

The Effect of Career Development Programs on Academic Staff Performance: An Applied Study on Private Universities in Borama, Somaliland

Dr. Marjan Usama Ismael

Department of Human Resource Management, Alpha University

DOI: <https://doi.org/10.5281/zenodo.23413409>

Published Date: 16-October-2026

Abstract: Career development is an important human resource management practice through which higher education institutions promote academic staff professional growth, career progression, and improved job performance. However, empirical evidence on the relationship between career development programs and academic staff performance remains limited in Somaliland, particularly within private universities. This study examined the predictive effect of career development strategies on academic staff performance in private universities in Borama, Somaliland. A quantitative, cross-sectional research design was employed, with data collected through structured questionnaires administered to academic staff. A total of 234 valid responses were obtained from 287 distributed questionnaires, representing an 81.5% response rate. Data were analyzed using Statistical Package for the Social Sciences (SPSS) Version 28, with simple linear regression used to determine the predictive relationship between career development strategies and academic staff performance. The findings revealed that career development strategies had a statistically significant and positive effect on academic staff performance ($B = 0.136$). The regression model was statistically significant, $F(1, 232) = 6.82$, $p = .010$, with career development strategies explaining 2.9% of the variance in academic staff performance ($R^2 = .029$; adjusted $R^2 = .024$). Although the predictive contribution was modest, the findings demonstrate that career development strategies are significantly associated with academic staff performance. The study contributes empirical evidence to the limited literature on career development in Somaliland's higher education sector and extends the application of Human Capital Theory in this context. The findings highlight the relevance of structured career planning, professional guidance, regular performance feedback, transparent promotion procedures, and accessible professional advancement opportunities. The study suggests that private universities should strengthen career development frameworks while recognizing that other organizational and individual factors also contribute to variations in academic staff performance.

Keywords: Career development, academic staff performance, career progression, higher education, private universities, Somaliland.

1. INTRODUCTION

Universities play a central role in human capital development, knowledge generation, and socio-economic transformation through teaching, research, innovation, and community engagement. Their effectiveness depends substantially on the competencies, commitment, and performance of academic staff, who are responsible for delivering quality instruction, conducting research, mentoring students, developing curricula, and contributing to institutional development (Kasnauskiene et al., 2025; Mudrikah et al., 2026; Tripa et al., 2025). The capacity of universities to achieve these objectives is therefore closely associated with the quality of their human resources and the opportunities available for continuous professional growth. In this regard, career development represents an important human resource management practice for strengthening academic competencies, facilitating professional advancement, and improving institutional performance.

The contribution of higher education institutions to national development is closely linked to their ability to develop and retain qualified academic personnel. Universities with stronger academic capacities are better positioned to promote research, innovation, graduate employability, and economic productivity (Bondar et al., 2020; Canton, 2021; Zwaan, 2025). Career development supports these outcomes by providing academic staff with opportunities for further education, professional training, research engagement, promotion, career planning, and participation in academic networks. Such opportunities can enhance employees' knowledge, skills, motivation, and commitment, potentially contributing to improved job performance. This is particularly important in higher education, where academic responsibilities extend beyond classroom instruction to include research, student supervision, curriculum development, and community engagement.

The importance of career development is particularly pronounced in Sub-Saharan Africa, where universities continue to experience constraints associated with limited financial resources, institutional capacity, and human-resource development. Despite these challenges, higher education institutions remain essential to producing skilled graduates, generating relevant research, and supporting national development (Adegboye et al., 2020; Kivaa, 2021; Kusi, 2020; Shawa, 2020). Limited professional advancement opportunities and inadequate investment in academic staff development may constrain institutional effectiveness and the achievement of educational objectives. Consequently, systematic career development can serve as a mechanism for strengthening academic capacity, enhancing professional competencies, and supporting improved staff performance in resource-constrained environments.

The relationship between career development and academic staff performance is theoretically grounded in Human Capital Theory, which conceptualizes employees' knowledge, skills, competencies, and experience as productive assets that generate returns for individuals and organizations. From this perspective, investment in education, professional training, and career advancement enhances human capital and may improve productivity and performance. In higher education, academic staff constitute a critical institutional resource because teaching quality, research productivity, student supervision, and academic administration depend substantially on their professional capabilities (Matache, 2023). Career development can therefore be understood as a strategic institutional investment that enables academic staff to strengthen their competencies, respond to changing professional expectations, and contribute more effectively to institutional objectives. As universities increasingly emphasize research output, publication, curriculum innovation, student engagement, and academic leadership, continuous professional development becomes increasingly relevant to sustaining academic performance.

In Somalia and Somaliland, higher education institutions have become important contributors to social reconstruction, human-resource development, and economic recovery. The expansion of universities has created opportunities to develop skilled personnel for sectors such as education, healthcare, business, and public administration (Abdi et al., 2023; Jama, 2025; Saed et al., 2024). In Somaliland, the growth of private higher education institutions, particularly in Borama, has increased demand for qualified academic staff capable of delivering quality teaching, conducting research, and supporting institutional development. However, this expansion has also intensified the need for effective human resource management practices that facilitate staff development, professional advancement, and sustained academic performance.

Despite this growth, academic staff in Somaliland continue to face challenges that may restrict their professional development and career progression. These include limited opportunities for postgraduate education (Jama & Khalid, 2024), restricted access to international academic networks (Eno et al., 2025), inadequate infrastructure (Hassan et al., 2024), heavy teaching workloads (Mukhtar et al., 2021), and limited financial resources for staff development (Melesse & Obsiye, 2022). Such constraints may limit academic staff members' ability to acquire advanced qualifications, participate in research, strengthen professional competencies, and pursue long-term career objectives. These challenges are particularly relevant to private universities, where financial and institutional capacity may influence the availability and accessibility of structured career development opportunities.

Borama has experienced the expansion of private higher education institutions, including Alpha, Borama University, Beder, Eelo, Amoud, and Adal Universities (Khan & Abdirahman, 2024). These institutions operate in an environment characterized by increasing demand for higher education and continuing resource constraints. Furthermore, quality-assurance expectations have placed greater emphasis on academic qualifications, teaching effectiveness, research engagement, and professional performance (Omar & Kisige, 2023). In this context, career development extends beyond promotion to encompass further education, professional training, research opportunities, academic networking, performance feedback, and clearly defined career pathways. Access to these opportunities may strengthen academic competencies, facilitate professional progression, and improve the capacity of staff to meet institutional expectations.

Although academic staff development has gained increasing importance in Somaliland's higher education sector, empirical evidence regarding the relationship between career development and academic staff performance remains limited, particularly in resource-constrained private universities. Existing research has identified several barriers to academic development; however, insufficient empirical attention has been given to determining whether and to what extent career development strategies predict academic staff performance in the local context. This gap is significant because institutional expansion alone does not necessarily translate into improved academic quality or performance. Universities require effective mechanisms to develop staff capabilities, facilitate career progression, and enhance the utilization of academic human capital.

Addressing this gap, the present study examines the effect of career development strategies on academic staff performance in private universities in Borama, Somaliland. Guided by Human Capital Theory, the study conceptualizes career development as an investment in the professional knowledge, skills, and competencies of academic staff and investigates its predictive relationship with their performance. The findings are intended to contribute context-specific empirical evidence to the literature on human resource management and higher education in Somaliland while informing university administrators and policymakers on the relevance of structured career planning, professional advancement, and continuous staff development to academic performance.

2. RESEARCH PROBLEM

Higher education institutions depend on the knowledge, skills, and professional competencies of academic staff to achieve quality teaching, research, student development, and institutional objectives. According to Human Capital Theory, investment in employees' education, professional development, and career advancement enhances their competencies and productivity (Ajobi et al., 2025; Matache, 2023). Career development provides academic staff with opportunities to acquire additional qualifications, strengthen professional skills, engage in research, and advance through academic ranks, potentially contributing to improved performance.

Despite its importance, career development remains a challenge in resource-constrained higher education environments. In Somaliland, the expansion of private universities has increased demand for qualified academic staff, while opportunities for professional advancement remain constrained by limited postgraduate education, restricted academic networking, inadequate research infrastructure, heavy teaching workloads, and insufficient funding for staff development (Eno et al., 2025; Hassan et al., 2024; Jama & Khalid, 2024; Melesse & Obsiye, 2022; Mukhtar et al., 2021). These challenges may restrict professional growth, limit the development of academic competencies, and affect staff effectiveness in teaching, research, and student supervision.

The problem is particularly relevant to private universities in Borama, where growing demand for higher education coincides with financial and institutional capacity limitations. Although career development is expected to enhance academic staff capabilities, access to further education, promotion, professional training, research opportunities, and structured career pathways may vary across institutions. Moreover, the availability of career development opportunities does not necessarily guarantee improved performance, highlighting the need to examine this relationship within the specific institutional and resource conditions of Somaliland.

Furthermore, empirical evidence directly examining the effect of career development on academic staff performance in private universities in Borama remains limited. Although previous studies have identified barriers to academic staff development, insufficient context-specific evidence establishes whether career development significantly predicts academic performance. This gap creates challenges for university administrators in making informed decisions about staff development investments and career advancement strategies. Accordingly, guided by Human Capital Theory, this study examines the effect of career development on academic staff performance in private universities in Borama, Somaliland, to generate empirical evidence that can inform human resource management practices and support higher education quality.

3. RESEARCH QUESTION AND OBJECTIVE

This study examines the effect of career development strategies on academic staff performance in private universities in Borama, Somaliland. It seeks to establish the extent to which institutional efforts to support career progression contribute to staff effectiveness, professional growth, and institutional objectives. Accordingly, the study is guided by the following research question and objective:

Research Question (RQ1): To what extent do career development strategies influence academic staff performance in private universities in Borama, Somaliland?

Research Objective (RO1): To examine the effect of career development strategies on academic staff performance in private universities in Borama, Somaliland

4. HYPOTHESIS DEVELOPMENT

Career development strategies, including professional training, promotion opportunities, performance feedback, mentoring, and institutional support, are essential organizational practices for enhancing academic staff competencies, motivation, and career progression. Guided by Human Capital Theory, investment in employees' knowledge and skills is expected to improve productivity and performance, while Social Exchange Theory suggests that institutional investment in staff development may encourage greater commitment, engagement, and work effectiveness. Accordingly, career development strategies may contribute to improved academic staff performance in private universities in Borama, Somaliland. Based on these theoretical perspectives, the study proposes the following hypothesis:

H₁: Career development strategies have a positive and statistically significant effect on academic staff performance in private universities in Borama, Somaliland

5. OPERATIONAL DEFINITIONS OF STUDY VARIABLES

Table 1 presents the operational definitions of the two study variables.

Table 1: Operational Definitions of Study Variables

Key term	Operational definition	Source
Academic staff performance	The extent to which academic staff effectively perform teaching, research, and institutional service roles, measured through indicators such as teaching effectiveness, research output, and participation in academic activities within the institution.	Pham (2021)
Career development	Institutional efforts to support academic advancement, including promotion pathways, qualification support, and professional growth opportunities, assessed through availability and staff engagement with such initiatives.	Rezaiee & Kareshki (2024)

6. THEORETICAL FRAMEWORK

This study is anchored in Human Capital Theory (HCT), initially developed by Schultz (1961) and further advanced by Becker (1964). The theory conceptualizes education, training, and professional development as strategic investments that enhance individuals' knowledge, skills, and competencies, thereby improving productivity and organizational performance (Matache, 2023). In higher education, Human Capital Theory provides a relevant foundation for understanding how career development strategies contribute to academic staff effectiveness and institutional performance.

According to Becker (1964), investment in employee training and professional development should be viewed as a strategic investment rather than an organizational cost because it strengthens capabilities, efficiency, and productivity (Leoni, 2025). Accordingly, career development strategies, including transparent promotion procedures, performance feedback, professional advancement, and continuous learning, may enhance academic staff competencies, teaching effectiveness, research productivity, and institutional service.

However, Human Capital Theory has limitations, as investment in professional development does not necessarily translate directly into improved performance. Organizational culture, leadership, employee motivation, and resource availability may influence the application of acquired knowledge and skills (Auerbach & Green, 2025). Furthermore, inadequate funding, weak governance, and limited institutional resources may constrain the implementation of effective career development strategies, particularly in resource-constrained higher education institutions (Ndlovu et al., 2025).

Despite these limitations, Human Capital Theory provides a suitable foundation for this study by emphasizing the value of investing in academic staff knowledge, competencies, and career advancement. It supports the proposition that career development strategies can enhance professional capacity and contribute to improved academic staff performance.

Accordingly, the theory guides the examination of the effect of career development strategies on academic staff performance in private universities in Borama, Somaliland.

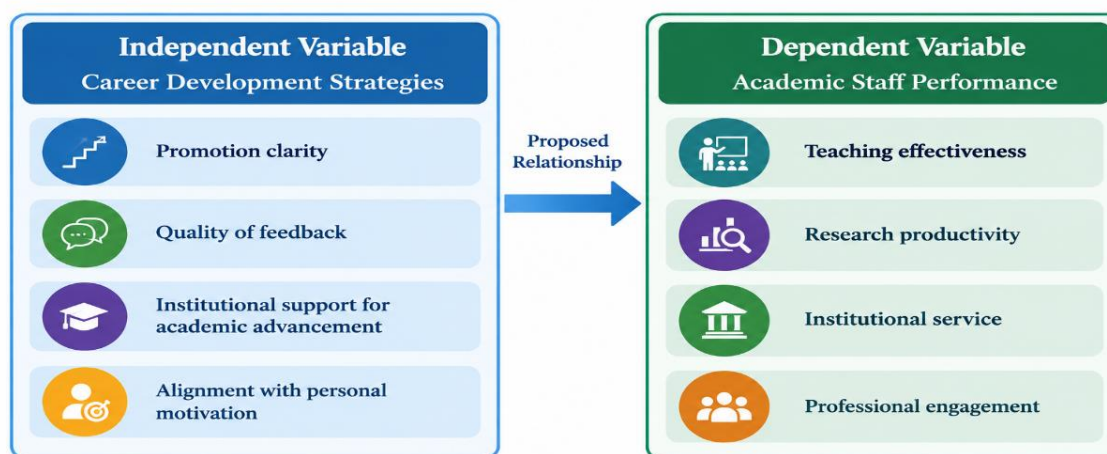
7. CONCEPTUAL FRAMEWORK

A conceptual framework illustrates the relationships between the variables under investigation and provides a foundation for examining the proposed research relationships (Salawu et al., 2023). In this study, career development strategies constitute the independent variable, while academic staff performance represents the dependent variable.

Career development strategies are measured through four dimensions: promotion clarity, quality of feedback, institutional support for academic advancement, and alignment with personal motivation. Academic staff performance is assessed through teaching effectiveness, research productivity, institutional service, and professional engagement. The framework proposes that effective career development strategies can strengthen academic staff competencies, motivation, and professional engagement, thereby contributing to improved performance in their academic responsibilities.

Figure 1. Conceptual Framework

Figure 1. Conceptual Framework



Note. Developed by the researcher (2026).

The framework assumes that clear promotion pathways, constructive feedback, institutional support, and alignment with individual career aspirations may enhance academic staff capabilities and motivation, contributing to effective teaching, research productivity, institutional service, and professional engagement in private universities in Borama, Somaliland.

8. CONCEPTUAL REVIEW OF THE LITERATURE

This section reviews the conceptual and empirical literature on career development strategies and academic staff performance. It examines the definitions, dimensions, and relevance of career development in higher education and explores how professional advancement opportunities may contribute to academic effectiveness, institutional service, and professional engagement.

8.1 Career Development Strategies

Career development is a fundamental human resource management practice that supports employees' professional growth, competencies, motivation, and career progression. Traditionally, careers have been viewed as sequences of work-related experiences and positions, while contemporary perspectives emphasize dynamic, non-linear pathways shaped by individual aspirations, organizational opportunities, and changing professional environments (Greenhaus et al., 2023; Hirschi et al., 2021). Career development is therefore a continuous process of acquiring knowledge, enhancing competencies, strengthening professional identity, and pursuing career objectives in response to evolving organizational and labor market demands (De Vos & Van der Heijden, 2022).

Career development involves shared responsibilities between individuals and organizations. While employees engage in self-assessment, career planning, goal setting, and continuous learning, organizations facilitate advancement through professional training, performance feedback, promotion pathways, and supportive institutional policies (Ayodo, 2022; Sheikh, 2024). Effective career development aligns individual aspirations with organizational objectives and available opportunities (Hirschi et al., 2021; Kuijpers, 2025). As a strategic human resource management practice, it can strengthen employee competencies, job satisfaction, and organizational commitment, thereby supporting institutional effectiveness (Caniago & Rustanto, 2022; Merican et al., 2022; Ngari et al., 2025; Pradhan & Shrestha, 2021).

In higher education, career development extends beyond promotion to include teaching improvement, research capacity, scholarly networking, professional training, conference participation, and publication support (Adarkwah et al., 2021; Owusu-Boateng, 2023). These opportunities enable academic staff to respond to changing professional expectations, strengthen scholarly engagement, and improve academic productivity (Delbari et al., 2021). Academic career progression is influenced by institutional structures, available resources, professional requirements, and individual aspirations, making career development a multidimensional and continuous process (De Vos & Van der Heijden, 2022; Greenhaus et al., 2023).

For this study, career development strategies are conceptualized as deliberate institutional practices aimed at facilitating academic staff progression, strengthening professional competencies, and enhancing work-related motivation. The construct is measured through four dimensions: promotion clarity, quality of feedback, institutional support for academic advancement, and alignment with personal motivation. Promotion clarity refers to transparent career progression criteria; feedback quality concerns constructive performance guidance; institutional support involves the resources and opportunities provided for professional advancement; and alignment with personal motivation reflects the extent to which career opportunities correspond with individual aspirations. These dimensions provide the basis for examining the relationship between career development strategies and academic staff performance in private universities in Borama, Somaliland.

8.2 Academic Staff Performance

Academic staff performance refers to the effectiveness with which university academics fulfill their professional responsibilities in teaching, research, institutional service, and professional engagement. Employee performance generally reflects the extent to which individuals meet established responsibilities, expectations, and organizational standards (Armstrong & Taylor, 2020). In higher education, it encompasses instructional effectiveness, research productivity, student supervision, curriculum development, institutional contributions, and participation in scholarly activities (Stephen, 2024).

Teaching effectiveness is a core dimension of academic performance, involving the delivery of relevant instruction, facilitation of student learning, assessment of achievement, and creation of supportive learning environments. Research productivity includes scholarly publications, research funding, dissemination of findings, and contributions to knowledge. However, academic competencies and performance may differ across these domains. Kansime (2023), for instance, reported that self-reported research competencies among academics in Ugandan universities were lower (48.3%) than teaching competencies (84.81%). Similarly, inadequate research funding and infrastructure have been identified as constraints on research productivity in Nigerian universities (Jacob et al., 2021), while limited research experience presents challenges for early-career academics (Kamarudin et al., 2023).

Academic staff performance also includes institutional service and professional engagement. Institutional service encompasses participation in academic governance, departmental committees, administrative responsibilities, and community outreach, while professional engagement involves continuous learning, scholarly networking, and activities that improve academic practice. These responsibilities are influenced by institutional educational philosophies, teaching objectives, and research priorities (Ngo et al., 2023). Accordingly, academic performance extends beyond teaching and publication outputs to include broader contributions to institutional and professional development.

Previous studies indicate that academic staff performance is associated with individual and organizational factors, including motivation, leadership, perceived organizational support, job satisfaction, reward systems, and professional development opportunities (Cob et al., 2024; Francis, 2024; Mi et al., 2024). Similarly, recruitment, promotion, and staff development policies have been identified as relevant to employee performance in Ugandan universities (Alemiga & Kibukamusoke, 2019). Conversely, resource scarcity, job insecurity, ineffective performance evaluation, and inadequate organizational support may constrain performance (Shimaneni & Kiley, 2025). Burnout has also been identified as a concern among academics, with potential implications for well-being and work performance (Dlamini & Dlamini, 2024). Other

organizational and behavioral challenges may further affect institutional outcomes (Omale et al., 2023), while managerial participation and professional development are relevant to job satisfaction and staff effectiveness (Elfar & Mohamed Badawy, 2024). The acceptance of performance evaluation systems, fulfillment of evaluation criteria, and access to research opportunities are also important considerations in institutional commitment (Forchheh, 2018).

Academic staff performance can be assessed through quantitative indicators, such as publications, research grants, student learning outcomes, and appraisal results, as well as qualitative indicators, including teaching innovation, professional participation, scholarly engagement, and institutional contributions. For this study, academic staff performance is conceptualized through four dimensions: teaching effectiveness, research productivity, institutional service, and professional engagement. This multidimensional approach recognizes both measurable academic outputs and broader professional contributions. These dimensions provide the basis for examining the extent to which career development strategies contribute to academic staff performance in private universities in Borama, Somaliland.

9. CAREER DEVELOPMENT AND ACADEMIC STAFF PERFORMANCE-LITERATURE REVIEW

Career development strategies are widely recognized as important organizational practices for enhancing employee competencies, motivation, professional engagement, and job performance. These strategies include career planning, career coaching, developmental assignments, promotion opportunities, and other initiatives designed to facilitate employees' professional growth. Larney (2021) argues that organizational investment in employee development can strengthen employees' perceptions of organizational commitment to their growth, encouraging them to reciprocate through increased effort, engagement, and improved performance. However, the relationship between career development and employee performance is not always consistent, as its outcomes may vary according to organizational structures, institutional practices, and individual circumstances.

Evidence from the United States and Europe demonstrates the relevance of career development to employee satisfaction, professional learning, and career progression. Hulme and Wood (2022) found that employees who receive substantial career support tend to experience greater career satisfaction, acquire more knowledge through their professional roles, and develop relevant work experience more rapidly. Similarly, Larney (2021) identifies employee engagement as an important outcome of planned career development, suggesting that structured opportunities for professional growth can strengthen employees' involvement in organizational activities. Nevertheless, weaknesses in organizational career development and promotion systems may undermine employees' confidence in institutional advancement processes. Sulkhanishvili and Kharadze (2025) highlight concerns regarding career development and promotion practices in public organizations, indicating that inadequate or ineffective systems may weaken employees' trust in organizational promotion procedures. These findings suggest that the effectiveness of career development strategies depends not only on the availability of development opportunities but also on the transparency, consistency, and credibility of the processes through which they are implemented.

Empirical studies from Asia also provide evidence of the relationship between career development and employee outcomes. Research conducted in Malaysia and Indonesia indicates that career development, training, and talent management practices contribute to improved employee performance and retention (Caniago & Rustanto, 2022; Merican et al., 2022). However, findings from South Korea reveal a more complex relationship, with factors such as learning transfer and self-esteem influencing the association between career development and employee outcomes, which may vary in direction and statistical significance (Lee et al., 2021). These findings indicate that career development does not necessarily translate directly into improved performance but may operate through individual and organizational processes. Furthermore, the effectiveness of career development initiatives is influenced by institutional policies, organizational structures, and professional development systems (Adarkwah et al., 2021; Sheikh, 2024). Collectively, these studies demonstrate that career development is a multidimensional process whose outcomes may extend beyond job performance to include career satisfaction, employee retention, and professional growth (Sheikh, 2024).

Studies from the Middle East further emphasize the psychological and organizational mechanisms through which career development may influence employee performance. Delbari et al. (2021) identify self-regulation as a mediating factor in the relationship between career development and performance, suggesting that employees' capacity to manage their professional goals and behaviors may influence the extent to which development opportunities translate into improved work

outcomes. Similarly, qualitative evidence from Alsharif (2025) indicates that misalignment between professional development initiatives and faculty needs, alongside institutional constraints such as inadequate planning and excessive workloads, can limit the effectiveness of development programs. Ali, Ateeq, et al. (2023) also emphasize the relevance of strategic and sustained organizational efforts in determining the outcomes of professional development. These findings highlight the importance of aligning career development strategies with employees' professional needs and organizational priorities to facilitate meaningful improvements in performance.

African scholarship similarly identifies career development as a relevant factor in enhancing employee performance, while recognizing the contextual challenges that may constrain its effectiveness. Studies conducted in Nigeria and Ghana indicate that career advancement opportunities, continuous professional development, and self-motivation, including motivation for research engagement and productivity, contribute to improved employee performance (Dialoke & Nkechi, 2017; Owusu-Boateng, 2023). However, financial constraints, work-related stress, and social barriers may limit the implementation and effectiveness of career development initiatives. Research from South Africa and Zimbabwe further highlights the importance of professional development, mentorship, and institutional-level support in facilitating career advancement, particularly among early-career academics (Ngema et al., 2022; Tsekea et al., 2025). Although these studies provide relevant insights into the relationship between career development and employee outcomes, the emphasis on broad associations in some of the existing literature leaves the specific contribution of individual career development strategies to academic staff performance requiring further investigation.

Evidence from East Africa provides a closer regional context for understanding career development and academic staff performance. Studies conducted in Kenya, Uganda, Tanzania, and Rwanda indicate that training, mentorship, and career planning are associated with employee performance and job satisfaction (Ayodo, 2022; Doreen et al., 2023; Natamba et al., 2022; Ngari et al., 2025; Nyoni, 2024). Ayodo (2022), for instance, identifies career support as an important predictor of job satisfaction among teaching staff, while Doreen et al. (2023) report that career development initiatives explain a considerable proportion of variation in employee performance. These findings demonstrate the relevance of career development practices within regional educational and organizational settings. However, the extent to which specific career development strategies, such as promotion clarity, feedback quality, opportunities for academic advancement, and alignment with personal motivation, influence academic staff performance remains insufficiently established across the different institutional contexts represented in the literature.

In Somalia and Somaliland, empirical research on the relationship between career development and academic staff performance remains limited. Available studies suggest that capacity building, training, and career development initiatives are relevant to employee satisfaction and organizational performance (Ali, 2021; Damei, 2020; Nour, 2024). However, much of this evidence is drawn from telecommunications and other private-sector organizations, limiting its direct applicability to higher education institutions, where academic employees undertake specialized responsibilities involving teaching, research, supervision, and institutional service. Furthermore, the reliance on relatively small samples and single-institution studies in some of this literature may constrain the broader applicability of the findings to the higher education sector. Consequently, there remains a need for context-specific empirical evidence examining how career development strategies relate to academic staff performance in private universities in Somaliland.

10. RESEARCH GAP

The reviewed literature establishes that career development is associated with employee performance, professional engagement, career satisfaction, and retention across different geographical and organizational contexts (Caniago & Rustanto, 2022; Hulme & Wood, 2022; Lartey, 2021; Merican et al., 2022). Nevertheless, the findings also reveal that the relationship is not uniform, as career development outcomes may be influenced by individual characteristics, organizational practices, institutional constraints, and the alignment between development opportunities and employees' professional needs (Alsharif, 2025; Delbari et al., 2021; Lee et al., 2021). Although studies from Africa and East Africa provide relevant evidence on the contribution of career development to employee performance and job satisfaction, much of the existing research examines broad professional development interventions or general employee outcomes rather than the specific dimensions of career development strategies and their relationship with academic staff performance. Moreover, the available evidence from Somalia and Somaliland remains limited, with much of the cited research focusing on sectors outside higher education or on individual institutions. This creates a contextual and empirical gap in understanding career development within private universities in Borama, Somaliland.

11. RESEARCH IMPLICATIONS

Addressing this gap is important because academic staff in private universities perform diverse professional responsibilities that require continuous competency development, career progression, research engagement, and effective teaching. The limited context-specific evidence makes it difficult to establish the extent to which career development strategies contribute to these performance dimensions within private higher education institutions in Borama. Accordingly, the present study examines the effect of career development strategies, particularly promotion clarity, quality of feedback, institutional support for academic advancement, and alignment with personal motivation, on academic staff performance, measured through teaching effectiveness, research productivity, institutional service, and professional engagement. By focusing on private universities in Borama, Somaliland, the study seeks to generate context-specific empirical evidence that can contribute to the academic literature on career development and inform institutional human resource management practices concerning academic staff professional growth and performance.

12. RESEARCH METHODOLOGY

This study employed a quantitative, cross-sectional research design to examine the effect of career development strategies on academic staff performance in private universities in Borama, Somaliland. The target population comprised 287 full-time and part-time academic staff across seven private universities, including lecturers, senior lecturers, assistant professors, associate professors, and professors, while non-academic personnel were excluded. A census sampling approach was adopted to include the entire target population, given its manageable size (Doran et al., 2026; Zapiain, 2025). Data were collected using a structured questionnaire comprising demographic questions and closed-ended items measured on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Career development strategies were measured using 10 items (B1–B10), adapted from the Career Satisfaction Sustainability Scale (Chin et al., 2022) and relevant faculty development literature, while academic staff performance was assessed using 10 items (G1–G10), adapted from the Teacher Balanced Scorecard (Camilleri, 2021) and related academic literature.

The study operationalized career development strategies as the independent variable, measured through promotion clarity, quality of feedback, institutional support for academic advancement, and alignment with personal motivation. Academic staff performance served as the dependent variable, assessed through teaching effectiveness, research productivity, institutional service, and professional engagement. Both constructs were measured using composite mean scores derived from their respective questionnaire items. Content validity was established through a review of relevant theoretical and empirical literature, expert evaluation by senior lecturers specializing in human resource development, and feedback from pilot testing, with revisions made to enhance item clarity and relevance (Mokkink et al., 2025; Slater & Hasson, 2025). Reliability was assessed using Cronbach's alpha, with the questionnaire achieving an overall coefficient of .946, exceeding the recommended threshold of .70 and indicating high internal consistency (Aven et al., 2025; William, 2024).

Quantitative data were analyzed using Statistical Package for the Social Sciences (SPSS) Version 28. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarize respondents' demographic characteristics and the study variables (Trusculescu, 2025). Pearson's product-moment correlation and simple linear regression were employed to examine the relationship between career development strategies and academic staff performance and test the proposed hypothesis, with inferential analyses assessing the direction, strength, and statistical significance of the relationship (Field, 2018; Ramdani, 2025). Ethical approval was obtained from the relevant university research ethics board before data collection. Informed consent was secured, participation was voluntary, and anonymity, confidentiality, and the right to withdraw without consequences were maintained throughout the study. The data were used exclusively for academic purposes, with consideration given to local cultural, religious, and social practices.

13. RESULTS AND DISCUSSION

13.1 Response Rate

Of the 287 questionnaires distributed to academic staff across seven private universities in Borama, Somaliland, 234 were completed and returned, yielding an overall response rate of 81.5%. Data were collected using both Google Forms and hard-copy questionnaires to facilitate accessibility and maximize participation. Table 2 presents the distribution of questionnaires and corresponding response rates by mode of administration.

Table 2: Questionnaire Distribution and Response Rate

Distribution mode	Distributed	Returned	Response rate (%)
Google Forms	221	193	87.3
Hard copy	66	41	62.1
Total	287	234	81.5

13.2 Descriptive Statistics

Career development strategies were measured using 10 items adapted from the Career Satisfaction Sustainability Scale (Chin et al., 2022). The items covered promotion transparency, performance feedback, career guidance, support for further qualifications, networking, career-goal alignment, and long-term career planning. Table 3 presents the descriptive statistics for the two main study variables.

Table 3: Descriptive Statistics of the Main Study Variables (N = 234)

Variable	<i>M</i>	<i>SD</i>	Min	Max
Career development strategies	3.21	0.97	1.80	5.00
Academic staff performance	3.71	0.78	2.40	5.00

Note. Scores were measured on a five-point Likert scale.

The mean score for career development strategies ($M = 3.21$, $SD = 0.97$) indicates moderately favorable perceptions among respondents. Academic staff performance had a higher mean ($M = 3.71$, $SD = 0.78$), suggesting generally favorable self-assessments of performance. The standard deviations indicate variation in respondents' experiences and perceptions. Item-level results for career development strategies are shown in Table 4.

Table 4: Descriptive Statistics for Career Development Strategy Items

Item	Description	<i>M</i>	<i>SD</i>
B1	Clear criteria for promotion and career advancement	3.23	1.02
B2	Transparent and fair career advancement pathways	3.55	1.05
B3	Regular performance feedback for career growth	2.99	1.23
B4	Access to career counseling and guidance	2.89	1.26
B5	Support for pursuing higher academic qualifications	3.16	1.10
B6	Encouragement of professional networking	3.27	0.88
B7	Alignment of career initiatives with professional goals	3.61	0.99
B8	Regular management review of career progress	3.16	1.29
B9	Investment in long-term career development planning	2.92	1.41
B10	Motivation to improve performance through career development	3.36	1.32

Note. Scores were measured on a five-point Likert scale ($N = 234$).

The highest-rated items were alignment with professional goals ($M = 3.61$, $SD = 0.99$) and transparency of career pathways ($M = 3.55$, $SD = 1.05$). Career counseling ($M = 2.89$, $SD = 1.26$), long-term career planning ($M = 2.92$, $SD = 1.41$), and regular feedback ($M = 2.99$, $SD = 1.23$) received comparatively lower ratings. This pattern suggests that respondents viewed career development goals and pathways more favorably than the ongoing guidance and planning mechanisms that support career progression. Similar concerns about career guidance infrastructure have been discussed in emerging higher education contexts (Ngo et al., 2023; Sheikh, 2024).

13.3 Reliability Analysis

Internal consistency was assessed using Cronbach's alpha. The results for the two constructs are presented in Table 5. Both constructs exceeded the commonly used .70 threshold for acceptable internal consistency, indicating that the items within each scale were highly consistent (Cronbach, 1951; Nunnally & Bernstein, 1994).

Table 5: Reliability Coefficients of Study Constructs

Construct	Number of items	Cronbach's α	Interpretation
Career development strategies	10	.95	Excellent
Academic staff performance	10	.92	Excellent

13.4 Regression Analysis and Hypothesis Testing

Simple linear regression was conducted to assess whether career development strategies significantly predicted academic staff performance. The model was specified as:

$$Y = \beta_0 + \beta_1 X + \varepsilon$$

where Y is academic staff performance, β_0 is the regression intercept, β_1 is the regression coefficient for career development strategies, X is career development strategies, and ε is the error term. The estimated regression equation was:

$$\hat{Y} = 3.279 + 0.136X$$

Table 6: Regression Results

Simple Linear Regression Results for Career Development Strategies and Academic Staff Performance

Predictor	B	SE	β	t	p	95% CI
Constant	3.279	0.174	—	18.84	< .001	[2.94, 3.62]
Career development strategies	0.136	0.052	.169	2.61	.010	[0.03, 0.24]

Note. Dependent variable: academic staff performance. $R = .169$, $R^2 = .029$, adjusted $R^2 = .024$, $F(1, 232) = 6.82$, $p = .010$. CI = confidence interval.

The regression results show that career development strategies significantly and positively predicted academic staff performance, $\beta = .169$, $t = 2.61$, $p = .010$. The model explained 2.9% of the variance in performance ($R^2 = .029$), indicating a statistically significant but modest relationship. Accordingly, the hypothesis that career development strategies are positively associated with academic staff performance was supported.

This finding provides limited support for Human Capital Theory, which proposes that investment in employees' knowledge and development can contribute to productivity (Becker, 1964). The relatively small effect may be related to the uneven provision of career development mechanisms observed in the descriptive results, particularly career counseling, performance feedback, and long-term planning. These findings are consistent with literature recognizing the relevance of career development to work-related outcomes, while also highlighting that its contribution may vary across organizational contexts (Ayodo, 2022; Delbari et al., 2021; Ituma et al., 2024).

14. DISCUSSION

The study found that career development strategies had a positive and statistically significant, but weak, relationship with academic staff performance in private universities in Borama, Somaliland. Although respondents reported moderately favorable perceptions of career development, the regression model explained only 2.9% of the variance in performance. This suggests that career development strategies, as measured in this study, are associated with performance but account for a limited share of its variation.

At the item level, respondents rated career-goal alignment and transparent advancement pathways relatively favorably. However, career counseling, regular feedback, and long-term career planning received lower ratings. This contrast suggests

that communicating career expectations may not be sufficient without sustained mechanisms to guide staff progression. The pattern is relevant to previous studies that associate career development with job-related outcomes, including satisfaction, retention, and productivity (Abu-Tineh et al., 2023; Ayodo, 2022; Delbari et al., 2021).

The findings also indicate that career development should be understood as one element of a broader organizational environment. The modest association observed in this study does not establish that career development is ineffective; rather, it indicates that the measured strategies had limited explanatory power for self-reported performance in this sample. In line with Human Capital Theory, career development may contribute to staff capability, but the present cross-sectional findings do not establish causality or determine the processes through which career development may influence performance (Becker, 1964).

15. SUMMARY OF HYPOTHESIS TESTING

Table 7- Summary of Hypothesis Testing

Hypothesis	Statistical result	Effect size	Decision
Career development strategies have a significant positive relationship with academic staff performance.	$\beta = .169, p = .010$	$R^2 = .029$	Supported

Note. Statistical significance was evaluated at $p < .05$.

16. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

16.1 Summary and Conclusion

This study examined the effect of career development programs on academic staff performance in private universities in Borama, Somaliland. Career development was examined in terms of practices that support academic staff's professional growth and career progression, including career planning, promotion opportunities, professional guidance, performance feedback, and clearly defined career pathways.

The findings indicate that career development programs have a statistically significant but relatively small effect on academic staff performance, explaining approximately 2.9% of the variance in performance ($R^2 = .029$). Although the magnitude of the effect is modest, the statistically significant relationship demonstrates that career development is a relevant factor in academic staff performance. The finding suggests that opportunities for professional advancement, career guidance, performance feedback, and progression can contribute to improved academic staff performance by providing clearer professional goals and encouraging continuous professional development.

The study therefore concludes that career development should be treated as an important component of human resource management in higher education rather than as an informal or occasional administrative activity. Universities can strengthen the contribution of career development by establishing transparent promotion criteria, clearly defined career pathways, regular performance feedback, and accessible professional guidance. However, given the relatively small explanatory contribution ($R^2 = .029$), career development should be understood as one contributing factor among several potential determinants of academic staff performance, rather than as an independent or dominant explanation of performance differences.

Overall, the findings provide support for the relevance of Human Capital Theory in understanding career development within higher education. Investment in employees' professional growth and career progression can contribute to individual performance, particularly when career development opportunities are systematically structured and aligned with academic staff responsibilities and professional aspirations.

16.2 Implications of the Study

The findings contribute to Human Capital Theory by providing empirical evidence that career development is positively and significantly associated with academic staff performance. However, its modest explanatory contribution suggests that career development is one of several factors influencing academic performance, highlighting the importance of considering broader organizational and institutional conditions.

Practically, the findings highlight the need for private universities to strengthen structured career development systems through transparent promotion criteria, clearly defined career pathways, regular performance feedback, and professional guidance. University administrators should also periodically evaluate career development initiatives to ensure their relevance to academic staff needs and institutional performance objectives.

16.3 Recommendations

University administrators should establish formal career development programs, clearly defined career pathways, transparent promotion procedures, and regular career guidance and performance feedback. Career development should be integrated into performance management systems, with equitable access to professional advancement opportunities for all eligible academic staff.

Policymakers should develop higher education career development guidelines and incorporate academic staff progression, professional development, and promotion transparency into institutional quality assurance frameworks.

Future research should employ longitudinal and mixed-methods designs to examine the long-term relationship between career development and academic staff performance. Further studies should investigate individual career development dimensions, compare public and private universities across Somaliland and Somalia, and expand study populations to enhance the generalizability of findings.

REFERENCES

- [1] Abdi, A. A., & Farah, A. A. (2023). Higher Education in Somalia. *Chronicles on African Philosophy of Higher Education*, 160-178.
- [2] Abu-Tineh, A. M., Romanowski, M. H., Chaaban, Y., Alkhatib, H., Ghamrawi, N., & Alshaboul, Y. M. (2023). Career advancement, job satisfaction, career retention, and other related dimensions for sustainability: A perception study of Qatari public-school teachers. *Sustainability*, 15(5), 4370.
- [3] Adarkwah, M. A., Mekonen, Y. K., & Kalim, U. (2021). Teacher professional development as a catalyst for faculty development: The case of a university in China. *Journal of Education and Training Studies*, 9(5), 1-15.
- [4] Adegboye, F. B., Osabohien, R., Olokoyo, F. O., Matthew, O., & Adediran, O. (2020). Institutional quality, foreign direct investment, and economic development in sub-Saharan Africa. *Humanities and social sciences communications*, 7(1), 38.
- [5] Ajobi, A. O., Ismail, I. A. B., Ismail, S. B., & Owunna, R. (2025). Enhancing employee performance through training: A theoretical exploration of social exchange theory. *Quantum Journal of Social Sciences and Humanities*, 6(3), 489-501.
- [6] Alemiga, J., & Kibukamusoke, M. (2019). Determinants of the quality of academic staff in the process of teaching and learning in private universities in Uganda. *Africa's Public Service Delivery and Performance Review*, 7(1), 1-9.
- [7] Ali, A. A. A.. (2023). Moderating effect of strategic planning on the relationship between career path planning and job performance. *Sustainability*, 15(11), 8490.
- [8] Ali, M. (2021). Organization development interventions and employee performance in Tawfiiq Company at Bosaso Puntland Somalia (Doctoral dissertation, Kampala International University: College of Economics and management).
- [9] Ali, M. D. (2021). The impact of capacity building on career development at Hope University staff in Mogadishu, Somalia. *Research & Development*, 2(1), 8-13.
- [10] Alsharif, N. (2025). Exploring Faculty Perceptions of Professional Development and Engagement: Voices from a Technical and Applied University in Qatar.
- [11] Auerbach, P., & Green, F. (2025). Reformulating the critique of human capital theory. *Journal of Economic Surveys*, 39(5), 1839-1851.
- [12] Aven, T., Insua, D. R., Soyer, R., Zhu, X., & Zio, E. (2025). Fifty years of reliability in operations research. *European Journal of Operational Research*, 324(2), 361-381.

- [13] Ayodo, I. A. (2022). Career development practices and employee job satisfaction among academic staff in public universities in Kenya (Doctoral dissertation, JKUAT-COHRED).
- [14] Bondar, T. I., Telychko, N. V., Tovkanets, H. V., Shcherban, T. D., & Kobal, V. I. (2020). Trends in higher education in EU countries and non-EU Countries: Comparative analysis.
- [15] Camilleri, M. A. (2021). Using the balanced scorecard as a performance management tool in higher education. *Management in Education*, 35(1), 10-21.
- [16] Caniago, A., & Rustanto, A. E. (2022). The effect of career development on employee performance (case study at CV Anggara Prima). *Majalah Ilmiah Bijak*, 19(2), 222-229.
- [17] Canton, H. (2021). Organisation for economic co-operation and development—OECD. In *The Europa directory of international organizations 2021* (pp. 677-687). Routledge.
- [18] Chin, T., Jawahar, I. M., & Li, G. (2022). Development and validation of a career sustainability scale. *Journal of Career Development*, 49(4), 769-787.
- [19] Cob, C., Zakaria, U. K., Wahab, M., Baistaman, J., Nur Zahirah, S., & Osman, N. (2024). Factors Influencing Job Performance among Academic Staff in Malaysian Public University. *Information Management and Business Review*, 16(1), 31-42.
- [20] Damei, M. Y. (2020). The effect of job training on employee retention in Somalia. *Journal of Research in Business and Management*, 8(1), 8-17.
- [21] Delbari, S., Rajaipour, S., & Abedini, Y. (2021). Investigating the relationship between career development and productivity with the mediating role of self-regulation among university staff. *Journal of Applied Research in Higher Education*, 13(3), 759-781.
- [22] Dialoke, Ikechukwu, and Paschal Adighije Jane Nkechi. "Effects of career growth on employee's performance: A study of non-academic staff of Michael Okpara University of Agriculture Umudike Abia State, Nigeria." *Singaporean Journal of Business Economics and Management* 5.7) (2017): 8-18.
- [23] Dlamini, N. G., & Dlamini, N. D. (2024). Understanding the well-being challenges confronting academic staff in South African universities: a narrative review. *Discover Education*, 3(1), 9.
- [24] Doran, J., Kirby, A., & Bourke, J. (2026). Survey & questionnaire design: Collecting primary data to answer research questions. Axel NEEFS.
- [25] Doreen, K., Njenga, G., & Irechukwu, N. (2023). Career Development and Employee Performance in Public Institutions in Rwanda: Case of Rwanda Housing Authority. *Journal of Human Resource & Leadership*, 7(2), 76-85.
- [26] Elfar, N., & Mohamed Badawy, S. (2024). Factors Affecting Academic Staff Performance in Egyptian Universities: The Mediating Role of Job Satisfaction. *المجلة العلمية للدراسات التجارية والبيئية*, 15(3), 3415-3452.
- [27] Eno, M. A., Eno, O. A., & Mweseli, M. N. (2015). The revival of higher education in Somalia: prospects and challenges. *Journal of Somali Studies: Research on Somalia and the Greater Horn of African Countries*, 2(1_2), 9-45.
- [28] Forchheh, N. (2018). Factors associated with organizational commitment of academic employees in Botswana. *International Journal of Educational Administration and Policy Studies*.
- [29] Francis, A. (2024). Factors Affecting Productivity of the Teaching Staff in Public Universities in Kenya (Doctoral dissertation).
- [30] Hassan, D. A., & Hassan, S. M. (2024). Factors affecting the quality of education: Case studies universities in Mogadishu-Somalia.
- [31] Hulme, M., & Wood, J. (2022). The importance of starting well: The influence of early career support on job satisfaction and career intentions in teaching. *Journal of Further and Higher Education*, 46(4), 504-521.

- [32] Ituma, O. A., Agu, S. U., Ozo, F. K., Chinweike, O. A., & Onwe, J. C. (2024). The impact of career development on employee performance in the civil service sector: A Nigerian context. *Journal of Chinese Human Resources Management*, 15(1), 42-63.
- [33] Jacob, O. N., Jegede, D., & Musa, A. (2021). Problems facing academic staff of Nigerian universities and the way forward. *International Journal on Integrated Education*, 4(1), 230-241.
- [34] Jama, A. (2025). The role of higher education in Somalia's socioeconomic development: a focus on the post-collapse era of the central government. *Int. J. Soc. Sci. Res. Rev*, 8, 97-108.
- [35] Jama, K. A. (2024). Identifying the Challenges That Hinder Research Productivity in Academia: Evidence from Somaliland and the Way Forward (Master's thesis, The American University in Cairo (Egypt)).
- [36] Kamarudin, M. A. I., Kamarruddin, N. N. A., Ramli, A., & Murad, S. M. A. (2023). The challenges and issues faced by the new appointed academic staffs of the university in the emerging market. *International Journal of Professional Business Review: Int. J. Prof. Bus. Rev.*, 8(1), 20.
- [37] Kansime, Grace. "Academic Staffs' Performance in Ugandan Public and Private Universities." *American Research Journal of Humanities Social Science (ARJHSS)* 2 (2023): 27-41.
- [38] Kasnauskiene, G., Badaras, R., Pauliene, R., & Thrassou, A. (2025). Economic effectiveness of investment in higher education: an evaluation at the individual and national levels. *EuroMed Journal of Business*, 20(4), 1183-1198.
- [39] Khan, D. S., & Abdirahman, M. A. (2024). Reengineering marketing strategies for higher education in Somaliland. Available at SSRN 4985520.
- [40] Kivaa, T. (2021). Role of Universities in The Achievement of SDGs in Kenya. *Africa Habitat Review*, 33-42.
- [41] Kusi, L. (2020). Improving performance of public universities in Ghana through talent management: does leadership support matter? *Global Journal of Management and Business Research*.
- [42] Lartey, F. M. (2021). Impact of career planning, employee autonomy, and manager recognition on employee engagement.
- [43] Lee, Y., Lee, G., Kim, J., & Lee, M. (2021). Equity in career development of high school students in South Korea: The role of school career education. *Education Sciences*, 11(1), 20.
- [44] Leoni, S. (2025). A historical review of the role of education: From human capital to human capabilities. *Review of Political Economy*, 37(1), 227-244.
- [45] Matache, I. C. (2023). Human capital theory—one way of explaining higher education massification. *Journal of Public Administration, Finance and Law*, (29), 363-371.
- [46] Melesse, T., & Obsiye, F. A. (2022). Analysing the education policies and sector strategic plans of Somaliland. *Cogent Education*, 9(1), 2152545.
- [47] Merican, N., Monil, M., Rafie, U. N., & Tajuddin, D. (2022). The effect of career planning, talent management and training development towards employee retention. *International Journal of Academic Research in Business and Social Sciences*, 12(8), 165-173.
- [48] Mi, C., Tipanark, P., & Mungman, P. (2024). Factors Affecting Academic Performance Effectiveness Of Academic Staff at Private Universities in Shenyang Under Liaoning Province. *วารสารวิจัย ธรรม ศึกษา*, 7(1), 36-52.
- [49] Mekkink, L. B., Herbelet, S., Tuinman, P. R., & Terwee, C. B. (2025). Content validity: judging the relevance, comprehensiveness, and comprehensibility of an outcome measurement instrument—a COSMIN perspective. *Journal of Clinical Epidemiology*, 185, 111879.
- [50] Mudrikah, S., Sabandi, M., & Hakim, L. (2026). The Role of Higher Education in Driving Innovation and Economic Growth: Literature Review. *Efficient: Indonesian Journal of Development Economics*, 9(1), 24-44.

- [51] Mukhtar Omar, A., Osman, M. A., & Abdi, A. I. (2025). Assuring quality of teaching and learning in post-conflict higher education: The Case of Somalia. *Cogent Education*, 12(1), 2543039.
- [52] Natamba, S., Nduhura, T., Christiana, T. F., & Wilcky, B. A. (2022). Relationship between Career Development Programmes and Employee Performance in Local Governments of Uganda: A Case of Kanungu District.
- [53] Ndlovu, N., Erasmus, R. T., & Zemlin, A. E. (2025). Narrative review: Continuous professional development training programmes in Africa and their limitations. *African Journal of Laboratory Medicine*, 14(1), 2602.
- [54] Ngari, S., Mwangi, J., & Gachuru, G. (2025). The relationship between career development and employee performance in the banking sector in Kenya. *African Multidisciplinary Journal of Research*, 1(1), 535-550.
- [55] Ngema, K., Rajlal, A., & Utete, R. (2022). Employee training as a panacea for career development: evidence from South African police service. *Acta Universitatis Danubius*, 18(6), 174-195.
- [56] Ngo, H. T., Niem, L. D., Tran, P. C., Nguyen, T. T., Doan, D. T., & Ngo, H. T. (2023). Factors affecting academic staff development in the context of university autonomy through the lens of stakeholders: a case study from Tay Nguyen University, Vietnam. *Journal of Applied Research in Higher Education*, 15(2), 411-428.
- [57] Nour, A. A. (2024). The role of Job Rotation on Employee Performance in Telecommunication Companies in Hargeisa, Somaliland. *International Journal of Advanced Multidisciplinary Research*, 11(4), 20-28.
- [58] Nyoni, N. P. (2024). Career development and employee performance in public sector organizations in Tanzania: A case of Kondo District Council. *South Asian Journal of Social Studies and Economics*, 21(7), 110-128.
- [59] Omale, S. A., Ojo, S. S., Ibrahim, M. G., & Yusufu, S. O. (2023). Factors affecting motivation and employee performance among Nigerian universities academic staff. *Eurasian Journal of Management & Social Sciences*, 4(1), 28-55.
- [60] Omar, A. M., & Kisige, A. (2023). Assuring Quality of Teaching and Learning through Quality Instructional Supervision. A Case of Private Higher Education Institutions in Post-Conflict Somalia. *Journal of Namibian Studies: History Politics Culture*, 33, 3102-3112.
- [61] Owusu-Boateng, W. (2023). The Correlation between Continuous Professional Development and Career Prospects of Technical University Lecturers in Ghana. *Texila International Journal of Management*, 9(2), 1-13.
- [62] Pham, H. T., & Nguyen, C. H. (2020). Academic staff quality and the role of quality assurance mechanisms: The Vietnamese case. *Quality in Higher Education*, 26(3), 262-283.
- [63] Pradhan, G. M., & Shrestha, P. (2021). Impact of training & development and career planning on employee involvement. *Journal of Balkumari College*, 10(1), 13-18.
- [64] Ramdani, F. (2025). Statistics descriptive and inferential. In *Data Science: Foundations and Hands-on Experience: Handling Economic, Spatial, and Multidimensional Data with R* (pp. 115-154). Singapore: Springer Nature Singapore.
- [65] Saed, A. M., & Mohamed, M. F. (2024). The Role of Technological Innovations on the Quality of Education in Private Universities in Hargeisa Somaliland.
- [66] Salawu, R., Shamsuddin, A., Bolatitio, S., & Masibo, S. (2023). Theoretical and conceptual frameworks in research: Conceptual clarification. *European Chemical Bulletin*, 12(12), 2103-2117.
- [67] Shawa, L. B. (2020). The public mission of universities in South Africa: Community engagement and the teaching and researching roles of faculty members. *Tertiary Education and Management*, 26(1), 105-116.
- [68] Sheikh, M. I. (2024). Career Planning and Performance of Academic Professionals of Higher Education in Bangladesh (Doctoral dissertation, University of Rajshahi).
- [69] Shimaneni, F., & Kiley, J. (2025). Challenges of managing academic staff performance in a Namibian private higher education. *Transformation in Higher Education*, 10, 442.

- [70] Slater, P., & Hasson, F. (2025). Quantitative research designs, hierarchy of evidence and validity. *Journal of Psychiatric and Mental Health Nursing*, 32(3), 656-660.
- [71] Stephen, V. A. (2024). Key factors influencing job satisfaction among academic staff in the university. *Journal of Human Resource and Sustainability Studies*.
- [72] Sulxhanishvili, T., & Kharadze, N. (2025). The impact of performance management on the career development of employees. *Access to Science, Business, Innovation in Digital Economy*, 6(1), 67-83.
- [73] Tripa, F. S., Badulescu, D., Badulescu, A., & Bodog, S. A. (2025). SHAPING HIGHER EDUCATION: THE RISE OF ENTREPRENEURIAL UNIVERSITIES. *Business Excellence & Management*, 15(1).
- [74] Trusculescu, A. (2025). Descriptive Statistics. In *Business Valuation Across the Industry Life Cycle: A Quantitative Study Focusing on Internet-Enabled Businesses* (pp. 123-162). Wiesbaden: Springer Fachmedien Wiesbaden.)
- [75] Tsekea, S., Madziko, I., Mukucha, P., & Chigwada, J. (2025). Exploring early career academics' barriers to effective research productivity in Zimbabwe. *International Journal of Educational Management*, 1-17.
- [76] William, F. K. A. (2024). Mastering validity and reliability in academic research: Meaning and significance. *International Journal of Research Publications*, 144(1), 287-292.
- [77] Zapiain, S. R. A. (2025). Target Population. In *Conceptual Variable Design for Scorecards: A Standardized Methodology for the Model-Building Process* (pp. 141-163). Berkeley, CA: Apress.
- [78] Zwaan, B. (2025). Higher education in 2040: A global approach (p. 256). Taylor & Francis

APPENDIX 1: QUESTIONNAIRE

Except for Section A, all items are measured on a five-point Likert scale: 1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, 5 = *strongly agree*.

Section A: Demographic Information

Item	Question	Response options
A1	University affiliation	☐ Amoud ☐ Eelo ☐ Beder ☐ Borama ☐ Horn ☐ Adal ☐ Alpha
A2	Gender	☐ Male ☐ Female
A3	Age range	☐ 20–30 ☐ 31–40 ☐ 41–50 ☐ Above 50
A4	Highest academic qualification	☐ Diploma ☐ Bachelor ☐ Master ☐ PhD
A5	Academic rank/position	☐ Assistant Lecturer ☐ Lecturer ☐ Senior Lecturer ☐ Assistant Professor ☐ Professor ☐ Other
A6	Years of teaching experience	☐ 1–5 ☐ 6–10 ☐ Above 10
A7	Primary discipline/department	☐ Social Sciences ☐ Islamic Studies ☐ Health Sciences ☐ Engineering ☐ IT
A8	Employment status	☐ Full-time ☐ Part-time
A9	Participation in training programs in the last 2 years	☐ Yes ☐ No
A10	Type of training most frequently attended	☐ Pedagogical ☐ Research ☐ Leadership ☐ Technology

Section B: Career Development Strategies

Item	Statement	1	2	3	4	5
B1	My university provides clear criteria for promotion and career advancement	☐	☐	☐	☐	☐
B2	Career advancement pathways at my university are transparent and fair	☐	☐	☐	☐	☐
B3	I receive regular performance feedback to support my career growth	☐	☐	☐	☐	☐
B4	I have access to career counseling and guidance services	☐	☐	☐	☐	☐
B5	The university supports staff in pursuing higher academic qualifications	☐	☐	☐	☐	☐
B6	Opportunities for professional networking are encouraged by the university	☐	☐	☐	☐	☐
B7	Career development initiatives align with my professional goals	☐	☐	☐	☐	☐
B8	My career progress is regularly reviewed by management	☐	☐	☐	☐	☐
B9	The university invests in long-term career development planning	☐	☐	☐	☐	☐
B10	Career development strategies motivate me to improve my performance	☐	☐	☐	☐	☐

Section C: Academic Staff Performance

Item	Statement	1	2	3	4	5
G1	I consistently deliver high-quality instruction	☐	☐	☐	☐	☐
G2	My students achieve strong learning outcomes	☐	☐	☐	☐	☐
G3	I actively engage in research and scholarly activities	☐	☐	☐	☐	☐
G4	I publish research in journals or conferences	☐	☐	☐	☐	☐
G5	I participate in departmental and institutional committees	☐	☐	☐	☐	☐
G6	I effectively manage academic responsibilities	☐	☐	☐	☐	☐
G7	I engage in continuous professional development	☐	☐	☐	☐	☐
G8	My administrative duties are performed efficiently	☐	☐	☐	☐	☐
G9	Training programs have improved my overall performance	☐	☐	☐	☐	☐
G10	Overall, my performance meets or exceeds institutional expectations	☐	☐	☐	☐	☐