheng & Chan, 2008; Raabe & Beehr, 2003; Meyer et al., 2002; De Janasz & Sullivan, 2004; Kasprisin et al., 2003; Packard, 2003; Bozionelos, 2006; Gardiner et al., 2007; Arokiasamy & Ismail, 2008; Craig et al., 2013), networking (Forret & Dougherty, 2001; Higgins & Kram, 2001; Bozionelos, 2003; De Janasz & Forret, 2008; Van Emmerik et al., 2006; Ismail & Mohd Rasdi, 2007; Forret & Dougherty, 2004; Cohen & Prusak, 2001).

Most of these studies support the direct effect argument between career advancement and quality of work life (Popli, 2005; Dolan et al., 2007; Adhikari & Gautam, 2010; Mirkamalia et al., 2011), learning organization (Marquardt, 2002; Bui & Baruch, 2010; Jaw & Liu, 2003), mentoring (Scandura & Williams, 2001; Lankau & Scandura, 2002) , networking (Forret & Dougherty, 2004 ; Seibert et al., 2001; Adler and Kwon, 2002). However, there are other studies that have shown the indirect effect argument (Swanson & Gore, 2000 ; Appelbaum & Hare, 1996; Rigotti et al., 2008; Schwarze & Hallum, 2008; Song & Chon, 2012; Choi & Kim, 2013). They believe that there are probably mediating variables through which individual and organizational factors affect on career advancement.

In the literature, researchers have investigated the relationship between self-efficacy with learning organization (Kyndt et al., 2011; Renkema, 2006; Maurer et al., 2003; Sanders et al., 2011) , mentoring (Allen et al., 2004; Chan



& Ho, 2008; Beveridge, et al., 2002 ), networking (Mirvis and Hall, 1996; Hall, 2002) and quality of work life (Nguyen, 2012; Salanova et al., 2003; Grau et al., 2001). Furthermore, there are studies that have illustrated the relationship between self-efficacy and career advancement (Duffy et al., 2006; Rigotti et al., 2008; Schyns & von Collani, 2002; Day & Allen, 2004; Valcour & Ladge, 2008). Therefore, there is a gap whereby a group of organizational variables namely learning organization, mentoring, networking, self-efficacy, quality of work life and career advancement are incorporated in a holistic model.

The examination of self-efficacy as the mediating variable through LO, QWL, mentoring and networking affect career advancement is still scarce. Very few scholars have empirically examined the mediation variables in the relationship between LO, QWL, mentoring and networking and career advancement (Swanson & Gore, 2000 ; Appelbaum & Hare, 1996). This research aims to investigate the mediation effect of self-efficacy in the relationship between LO, QWL, mentoring, networking and career advancement.

The mediating variable was included based on the Social Cognitive Career Theory developed by Bandura (1986; 1997) which was modified by Lent et al. (1986), the human function is explained by a triadic reciprocity in which personal, environment and behavior factors have bidirectional affects on each other (Bandura, 1997). The Social Cognitive Career Theory premises the choice of an individual choosing a particular career based on previous learning experiences acquired from the environment. Furthermore, according to the learning organization model developed by Watkins and Marsick (1993; 1997), a learning organization can increase learning experiences through systems to capture and share learning, inquiry and dialogue, continuous learning opportunities, collaboration and team learning, provide strategic leadership for learning, empower people toward a collective vision, and finally connect the organization to its environment, (Watkins & Marsick, 1997).

It is suggested that previous studies of human resource practices have focused on examining the overall relationship between organizational factors such as LO, QWL, mentoring networking and career advancement. However, the application of human resource practices in research is limited. Furthermore, the process that occurs within the relationship between organizational factors and career advancement with a mediating variable has seldom been addressed. This study will hopefully fill the gap in the literature in this area among academic employees. Overall, this study aims to determine the extent learning organization, quality of work life, mentoring, networking behavior, and self-efficacy influence career advancement in academic employees in two Hamadan universities.

## Research Objectives

### 1.3.1 Main Objectives

The aim of this study is to find out the relationship of learning organization, quality of work life, networking, mentoring, and self-efficacy and career advancement as well as the mediating effects of self-efficacy in the relationships between quality of work life, networking, mentoring and career advancement.

### 1.3.2 Specific Objectives

1. To determine the background, level of learning organization, quality of work life, mentoring, networking behavior, and self-efficacy and career advancement among academic employees.
2. To determine the relationships between learning organization, quality of work life, mentoring, networking, self-efficacy and career advancement among academic employees.
3. To determine the mediation effect of self-efficacy on the relationships between learning organizations, quality of work life, mentoring, networking behavior with career advancement among academic employees.

### 1.4 Hypotheses

The hypotheses of this study were developed based on research conceptual framework, previous studies and empirical findings. There are four main hypotheses and twelve sub-hypothesis as follows:

H1: There is a relationship between learning organization, quality of work life, mentoring, networking behavior, self-efficacy and career advancement.

H1a: There is a relationship between learning organization and career advancement.

H1b: There is a relationship between quality of work life and career advancement.

H1c: There is a relationship between mentoring and career advancement.

H1d: There is a relationship between networking and career advancement.

H1e: There is a relationship between self-efficacy and career advancement.

H2: There is a relationship between learning organization, quality of work life, mentoring, networking and self-efficacy.

H2a: There is a relationship between learning organization, and self-efficacy.

H2b: There is a relationship between quality of work life and self-efficacy.

H2c: There is a relationship between mentoring and self-efficacy.

H2d: There is a relationship between networking and self-efficacy.

H3: Self-efficacy mediates the relationship between learning organization, quality of work life, mentoring, networking and career advancement.

H3a: Self-efficacy mediates the relationship between learning organization and career advancement.

H3b: Self-efficacy mediates the relationship quality of work life career advancement.

H3c: Self-efficacy mediates the relationship between mentoring and career advancement.

H3d: Self-efficacy mediates the relationship between networking and career advancement.

### 1.5 Significance of the Study

The finding of this study is significant to researchers due to new information to the body of existing knowledge in this field with more empirical evidence regarding the impacts of learning organizational, quality of work life, networking, mentoring, and self-efficacy with career advancement. This study is based on scientific research and gives helpful information for managerial planning and development, based on that managers can help employees to boost up their self-efficacy and achieve career advancement and consequently job satisfaction.

This study contributes significantly to the body of knowledge in this area of human resource development and career advancement and could be used for the strategic planning of career advancement among academic employees. Career advancement drives employee motivation and commitment. Opportunities for career advancement can be both perspectives within the organization (internal) and international organizations observed (Loscarteles, 2007). It is important for the leaders and managers to understand the problems and undertake effective measures to improve the learning organization program increase quality of work life, networking and mentoring which subsequently could enhance career advancement. Specifically, the findings of this study would clarify the significance of individual and organizational factors in determining career advancement (Cannon & Edmondson, 2004).

An expanded theoretical foundation for describing how learning organization, quality of work, networking, mentoring and self-efficacy might lead to career advancement which has been missing for many researchers and practitioners in the organization development field (Hamidi et al., 2011; Salisbury, 2001; Lien et al., 2007). This research addresses this gap beside to JDLQPRUHEFORVHLQWRHPSORHHVDZDUHQHVVRQWKHLURZQFEDUHHUDGYD and its predictors.

Understanding whether learning organization, quality of work life, networking, mentoring and self-efficacy are important factors that relate not only to performance and employee learning, but to lower costs associated and increases in employee motivation to achieve career advancement. Such approaches are important to the progress of HRD theory and practice (Cascio, 2000). The impacts of learning organization, quality of work life, networking, mentoring and self-efficacy have not been empirically addressed in a comprehensive model, the present study, using the SEM method, develops a fitted model which identifies the relationships between learning organizations, quality of work life, networking, mentoring, self-efficacy and career advancement.

The outcomes of this study will assist the human resource department of educational centers especially; Universities to develop programs that may be needed to improve the learning abilities of employees which are required for success and prosperity. The results of the fitted model offer managers, policy makers and investors a guide to understand the crucial need for a learning organization, quality of work life, networking, mentoring in achieving career advancement and how self-efficacy might lead to the success of the Iranian Universities.

In the global economy, higher education and universities need to re-think and re-define, and re-evaluate their organizational sources. It includes how they design, plan, and perform their visions and missions to serve the community. The present model in this study may help managers and HRD practitioners in Iranian universities to generate new opportunities to remain competitive. Furthermore, finding may improve the understanding of managers on the influence of self-efficacy on career advancement so that they could encourage innovation and creativity of the employees for the betterment of the organizational outcome.

#### 1.6 Scope and limitation of Study

This study contains of few limitations. First, the information conducted from academic employees in two Hamadan state Universities in Iran, Therefore, the result of this study can not to be generalized within the whole academic employee population. Empirical investigations to assess the application of these concepts have been relatively rare. Second, there was lack of literature in Iran to support the result of this study. Third, this is a correlation study and can not control unpredictable variables. Forth, the result of this study was bases on self-reporting data which could result in some kind of bias. Lastly, this study is one of the studies that investigate the career advancement among academic employees in Middle Eastern Country. Thus, it seems that more studies in this area are deemed necessary.



## 1.7 Definition of Concepts

### Career advancement

**Conceptual definition** Career advancement refers to the process of the change in salary, goal achievement, job position and promotion (Apospori, et al., 2006).

**Operational definition** Refers to UHVS RQGHQWMSHUFHSWIDQWFRHJER Career advancement scale was developed by Weng and Hu (2009) refer to career goal progress, professional ability development, promotion speed and remuneration growth. High score indicates high respondents perceived career advancement while low score indicates low perceived career advancement.

### Learning Organization

**Conceptual definition** Learning organization is a place where employees surpass creating, obtaining and conveying knowledge (Garvin, 2000). It enables ability to access to, and modification of organizational memory, thereby it is providing path to organizational action (Robey et al., 2000). According Watkins and Marsick (1997) an integrated model was used to process knowledge within organization. This scale consisted of seven dimensions of a learning organization namely Strategic leadership, System connection, Embedded system, Team learning, Inquiry and dialogue, Continuous learning.

**Operational definition** For the purposes of this study, perceived learning organization was used with seven dimensions of namely Strategic leadership, System connection, Embedded system, Team learning, Inquiry and dialogue, Continuous learning.

### Quality of Work Life

**Conceptual definition** Quality of Work Life (QWL) is a positive work environment that supports and promotes employee satisfaction by providing opportunities for job security and career growth. It picked up the organizational environment in accordance with a wide range of needs of their employees' wellbeing in the place of work (Cascio, 1998; Sirgy et al., 2001).

**Operational definition** In pUHVVHQWVWXG UHVS RQGHQWV SHUFHLYHG categorized into two major groups namely high and low order needs. Lower-order QWL is contained of health- safety needs and economic-family needs and Higher-order QWL is included of aesthetic needs, knowledge needs, self-actualization needs, esteem needs and social needs.

## Mentoring

Conceptual definition: Mentoring provide career development via vocational and psychosocial support and role modeling (Scandura and Williams, 2001; Kram, 1985).

Operational definition: mentoring functions was measured by vocational support, psychosocial support, and role modelling.

## Networking

Conceptual definition: Forret and Dougherty (2004) defined networking as a positive behavior where person try to sustain and expand relationships with network resources that have the ability to help them in the business or professional career.

Operational definition: Networking relates to behaviors such as socializing, maintaining contacts, participating in community, increasing internal visibility, and engaging in professional activities.

## Self-efficacy

Conceptual definition: Self-efficacy refers to a person's belief in their own abilities to accomplish the task at hand (Bandura, 1986). Self-efficacy perform the action required to achieve a desire goal (Bandura, 1997). According to Pajares (2002), self-efficacy beliefs offer the basis for human inspiration, personal achievement and well-being.

Operational definition: In this study, self-efficacy was defined as the action in order to attain desired types of career outcomes, and thus, this variable is considered as an occupational self-efficacy.

## 1.8 Chapter Summary

This chapter describes the background of the study, problem statement, objectives, hypothesis, significant and highlights the importance of investigating the relationships between learning organization, quality of work life, networking, mentoring, self-efficacy and career advancement among academic employees in Hamadan University of Medical Sciences and Bu-Ali Sina University. Next chapter reviews past researches related to study.

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