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The Impact of Career Development on Employee Commitment of Part-Time Faculty (PTF) in Hong Kong's Continuing Professional Development (CPD) Sector

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Authors' contributions

This work was carried out in collaboration between all authors. Author KSL and author CT conceptualized the study and organized the Literature. Author KSL performed the statistical analysis. Author AW checked the design of the whole study and statistical analysis, and also prepared and managed the draft of manuscript. Author CT read and approved the final manuscript.

Research Article

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ABSTRACT

Aims: The development of knowledge-based economy in Hong Kong requires employees with higher education level and more up-to-date knowledge. Information and communication technology (ICT) industry has been growing rapidly which is important for building a knowledge-based economy by providing higher mobility of information, more efficient communication network and sharing of knowledge between business partners. In 2002 the HKSAR Government has set up a Continuing Education Fund to encourage employees in Hong Kong to improve their education and update their knowledge by enrolling into continuing professional development courses. This policy provides opportunities to courses providers to offer continuing professional development (CPD) courses. Since these CPD courses are provided after work so the courses are conducted by part-time faculty (PTF) and there is a need to recruit part-time staff in delivering these courses. Recruitment of PTF gives course providers the benefit of meeting their teaching needs economically and flexibly but educators have often expressed concern over whether

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the performance of PTF is in anyway affected by the absence of career development opportunities.

Study Design: This study was a quantitative study which used [1] five-component commitment model to examine the effects of the perception of value of career development (VCD) on the commitment components of PTF.

Place and Duration of Study: The study was taken in Hong Kong between June 2011 and June 2012.

Methodology: Sample data from a population of PTF working at the 450 registered CPD course providers in Hong Kong was collected from an online questionnaire. Finally 270 set of data collated together was analyzed by factor analysis, correlation tests and multiple regression respectively.

Results: The results of this study suggest that perceived VCD was affirmed to have a significantly positive influence on employee commitment, while perception of the availability of career development opportunities was found to have a moderating effect on the association between perceived VCD and employee commitment.

Conclusion: This study has both theoretical and managerial implications. The examination of the complicated relationship between career development and employee commitment of PTF in Hong Kong's CPD industry can therefore serve as a useful reference point for both academic researchers and education managers. The findings can also help CPD institutes to formulate suitable human resource strategies for attracting and retaining well-qualified practitioners to become PTF.

Keywords: Career development; employee commitment; opportunities; values; Hong Kong.

1. INTRODUCTION

For decades, Hong Kong has been the People's Republic of China's (PRC) window to the world of commerce and culture. With the opening up of China in recent years and the return of Hong Kong to Chinese sovereignty in 1997, this mediating role has become increasingly important. In order to meet rapidly changing needs in Hong Kong, CPD will play an essential role in maintaining the quality and breadth of programs of professional relevance. By catering for the CPD needs of not only those in Hong Kong but also of those in the whole of South East Asia, this may help to make Hong Kong a hub of educational exchange between China and the rest of the world [2]. The institutions in Hong Kong need to employ large number of part-time teaching staff because of more effective deployment of human resources in a more economically and flexibly way for offering relevant CPD programs. In addition, employment of such part-time faculty (PTF) is a characteristic of CPD [3,4]. The advantage of PTF is that their services can be dispensed with when a course fails to secure a minimum number of enrollments.

PTF are a vital resource in CPD, upon whom the provision of a wide choice of programs to meet market demands depends. Such heavy reliance on PTF for the provision of CPD programs makes it important and necessary to pay particular attention to employee commitment. Just as with other professions, employee commitment to the organization has become an increasingly important issue for many CPD administrators. This research assessed the role of career development in employee commitment by introducing a five-component model, which is claimed by its developers to be appropriate for contemporary Chinese society. The results of this research will help CPD administrators produce a career development plan for their PTF.

1.1 Background of the Study

CPD is becoming increasingly competitive and many institutions have adopted PTF strategies so as to remain competitive. Moreover, when the employment market is booming, CPD institutions have to attend to issues such as managing, recruiting, retraining and motivating PTF on a daily basis [5]. To become more competitive in the business, an excellent CPD administrator is a viable choice for many educational bodies [6]. The relevance of employee commitment to the contemporary commercial world has been questioned by some researchers [7]. According to Baruch, many employees in the United States and Canada have lost trust in their employers and supposing that the employees are no longer committed to their employers. He stated that “as a major concept in the behavioral science and management, the importance of employee commitment is descending continually and this trend will go on” [7].

Few studies have been conducted that could be generalized to the PRC, since most studies on employee commitment have been conducted outside Asian countries, particularly when studying the relationship between employee commitment and career development. As [8] indicated, Chinese have a culture of collectivism in contrast to an individualistic culture found in the West. Hong Kong is a Westernized and commercialized society because of having been under British rule for more than one and a half centuries and its business and economic environments are more like that of the West than of the PRC. There is a high possibility that employees in Hong Kong may have work-related behaviors and attitudes similar to those found in the West [9]. It was considered meaningful to assess the extent to which employee commitment affects career development, particularly in Hong Kong as a Chinese society. [5] who conducted a study in the United States, discovered the relationship between employee commitment and career development. Their study found that if organizations have a program to develop their employees, they become more committed to the organization.

As the first systematic investigation of PTF in Hong Kong, this study provides useful knowledge about the career development and employee commitment of PTF in this expanding field of management development. This will enable interested parties to acquire a better understanding of Hong Kong PTF. The study also has its pragmatic value as the large amount of data collected constitutes a useful local knowledge base for guiding CPD policies and practices. PTF’s problems, concerns, job satisfaction, and recommendations for enhancing motivation and commitment will be particularly useful for CPD administrators as they seek to improve in-service PTF development programs. Findings from this study will add to the multi-national body of knowledge on PTF from different cultural backgrounds and educational systems. Another research aim is to determine the relationship between employment development and career development among Hong Kong PTF. Because the CPD sector plays a significant role in the development of education in Hong Kong, a study of career development for PTF is considered to be an important strategic approach. In this study, career development is understood to involve the perception of the value of career development and the availability of career development opportunities.

By studying the moderating effects of perception of availability of career development opportunities on the relationship between perception of value of career development and employee commitment in the CPD sector in Hong Kong, the study adds some new knowledge to the existing literature by extending work to Hong Kong educational contexts.

2. LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

One of the most important antecedents of employee commitment is career development. The value and opportunity of career development within the organization will impact an employee's commitment to that organization [10].

2.1 Wang's Five-Component Commitment Mode

In 2002, Wang conducted a comparative study by ~~but~~ using different components, in the Guangdong province, PRC based on [11] model. The five components that Wang used were: value commitment, passive continuance commitment, affective commitment, normative commitment and active continuance commitment. The employee commitment model by [1] which is more appropriate to the characteristics of employees in South East Asia is used to be the dependent variables in this study.

2.2 Career Development

Career development refers to systems of training, development programs, promotion, incentives and salary of an organization. Under favorable conditions human resource managers should promote the managerial learning skills so as to reduce employee turnover for career development [12,13].

The product of the career planning of an employee and the career management of the organization is career development [14]. The organizations and the employees working as partners is an important feature of career development. Employees are responsible for planning their own careers while organizations are expected to support those plans [15]. Career development is therefore essentially a mutually beneficial effort between organizations and their employees.

Most studies have found a significant relationship between employees and perceptions of career development [14,16]. Leading organizations often implement career planning programs with the intention of optimizing the fit between the individual's and business's needs [17]. This includes career training, job rotation, performance appraisal, labor market intelligence, self-assessment, mentoring, succession planning, job posting and counseling; all with the aim of encouraging commitment to the organization [18].

[19] confirmed that one of the major antecedents of career commitment is opportunity for development, and added that skill development in turn is correlated with employee commitment. Furthermore, [20] claimed that the most powerful predictor of organizational commitment is 148 career development while [21] argued that the most important predictor of college graduates' organization commitment is the career opportunities within an organization.

Although a search of relevant literature revealed that career development has received less attention than other antecedents of employee commitment, [21] argued that one of the most important predictors of commitment is the perception of good career development opportunities within an organization. Another study of employee outcomes in the form of attitudes (affective commitment and turnover intention) found similar outcomes of perception effects [22]. However, it is easier to implement human resources programs which generate an immediate effect, such as providing employee benefits attractively, rather than attempting

to alter employees' perceptions of the company's policies, culture and practices. Therefore, this study undertook to link the results with employee commitment so as to help human resources managers develop a career development plan effectively to improve their employees' commitment to the organization.

2.2.1 Perception of the value of career development

The concept of long-term employability is a perception that employees can no longer count on their employers for long-term employment [23]. [24] stated that "employability is a promise of the long-term viability of an individual's career independent of the organization." This arguably suggests that in order to encourage organizational commitment, employers provide employees with the opportunity to acquire skills that will ultimately make the latter more employable. Accordingly, job security has been superseded almost by employment security for many professionals.

To keep up with knowledge, most professionals tend to proactively maximize their development opportunities and own learning by undertaking continuing professional development (CPD). [25] identified that employees undertook CPD because of the need to enhance their marketability, to remain valued and competent and to stay updated. More importantly, human resources managers' attitudes have also been found to be positive towards CPD despite the burden of planning and record keeping [26]. Based on [26] study, [10] developed nine statements to measure the perceived value of CPD. The statements emphasize professionalism, career success and employability and are highly appropriate for measuring the perceived value of career development among professionals. Rothwell and Arnold found the coefficient alphas of the scales to be over 0.85, which means that they measured what they claimed to measure, thus the statements were adopted for this research to measure the perceived value of career development.

Career development was chosen as the independent construct for the model because [21] pointed out that one of the most important predictors of commitment is the perception of good career development opportunities within an organization. The research conducted by [10] that studied the perception of the value of United Kingdom's CPD amongst professionals was considered to be the closest to this research. Accordingly, the items they used for their questionnaire survey were adopted for this research to measure the perceived value of career development among PTF. In order to determine whether the perceived value of career development factor has a positive impact on employee commitment measured by the five-component commitment model, it was hypothesized that:

Hypothesis 1: The perceived value of career development has a positive impact on the employee commitment of PTF in Hong Kong.

2.2.2 Perception of career development opportunities

The key career development element is to create conditions for employees to suppose that their company values their employability and contribution. Greater obligation is also encouraged towards the organizations often resulting in employee devotion, which ultimately increases the effectiveness of the organization [27,28]. Equipping employees with competencies, new knowledge and skills means investment in career development that can enable them to accept new challenges outside or within the organization. Employees who have been provided learning programs by employers should be able to enhance their

personal growth and performance. This investment will improve the organization's competitiveness ultimately [27,29].

According to [30], career development generally comprises human resources practices and corporate policies that aim to enhance the employee effectiveness and thus improve organizational performance. Therefore, a supportive environment for career progression has been created by many organizations in which both the employees and their organizations can thrive [31]. [5] suggested that an important moderating factor is employees' perception of career development opportunities in their organizations.

Although [27] did not study the moderating effect of perceptions of investment in employee development, the items that they used in their research were found to be appropriate for measuring the perception of availability of career development opportunities in this research. Two of the nine items that [27] used were adapted from [32] and the remaining seven items were developed by Lee and Bruvold themselves. The coefficient alphas of the scales were over 0.85 which means they measured what they claimed to measure. Therefore, the nine items or statements were adopted to measure the perception of availability of career development opportunities in this study.

[5] suggested that an important moderating factor is how employees perceive the environment to promote career development. The statements relating to the measurement of perceived availability of career development opportunities for this study were adopted from the study by [27] because they were conducted in the U.S. and Singapore. It may also be appropriate for other Asia countries. However, to test this, it is hypothesized that:

Hypothesis 2: Perception of the availability of career development opportunities has a positive moderating impact on the relationship between the perceived value of career development and employee commitment of PTF member in Hong Kong as measured by the five-component model.

2.3 Research Model

The research model for this research is presented in Fig. 1 below. Employee commitment was adopted from [1] which have five factors; they are affective, active continuance, passive continuance, normative and value commitment. The perceived value of career development is the antecedent to employee commitment as the independent factor representing the construct 'career development'. The perceived availability of career development opportunities is expected to have a positive moderating effect on the relationship between perceived value of career development and employee commitment.

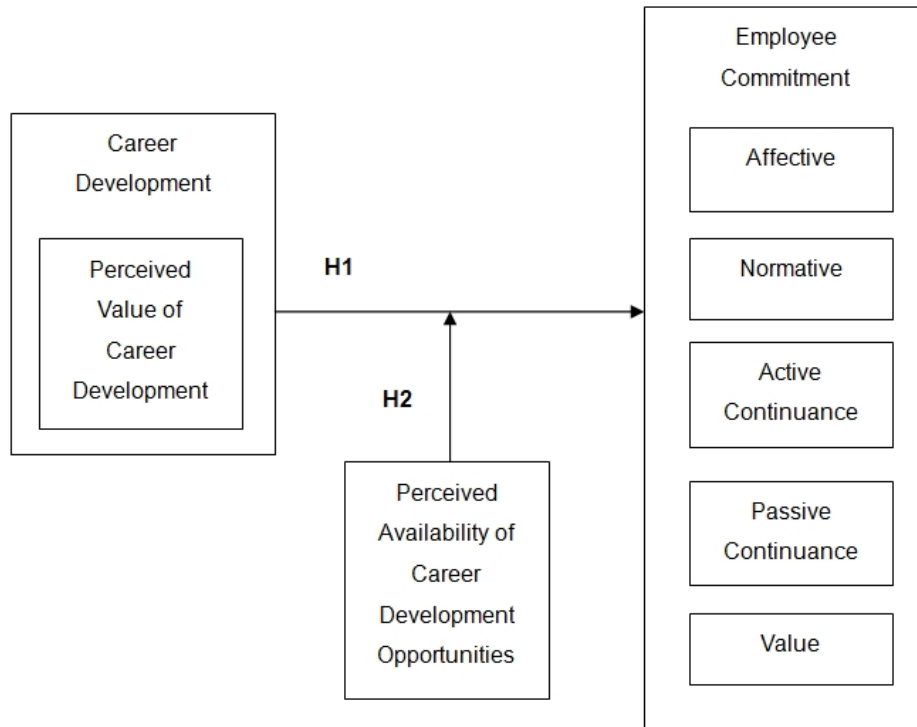


Fig. 1. Research model

3. METHODOLOGY

3.1 Sample

This study used random sampling technique since it is a common approach to minimize bias in sample selection [33]. Fifty CPD courses providers in Hong Kong were randomly selected and were requested to distribute invitations to their PTF. Those part-time staff was requested to complete a self-administered anonymous questionnaire which was located in the internet web page. Data were generated directly from the web page which the PTF filled the questionnaire. This study finally obtained responses from 270 part-time staff.

3.2 Research Instrument

Nine attributes were used to measure the perceived availability of career development opportunities (Table 1) that were adopted from [27] study. Seven of the nine items they developed were used in this study's questionnaire and the remaining two items were adapted from [32]. To measure the perceived value of career development, there were nine attributes (Table 1), which were adopted from [10] study, that were originally designed by [26] to measure the perceived value of CPD for professionals.

Table 1. Instruments for measuring career development

Construct	Item	Questions
Perception of Value of Career Development	VCD1	Career development can enhance my employability and career prospects.
	VCD2	Career development has benefits to my employer or organization.
	VCD3	Career development is important because of the changing nature of my work.
	VCD4	Career development is not just another chore; it has significant benefits for me.
	VCD5	Career development will improve my job performance.
	VCD6	Career development will improve my job and career prospects.
	VCD7	Engaging in career development activities has a motivating effect on me.
	VCD8	It's worth making an effort on career development because of the beneficial outcomes.
	VCD9	There are rewards for continuing my professional development.
Perception of Availability of Career Development Opportunities	ACD1	My Institution trains employees on skills that prepare them for future jobs and career development.
	ACD2	My Institution provides career counseling and planning assistance to employees.
	ACD3	My Institution allows employees to have the time to learn new skills that prepare them for future jobs.
	ACD4	My Institution provides support when employees decide to obtain ongoing training.
	ACD5	My Institution is receptive to employees' requests for lateral transfers (transfer to another department).
	ACD6	My Institution ensures that employees can expect confidentiality when consulting staff.
	ACD7	My Institution provides employees with information on the availability of job openings inside the organization.
	ACD8	My Institution is fully supportive of a career-management program for the employees.
	ACD9	My Institution provides a systematic program that regularly assesses employees' skills and interests.

The attributes used to measure employee commitment in this study were adopted from the model by [1]. Her model consists of five factors in measuring employee commitment which is shown in Table 2. Since her study proved the appropriateness of her five-factor model in southern part of Mainland China, so no modifications of the measuring items were made because of the generalizability of this five-factors to Hong Kong.

Table 2. Instruments for measuring employee commitment

Construct	Item	Questions
Affective Commitment	AC1	I am extremely glad that I chose this Institution to work for over others I was considering at the time I joined
	AC2	I talk of this Institution to my friends as a great place to work for
	AC3	I am proud to tell others that I am part of this Institution
Continuance Commitment (active)	CA1	I work for the Institution because it provides me with many on-the-job training opportunities/exposures
	CA2	I work for the Institution because it is a good chance to realize my goals
	CA3	I work for the Institution because I can make full use of what I have learned here
	CA4	I work for the Institution because of the challenging job
	CA5	I work for the Institution because there are many opportunities for promotion
Continuance Commitment (passive)	CP1	I work for the Institution because I cannot find alternative one
	CP2	I cannot quit the job arbitrarily because I have to support my family
	CP3	I work for the Institution because I do not want to lose my fringe benefits
Normative Commitment	NC1	I consider it my obligation to work for the same Institution all the while
	NC2	I would like lifetime employment if possible
	NC3	I would do any job as long as I work here
Value Commitment	VC1	I am willing to put in a great deal of effort beyond that normally expected in order to help this Institution to be successful
	VC2	I really care about the fate of this Institution
	VC3	This Institution really inspires me to do my job to the very best of my abilities
	VC4	One should work with utmost efforts for the Institution

3.3 Data Analysis

Data analysis techniques employed in this study includes factor analysis for testing of validity and reliability of the data, multiple regression analysis for testing the hypotheses. Cronbach's alpha coefficients were used to test the reliability of each of constructs. Factor analysis was adopted to check whether the measuring items are belonged to their constructs [34]. Multiple regression analysis was used to test the moderating effect and strength of availability of career development opportunities between perceived value of career development and employee commitment [35].

4. FINDINGS

4.1 Characteristics of the Sample

Table 3 summarizes the key demographic variables of the research.

Table 3. Characteristics of the sample

Demographic Variables	Measures	Frequency	%
Working hours Per week	Below 40 hours	27	10.0%
	40 – 49 hours	82	30.4%
	50 – 59 hours	135	50.0%
	60+ hours	26	9.6%
Time spent on business trips	No business travelling required	132	48.9%
	No more than 25% of time	55	20.4%
	25% – 50%	29	10.7%
	51% – 75%	28	10.4%
	Over 75% of the time	26	9.6%
Tenure	5 years or less	118	43.7%
	6 – 10 years	84	31.1%
	11 – 15 years	57	21.1%
	16 – 20 years	10	3.7%
	21 – 25 years	1	0.4%
Teaching Level	Non-graduate	122	45.1%
	Graduate	66	24.3%
	Post-graduate	81	30.1%
	Doctorate	1	0.5%
Gender	Female	130	48.1%
	Male	140	51.9%
Age	below 25	0	0.0%
	26 – 30	11	4.0%
	31 – 35	58	21.5%
	36 – 40	64	23.7%
	41 – 45	69	25.6%
	46 and above	68	25.2%
Nationality	Local HK Chinese	270	100.0%
	Others	0	0.0%
Marital Status	Single	108	40.0%
	Married	162	60.0%
Level of Education	Non-Graduate	14	5.2%
	Graduate	52	19.3%
	Post-Graduate	175	64.8%
	Doctorate	22	8.1%
Monthly Income	Post-Doctorate	7	2.6%
	Under \$10,000	2	0.7%
	\$10,000 – \$19,999	12	4.5%
	\$20,000 – \$29,999	62	23.0%
	\$30,000 – \$39,999	84	31.1%
	\$40,000 – \$49,999	67	24.8%
	\$50,000 and above	43	15.9%

4.2 Validity and Reliability

Table 4 summarizes the Cronbach's alpha values of the factors. The factors have a Cronbach's alpha value between 0.839 and 0.907 and are, therefore, all considered acceptable in terms of reliability.

Table 4. Cronbach's alpha

Factors	Cronbach's alpha	Number of Items
Perception of the Availability of Development Opportunities	0.872	9
Perception of the Value of Career Development	0.839	9
Affective Commitment	0.880	3
Active Continuance Commitment	0.877	5
Passive Continuance Commitment	0.878	3
Normative Commitment	0.899	3
Value Commitment	0.907	4
Overall Commitment	0.879	5

4.3 Factor Analysis

Factor analysis was used to checking the loading of each measuring item and their constructs. Followings describe the factor loading by factor analysis of the three constructs used in this study.

4.3.1 Perception of the availability of career development opportunities

Table 5 shows the factor loadings on the construct of perception of the availability of development opportunities. Excluding the overall measure, all of the nine items successfully loaded, indicating that the latent factor of perception of the availability of development opportunities is made up of nine observable variables.

4.3.2 Perception of the value of career development

Table 6 shows the factor loading on the construct of Perception of the Value of Career Development. All of the nine items were successfully loaded, indicating that the latent factor of Perception of the Value of Career Development is made up of nine observable variables.

Table 5. Factor loadings on perception of the availability of development opportunities

Items	Questions	Loading
ACD1	My Institution trains employees on skills that prepare them for future jobs and career development	0.858
ACD2	My Institution provides career counseling and planning assistance to employees	0.842
ACD3	My Institution allows employees to have the time to learn new skills that prepare them for future jobs	0.857
ACD4	My Institution provides support when employees decide to obtain ongoing training	0.838
ACD5	My Institution is receptive to employees' requests for lateral transfers (transfer to another department)	0.813
ACD6	My Institution ensures that employees can expect confidentiality when consulting staff	0.788
ACD7	My Institution provides employees with information on the availability of job openings inside the organization	0.821
ACD8	My Institution is fully supportive of a career-management program for the employees	0.833
ACD9	My Institution provides a systematic program that regularly assesses employees' skills and interests	0.814

Table 6. Factor loadings on perception of the value of career development

Items	Questions	Loading
VCD1	Career development can enhance my employability and career prospects	0.759
VCD2	Career development has benefits to my employer or organization	0.747
VCD3	Career development is important because of the changing nature of my work	0.659
VCD4	Career development is not just another chore; it has significant benefits for me	0.697
VCD5	Career development will improve my job performance	0.660
VCD6	Career development will improve my job and career prospects	0.707
VCD7	Engaging in career development activities has a motivating effect on me	0.736
VCD8	It's worth making an effort on career development because of the beneficial outcomes	0.688
VCD9	There are rewards for continuing my professional development	0.678

4.3.3 Perception of commitment

The factor loadings of the five factors of the employee commitment model and the overall employee commitment are shown in Table 7 below. The results showed that all measuring items successfully loaded on their respective constructs.

Table 7. Factor loadings on perception of commitment

Items	Questions	Loading
AC1	I am extremely glad that I chose this Institution to work for over others I was considering at the time I joined	0.718
AC2	I talk up this Institution to my friends as a great to work for	0.685
AC3	I am proud to tell others that I am part of this Institution	0.67
CA1	I work for the Institution because it provides me with many on-the-job training opportunities	0.639
CA2	I work for the Institution because it is a good chance to realize my goals	0.612
CA3	I work for the Institution because I can make full use of what I have learned here	0.644
CA4	I work for the Institution because of the challenging job	0.625
CA5	I work for the Institution because there are many opportunities for promotion	0.623
CP1	I work for the Institution because I cannot find a better one	0.695
CP2	I cannot quit the job arbitrarily because I have to support my family	0.747
CP3	I work for the Institution because I do not want to lose my fringe benefits	0.763
NC1	I consider it my obligation to work for the same Institution all the while	0.708
NC2	I would like lifetime employment if possible	0.683
NC3	I would do any job as long as I work here	0.652
VC1	I am willing to put in a great deal of effort beyond that normally expected in order to help this Institution to be successful	0.728
VC2	I really care about the fate of this Institution	0.76
VC3	This Institution really inspires me to do my job to the very best of my abilities	0.673
VC4	One should work with utmost efforts for the Institution	0.763
OC1	I intend to stay with my Institution for the next several years	0.754
OC2	I would stay with my Institution even if offered a comparable job elsewhere at slightly higher pay	0.772
OC3	I would recommend my Institution as a good place to work	0.777
OC4	I am proud to be associated with my Institution	0.773
OC5	Considering everything, I am very satisfied with my job in my Institution	0.758

4.4 Hypotheses Testing

The hypotheses developed were tested to validate the research model in this study.

4.4.1 Perceived value of career development

Hypothesis 1: Perceived value of career development has a positive impact on employee commitment of PTF in Hong Kong.

Table 8 shows the correlation statistics of perceived value of career development (VCD) and the five factors of employee commitment (EC) of PTF in Hong Kong CPD sector. Perceived VCD was found to have a significant positive association with affective commitment ($r=0.671$, $p<0.001$), active continuance commitment ($r=0.693$, $p<0.001$), passive continuance

commitment ($r=0.670$, $p<0.001$), normative commitment ($r=0.651$, $p<0.001$) and value commitment ($r=0.647$, $p<0.001$) of PTF in Hong Kong.

Table 8. Association between perceived value of career development and employee commitment of PTF in Hong Kong

		AC	CA	CP	NC	VC
VCD	Pearson Correlation	.671(***)	.693(***)	.670(***)	.651(***)	.647(***)
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	270	270	270	270	270

*** Correlation is significant at the 0.001 level (2-tailed).

4.4.2 Moderating impact

Hypothesis 2: Perception of the availability of career development opportunities has a positive moderating impact on the relationship between the perceived value of career development and employee commitment of PTF member in Hong Kong as measured by the five-component model.

The moderating effect of perception of the availability of career development opportunities (ACD) on the relationship between perceived value of career development (VCD) and the five factors of employee commitment were tested one by one with respect to the following five subordinate hypotheses:

Hypothesis 2A: Perception of the availability of career development opportunities has a positive moderating effect on the relationship between the perceived value of career development and affective commitment (AC) of PTF in Hong Kong CPD sector.

Hypothesis 2B: Perception of the availability of career development opportunities has a positive moderating effect on the relationship between the perceived value of career development and active continuance commitment (CA) of PTF in Hong Kong CPD sector.

Hypothesis 2C: Perception of the availability of career development opportunities has a positive moderating effect on the relationship between the perceived value of career development and passive continuance commitment (CP) of PTF in Hong Kong CPD sector.

Hypothesis 2D: Perception of the availability of career development opportunities has a positive moderating effect on the relationship between the perceived value of career development and normative commitment (NC) of PTF in Hong Kong CPD sector.

Hypothesis 2E: Perception of the availability of career development opportunities has a positive moderating effect on the relationship between the perceived value of career development and value commitment (VC) of PTF in Hong Kong CPD sector.

Moderating effect is considered as present if the interactive term between the “Perception of the Value of Career Development (VCD)” and the moderator of the “Perception of the Availability of Career Development Opportunities (ACD)” is significant [35].

4.4.2.1 Affective commitment

Tables 9 and 10 show the results of regression analysis using the [35] approach for the test of the moderating effects of perception of the ACD opportunities on the relationship between perceived VCD and affective component of employee commitment.

Table 9. Model summary for H2A (affective commitment)

Model	R	R Square	Adjusted R square	Std. error of the estimate
(a) 0	.671	.450	.448	.71188
(b) 1	.720	.518	.515	.66754
(c) 2	.751	.564	.560	.63584

(a) Predictors: (Constant), VCD; (b) Predictors: (Constant), Centred VCD, Centred ACD; (c) Predictors: (Constant), Centred VCD, Centred ACD, Centred VCD x Centred ACD.

Table 10. Model coefficients for H2A (dependent factor: affective commitment)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
0	(Constant)	.796	.176		4.531	.000		
	VCD	.803	.054	.671	14.805	.000	1.000	1.000
1	(Constant)	3.315	.041		81.595	.000		
	VCD_Centred	.621	.059	.519	10.561	.000	.747	1.338
	ACD_Centred	.293	.048	.302	6.147	.000	.747	1.338
2	(Constant)	3.201	.044		72.472	.000		
	VCD_Centred	.656	.056	.548	11.634	.000	.737	1.357
	ACD_Centred	.352	.047	.363	7.531	.000	.705	1.418
	VCD_ACD_Centred	.286	.054	.229	5.318	.000	.879	1.137

The tolerance values of the collinearity statistics in Table 10 are in the range of 0.705 to 1.0. All of the tolerance values are above the minimum value of 0.1 [36], indicating that no multicollinearity problem exists among the three variables factors of "Value of Career Development (VCD)", "Perception of the Availability of Career Development Opportunities (ACD)" and "VCD x ACD".

From the three models in Tables 9 and 10, Model 0 indicates significant total effect of VCD on AC ($R^2 = 0.450$, $\text{std } \beta = 0.671$, $p < 0.001$). Model 1 shows a significant increase of R^2 value from 0.450 to 0.518, when the moderator ACD is added. When the interaction term of "VCD x ACD" is added to Model 2, the explanatory power of the model increases by 4.6% to 56.4% ($R^2 = 0.564$). The increase in explanatory power is small, but significant ($\text{std } \beta = 0.229$, $p < 0.001$). In other words, there exists a significant moderating effect of ACD on the relationship between VCD and AC. Therefore, Hypothesis 2A is supported.

4.4.2.2 Active continuance commitment

Tables 11 and 12 show the results of regression analysis using the [35] approach for the test of the moderating effects of perception of the ACD on the relationship between perceived VCD and the active continuance commitment (CA) factor of employee commitment.

Table 11. Model summary for active continuance commitment (H2B)

Model	R	R Square	Adjusted R Square	Std. error of the estimate
(a) 0	.693	.480	.478	.80416
(b) 1	.832	.691	.689	.62083
(c) 2	.832	.692	.688	.62186

(a) Predictors: (Constant), VCD;

(b) Predictors: (Constant), Centred VCD, Centred ACD;

(c) Predictors: (Constant), Centred VCD, Centred ACD, Centred VCD x Centred ACD.

Table 12. Model Coefficients for Active Continuance Commitment (H2B)

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
		B	Std. Error				Tolerance	VIF
0	(Constant)	.713	.198		3.596	.000		
	VCD	.964	.061	.693	15.739	.000	1.000	1.000
1	(Constant)	3.739	.038		98.949	.000		
	VCD_Centred	.593	.055	.426	10.834	.000	.747	1.338
	ACD_Centred	.599	.044	.531	13.515	.000	.747	1.338
2	(Constant)	3.731	.043		86.367	.000		
	VCD_Centred	.595	.055	.428	10.781	.000	.737	1.357
	ACD_Centred	.603	.046	.535	13.189	.000	.705	1.418
	VCD_ACD_Centred	.018	.053	.012	.341	.000	.879	1.137

From the three models in Tables 11 and 12, Model 1 indicates significant total effect of VCD on CA ($R^2 = 0.480$, $\text{std } \beta = 0.693$, $p < 0.001$). Model 2 shows a significant increase of R^2 value from 0.480 to 0.691, when the moderator ACD is added. When the interaction term of "VCD x ACD" is added to Model 3, the explanatory power of the model increases slightly by 0.1% to 69.2% ($R^2 = 0.692$). The increase in explanatory power is not only small, but also significant ($\text{std } \beta = 0.012$, $p < 0.001$). In other words, there exists a significant moderating effect of ACD on the relationship between VCD and CA. Therefore, Hypothesis 2B is supported.

4.4.2.3 Passive continuance commitment

Tables 13 and 14 show the results of regression analysis using the [35] approach for the test of the moderating effects of perception of the ACD on the relationship between perceived VCD and the passive continuance commitment (CP) component of employee commitment.

Table 13. Model summary for passive continuance commitment (H2C)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
(a) 0	.670	.449	.447	.58045
(b) 1	.683	.466	.462	.57237
(c) 2	.720	.519	.513	.54441

(a) Predictors: (Constant), VCD;

(b) Predictors: (Constant), Centred VCD, Centred ACD;

(c) Predictors: (Constant), Centred VCD, Centred ACD, Centred VCD x Centred ACD

Table 14. Model coefficients for H2C (dependent factor: passive continuance commitment)

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
		B	Std. Error				Tolerance	VIF
0	(Constant)	1.021	.143		7.132	.000		
	VCD	.653	.044	.670	14.771	.000	1.000	1.000
1	(Constant)	3.070	.035		88.144	.000		
	VCD_Centred	.579	.050	.594	11.475	.000	.747	1.338
	ACD_Centred	.120	.041	.152	2.936	.004	.747	1.338
2	(Constant)	2.972	.038		78.572	.000		
	VCD_Centred	.609	.048	.625	12.614	.000	.737	1.357
	ACD_Centred	.171	.040	.217	4.278	.000	.705	1.418
	VCD_ACD_Centred	.249	.046	.245	5.397	.000	.879	1.137

From the three models in Tables 13 and 14, Model 1 indicates significant total effect of VCD on CP ($R^2 = 0.449$, std $\beta = 0.670$, $p < 0.001$). Model 2 shows a significant increase of R^2 value from 0.449 to 0.466, when the moderator ACD is added. When the interaction term of "VCD x ACD" is added to Model 3, the explanatory power of the model increases slightly by 5.3% to 51.9% ($R^2 = 0.519$). The increase in explanatory power is significant (std $\beta = 0.245$, $p < 0.001$). In other words, there exists a significant moderating effect of ACD on the relationship between VCD and CP. Therefore, Hypothesis 2C is supported.

4.4.2.4 Normative commitment

Tables 15 and 16 show the results of regression analysis using the [35] approach for the test of the moderating effects of perception of the ACD on the relationship between perceived VCD and the Normative Commitment (NC) component of Employee Commitment.

Table 15. Model summary for normative commitment (H2D)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
(a) 0	.651	.424	.422	.60731
(b) 1	.715	.511	.508	.56049
(c) 2	.743	.552	.547	.53736

(a) Predictors: (Constant), VCD

(b) Predictors: (Constant), Centred VCD, Centred ACD

(c) Predictors: (Constant), Centred VCD, Centred ACD, Centred VCD x ACD

Table 16. Model coefficients for H2D (dependent factor: normative commitment)

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
		B	Std. Error				Tolerance	VIF
0	(Constant)	1.007	.150		6.723	.000		
	VCD	.650	.046	.651	14.046	.000	1.000	1.000
1	(Constant)	3.046	.034		89.296	.000		
	VCD_Centred	.478	.049	.480	9.689	.000	.747	1.338
2	(Constant)	2.957	.037		79.200	.000		
	VCD_Centred	.506	.048	.507	10.617	.000	.737	1.357
	ACD_Centred	.323	.039	.399	8.167	.000	.705	1.418
	VCD_ACD_Centred	.225	.045	.216	4.948	.000	.879	1.137

From the three models in Tables 15 and 16, Model 1 indicates significant total effect of VCD on NC ($R^2 = 0.424$, $\text{std } \beta = 0.651$, $p < 0.001$). Model 2 shows a significant increase of R^2 value from 0.424 to 0.551, when the moderator ACD is added. When the interaction term of "VCD x ACD" is added to Model 3, the explanatory power of the model increases slightly by 4.2% to 52.2 % ($R^2 = 0.552$). The increase in explanatory power is significant ($\text{std } \beta = 0.216$, $p < 0.001$). In other words, there exists a significant moderating effect of ACD on the relationship between VCD and NC. Therefore, Hypothesis 2D is supported.

4.4.2.5 Value commitment

Tables 17 and 18 show the results of regression analysis using the [35] approach for the test of the moderating effects of perception of the ACD on the relationship between perceived VCD and the value commitment (VC) factor of employee commitment.

Table 17. Model summary for value commitment (H2E)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
(a) 0	.647	.419	.417	.63681
(b) 1	.709	.503	.499	.59006
(c) 2	.744	.554	.549	.55993

(a) Predictors: (Constant), VCD; (b) Predictors: (Constant), Centred VCD, Centred ACD; (c) Predictors: (Constant), Centred VCD, Centred ACD, Centred VCD x Centred ACD

Table 18. Model coefficients for H2E (dependent factor: value commitment)

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
		B	Std. Error				Tolerance	VIF
0	(Constant)	1.163	.157		7.405	.000		
	VCD	.674	.049	.647	13.898	.000	1.000	1.000
1	(Constant)	3.279	.036		91.298	.000		
	VCD_Centred	.499	.052	.479	9.591	.000	.747	1.338
	ACD_Centred	.283	.042	.335	6.719	.000	.747	1.338
2	(Constant)	3.175	.039		81.613	.000		
	VCD_Centred	.531	.050	.510	10.685	.000	.737	1.357
	ACD_Centred	.337	.041	.399	8.189	.000	.705	1.418
	VCD_ACD_Centred	.262	.047	.241	5.524	.000	.879	1.137

From the three models in Tables 17 and 18, Model 1 indicates significant total effect of VCD on VC ($R^2 = 0.419$, $\text{std } \beta = 0.647$, $p < 0.001$). Model 2 shows a significant increase of R^2 value from 0.419 to 0.503, when the moderator ACD is added. When the interaction term of "VCD x ACD" is added to Model 3, the explanatory power of the model increases slightly by 5.1% to 55.4% ($R^2 = 0.554$). The increase in explanatory power is significant ($\text{std } \beta = 0.241$, $p < 0.001$). In other words, there exists a significant moderating effect of ACD on the relationship between VCD and AC. Therefore, Hypothesis 2E is supported.

5. DISCUSSION

From the results of study, perceived value of career development was found to have a significantly positive influence on employee commitment of PTF in Hong Kong. The perceived value of career development explained a considerable amount of the variance in all five factors of employee commitment ($R^2 = 0.647$ to 0.693 , $p < 0.001$). This gives support to the hypothesis 1 that the value of career development has a positive impact on employee commitment of PTF in Hong Kong (H1). Active continuance commitment (69.3%) is the strongest relationship and thus most affected by perceptions of the value of career development. Passive continuance commitment (2.6%) is the least affected. The remaining three forms of commitment are affected similarly to active continuance commitment. These results could be interpreted as PTF in the CPD sector value on-the-job training, staying with the institution out of moral obligation rather than because they can't find another job. They are prepared to put in significant effort for the benefit of the institutions and consequently their students, identifying closely with their organizations.

In order to study the effect of availability of career development opportunities on the association between perceived value of career development and employee commitment of PTF in Hong Kong, the interactive term was added to the statistical model that then explained a major amount of variance in all five components of employee commitment ($R^2 = 0.519$ to 0.692 , $p < 0.001$). There is support to the hypothesis 2 that perception of the availability of career development opportunities has a positive moderating effect on the relationship between perceived value of career development and employee commitment of PTF in Hong Kong (H2). All the five subordinate hypotheses H2A to H2E are supported. The highest increase in explanation power was found in passive continuance commitment, which showed a significant increase of 14.9%, from 44.9% to 51.9% ($p < 0.001$).

6. IMPLICATIONS

Firstly, this study finds that the perceived value of career development has a significant positive impact on employee commitment of PTF in Hong Kong. The finding suggests that, despite being a part-time job, value of career development is an important driver of employee commitment. As such, to retain good PTF and to ensure the quality and competitiveness of CPD courses offered, institutes need to adjust their human resources policy to enhance commitment of PTF. Secondly, this study finds that perception of the availability of career development opportunities moderates the relationship between perceived value of career development and attachment to an institution (affective) and choosing to stay because the person cannot (passive continuance) of PTF in Hong Kong. For institutes with high availability of career development, such availability strengthens the effect of value of career development on affective commitment and passive continuance commitment. Whereas for institutes with low availability of career development; such availability weakens the effect of value of career development on affective commitment and

passive continuance commitment. Consequently, to maximize the multiplicative effects, institutes should direct more of their attention to enhance PTF's perception of career development availability as well as their perceived value of career development. This study also contributes to the human resources management literature by adding empirical evidence of the positive role that perceived value of career development plays on employee commitment. The study found that the moderating effect of availability of career development opportunities has different impacts on the associations between perceived value of career development and each of the five components of employee commitment. The study confirms that the association between perceived value of career development and all five factors of employee commitment is moderated by the perception of the availability of career development opportunities. This study fills the empirical gap by exploring links between value of career development and employee commitment of PTF in the CPD industry in Hong Kong. Lastly, while this study finds that value of career development has a strong association with four factors of employee commitment, its association with passive continuance commitment, however, was found to be weak impact.

7. LIMITATIONS AND FUTURE RESEARCH

While the study has contributed to both academic research and HR practice in the CPD industry, the findings may be limited in several ways. The positivist ontology and quantitative methods used to conduct the study impose the first limitation. Quantitative research is criticized for not being able to discover any causal relationship between the independent and dependent variables as all hypothesized relationships being tested are predetermined in the questionnaire [33]. Quantitative studies are still unclear about whether there exists other antecedent that may affect employee commitment of PTF in Hong Kong's CPD industry. This is a study design limitation that could be overcome. In order to enhance the results of this study, cultural dimensions can be explored to see whether and how organizational culture influences employee commitment and to examine the links, if any, between employee commitment and its antecedents. Moreover, studies can be conducted to see whether there is any difference in employee commitment or link between it and its antecedents in institutes with different origins, management styles and cultures. Finally, unlike teaching faculty in universities, the name lists of PTF are normally not publicly available. In other words, PTF are a hidden population which makes it difficult to correctly construct a sample frame that covers all PTF in the CPD industry. To overcome this, chain referral techniques could be used to facilitate the effective collection of research data in future studies.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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