Career Anchors of Teachers in Private Higher Education Institutions in Management and Engineering Education

Prof. Akhilesh Mittal

Faculty of Management ,People's University, Bhopal , India.

Abstract:
Background: *Due to growth in education sector in India, private institutions are playing a major role in Indian education system since last decade. Quality of education imparted depends on satisfaction of teachers. Although, service to society is considered most important factor for teachers , but private educational institutes need to identify preferences of teachers to make better human resource practices and retain manpower . The choice of career preference between government educational institutes or private educational institutes is important aspect of society. Government job gives job security and private job has relatively higher compensation. The research endeavors to analyse what are motivating factors for teachers in private higher education institutions in India.*
Method: *In this article Career Anchor Model is used. The sample consisted of 66 teachers of private educational institutes based in Bhopal from Management and Engineering. The data was obtained by the Career Anchors Scale. Data analysis was conducted for all six career anchors through mean and standard deviation.*
Result: *The research concluded that in higher education, the teachers of private institution prefer job security.*
Conclusion: *In order to impart quality education in India , the decision makers of private institutes should make their employees satisfied by inculcating the sense of job security within them in their human resource practices.*
Keywords: *Career Anchors, , Higher Education, Private Institutions ,Teachers, Job Security.*

I. Introduction:

Development of higher education is significant for the growth of developing country like India. Higher Education in India has witnessed rapid growth. The higher education system in India include both private and government funded universities. Government funded universities are supported by the Government of India and the state governments, while private universities and private colleges in India do not get government funding and are thus required to generate their own finances. Considering high number of teachers employment generated by private institutions , the significance of teachers working in private universities or college is established beyond doubt. Like other large organizations, universities are deeply influenced by both social, economic and political developments (Şimşek, 1999). It has been proposed that the permeation of managerialism into university operations is necessary as a result of these social, economic, and political changes (Churchman, 2006). Lindholm (2004) stated that, although society has unquestioningly trusted universities and allowed their faculty members to pursue individual work in the past, society now expects the same members to have the social responsibility to contribute to the welfare of their institutions and the larger community. Lindholm also emphasized that this expectancy requires an examination of the career development of faculty members (especially that of newer faculty members), regardless of the complex nature of academic career development processes. The current situation has mandated universities to redefine the roles and functions of its faculty members (teachers). Thus, universities need to redefine "what they are" and "what they do" to survive under such changing social, economic and political contexts (Billiot, 2010; Froman, 1999). In India, society is attracted to government jobs instead of private jobs as they offer security of job. Educational sector not only in India but all over the world is oriented towards service to society. With growing employment by private in higher education institution in India , it is important to identify that "are the teachers attracted to their profession for service to mankind or other dimensions of job in more important to them. This understanding shall help the decision makers in private in higher education institutions in India to make proper retention policies.

II. Literature Review:

Schein (1990) stated that these environmental changes make it almost impossible to clearly think about the planning process: "the fundamental problem that all organizations face when they attempt to plan for their human resources is that they have to match the ever changing needs of the organization with the ever changing needs of the employees." In addition, it has been proposed that organizations must have a better understanding of the changing nature of work and the dynamics of the internal career (i.e., the self-image that employees establish in regard to their work–life balance) in order to overcome the negative effects of environmental changes (Schein, 1978, 1990).

Schein (1974) stress that organizations have to learn to think more broadly about different kinds of contributions which people can make, and to develop multiple reward systems as well as multiple career paths to permit the full development of diverse types of individuals who work in organizations. Schein and Van Maanen (2013) added that by gaining the experience a person becomes clearer about his skills and competencies, motives and values which create his "self concept". Career anchor signify the nonmonetary or psychological factor in a career decision-making process as an important element of individuals' internal careers (or subjective sense of where they are going in their working lives (Custodio 2004).

The conceptual model associated with Schein's (1978) Career Anchor theory is one of the most important topics within the field of career management. The concept of career anchor emerged as a result of a 12-year longitudinal study initiated by Schein in the 1960s (Schein, 1978, 1990a). In his study, the participants consisted of 44 Massachusetts Institute of Technology Sloan School alumni who were interviewed about their work attitudes and values as well as their career choices and changes. As a result, Schein identified some patterns namely, career anchors that functioned in a person's work life as a way of evaluating work experience and underpinning her/his reasons for working and changing jobs (Coetzee & Schreuder, 2009; Evans, 1996; Schein, 2006). In addition, Schein (1978; 1990; 1996) proposed that most people's self-concepts revolved around eight categories reflecting basic values, motives, and needs.

These are as below-

1) Technical competence - these individuals enjoy being good at specific tasks and will work hard in order to develop the specific skills necessary to complete them.;

2) General managerial competence – these individuals thrive off performing in a position of responsibility; tackling high-level problems, building relationships and interacting with others; they require strong emotional intelligence skills in order to succeed.;

3) Entrepreneurial creativity – these are the creatives within a business, enjoy brainstorming and inventing new things, and also often seek to run or start their own business; they are different from those who seek autonomy as they will share the workload with others and enjoy individuals, including themselves, taking ownership for their work; they often get bored and seek monetary gains.

4) Autonomy/independence – these people need to be left to their own devices, and to be able to act without needing too much direction, interference or confirmation, often avoiding standards and procedures to do things 'their way'.;

5) Security – job tenure - represents individual's needs to
have a guaranteed job, benefits and retirement programmes in the case of making
career decisions;

6) Security – geographic - represents individual's desire to remain in a particular geographical area when he/she is confronted with career decisions;

7) Lifestyle – these individuals orientate everything, including their role, around their pattern of living as a whole – no so much balancing work and life, as *integrating* it; they may also take long periods of leave to take part in recreational activities, or balance themselves and their lives through holidays and other forms of downtime.

8) Service/dedication to a cause – these individuals always seek new ways to help other people, both within and outside the organization. (Schein, 1974; Bezuidenhout et al.,2013; Leong et al., 2014).

Schein (1985) later compressed security – job tenure and security – geographic anchors in one security/stability career anchor. Schein (1996) concludes that during the time the need for change of career management orientation might occur. Coetzee & Schreuder (2008) and Ramakrishna & Potosky (2003) show in their research that individuals can have more than one strong career anchor.

Hall (1996) in a study found less satisfied employee has more intention and tendency to leave the organization. In addition Ostroff, (1992) proved in his study that satisfied of teacher was linked with the theoretical accomplishment, organization obligation, throughput, teachers quality work and their performance as well.

Many researchers have find that job security induce organization commitment of employees. Davy (1997) investigate that job security significantly relate to employee satisfaction. Iverson (1996) find that job security has significant impact on organization commitment.

III. Objectives of research:
1.   To evaluate the hierarchy of career anchors among teachers of private institution in India.
2.   To identify the dominant career anchor among teachers of private institution in India.

IV. Hypothesis:
Ho: Dominant career anchor among higher education teachers of private institutions is service to the society.

V. Research Design:
An empirical research was conducted by the survey method for the purpose of testing hypothesis. Empirical research was chosen because data thus gathered can be compared against a hypothesis, but the results are still based on real life experience.
In particular, this paper focuses on higher education teachers of private institution teachers as this segment is playing an important role in education. Also, growth of private institution is expected on rapid rate.

Data collection:
Questionnaires was given to the participants. All respondents were told that that the survey was completely anonymous and that the survey results would be used solely for research purposes. The participants were told not to mention their names so that they have no inhibition in giving correct response.

Sample Size and Location:
In all the data was collected from 66 respondents of private universities and private colleges in Bhopal , India. Out of it 31 were females and 35 were males. Although the data was collected from teachers doing job in Bhopal , India.

Table 1. Characteristics of the study population

Characteristics of the study population	Frequency	Percent
Gender 1.Male 2.Female	35 31	53 47
Age Below 30 years 31 to 40 years Above 40 years	21 39 06	31.81 59.09 9.09
Discipline Management Engineering	42 24	63.63 36.36

Source- Authors Calculation

Variables and Instrument:
        Career Orientation Inventory created by Schein (1985) was used. Six variables (Career Anchors) out of eight were used in the study – Autonomy/ Independence ; Security/ Stability ; Technical Function; General Management Competence; Entrepreneurial Creativity and Service Dedication to a Cause. Other two Pure Challenge and Life style were eliminated because they were inferred not very important in educational sector.
The respondents were told to respondent on a five-point Likert scale ranging from (1) of "never true to me" to (5) "always true to me"
.

VI. Analysis:
        The statistical analysis was conducted . Initially, statistical data analysis was conducted for all six career anchors such as means and standard deviations. Cronbach's alpha was used to measures reliability, or internal consistency.

Table 2 - Descriptive statistics

Career Anchor	Mean	Std. Deviation
Technical Function	3.83	0.63
General Management Competence	3.55	0.78
Autonomy/ Independence	3.84	0.84
Security/ Stability	4.48	0.73
Service Dedication to a Cause	4.36	0.55
Entrepreneurial Creativity	3.62	1.01

Source: Author's calculation

Cronbach's alpha, α (or coefficient alpha), developed by Lee Cronbach in 1951, measures reliability, or internal consistency. "Reliability" is how well a test measures what it should. Cronbach's alpha test was used to see if the survey was reliable.
Cronbach's Alpha coefficients were calculated by SPSS to determine the internal consistency and reliability of the items in the questionnaire

Table 3- Cronbach's Alpha coefficients of the samples

Career Anchor	Cronbach's Alpha coefficients
Technical Function	0.71
General Management Competence	0.72
Autonomy/ Independence	0.72
Security/ Stability	0.78
Service Dedication to a Cause	0.75
Entrepreneurial Creativity	0.73

Source: Author's calculation

As it is shown in Table 3, Cronbach's Alpha coefficients varied between 0.71 and 0.78.

According to Bartholomew et al. (2000),accepted level of Cronbach's Alpha coefficients are between 0,60 and 0,80, it concluded that survey of career anchors was consistent and acceptable.
In order to test the hypothesis , means and standard deviations were calculated. The means and standard deviations (SD) of each career anchor are presented in Table 2.
As indicated in Table 1   highest preference of career anchor Security/ Stability (mean=4.48; SD=0.73), followed by the Service Dedication to a Cause (mean=4.36; SD=0.55) , Autonomy/ Independence (mean=3.84; SD=0.84), Technical Function (mean=3.83; SD=0.63), Entrepreneurial Creativity (mean=3.62; SD=1.01) and General Management Competence (mean=3.55; SD=0.78)

VII. Conclusion:

Based on these results, it can be concluded that higher education teachers of private institution dominant career anchors is security not service. Thus, the research hypothesis is rejected. Teachers people seek stability and continuity in their career. The feeling of job insecurity among the teachers in private institutions may cause high turnover of teachers, eventually affecting the quality of education. Decision makers can retain employees by inculcating feeling of security by regular increments and other welfare measures like**.** If decision makers do not give benefits and job security and fail to show commitment to those staff who are struggling for their own survival, they cannot expect the experienced teachers to stay with the colleges and eventually the quality of education will suffer
Considering the results of the analyses, it may be proposed that the dominant career anchors of the higher education teachers include job security followed by the service, autonomy, technical competence , entrepreneurship and managerial competence .

References:
[1]. Bartholomew, K., Antonia, J.Z. & Marcia, J.E. (2000). Coded semi-structured interviews in psychological research', In Resi, H.T. & Judd, C.M. (eds), Handbook of Research Methods in Social and Personality Psychology. Cambridge, UK: Cambridge UniversityPress.
[2]. Bezuidenhout, M., Grobler, A., & Rudolph, E.C. (2013). The utilization of a career conversation framework based on Schein's career anchors model. SA Journal of Human Resource Management. Art. #491, 10 pages
Billiot, J. (2010). The imagined and the real: Identifying the tensions for academic identity. Higher Education Research & Development, 29(6), 709-721.
[3]. Churchman, D. (2006). Institutional commitments,individual compromises: Identity-related responses to compromise in an Australian university. Journal of Higher Education Policy and Management, 28(1), 3-15.
Coetzee, M., & Schreuder, D. (2009). Psychological career resources as predictors of working adults' career anchors: An exploratory study. SA Journal of Industrial Psychology, 35(1), 833-844.
[4]. Coetzee, M. & Schreuder, A.M.G. (2008). A multi-cultural investigation of students' career anchors at a South African higher education institution, SA Journal of Labour Relations, 32(2), 45–56.
[5]. Custodio, L.P. 2004. Career anchors of Filipino academic executives. School of Commerce Research Paper Series, 00-13.
[6]. Davy, j A Kinicki, A J & Scheck, C.L (1997). A test of job security direct and medicated effects on withdrwal cognition. Journal of organization Behavior 18(4). 224-249.
[7]. Evans, C. (1996). A review of career anchors in use. European Journal of Work and OrganizationPsychology, 5(4), 609-615.
[8]. Froman, L. (1999). The university as learning community. Journal of Adult Development, 6(3), 185-191.
[9]. Hall, V, (1996). Dancing on the ceiling; a study of women managers in education, London; Paul Chapman Publishing.
[10]. Iverson, R.D (1996) Employee acceptance of organization change; the role of organization commitment. International Journal of Human Resource Management. 7(1), 122-149.
[11]. Leong, F., Rosenberg, S. & Chong, S.H. (2014). A Psychometric Evaluation of Schein's (1985) Career Orientations Inventory. Journal of Career Assessment, 22 (3), 524-538.

[12]. Lindholm, J. A. (2004). Pathways to the professoriate: The role of self, others, and environment in shaping academic career aspirations. The Journal of Higher Education, 75(6), 603-635.

[13]. Ostroff, C (1992). The relationship between satisfaction, attitudes, and performance: An organization level analysis; Journal of Applied Psychology, 77(6), 963-974.

[14]. Ramakrishna, H.V. & Potosky, D. (2003). 'Conceptualization and exploration of composite career anchors: an analysis of Information Systems Personnel, Human Resource Development Quarterly, 14 (2), 199–214.

[15]. Schein, E. H. (1974). Career anchors and career paths: a panel study of management and school graduates. Technical report No 1. Massachusetts: MIT–Sloan School of Management, Cambridge.

[16]. Schein, E. H. & Van Maanen, J. (2013). Participant Workbook: Career Anchors – The Changing Nature of Work and Careers (4rd ed.), Willy: San Francisco.

[17]. Schein, E. H. (1974). Career anchors and career paths: a panel study of management and school graduates. Technical report No 1. Massachusetts: MIT–Sloan School of Management, Cambridge.

[18]. Schein, E. H. (1978). Career dynamics: matching individual and organizational needs. New Jersey: Prentice–Hall.

[19]. Schein, E. H. (1990a). Career anchor and job/role planning: the links between career pathing and career development. Massachusetts: MIT–Sloan School of Management, Cambridge.

[20]. Schein, E.H. (1985). Career Anchors: Discovering your Real Values. San Diego, CAI: University Associates, Inc.

[21]. Schein, E.H. (1990b). Career Anchors: Discovering Your Real Values. San Diego, CA: Pfeiffer & Company.

[22]. Schein, E.H. (1996). Career anchors revisited: Implications for career development in the 21st century, Academy of Management Executive, 10 (4), 80–88.

[23]. Schein, E. H. (1978). Career dynamics: matching individual and organizational needs. New Jersey: Prentice–Hall.

[24]. Şimşek, H. (1999). Turkish higher education system in the 1990s. Mediterranean Journal of Educational Sciences, 4(2), 133-153.