

An analysis of career advancement among teachers working in degree colleges of Punjab and Haryana

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Abstract

The undertaken study is an attempt to investigate variables which drive career advancement of teachers. They are; Job Knowledge and Career Experience, Intention towards Work, Support and Guidance from Mentor, Gender Equity and Motivation. Quantitative method was used to collect data from 600 degree college teachers working in degree colleges of Punjab and Haryana. The data was collected from teachers by using a self-made questionnaire. The findings of the present study reported that Punjab teachers follow the career advancement practices in a better way when compared with Haryana degree college teachers. Further, the research findings demonstrated that women teachers perceive their career advancement in a better and significant way by adapting 4 out of 5 variables. This allow us to conclude that female degree college teachers have promoted and establish their career advancement with significant contribution towards Job Knowledge and Career Experience, Support and Guidance from Mentor, Gender Equity and Motivation. The study promotes to enhance awareness of degree college teachers both of Punjab and Haryana by recognizing the indicators associated to career advancement, so that by being aware of the related indicators they can play positive and significant in the direction of career advancement.

Keywords: career advancement, gender, territory, job knowledge, career experience, mentor and motivation

Introduction

The present paper reflects career advancement of degree college teachers working in two states; Punjab and Haryana. Therefore, teachers are represented in terms of their career advancement. Further, territory is suggested as an inference for career advancement which continuously manifests teachers working in different colleges of Punjab and Haryana. Powell and Graves (2003) discussed territory as a basis of inequalities which gradually increases at work place by effecting the presence and participation of sample representatives.

The present study explores how territory influences degree college teachers in conceiving their career advancement in terms of its indicators. This study was chosen because these days' jobs and career advancement of teachers are turning more stressful on account of intense career responsibilities and unleash knowledge explosion, competition and globalization. Therefore, it is felt the career advancement of teachers have a strong impact by territory.

This aspect of advancement followed by Punjab and Haryana degree colleges is recommended by University Grant Commission (2010); which states that stages of promotion for teachers associated to higher education under career advancement scheme areas; Stage I; entry level for assistant professors. Here, an assistant professor possessing Ph.D degree become eligible for moving to the next higher grade that is Stage II. This stage is achieved by assistant professors after completion of five years of experience as assistant professor and for the Stage III; the individual is eligible to move to the next higher grade as associate professor, Stage IV. After the completion of Stage IV the associate professor is promoted as professors. University Grant Commission further mentioned in its clause that no teacher without Ph.D shall be designated as associate professor and appointed as

professors. The commission further stressed that to attain uniformity this certified criteria must be followed by all the teachers working in various Indian universities and their affiliated colleges. The commission also embarked that career advancement must be adapted in accordance to changing organizational and labor market conditions. That was why, Abele and Spurk (2009) quoted that salary, salary growth, status, and promotions are widely used as indicators associated to objective career success and career advancement.

As degree colleges are part of the higher education system. So, to determine its career paths and career advancement rules followed by U.G.C. must be followed which in turn will access the career advancement of the teachers belonging to Punjab and Haryana.

The study is purely exploratory and quantitative by nature as it identifies the career advancement variables prevalent among degree college teachers. The present study intends to survey degree college teachers of two states, viz, Punjab and Haryana. The descriptive feature of Indian teachers in degree colleges is conventional; so in the context of Indian scenario, their level of advancement needs an in-depth study which will bind judiciary with the territories they belong, for example the way of social change. According to Sekaran (1992) growth in profession shows working as the recommendations of policy makers and employers. Muray and Wronski (2006) highlighted that professional recognition, professional advancement, assess to continuing education, housing and other benefits describes and lay emphasis on career benefits of works.

Perceiving these aspects, the present study reports the career advancement of two different teachers' population working in degree colleges of Punjab and Haryana. The sample for this study is teachers of degree colleges of Punjab and Haryana

and their male and female teachers.

Conceptual Framework

The present study was based on the literature review of Sarason (1977) ^[7] who followed two types of career advancement stages viz. horizontal and vertical. The undertaken study followed vertical career advancement of the teachers by putting forward five career advancement variables viz. Job Knowledge and Career Experience, Intention towards work, Support and Guidance from Mentor, Gender Equity and Motivation. Therefore, it is important to understand these variables, how they relate to career advancement of teachers. For the undertaken study these variables were investigated keeping in mind their gender and territory to which teachers of Degree College belongs. Going by the research work of [Brown (1981) ^[3]; Powell and Butterfield (1994); Vinnicombe and Colwill (1995); Patton and Creed s(2002); Ismail and Arokiasamy (2007) ^[5]; Patton W, McMahon (2014); Dambrin and Lambert (2011); Atta *et al.* (2012); Joo and Lim (2013); Wang and Liu (2014); Choi and Park (2016) and Natale *et al.* (2016)] it is noticed that no research work is carried by taking into account the two independent variables; gender and territory and their effect on career advancement variables viz. Job Knowledge and Career Experience, Intention towards work, Support and Guidance from Mentor, Gender Equity and Motivation. From the literature review, the relationships of variables under study were studied and the effect of gender and territory on these variables was also studied.

Operational Meaning and Definitions of Terms Used

Gender s

It is a characteristic associated to male and female degree college teachers.

Territory

This is related to an area for which a person is responsible as a representative or an agent.

Career Advancement

It is a calculated variable under study which influences decisions pertaining to teaching as a career and its advancement.

Variables of Career Advancement

Job Knowledge and Career Experience

It is expressed as a learning outcome of teacher in terms of; his/her technical and professional skills which help him to pursue duties and responsibilities assigned to him related to profession for his career advancement.

Intention towards Work

It comprises of commitment on the part of teacher to pursue actions and teaching-learning activities related to advancement of career.

Support and Guidance from Mentor

It facilitates teachers to discuss issues and controversies of career advancement with their coach or sponsors; as to achieve academic and professional support from them in terms of; content, step-ahead years, supervisors and access to multiple mentors.

Gender Equity

It is an issue of career advancement to be handled by teachers without any discrimination on the basis of gender.

Motivation

It is expressed as degree of effort exerted by the teacher to extend social relations, external expectations and social welfare to achieve desired goal that is; to advance in one's career.

Objectives

- 1) To work out gender differences among degree college teachers working in degree colleges of Punjab and Haryana on the variables of career advancement viz; Job Knowledge and Career Experience, Intention towards Work, Support and Guidance from Mentor, Gender Equity and Motivation and on its total score.
- 2) To work out territory differences among degree college teachers working in degree colleges of Punjab and Haryana on variables of career advancement viz., Job Knowledge and Career Experience, Intention towards Work, Support and Guidance from Mentor, Gender Equity and Motivation and on its total score.

Methodology

Research Design

The present study was conducted as per requirements of 2X2 factorial design where gender and territory were taken as independent variables whereas career advancement variables as; Job Knowledge and Career Experience, Intention towards work, Support and Guidance from Mentor, Gender Equity and Motivation as dependent variables. The comparison between the degree college teachers was made on the basis of gender and territory which varied at 2 and 2 levels respectively.

Population and Sampling

The samples of the study were degree college teachers working in degree colleges situated at provinces of Punjab and Haryana state. 300 male and 300 female degree college teachers formed as sample representatives for the undertaken study.

Research Instrument

The questionnaire was developed through literature review tested in previous studies. Section A is personal information data sheet which was related to demographic variables (gender and territory). Section B was related to five variables of career advancement with different set of questions. It includes 44 items. The sections pertaining to different variables of career advancement were divided under five sections. The statements ascribed to these variables were adapted in the form of multiple choices. The participants were asked to tick only one choice after considering their current situation of career advancement. A five point Likert Scale was adapted which gave feedback of teachers on statements related to indicators which they endure most and least.

Scoring

Combined score of 5 different variables gave the final score of Career Advancement.

Statistical Techniques Used

Following statistical techniques were employed:

1. Descriptive statistical techniques such as mean, median, mode, standard deviation were used to determine the nature of the distribution of scores of variables.
2. Differential analysis by using the t-test to analyze gender and territory differences.

Analysis, Interpretation and Discussion

To study the main and interaction effects of gender and territory analysis of variance was applied separately for each variable of career advancement viz. Job Knowledge and Career Experience, Intention towards work, Support and Guidance from Mentor, Gender Equity and Motivation and on its total score in accordance to 2X2 factorial design. The results of the statistical analysis are presented vide tables 1, 2 and 3.

Analysis of variance for the main effects of gender and territory with respect to different Indicators of Career Advancement

Table 1

Indicators of Career Advancement	Source of Variation	Symbol	Sum of Squares	df	Mean Square	F-value
Job Knowledge and Career Experience	Gender	G	482.407	1	482.407	174.663
	Territory	T	849.660	1	849.660	307.633
Intention towards Work	Gender	G	821.340	1	821.340	262.281
	Territory	T	349.607	1	349.607	111.641
Support and Guidance from Mentor	Gender	G	28.167	1	28.167	7.771
	Territory	T	213.607	1	213.607	58.934
Gender Equity	Gender	G	1636.802	1	1636.802	390.298
	Territory	T	6.615	1	6.615	1.577
Motivation	Gender	G	26.460	1	26.460	10.342
	Territory	T	245.760	1	245.760	96.060
Total Score of Career Advancement	Gender	G	1954.815	1	1954.815	87.035
	Territory	T	502.335	1	502.335	22.366

The above table indicates the differences obtained on career advancement variables because of gender and territory. It is observed that all the five variables of career advancement viz. Job Knowledge and Career Experience, Support and Guidance from Mentor, Gender Equity and Motivation shows significant differences for two levels of gender and two levels

of territory which led us to interpret that there is heterogeneity in the treatment groups of gender and territory with respect to career advancement variables viz. Job Knowledge and Career Experience, Intention towards work, Support and Guidance from Mentor, Gender Equity and Motivation.

Comparison of career advancement on the basis of gender

Table 2: Summary table of Mean, Standard Deviation and t-ratio of Male and Female Teachers on Indicators of Career Advancement

Indicators of Career Advancement	Gender	N	Mean	SD	t-ratio
Job Knowledge and Career Experience	Female	300	42.71	1.831	9.430*
	Male	300	40.91	2.738	
Intention towards Work	Female	300	38.33	1.431	13.392*
	Male	300	40.67	2.667	
Support and Guidance from Mentor	Female	300	37.82	1.934	2.664*
	Male	300	37.38	2.049	
Gender Equity	Female	300	47.41	1.997	18.942*
	Male	300	44.11	2.266	
Motivation	Female	300	28.41	1.445	2.926*
	Male	300	27.99	2.023	
Total Score of Career Advancement	Female	300	194.67	4.854	9.137*
	Male	300	191.06	4.824	

From the above table, it is clear that females have higher value of mean on four variables of career advancement that; Job Knowledge and Career Experience, Intention towards Work, Support and Guidance from Mentor, Gender Equity and Motivation which led us to conclude that females are more concerned about their career advancement when compared with males. It further led us to interpret that women follow a course of career advancement within a teaching

profession as a mean of gaining respectful status and position which is a must to generate income for their families. These views were indirectly supported by Burke (2001) who perceived that career advancement captures individual’s subjective judgment regarding their career attainments such as; job and career satisfaction. These results further clarify that women feel more of career satisfaction when they progress through career.

Comparison of career advancement on the basis of territory

Table 3: Summary table of Mean, Standard Deviation and t-ratio of Punjab and Haryana Teachers on Indicators of Career Advancement

Indicators of Career Advancement	Territory	N	Mean	SD	t-ratio
Job Knowledge and Career Experience	Punjab	300	40.62	2.609	13.290*
	Haryana	300	43.00	1.678	
Intention towards Work	Punjab	300	40.26	2.667	8.070*
	Haryana	300	38.74	1.904	
Support and Guidance from Mentor	Punjab	300	38.20	1.562	7.640*
	Haryana	300	37.00	2.209	
Gender Equity	Punjab	300	46.66	2.395	7.953*
	Haryana	300	45.87	2.973	
Motivation	Punjab	300	28.84	1.071	9.498*
	Haryana	300	27.56	2.074	
Total Score of Career Advancement	Punjab	300	193.78	4.648	4.409*
	Haryana	300	191.95	5.486	

The above table reveals the territory comparison among degree college teachers belonging to two states of Punjab and Haryana. The table further indicates that Haryana teachers have greater access to Job Knowledge and Career Experience when compared with Punjab degree college teachers. Further, the differences between the means of Punjab and Haryana degree college teachers was significant at 0.01 level indicating that Haryana degree college teachers have scored significantly higher on Job Knowledge and Career Experience when compared to Punjab degree college teachers. It is further observed that Punjab degree college teachers have scored significantly higher on other career advancement variables viz. Support and Guidance from Mentor, Gender Equity and Motivation than Haryana degree college teachers. The above table further clarified that the total score of career advancement of degree college teachers that Punjab degree college teachers propagate more career advancement variables as compared to Haryana degree college teachers. The analyses of the study confirms that females view their career advancement in a better way than their male counterparts by scoring significantly higher on the career advancement variables viz. Job Knowledge and Career Experience, Support and Guidance from Mentor, Gender Equity and Motivation.

Conclusions

The variables identified for career advancement confirms their significance by showing statistically significant results on a result of gender and territory. This means that variables identified for career advancement can be taken as challenges to be necessarily dealt on a result of the degree college teachers. Further, the study has been successful in accomplishing how the territory influences the career advancement variables of degree college teachers. Based on the above findings and discussion it may be suggested that career advancement identified variables can be used in several ways like creating awareness among teachers, how to enhance their potentials by maintaining a balance between their personal and professional life. Further, from the perspective of teachers it is better to treat career advancement as challenge from different professional prospective than a territory issue because wider global distinction can enhance their participation in teaching profession by enhancing their career advancement.

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