

Personality Mediated Career Development under Islamic Work Ethics in Pakistani Religious Schools

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Abstract

Religious schools known as Madrassas in Pakistan contribute significant human resource development (HRD) to the society enabling career development (CD) of protégés under Islamic work ethics (IWE). Yet the impact of IWE on CD and protégés' personalities in recognized and well reputed Madrassas need elaboration. This study hypothesized that personality mediates the relationship between IWE and CD. It collected data employing stratified random sampling for 280 final year protégés in the Madrassas from Lahore, Pakistan. Data was analyzed using Pearson's correlation, linear regression and Baron and Kenny test. Results confirmed full mediation of personality among IWE and CD and also the direct correlation of IWE as a significant determinant of CD in the selected context. While results of this study remained akin to various studies describing CD for business organizations it contributed value adding role of IWE in CD of religious human resource.

Keywords: Big Five Personality Model, Career Development, Human Resource Development, and Islamic Work Ethics.

Introduction

Educational institutions have a significant bearing on the personality and career development (CD) of their pupils through their curricula, environment and faculty (Simpson et al., 2004; Mourshed et al., 2012). However government schools in Pakistan are found incapacitated in this needful. Madrassas, the religious schools in Pakistan cover this gap by providing economical religious education and pave career of protégés. According to Tavernise (2009) Madrassas constitute 7% of schools imparting primary education in Pakistan. Talibani (1996) reported Madrassas are the source of religiously trained human resource seeking careers like Shariah Advisors, Translators, Aalims (Scholars), Muftis (Senior Scholars), Khateeb (Religious Speaker), and Imam (Clergy) etc. On the other hand literature of CD confines it to professionals in the corporate world (Wolf, 2006) and does not elaborate how the education in Madrassas is associated with CD (Fandy, 2007; Fair, 2008; Brookings, 2009; Kazmi & Pervez, 2011). While literature explains a lot on CD limiting it for business education and its students it is deficient in guiding how CD religious scholars should be catered.

For business graduates CD means good start, job stability, gradual advancement to prestigious status, competitive compensation and increased job satisfaction (Standing & Standing, 1998). However, for protégés in recognized and well reputed Madrassas of Pakistan connotations associated with CD were different for different antecedents (Singer, 2001; Asadullah, 2009). During preliminary investigation this study identified that Islamic Work Ethics (IWE) and Big Five Personality Model (BFPM) acted as key antecedents of CD in the recognized Madrassas in Pakistan

that yet enjoy positive reputation. After IWE, personality of the protégé was identified as the second significant antecedent of CD in Madrassas (Hartman, 2006). Adhering to religious values Madrassas ensure IWE in their curricula and environment. IWE in work orientation not only sways business activity but provide the ideological foundation for developing personality as well (Ali, 1992). Through empirical and field learning in pilot study the study found that it would be significant contribution to literature and relevant stakeholders if IWE and personality and CD are studied together for learning how these interact in Madrassas for leading their protégés towards a positive career.

International Crisis Group in 2002 reported that 33% of total students in Pakistan adopted Madrassas. Fair (2008) however shared statistics on Madrassas depicting a great fall which was up to 7% as reported earlier. Such declining trend towards Madrassas signifies the need to investigate how these religious schools affect personalities and subsequent CD. According to Candland (2008) near 2 million protégés in Pakistan are yet enrolled in registered Madrassas. This study was thus perceived necessary for addressing CD with identified different antecedents in Madrassas.

Problem Statement

Fair (2008), Brookings (2009), Kazmi and Pervez (2011) affirmed the gap identified by this study in literature on CD in context of religious schools especially IWE and personality that this study entertained as BFPM. To the best findings of this study such deficiency in literature called for an empirical research on CD of protégés in Madrassas of Pakistan with new set of determinants.

Literature Review and Model Development

CD is a continuous lifelong development process of managing information about one's self, life roles, life styles, and educational and vocational alternatives to achieve the desired career goals (Hansen, 1976). It is an individual's psychological, emotional and professional lifetime quest to achieve career success (Herr & Cramer, 1996; Niles & Harris-Bowlsbey, 2002). Bronfenbrenner (1977) posited individuals being active agents who determine their career by making meaningful choices. Individual's exploratory behavior with age (Noe, 1996), proactive (self-initiated, action oriented) personality (Veldhoven & Dorenbosch, 2008), career planning (Hall & Associates, 1986; Granrose & Portwood, 1987) and career management (Hall & Associates, 1986; Greenhaus et al., 2000) are reportedly associated with CD causing positive effect. However, CD is not dependent only on intra-individual variables as it is further affected by the development in given context. Learning and interaction within educational context hold crucial significance for determining career pathways of individuals. While literature adequately explains CD of members of business organizations it is yet deficient in explaining how CD is affected in a religious context such as Madrassas and by what new antecedents. Education in most reputed and recognized Madrassas of Pakistan not only imparts moral work values but also aims at developing a balanced personality of protégé. This study thus focused on IWE and personality of protégé in Madrassas with quest to empirically explore how these are related with CD of religious scholars.

IWE encompass moral values that influence workplace behavior of individuals by distinguishing between right and wrong. Islamic Madrassas prepare religiously trained and committed human resource for the roles of teachers, imams, and maulwis (Karlsson & Mansory, 2004). The regular secondary education equivalent in a Madrassa is an eight year degree program after which the student is honored with the title of an Aalim (Reetz D. , 2009). Madrassas impart IWE to their Aalims creating it in their environment and embedding in their curricula. IWE implies that all positive and beneficial work for society is a virtue and rather worshiping God. In light of a person's needs Madrassas believed that IWE is a necessity for establishing equilibrium in one's

individual and social life (Nasr, 1984). Islam emphasizes upon perfecting one's work (Ali, 1992). Implicit in this work perfection is the notion of continual struggle towards CD the key to which is considered to be IWE. Thus Madrassas are expected to lead the CD of its protégés towards the practical adoption of theories presented by Nasr (1984) and Ali (1992). Research was needed to empirically verify such perception and expectation from Madrassas especially after the present defame caused by majority of unregistered, unrecognized and ill reputed Madrassas in Pakistan. This study thus focused its attention on CD in recognized and well reputed Madrassas for learning how IWE in their approach develop a positive personality enabling it to a bright and consistently beneficial CD for self and society.

Such study is significant as ethics elicit goodness in personality (Khoshtinat et al., 2010). Unethical business practices are results of dissociation from the religious principles (Kennedy & Lawton, 1996). IWE also helps adhere with religious and ethical practices in work settings as it relates to work involvement (Ali et al., 1995), job satisfaction and organizational commitment (Yousef, 2001), organizational loyalty (Ali & Al-Kazemi, 2006), and organizational innovation capability (Kumar & Rose, 2009). Exploring IWE was hence imperative for assessing CD in Madrassas.

People look for environments that are compatible with their personalities and help them express their attitudes and values (Holland, 1973). The Aalims in Madrassas learn and teach ideology in congruence with their sectarian affiliation and personality. Choosing their type of work environment tend to make them more satisfied and progress in their careers. While such findings were discovered through observing work in Madrassas by now the relevant literature on CD and IWE stand apart. To the best findings of this study through observation and interviewing protégés and their teachers in Madrassas it learnt that IWE is expected to impact CD and BFPM, positively. It thus hypothesized as under:

H1: IWE has a positive and significant impact on CD.

Lefter and Deaconu (2008) described the career choice of an individual to be based on his personality traits, aptitude, knowledge, social structural influences and childhood experiences. Relevant to the current study, personality traits relate to the propensity to engage in CD. The study thus focused on personality operationalizing it taking BFPM model. The BFPM presents extraversion, agreeableness, conscientiousness, neuroticism and openness as five main traits of personality (McCrae & Costa, 1987). Individuals tend to choose their career most suitable to their cognitive abilities and interests (Tracey et al., 2005; Tracey & Robbins, 2005). The initial signs of career interests arise when students are in middle schools which later develop in last years of colleges. Goldschmid (1967) demonstrated the role of personality in student's choice of a college major. Hartman (2006) further provided evidence for personality predicting career-related goals and individual's vocational interests. Students' career expectations are also associated with personality (Järlström 2000). These studies show that individuals account for their own career planning. How protégés in Madrassas of Pakistan engage their personalities in the process of CD based on their own abilities and interests was a primary question on interest to this study. Further how IWE develop their personalities also seeks empirical answers. The study thus hypothesized as under:

H2: IWE has a positive and significant impact on BFPM.

Madrassas with their own specific culture steer the personal inclinations of protégés towards particular careers. Protégés coming from diverse backgrounds and living together in Madrassas for 7-8 years develop certain personality traits that make them behave in certain ways. Madrassas follow Islamic tradition in educating protégés. Islam emphasizes upon imparting practical wisdom together with theoretical insights while educating individuals (Hassi, 2012). Such learning and training entrenched in Islamic tradition plays constructive part in personality and CD. CD is

transition from one stage to another and the change is always initiated and accomplished with the internal drive of individual to bring that change. This implies that CD can be considered highly dependent on personality starting from career choice to continuous progression in one's career. Following hypotheses were posited for learning association among the variables of interests:

H3: BFPM has a positive and significant impact on CD.

H4: BFPM mediates the relationship between IWE and CD.

Research Model

Figure #1 exhibits the perceived associations among the variables under discussion. Two potential pathways, IWE directly impacting CD (represented by bold line) and IWE through BFPM to predict CD with indirect effects (represented by dotted lines), are posited in the model. The investigation of the mediating role of BFPM in the relationship of IWE and CD will contribute to the literature by realizing integration of the following three conditions

Equation 1: $CD = B_0 + B_1IWE + E$

Equation 2: $BFPM = B_0 + B_1IWE + E$

Equation 3: $CD = B_0 + B_1IWE + B_2BFPM + E$

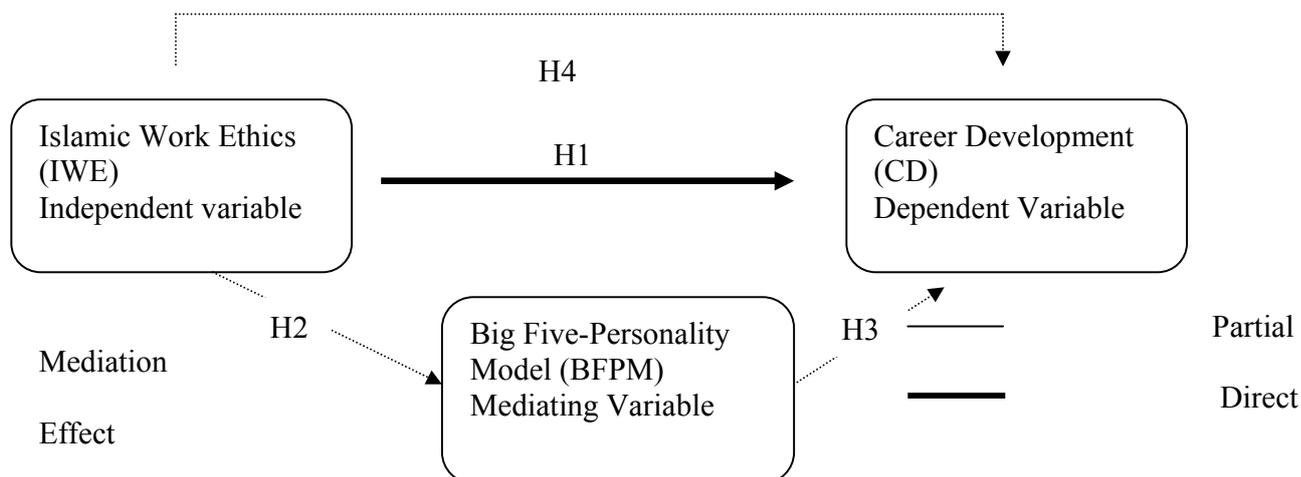


Figure 1 - Hypothesized Model

Research Methodology

The study was conducted in field setting within recognized and well reputed 4 Madrassas of different sects in Islam as elaborated in Table 1.1. These Madrassas operate in Lahore, Punjab, Pakistan. The study was conducted from September 2013 to November 2014. Adopting a quantitative co-relational survey design data was collected through self administered questionnaires from a population of 1050 Madrassa protégés. IWE was operationalized adopting Ali's (1988; 1992) and Yousef's (2001) instruments. CD was measured integrating London's (1983) and Soer's (2009) scales. BFPM was measured using scale by John et al., (1991). All scales were customized at 5 points Likert scale. Considering respondents' proficiency in Urdu language, the questionnaire was translated from English to Urdu language. Cronbach alpha for this study remained 0.833, satisfying condition for reliability (McMillan & Schumacher, 2001). The subjects were final year students in the Aalim or Mufti study programmes. To address diversity in terms of sectarian affiliation, Madrassas in four seminary boards in Pakistan were accessed. Using stratified proportionate random sampling design, a sample of 280 research subjects was drawn. 269 questionnaires (96.07% response rate) completed and valid in all respects were returned, thus satisfying generalizability

conditions (Tabachnick & Fidell, 1996; Stevens, 2002). The names of each stratum along with proportionate representation in the final sample are shown in Table 1.

Table 1 Proportionate Stratified Random Sampling

Board	No. of respondents	Percentage
Wafaqul Madaris Al-Arabia (Deobandi sect)	126	46.8%
Tanzeemul Madaris Pakistan (Barelvi sect)	62	23%
Wafaqul Madaris Al-Salfia (Ahle Hadith sect)	41	15.2%
Wafaqul Madaris Al-Shia (Shia sect)	40	14.9%
Total	269	100%

Frequency analyses, descriptive statistics, Pearson correlations, linear regression and Barons and Kenney's tests were employed for interpreting collected data. For examining mediation hypotheses, series of regression steps were employed as well (Judd & Kenny, 1981). Three equations presented in the research model were estimated, first by regressing CD on IWE, followed by regressing mediator variable i.e. BFPM on IWE, and lastly by regressing CD on both IWE and BFPM (Baron & Kenny, 1986).

Results

Descriptive Statistics

Table 2 explicates the mean and standard deviations of IWE, BFPM and CD. It depicts that Madrassa protégés exhibit strong adherence to IWE because the mean value of IWE (4.089) is above the midpoint. The standard deviation of IWE (0.3592) indicates that data values deviate from the mean by 0.3592 points. The mean value of BFPM (3.370) implies that for the selected sample of protégés, BFPM plays effective role in CD. The mean value for CD (3.6483) is again moderately high which indicates that protégés who were investigated scored relatively high on CD dimension. For the variable CD, typical deviation from the mean is about 0.5558. The smaller values of standard deviation show less variability in the data. Such high mean imply originality and seriousness of the protégés view on their CD thus leading to good magnitude of dependability on results.

Table 2 Mean and Standard Deviation

	Minimum	Maximum	Mean	Std. Deviation
IWE	2.59	5.00	4.0892	.35927
BFPM	2.36	4.32	3.3700	.33648
CD	1.93	5.00	3.6483	.55583

Frequency Distribution:

Table 3 shows the sample characteristics for Madrassa protégés. The results demonstrate that majority of protégés (71%) were in the age bracket of 15-25 and 88.8% were enrolled in Aalim degree. 66.6% of the protégés were proficient in Urdu language. Among the four sects, Deobandi Madrassas had the largest share of students (46.8%) followed by Barelvi school of thought (23%). These results confirm dependability that mature and serious respondents were approached by this study.

Table 3 Frequency Distribution

Age	Frequency		Percentage
	15-25	191	71%
26-35	78	29%	
Course	Aalim Degree	239	88.8%
	Mufti Degree	30	11.2%
Language	English	98	36.4%
	Urdu	171	63.6%
Sect	Deobandi	126	46.8%
	Barelvi	62	23%
	Ahle –Hadees	41	15.2%
	Shia	40	14.9%

Pearson's Correlation:

Table 4 demonstrates that IWE has a significant positive correlation with BFPM (Pearson = 0.284 and $P < 0.05$) and with CD (Pearson = 0.285 and $P < 0.05$) with a moderate magnitude. A 0.425 value of Pearson's correlation between BFPM and CD confirms a strong positive co-relation between these two variables indicating that changes in one variable are highly correlated with the changes in the other (White & Korotayev, 2004). The interaction magnitude among our model variables corresponding to White and Korotayev (2004) recommendations is moderate and significant. Hence the overall model of this study in terms of correlation remained significantly associated. These results though helped this study substantiate its hypotheses but yet it finalized the substantiation after regression and test for mediation.

Table 4 Pearson Correlations

Variables	IWE	BFPM	CD
IWE	1		
BFPM	.284**	1	
CD	.285**	.425**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Regression Analysis:

Tables 5, 6, and 7 show that IWE scores significantly predict ratings of CD ($B = +0.442$; $F = 23.694$, $p = 0.000$; and $R^2 = 0.082$). R^2 (0.082) corresponds to 8% variance in CD as explained by IWE which is acceptable. F value = 23.694; $p = 0.00$ implies that overall model is fit and statistically significant. The H1 of the study is hence confirmed.

Table 5 Model Summary

Model	R	R Square	Adjusted R Square
1	.285 ^a	.082	.078

Tables 8, 9, and 10 depict that IWE is a significant predictor of BFPM ($B = +0.266$; $F = 23.373$, $p = 0.000$; and $R^2 = 0.080$). R^2 value (0.080) falls in the acceptable range and shows that IWE accounts for 8% variance in BFPM. F value = 23.373, $p = 0.000$ confirms that overall model is

fit and statistically significant. The regression coefficient for IWE is also significant with p value = 0.000 thus approving H2.

Table 6 ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.749	1	6.749	23.694	.000 ^a
	Residual	76.050	267	.285		
	Total	82.798	268			

a. Predictors: (Constant), IWE

b. Dependent Variable: CD

Table 7 Coefficients^a

Model		Unstandardized Coefficients		Standardize d Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.842	.372		4.946	.000
	IWE	.442	.091	.285	4.868	.000

a. Dependent Variable: CD

Table 8 Model Summary

Model	R	R Square	Adjusted R Square
1	.284 ^a	.080	.077

Table 9 ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.442	1	2.442	23.373	.000 ^a
	Residual	27.900	267	.104		
	Total	30.342	268			

a. Predictors: (Constant), IWE

b. Dependent Variable: BFPM

Table 10 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.283	.226		10.121	.000
	IWE	.266	.055	.284	4.835	.000

a. Dependent Variable: BFPM

Tables 11, 12, 13 illustrate that BFPM ratings statistically significantly predict CD scores ($B = +0.702$; $F = 58.943$, $p = 0.000$; and $R^2 = 0.181$). R^2 (0.181) denotes that the model accounts for

18% of the variability of the response variable i.e. CD around its mean. F value = 58.943, p = 0.000 implies that overall model is a good fit for data and is statistically significant. Hence, H3 of the study is also substantiated.

Table 11 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.425(a)	.181	.178	.50401

a Predictors: (Constant), BFPM

Table 12 ANOVA (b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14.973	1	14.973	58.943	.000(a)
	Residual	67.825	267	.254		
	Total	82.798	268			

a Predictors: (Constant), BFPM

b Dependent Variable: CD

Table 13 Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	1.281	.310		4.134	.000
	BFPM	.702	.091	.425	7.677	.000

a Dependent Variable: CD

Results of Baron and Kenny Test: Testing mediation the results remained as under:

Step 1: $CD = B_0 + B_1IWE + E$

$$CD = 1.842^{***} + 0.442^{***}IWE$$

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

Step 2: $BFPM = B_0 + B_1IWE + E$

$$BFPM = 2.283^{***} + 0.266^{***}IWE$$

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

Step 3: $CD = B_0 + B_1IWE + B_2BFPM + E$

$$CD = 0.430 + 0.277^{**}IWE + 0.618^{***}BFPM$$

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

** . Correlation is significant at the 0.005 level (2-tailed).

Results indicate that overall the model is highly significant (p-value < 0.05). Hence, IWE and BFPM were confirmed as significant predictors of CD in the selected Madrassas. If any of these interaction effects would have been insignificant, mediation effect was less likely to hold (MacKinnon, Fairchild, & Fritz, 2007). The effect of IWE on CD dropped significantly from 0.442 to 0.277 after including BFPM in the model, establishing full mediation effect and lending credibility to H4. The results conform to the mediation criterion standard put forward by Baron and Kenny (1986). The study thus substantiated all its four hypotheses H1 to H4.

Discussion

The results confirm that IWE is highly valued by Madrassa protégés. Such finding of this study is in line with the research on high IWE mean score among Muslim employees in United Arab Emirates (UAE) (Yousef, 2001), Saudi Arabian managers (Ali, 1992), UAE university students and employed nationals (Whiteoak et al., 2006), and managers in Kuwait (Ali & Al-Kazemi, 2007). This shows that IWE is a key construct in Islamic socialization process and Muslims in different regions demonstrate strong identification with IWE. It further elicits that IWE in Madrassas plays equally effectively as it does in business organizations in career development pursuits.

Results confirm significant positive relationship between IWE and CD (H1). The results thus extend the models of CD by adding IWE to its array of determinants. This is a novel contribution of this study for the body of literature relevant to work ethics positively influencing CD earlier contributed by Chapra, (1992); Huisman & Schwartz (1992); Kennedy & Lawton (1996) and Khoshtinat, et al. (2010). The findings prove that hard work, moral responsibility, work efficiency, and dedication inherent in IWE play considerable role in leading CD towards positive direction. These qualities develop protégés' capacity to cope with adversity and to overcome barriers towards achievement of career goals.

The significant interaction between IWE and BFPM (H2) make it obvious that work is not an end in itself in Islamic work values, but is considered an important source to foster personal growth. IWE as predictor of BFPM adds value to the growing knowledge on both constructs. It is important because ethics help in better framing individual's attributes and behaviors (Shaw & Barry, 2010). Yet previous work did not explain empirically the influence of IWE on BFPM. IWE generate many positive attitudes in individuals resulting in benefits like hard work, job satisfaction, organizational commitment (Yousef, 2001), dedication to work, innovation capability (Kumar & Rose, 2009), fair competitiveness, and cooperation among colleagues at the work place. The realization of these benefits indicates that as a result of instilling IWE, individuals can develop their personalities. However, the strength of relationship between IWE and CD, and between IWE and BFPM is moderate as shown by the correlation table. This means that there might be other factors contributing equally to CD and BFPM beside IWE. IWE and BFPM explain only the human side of CD. For complete understanding, the organizational internal and external structures affecting CD must be delved in detail in future studies. For example, Bodla et al., (2015) found supportive organizational policies in terms of CD to be effective for creating social contract between employees and organizations. Considering this, it is recommended that beside adopting and inculcating IWE, effective CD strategy for protégés should be designed. Madrassas should foster an environment that facilitates the development of protégés individual career plans. Science and technological subjects can be added to Madrassas curriculum for better equipping them to join mainstream careers. Government should also promote Madrassas education by widening job opportunities for protégés.

The result that BFPM fully mediates the relationship between IWE and CD (H4) is key contribution of this study. No study as to the researchers' knowledge caters this dimension so far. This demonstrates that CD is affected by IWE via BFPM and it requires both backing by IWE and development of personality. However, the role of personality dominates in this relationship. The protégés with high BFPM ratings seem to be more curious about gathering relevant knowledge from Madrassas to be applied to their careers, hence influencing CD (H3). Akin to previous research (Holland, 1973; Tokar & Fischer, 1998; Lefter & Deaconu, 2008), the validation of H3 affirms that personality is a significant determinant for CD. The most plausible explanation for personality fully mediating the result however, is that protégés opt to become Aalim or Mufti out of their personal inclination. Selection of Madrassas as preferred place for learning is an intermediate step to follow their chosen career path. The Madrassas impart IWE only to direct the already present protégés'

desire of pursuing Aalim or Mufti career. Hence, training and support programs to polish hidden abilities of protégés obliging their CD interests in accordance with the current market needs are highly recommended.

Conclusion

Based on the findings, this study concludes that it is the personality of a student in the Madrassa that fully mediates the relationship of IWE and CD. The independent effect of IWE on CD although has remained significant but it is snowed under the personality characteristics of protégés. However, one cannot ignore the part IWE play in framing those personality attributes towards specific career paths. IWE lead individuals towards moral and virtuous life and motivate them to achieve work perfection. These contributions by IWE have far reaching implications for BFPM and CD.

Implications

Familiarity of individuals, career planners, and organizations with the knowledge that personality plays full mediating role between IWE and CD is of remarkable significance. Individuals can achieve career success by developing appropriate career strategies after the evaluation of their own strengths and weaknesses. Human resource personnel can use the results to design effective CD systems aimed at improving employees' personalities. IWE practices can be promoted to invigorate moral behavior in the individuals. Results have confirmed that despite weak economy and fewer resources, recognized and well reputed Madrassas are still providing career oriented education to a reasonable number of people in Pakistan. Now the duty rests with the state and career planners to provide equitable opportunities to Madrassa graduates to bring them at par with the mainstream careers. This is of extreme relevance and importance given the current economic slump and the portrayed negative image of Madrassas. If attention is not properly invested on Madrassas they may fall victim of deprivation and cause negative CD as already committed by unrecognized and ill reputed Madrassas in Pakistan.

Future Research

To get holistic picture of Madrassas influence on protégés personalities, future research can get help from triangulation method. In depth interviews assisted with quantitative techniques will enrich the findings. This useful contextualizing of Madrassas in Lahore, Pakistan can be expanded by bringing in the case of Madrassas protégé in other cities and countries. The cross country comparison will help in determining influence of national culture in shaping personalities towards different career orientations.

A curious comparison of the modern university education breeding new generation with bright career prospects with that of Madrassas is also recommended. On the similar pattern, satisfaction of individuals with their employment following these two different career paths can be another area of investigation. Future research is also encouraged aimed at improving the study design further by incorporating longitudinal data.

Another intriguing research dimension would be to examine how the reported results vary across the demographic statistics. Although the present investigation has amassed demographic information particularly information for respondents' age, but this data hardly represents any variation in age groups. Career expectations and development are different in different stages of life. Hence, the dynamics of CD with respect to ageing and IWE present valuable avenues for research. Yeatts et al., (2000) have contributed "long-adhered depreciation model" and the "conservation model" based upon this central tenant. Former considers older employees' CD activities costly as

the model perceives that employee's added value towards organization deteriorates with age. The "conservation model" on the other hand recognizes investment in employees' development worthwhile regardless of their age bracket.

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