



# CAREER ORIENTATION PROFILE OF ACADEMIC PROFESSIONALS WITH REFERENCE TO ACADEMIC INSTITUTIONS IN SNNPRS, ETHIOPIA

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## Abstract

Career orientation of professional has been studied by various authors in different setting. However individuals career orientation or their career self concept is a reflection of national culture. To this end, there is a need for studies which can address the issue within the context of specific culture. The current study in this regard was an attempt to investigate the career orientation of academic professionals in Ethiopia. The study made use of measurement instrument developed by Schein (1990) to assess the distribution of career anchor among these professional. An attempt was also made to relate career orientation with job setting, career satisfaction and important background variables.

The findings of the research indicated that the dominant career orientation of academic professional is Service/ Dedication to a cause. The findings further indicate that there exists a dependence relationship between career orientation dimension and academic professionals plan to stay in the organization and the level of their satisfaction. The outcome of the research will be an important input for managers of academic institutions in helping them develop human resource strategy which takes in to account the diversity of career orientation of academic professionals.

**Keywords: Academic Professionals, Career, Career orientation, Career satisfaction.**

## INTRODUCTION

Employees are considered as vital assets of their organizations. As such their commitment, satisfaction and intentions to stay greatly affects the success of organizations. Cognizant of this very fact, Patric and Kumar (2011) state that Arguably, people are the most valuable resource in contemporary organizations, and providing them with a long term stable career is a win-win situation for both organizations and their employees. Organizations operating in this complex business environment are constantly engaged in restructuring and downsizing processes, facilitating mergers and acquisitions and embracing technological advancements to cope with the dynamic pressures of globalization. These changes at the organizational level have elevated the importance of managing people at work, and in particular, the planning and managing of their careers (ibid).

As Schien (1990) asserts the fundamental problem that all organizations face when they attempt to plan for their human resource is that they have to match the ever changing needs of the organization with the ever changing needs of their employees. In this regard organizations should exert a maximum effort to better understand not only of the changing nature of work but of the dynamics of the “internal career,” the self image that employees build up of their own life and its relationship to their personal and family concerns (ibid) .

One aspect of the internal career of employees is what is referred as career orientation or career anchor. The concept of career orientation (anchor) grew out of several decades of longitudinal research to capture some of the essential components of how career occupants define themselves in relation to their work (Schein, 1990). Career Orientation (anchor) refers to an individual's perceived needs, values, and talents, which determine career decisions (Schein, 1975). A person's career anchor is his or her self-concept, which consists of self-perceived talents and abilities, basic values, and the evolved sense of motives and needs as they pertain to career.

Self concept acts as, stabilizing force once it is formed hence the term ‘anchor’. The career anchor model developed by Edgar Schein, of Massachusetts Institute of Technology, has received considerable attention. Schein (1978) coined the term career anchor to describe a constellation of self-perceived attitudes, values, needs and talents that develops over time, and which when developed, shapes and guides career choices and directions. It can be thought of as a central component of the self-concept that executives are unwilling to relinquish, even when forced to make a difficult choice.

The career anchor is significant because it influences career choices, affects decisions to move from one job to another, shapes what individuals are looking for in life, determines their views of the future, influences the selection of specific occupations and work settings, and affects their reactions to work experiences (Schein, 1988 cited in, Igbaria and Baroudi 1993 ). Individuals' career anchors gradually come to be their own definition of career success (ibid).

According to Schein (1985 cited in Peterson and Rogers 2009), the knowledge of one's career anchor is critically important because of its influence in career choices and its effect on shaping individual goals in life. He demonstrated additional evidence that the emergence of a career anchor may also influence the selection of specific occupations and work settings. The ability to place the career anchor in alignment with an individual's work ultimately becomes a definition of his/her career success. With this foundation, as Peterson and Rogers (2009) state numerous authors have sought to test and measure the various career anchors within different populations. However, except an initial attempt made by the current writer to investigate the career anchor of accounting professionals, no other research has been made to assess and determine the career orientation of other professionals in Ethiopia

Ethiopia, as of now, is one of the fastest growing countries in the world. The past two decades, in this regard has witnessed the emergence of quite a large number of public and private higher institutions (Universities and Colleges). As a result of this the number of academic professionals working in this institution has been increasing in an unprecedented pace. These professionals, needless to say play a significant role in the successful achievement of the teaching and learning, research and community service objectives of their respective institutions.

Academic professionals participate in a diverse set of academic, administrative, technical and other activities. The level of commitment that they have in discharging their responsibilities and the satisfaction they derive from doing what they do has its own impact on the effectiveness with which these activities are carried out. This indicates that academic institution should exert an effort to clearly understand the various factors that affect the motivation, commitment and effectiveness of their professional employees. And among the various factors that these institutions should pay attention to, in this regard is the career orientation of academic professionals

However, despite the immense importance that might be attached to it, the career orientation possessed by academic professionals in the country has not yet been investigated. The current study is therefore

inspired by this apparent lack of well researched empirical evidence regarding a multitude issues surrounding the topic of interest.

### **Problem statement**

Professional employees represent valuable resource critical to the success of organizations. To this end, organizations have been increasingly interested in issues related the recruitment, development, and retention of Professionals. Outlining the critical issues facing Professional's employees, Igbaria and Baroudi (1993) identified human resource management (HRM) as one of the areas requiring immediate attention. Accordingly, Igbaria et al., (1991) state that an important facet of human resource planning related to professionals is career management. This type of HRM planning assures that the organization has the right mix of people, with the right mix of skills, at the appropriate organizational level.

However, as Pemberton and Herriot (1994 cited in Erdogmu, 2003) state, most of the career programs in organizations are based on the assumption that employees are motivated by a prospect of promotion. To this end, Ginzberg and Baroudi (1998 cited in Igbaria and Baroudi, 1993) after an extensive review, concluded that little attention has been devoted to examining other important aspects of careers, such as, the 'internal careers' of professionals . Contrary to this in the process of managing careers of employees as Brousseau et al., (1996) state organizations should adopt a pluralistic approach to career management to meet the diverse needs of their employees. This indicates that organizations should give due emphasis to both the external and internal aspect of career. Internal careers focus on the individual's self-concept and career values. An important element of professional's internal career is the career anchor or career orientation.

Up-to-date career anchor or orientations were examined in different occupations, countries and companies; MIS employees (Igbaria et al., 1991), Research organizations (Schein et al., 1995), Managers with global careers (Suutari and Taka, 2004), Information Systems Personnel (Ramakrishna and Potosky 2003), Salaried professionals: the case of Turkey (Erdogmu, 2003), Korean women bank employees (Kim, 2002), Business school participants in France ( Peterson and Rogers 2009), Comparison between France and the United States ( Peterson and Rogers, 2013),Public health nurses(Okura et al., 2013), and Iranian software engineers (Alavi et al.,2011).

However, Individuals self concept is basically a reflection of the culture of the society in which they reside. This implies that career needs and motivations of individuals can only be best understood when

examined within the context of a given cultures setting. And as Oseyrman (2008) suggests in answer to the questions what is meant by *culture* and *how* does culture matter, cultural psychologists have argued both that culture matters to the extent that individuals living in different societies are likely to have differing experiences and, more ambitiously, that culture matters to the extent that a cultural perspective provides new insights into psychological processes.

Kim (2002.) State the phenomenon related to organizational behaviors is not culturally neutral. Internal aspects of individual careers, such as career orientation, are especially likely to be affected by national culture since they are embedded in personal perceptions and values on career. In this regard Gerpott et al., (1988 cited in Kim, 2002) underline the existence of cross-cultural differences in the career orientations of research and development (R&D) professionals in large organizations. Although these differences are known to reflect the particular aspects of a culture Counsell (1999) states that, too few studies have explored the international differences in career related perceptions and behaviors.

Added to this, Counsell and Popova (2000 cited in Kim, 2002) confirm that Career-related perceptions and strategies have almost never been investigated in third-world countries .Schein (1990) also suggests that career anchor exists in every culture, but the priorities among them, how careers are perceived, how work and family concerns are balanced will vary from culture to culture. Career development systems will, therefore, have to be culture specific.

The current study in this regard focused on pinpointing the career anchor of academic professionals in Ethiopia. The study apart from determining career anchors of these professionals further tried to relate career orientations with job settings and job satisfaction. More specifically the study tried to answer the following basic questions.

- What is the dominant career orientation of academic professional in Ethiopia?
- Does a match between the career orientation of professionals and job setting affect the career satisfaction of these professionals?
- Is the age of professionals related to their career orientation?
- Is the gender of professionals related to their career orientation?
- Is the academic field of professionals related to their career orientation?
- Is the level of experience (in number of years) of professionals related to their career orientation?

## **Theoretical framework**

Wilensky (1961) refers to career as ‘a succession of related jobs, arranged in a hierarchy of prestige, through which persons move in an ordered (more-or-less predictable) sequence. Hall (1976) defines career in a similar fashion as “the individually perceived sequence of attitudes and behaviors associated with work-related experiences and activities over the span of the person’s life”. According to this definition a career consists of two referents: – internal (attitudes, values and needs) and external (job title, job level and salary). The internal career of individuals which refers to subjective career aspiration, motives and desires is best conceptualized by the term “career anchor/Orientation.

A person's career anchor is his or her self-concept consisting of 1) self-perceived talents and abilities, 2) basic values, and, most important, 3) the evolved sense of motives and needs as they pertain to the career. Career anchors only evolve as one gain occupational and life experience. However, once the self-concept has been formed, it functions as a stabilizing force, hence the metaphor of "anchor," and can be thought of as the values and motives that the person will not give up if forced to make a choice. Most of us are not aware of our career anchors until we are forced to make choices pertaining to self-development, family, or career. Yet it is important to become aware of our anchors so that we can choose wisely when choices have to be made.( Schein 1996)

The concept of "career anchor" grew out of several decades of longitudinal research to capture some of the essential components of how career occupants define themselves in relation to their work. A person's career anchor is the evolving self- concept of what one is good at, what one's needs and motives are, and what values govern one's work related choices. One does not have a career anchor until one has worked for a number of years and has had relevant feedback from those experiences. But once a career anchor evolves, roughly five to ten years after one has gone to work, it becomes a stabilizing force in the total personality that guides and constrains future career choices ( Schein 1990).

The longitudinal ,conducted over 13 years, study of 44 early sixties alumni of the MIT Sloan School Masters Degree Program in Management, supplemented by early and mid career interviews of several hundred managers, teachers, and members of various other professions and occupations revealed the following basic dimension/ Categories of career anchor.

Schein’s (1990) typology of career anchors are as follows:

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- I. Technical/functional competence.** Primarily excited by the content of the work itself; prefers advancement only in his/her technical or functional area of competence; generally disdains and fears general management as too political.

- II. General managerial competence.** Primarily excited by the opportunity to analyze and solve problems under conditions of incomplete information and uncertainty; likes harnessing people together to achieve common goals; stimulated (rather than exhausted) by crisis situations.
  - III. Autonomy/independence.** Primarily motivated to seek work situations which are maximally free to organizational constraints; wants to set own schedule and own pace of work; is willing to trade-off opportunities for promotion to have more freedom.
  - IV. Security/stability.** Primarily motivated by job security and long- term attachment to one organization; willing to conform and to be fully socialized into an organization's values and norms; tends to dislike travel and relocation.
  - V. Entrepreneurial creativity.** Primarily motivated by the need to build or create something that is entirely their own project; easily bored and likes to move from project to project; more interested in initiating new enterprises than in managing established ones.
  - VI. Service/dedication to a cause.** Primarily motivated to improve the world in some fashion; wants to align work activities with personal values about helping society; more concerned with finding jobs which meet their values than their skills.
  - VII. Pure challenge.** Primarily motivated to overcome major obstacles, solve almost unsolvable problems, or to win out over extremely tough opponents; define their careers in terms of daily combat or competition in which winning is everything; very single-minded and intolerant of those without comparable aspirations.
  - VIII. Lifestyle.** Primarily motivated to balance career with lifestyle; highly concerned with such issues as paternity/maternity leaves, day-care options, etc.; looks for organizations that have strong pro-family values and programs.
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The chief assumption underlying Schein's model is that each individual has only one true career anchor. Schein argues that individuals simply cannot have two or more career anchor (Feldman and Bolino 1996). Schein (1990) posits that an individual's future career choices are affected as he matures and his anchor stabilizes. The main attribute of career anchors which drives Schein's model is congruence. He argues, and presents some supporting empirical evidence, that when individuals achieve congruence between their career anchor and their work environment they are more likely to achieve positive career outcomes (Feldman and Bolino 1996). The career outcomes which Schein (1987,1990) explicitly discusses are work effectiveness, specific job satisfaction (namely, satisfaction with the type of work, pay and benefits, promotions system, and advancement opportunities), and job stability.

Other authors have, within the framework of ideas established by Schein, also tried to conceptualize the issue of career anchor. For example Delong (1992) coined the widely used term “career orientation” and introduced three dimensions of career orientation dimensions: identity, service and variety. Derr (1986 ) introduced four dimensions of career anchor/ orientation :Getting secure ; Getting high ; Getting free and; Getting balanced . Driver (1982) measured career orientation with a new four sets of dimensions: transitory, steady-state, linear, and spiral. And Feldman and Boney (1996) reclassified the career orientation dimensions of Schein (1990) by categorizing them in to three broad themes: Talent base anchors (which contained Managerial competence, Technical/functional competence, and Entrepreneurial creativity; Need based anchors (included: Security and stability, Autonomy and independence and, Lifestyle) ; and Value based anchors (containing Pure challenge and Service and dedication to a cause dimensions).

However the career anchor/ orientation model developed by Schein( 1990) , due to its conceptual clarity, depth of idea, and originality, is still used as a dominant model for most of the research undertaken in the area.

## **MATERIALS AND METHODS**

### **Description of the study area and subjects**

Participants in this study were academic professional working in public universities and private colleges and universities in Hawassa , Yirgalem and Dilla. Professional who were selected for this study, in line with Schein (1990) assertion that individuals career anchor will develop as their true values, needs, and abilities become crystallized through a variety of work related experience, were those having at least three years of teaching experience in their respective fields.

### **Study design**

Participants in this study were selected using a convenience sampling method. The researchers personally contacted these subjects and distributed questionnaires for those who are willing to participate in the study.

In the areas selected for the research there were two government Universities and seven colleges and it is estimated that at most 2,000 academic professionals work in these institutions. And total of 185 ( which were selected using a sample size determination formula developed by Yeman (1967) ) academic professional, regardless of their fields of study, were considered for the study .



Out of total of 185 questionnaires that were distributed to the target respondents the researches were only able to collect 80 filled and completed questionnaires, corresponding to a response rate of 43%.

### **Study methodology**

The data required to measure the major variables of this study were gathered using measurement instrument which was developed by previous researchers. The focal variables and the instrument selected to measure them is briefly explained below.

#### **i. Career orientation**

**IX.** In measuring the focal variable of this study, i.e. Career Anchors, Career Orientation Inventory (COI) developed by Schein's (1990) was used. The Career Orientation Inventory was employed to measure the eight dimensions of career anchors of the Academic professionals and to identify their dominant career anchor(s). the dimension considered are stated below:

- I. (Technical/functional competence.**
- II. General managerial competence.**
- III. Autonomy/independence.**
- IV. Security/stability.**
- V. Entrepreneurial creativity.**
- VI. Service/dedication to a cause.**
- VII. Pure challenge.**
- VIII. Lifestyle.**

. This self-rated measure, which uses a five-point Likert-type scale, contains a total of 40 variables .Each career orientation dimension was measured in terms of 5 variables randomly arranged to avoid pattern recognition. In this study, it is assumed that each of the variables will have equal importance in defining a particular dimension in question and to measure the level of importance the professionals attach to a variable in aggregate and to a particular dimension of career orientation

#### **ii. Career satisfaction**

Career satisfaction was measured by adapting a five item career satisfaction scale developed by Greenhaus et al., (1990). Participants of the study were asked to indicate their agreement or disagreement on a five point Likert-type scale ranging from "I strongly agree" to "I strongly disagree".

## 2.4 Data management and analysis

The data obtained by distributing questionnaires to the selected professionals was analyzed with the help of SPSS version 20. In this regard descriptive frequency distribution was used to present facts related to background variables. The distribution of career orientation dimension among academic professionals was assessed by computing the summated score for the scale and mean values of each dimension . In this regard, the career orientation dimensions that secured the highest raw score or mean score was considered to be dominant orientation and others are also ranked in the same manner.

ANOVA and chi-square tests were used to see the variation of career orientation dimension across gender , academic level and age of respondent and to assess the level of independence between career orientation dimension and satisfaction and plan to stay variables.



## Results

The following section presents the results obtained after the analysis of data using different statistical techniques.

Table 1 Background Information

		Frequency	Percent
Sex	Male	72	90
	Female	8	10
Marital Status		Frequency	Percent

	Married	33	41.3
	Single	47	58.8
Educational Level		Frequency	Percent
	BA	15	18.8
	MSC/MBA	63	78.8
	PhD	2	2.5
Age		Frequency	Percent
	18-65	76	95
	greater than 65	4	5
Income Range		Frequency	Percent
	below 2450	1	1.3
	2451-3450	8	10
	3450-5500	10	12.5
	5500-8000	59	73.8
	greater than 8000	2	2.5

As the data in Table 1. Indicates the respondents of the research are predominantly (90%) male and the remaining 10% female. And of the total respondents 51.8% are single and 41.3 married. With regards to educational level 18.8 % of the respondents have a BA degree and 78.8% MSc /MBA and 2.5% have a PhD. 95.5% of the respondents are within the age of 18-65 and the rest 5% are above the age of 65. The income of the majority (73.8%) of the respondents lie within the range of 5,500 -8000 Et. Birr ,2.5% of the respondents have an income level greater than 8,000 and the remaining 23.7% have a monthly income less than 5,500.

Table 2 Relative distribution of the career orientation dimensions.

Dimension	TF	GM	AI	SS	EC	SD	PC	LS
Mean	2.6466	2.2075	2.7569	2.6525	2.7775	2.9248	2.7275	2.7575
Variance	0.812	0.847	0.923	0.829	0.9	0.813	0.735	0.761
Sum	1056	883	1100	1061	1111	1167	1091	1103

As indicated in table 2. above and figure 1 below the career orientation dimension which is dominant in reflecting the needs, aspiration and values of academic professional was found to be Service/Dedication(SD) to a cause with a mean score of 2.9248. Entrepreneurial creativity (EC) comes second in the list (mean of 2.775) closely followed by life style(LS) (mean: 2.76) , Autonomy/ Independence(AI) ( mean: 2.75) and pure challenge orientation(PC) ( mean: 2.72). The career

orientations which are least prevalent among the academic professionals were found to be security stability (mean: 2.65), Technical/ Functional competence (mean: 2.64) and General management orientation ( mean: 2.2).

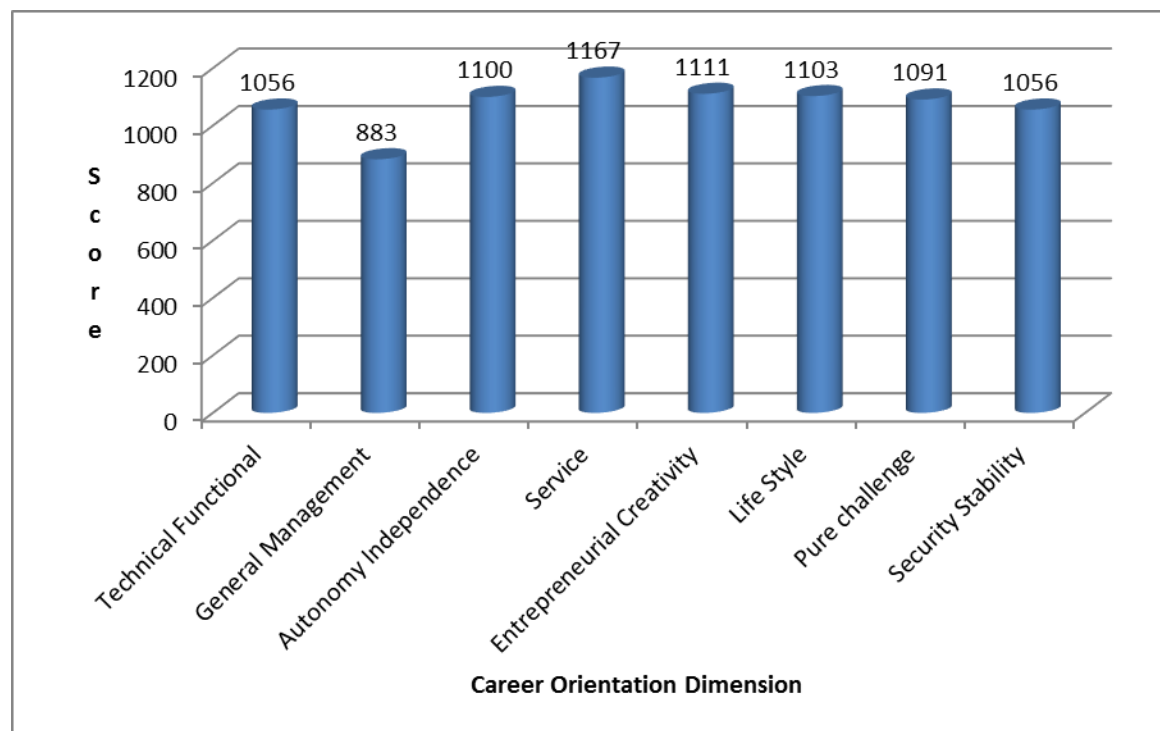


Figure 1 Relative distribution of the career orientation dimensions.

Table 3 Relative distribution of the career orientation Dimensions by sex, Academic Level and Marital Status ( Raw scores and percentages)

Dimension	Sex				Academic Level						Marital Status			
	Male		Female		BA		MSC/MBA		PhD		Married		Single	
	(score)	%	(score)	%	(score)	%	(score)	%	(score)	%	(score)	%	(score)	%
Technical/ Functional	956	0.12	100	0.12	209	0.13	814	0.12	33	0.14	415	0.12	641	0.12
General Management	796	0.1	87	0.11	159	0.1	703	0.11	21	0.09	363	0.11	520	0.1
Autonomy /Independence	988	0.13	112	0.14	212	0.13	859	0.13	29	0.13	424	0.13	676	0.13
Security Stability	958	0.12	98	0.12	192	0.12	832	0.12	32	0.14	424	0.13	632	0.12
Entrepreneurial Creativity	997	0.13	114	0.14	217	0.13	872	0.13	22	0.1	431	0.13	680	0.13

Service	1056	0.14	111	0.14	236	0.14	894	0.13	37	0.16	447	0.13	720	0.14
Pure challenge	995	0.13	96	0.12	217	0.13	843	0.13	31	0.13	423	0.13	668	0.13
Life Style	999	0.13	104	0.13	214	0.13	863	0.13	26	0.11	436	0.13	667	0.13

In terms of distribution( see Table 3 and Figure 2 ), the most prevalent career orientation dimension among male academic professional was found to be Service/ Dedication to a cause (with a raw summated score of 1,056). While the most dominant dimension among female academic professional was Entrepreneurial creativity dimension (with a raw summated score of 114(14%)) closely followed by autonomy/Independence, service/ Dedication to a cause and life style orientations (with a raw summated scores of 112 (13%) ,111(13.5%),104(13%) respectively). The least prevalent dimension in both the male and female respondents is the General management orientation.

The dominant career orientation dimension for all the academic levels considered and across different marital statuses was found to be Service/ Dedication to a cause. A higher percentage of female respondent were found to be inclined to autonomy/independence and general management anchors. And an equal percentage ( both 13%) of women and men were found to be life style oriented.

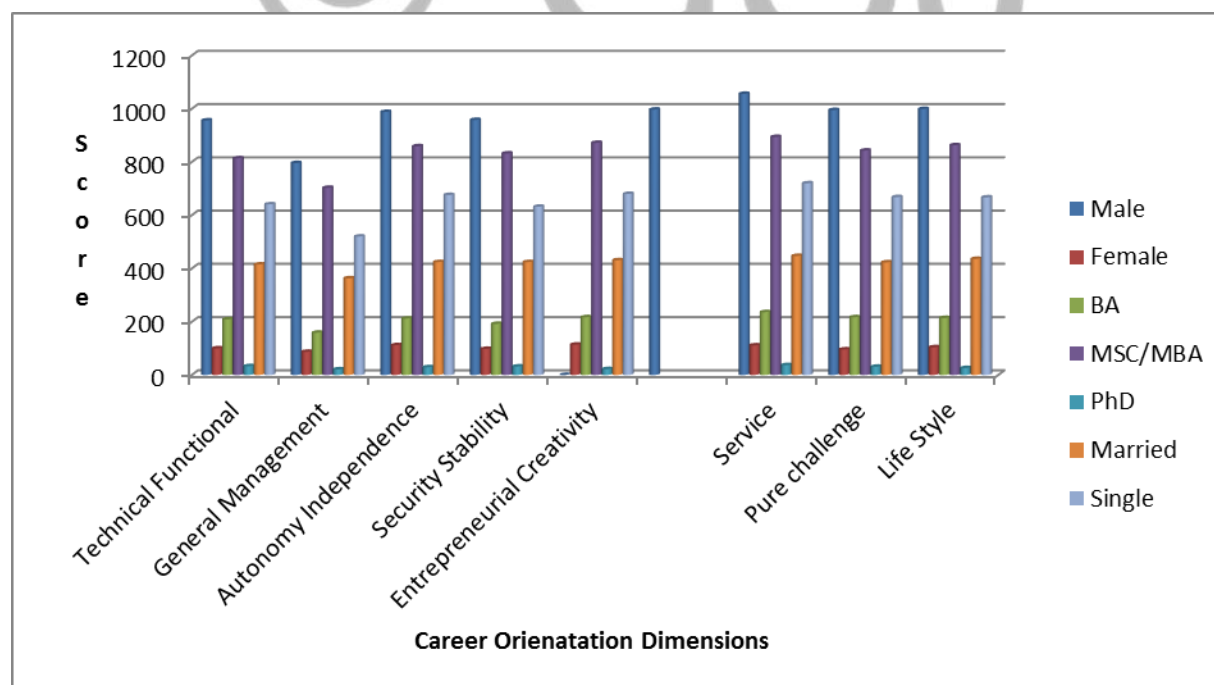


Figure 2 . Relative distribution of the career orientation Dimensions by sex, Academic Level. and Marital Status

Table 4 Reliability coefficient for career orientation dimensions.

Dimension	Number of items	Cronbach's Alpha
Technical Functional	5	0.569
General Management	5	0.544
Autonomy		0.644
Independence	5	
Security Stability	5	0.766
Entrepreneurial		0.7
Creativity	5	
Service	5	0.8
Pure challenge	5	0.724
Life Style	5	0.649

The reliability coefficient which measures the internal consistency of the items used to measure career orientation is found to be greater than .5 for all the dimensions.

Table 5 Correlation among the career orientation dimensions.

	TF	GM	AI	SS	EC	SD	PC	LS
TF	1	.197**	.356**	.229**	.289**	.162**	.279**	.253**
GM		1	0.089	0.065	0.021	0.04	.212**	0.066
AI			1	.115*	.400**	.297**	.236**	.235**
SS				1	.334**	.237**	.142**	.326**
EC					1	.380**	.310**	.301**
SD						1	.503**	.382**
PC							1	.317**
LS								1

\*\* . Correlation is significant at the 0.01 level (2-tailed). \* . Correlation is significant at the 0.05 level (2-tailed).

A bivariate correlation was conducted to check the strength of association among the eight dimensions. And the results indicated that the entire dimensions are positively correlated with each other. The strongest positive correlation ( $p < 0.01$ ) was observed between service/Dedication to a cause and pure challenge dimensions. The pure challenge and the autonomy independence orientations were found to have a significant correlation ( $p < 0.01$ ) with all the seven dimensions. The life style, service/dedication to a cause, security stability, and entrepreneurial creativity dimensions were significantly ( $p < 0.01$ ) related with other dimensions but their correlation with general management

orientation was not significant. The general management dimension was significantly ( $p < 0.01$ ) correlated with the pure challenge orientation only.

Table 6 Correlation among the career orientation dimensions and selected background variables.

	Sex	Marital Status	Academic Level	Age
Sex	1	.195 <sup>**</sup>	.126 <sup>**</sup>	-0.074
Marital Status	.	1	-.316 <sup>**</sup>	-0.072
Academic Level			1	.084 <sup>*</sup>
Age				1
Technical Functional	-0.03	.123 <sup>**</sup>	-0.026	-.096 <sup>*</sup>
General Management	-0.012	0.007	0.035	.088 <sup>*</sup>
Autonomy Independence	0.015	.164 <sup>**</sup>	-0.04	-0.036
Security Stability	-0.074	0.076	0.047	-0.006
Entrepreneurial Creativity	0.026	.146 <sup>**</sup>	-.088 <sup>*</sup>	0.066
Service	-0.056	.185 <sup>**</sup>	-0.057	-0.045
Pure challenge	-.127 <sup>**</sup>	.160 <sup>**</sup>	-0.059	-0.026
Life Style	-0.06	.111 <sup>*</sup>	-0.058	-.084 <sup>*</sup>

<sup>\*\*</sup>. Correlation is significant at the 0.01 level (1-tailed).

<sup>\*</sup>. Correlation is significant at the 0.05 level (1-tailed).

The bivariate correlation made to check the association between background variable and the career orientation dimension revealed that the relationship between sex and most of the dimension is not significant except the negative correlation it has with pure challenge (significant at  $p < 0.01$ ). Marital status was found to have a significant ( $p < 0.001$ ) correlation with Technical Functional, Autonomy Independence, Security Stability, Entrepreneurial Creativity, Service and Pure challenge and significant positive correlation ( $p < 0.05$ ) for Life style but it had no significant association with the general management anchor. Academic level is negatively and significantly ( $p < 0.05$ ) correlated with entrepreneurial creativity. Age is negatively and significantly ( $p < 0.05$ ) correlated with Technical Functional orientation and it also had a significant ( $p < 0.05$ ) positive relationship with general management anchor.

Table 7 Relationship between Career orientation and selected variables.

Results of ANOVA. (a)

TF		GM		AI		SS		EC		SD		PC		LS	
F	Sig.	F	Sig.	F	Sig.	F	Sig.	F	Sig.	F	Sig.	F	Sig.	F	Sig.

Academic Level	3.815	0.01	0.525	0.666	1.016	0.385	2.798	0.026	2.035	0.108	2.589	0.053	1.374	0.25	1.036	0.377
Marital Status	5.031	0.002	6.426	0	8.292	0	3.178	0.014	4.118	0.007	8.339	0	3.621	0.013	2.901	0.035
Sex	2.201	0.087	1.151	0.328	2.989	0.031	0.614	0.652	0.862	0.461	0.7	0.553	3.751	0.011	3.227	0.023

Analysis of variance (ANOVA) ( see table 7.a ) made to check the variation of the career orientation dimensions across academic levels, gender and marital status revealed that academic level differed with technical / Functional competence orientation ( $F=3.815$ ,  $p < 0.05$ ) and the security stability orientation ( $F=2.79$ ,  $p < 0.05$ ). Significant ( $p < 0.005$ ) difference was observed in terms of marital status for all the dimensions. Difference in terms of age was observed for the autonomy/ independence ( $F=2.98$ ,  $p < 0.05$ ), pure challenge ( $F=3.75$ ,  $p < 0.05$ ) and life style orientations ( $F=3.23$ ,  $p < 0.05$ ).

Results of a chi-square analysis. (b)

	Plan to Stay			Satisfaction		
	$\chi^2$	df	Sig.	$\chi^2$	df	Sig.
TF	5.392	12	0.944	31.54	12	.002 <sup>*</sup>
GM	28.527	12	.005 <sup>*</sup>	17.793	12	0.122
AI	16.522	12	0.168	23.26	12	.026 <sup>*</sup>
SS	26.436	16	.048 <sup>*</sup>	22.932	16	0.116
EC	27.765	12	.006 <sup>*</sup>	45.285	12	.000 <sup>*</sup>
SD	25.761	12	.012 <sup>*</sup>	63.035	12	.000 <sup>*</sup>
PC	31.913	12	.001 <sup>*</sup>	48.958	12	.000 <sup>*</sup>
LS	17.338	12	0.137	23.611	12	.023 <sup>*</sup>

\*. The Chi-square statistic is significant at the .05 level.

Chi-square test of independence (see table 7.b) was performed to understand the nature of relationship between satisfaction and respondents plan to stay in their respective academic institutions with the career orientation dimensions. The results indicated that respondents plan to stay has a significant ( $p < 0.05$ ) relationship (dependence) with general management ( $\chi^2=28.5$ ), security /stability ( $\chi^2=26.43$ ), entrepreneurial creativity ( $\chi^2=27.76$ ), Service/ Dedication to cause and pure challenge ( $\chi^2=31.91$ ). And satisfaction was found to be not significantly related ( $p < 0.05$ ) with general management ( $\chi^2=17.79$ ), security /stability ( $\chi^2=22.93$ ).



## Discussions

The results of the study basically confirms to Scheins (1978, 1987) assertion that individuals career aspiration and values are defined by a diverse set of career typologies. Academic professionals in the study had a multiple set of values, needs and motivations syndromes that acted to affect what they looked for in life and what they wanted from their job. However unlike Scheins (1972,1987) conclusion that an individual is anchored by only one career orientation which remains stable throughout his /her career, the study revealed similar to Feldman and Bolino (1996) that a closely rated cluster of career values tend to play an important role in the career life of academic professionals.

The most prominent career orientation which, in relative terms, showed a high score among academic professionals turned out to be service/ dedication to a cause. Individuals anchored in service/ dedication to a cause dimension primarily seek to see others changed by their efforts and they have a strong desire to change others and to make the world a better place for others. Finding of the study also reveals that service/ dedication to a cause is the dominant career orientation among a sample of accounting professionals in various organizations in Ethiopia. This indicates that the bulk of the career self concept of professionals in Ethiopia seems to revolve around on the fundamental notion of being of service to others and changing others.

Although further study needs to confirm consistency of this finding across a variety other professionals, the finding of the study indicate that academic professionals consider their service to others as the overriding concern in their career. The results of the study is quite in line with assertion that education is seen as a field that improves the lives of others (Riordan & Louw-Potgieter, 2011 cited in Ünala nd Gizir,2014).

Moreover, consistent with Counsel's (1999) findings that most Ethiopians consider economic, social and political situations as a major factors influencing their career- related thoughts and decisions, the relative predominance of the service/ dedication to a cause anchor among the sample professionals appears to be related to the feeling of indebtedness that these professionals have to the society in which they reside ( Asegid 2000) .

The other important career orientation dimension which was closely ranked with service/ dedication to a cause is entrepreneurial creativity. Individuals with such an orientation are strongly motivated by the desire to start their own businesses and create new things. This basically indicates, that academic

professional are strongly motivated by the desire to use their knowledge and vested experience in generating new project ideas and creating new technologies for the benefit of themselves and others.

Moreover two other important dimension which seemed to have an influence on personal career of academic professional were found to be life style and autonomy independence dimensions. The life style dimension describes professional who are primarily interested in integrating their life concern with the demands of the job. And the autonomy independence orientation, indicates professionals desire to work in an environment free of organizational constraints The finding in this regard is similar to other research findings that have showed that intellectual freedom, pursuing personal interests, and autonomy were the most compelling attractors to academic work (Lindholm, 2004; Rabe & Rugunan, 2011 cited in Ünala nd Gizir,2014).

The findings of the study also indicated a difference in career orientation dimensions based on gender of academic professionals. To this end female academic professional, unlike the findings of Kim (2003) indicate a strong desire for entrepreneurial/creativity dimension. And this probably was due to the fact that the majority (almost 90%) of the female respondents were single and the issue of life style integration has not yet anchored as the central component of their career orientation.

Further similar to other studies ( Igabria et al,1991, Ünala nd Gizir,2014 , and Erdogmusü 2003) the findings of the study indicate that, service / dedication to a cause and autonomy independence career orientation are important in defining career desire of female professionals . These orientation basically indicated that, similar to their male counterparts, female academic professional are also heavily motivated by the desire to be of service to others and by a work environment where their autonomy/independence is not compromised.

Similar to the findings of Peterson and Roger (2013) the study indicates a degree of positive and significant correlation among the eight career orientation dimension of academic professionals. This basically, supports the notion that a cluster of career orientation dimensions complement in shaping the subjective career desire of academic professionals. This further indicates that the career decision making pursuit of academic professional is significantly influenced by the complex interplay among a variety of career desires and values.

The results relating to the relationship of plan to stay and satisfaction variables and the career orientation dimension was found to be consistent with the findings of ( Igabria et al 1991, and Danzinger and

Valency 2006) . Most of the career orientation dimensions (except the relationship between plan to stay and Autonomy/independence dimension and general management and security stability dimensions with satisfaction) have a significant dependence relationship with plan to stay and satisfaction. This basically indicates that the career/ job satisfaction of academic professionals and their desire to stay or leave their institutions is dependent on the interpenetrative interactions among their subjective career desire , the job setting and the work environment.

## **1 Conclusion and recommendation.**

This study was initiated to investigate the distribution of career orientation among academic professionals in SNNPRS, Ethiopia. The findings of the study indicated that the dominant career ordination of academic professionals in SNNPRS ,Ethiopia is Service / dedication to a cause. However, these professionals are also motivated by a cluster of closely rated career orientation dimensions. The study basically indicated that, quite a diverse set of motive, needs and values make up the career self concept of academic professional .

The results of the study may have important implication for management practice and future research. One of the important managerial implications is that mangers at different levels should be cognizant of the fact that career development is an activity that must be practiced both at organizational and individual level. The notion that career development of employees should be limited to career path progressions and salary increases has little place and acceptance in today's work environment. The human resource strategies and policies of academic institutions, in this regard, should be designed in light of organizational and individual aspect of career development.

The other important implication of the study is that managers of academic institutions should pay close attention to the congruence or match between career orientation , job setting and the reward and benefits of these professionals . In this regard as Shcein (1987) notes, individuals with different career anchor have widely different preferences for the kind of pay, benefits, and recognitions they want. To the extent that companies can design organization wide benefit s system to meet the needs of the dominant profile of their employees they will be better able to motivate the kinds of work effectiveness, role performance and longevity they desire from employees (Feldman and Bolino, 1996)

The study also has an important implication for academic professional. As indicated earlier in this section career development is not a task that is entirely left to academic institutions. Academic

professional can also be part of the process by indulging in a personal career assessment practices which can help them better understand the motives driving their career choices and future decisions.

Future research is required to investigate the stability of the identified career orientation dimension over a longer period of time. The distribution of career orientation dimension among married and single women should also be investigated by taking a representative number of samples.

The variation of career orientation dimension among professional in various field of study and varying years of work experience should also be the subject of future research.

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