

Full Length Research Paper

Impact of career salience on universities teachers' job involvement: A study on public and private universities in Pakistan

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The purpose of this study was to investigate the impact of career salience on universities teachers' job involvement. The nature of the study is cross-sectional and co-relational. Data were collected through questionnaire and sample size was 100 teachers working as professor, associate professor, assistant professor and lecturer in public and private universities. Correlation and regression test were applied on data. The results indicated that there is a significant relationship between career salience and job involvement of public and private university teachers together. There is a positive relationship exist between the career salience and job involvement for public and private university teachers. Another result is based upon gender where correlation between career salience and job involvement for male and female university's teachers is highly significant. Moreover, the association between career salience and job involvement for lecturer, assistant professor, associate professor is quite significant.

Key words: Career salience, career significance, job involvement, job satisfaction, university teachers.

INTRODUCTION

Career salience is about occupational choice, importance of career role concerned to the other affairs of life and career significance (Savickas, 2001), whereas job involvement is morale, motivation and job satisfaction which enhanced the job interest, job commitment and performance (Evans, 2000). According to Khan (2004), Pakistan is developing country and teaching as career examined by economic and non-economic aspects, remunerations and incentives must be satisfactory to fulfill the fundamental human wants like gastronomy, health, clothes, shelter, vehicle, and education. Therefore, in general the job involvement is effectively related with personal and social needs, relationships and expertise at work also the career choice, professional growth and

atmosphere are key factors to motivate a person to become a teacher. Cooman (2007) described that teaching as a career based on inspiration and it pushes a person to participate as a teacher. This inspiration has strong influence towards job interest, importance and personal satisfaction. According to Noordin et al. (2008), the relationship between career choice and job involvement is very important for a teacher and lack of this relationship is the cause of low job interest, satisfaction and low loyalty level towards the organization. The outcomes of job satisfaction are very dramatic that is strong and positive behavior of teacher towards quality work, job involvement, administrative contributions and performance.

In Pakistan, although teachers have dominating role in the universities to assess the quality of education, research and publications and development for advanced learning but not fully recognized (Nadeem, 2008). The growth in higher education form last two decades is dramatic in Pakistan, currently 132 public and private higher

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education commission recognized universities working in 2010, including 73 public and 59 private sector universities. On other side population also rapidly growing, according to population clock of federal bureau of statistics, Pakistan, population of Pakistan is approximately 169,291,000 in April 2010. Therefore, by analyzing the trends in demographic and universities growth and demand of current situations, the skilled and talented professionals (teachers) required accomplishing the requirements of nation and education sector as teacher is key element in the development of individuals, institutions and nations.

Career selection and job commitment as a teacher is critical to satisfy own-self and fulfill the demographic and professional requirements, especially in Pakistan where teaching profession is facing many disappointments, as Nadeem (2008) argued that teachers have no power and authority to be the part of managerial decision-making particularly in official affairs, standard operating procedures, financial strategies, academic policies, allocation of resources and future plans and, Khan (2004) described, teachers have small influence and supremacy than other occupations in the society of Pakistan .

Currently, in Pakistan, universities struggling against the problems of skilled work force, student intake, course development, finance, resources, infrastructure and technological advancements (Nadeem, 2008). Therefore, the aim of this empirical study is to find out the significance of teaching career in Pakistani universities and teacher's job involvement as career knowledge can play a significant role in a teacher's life and enhanced job efficiency.

The significance of the study to improve the vision about career salience of university teachers as education and population is rapidly growing in Pakistan and there is huge desire of time to produce more qualified and skilled teachers. It will also help university teachers to explore career dimensions and practical approaches in their profession, this career salience enhance the job interest, satisfaction and involvement. Career salience helping fresh graduates and professionals to take the right decision about their career planning and in selection of occupation that is related to their interest, education and skills. Job involvement is based on the interest and satisfaction of teachers and career salience provide assistance to them for creativity and innovation in their field.

LITERATURE REVIEW

Career salience

In the mid of 20th century, many firms and businessmen recognized the importance of career for an employee, and to retain their services these enterprises made strategic changes to enhance their loyalty and working skills by starting career development programs (Wenxia, 2008).

The socioeconomic position and way of life of an individual is strongly associated with obtained education and qualification directly influences the career salience (career path, significant and choice), so, the significance of education always matter in career development (Moya et al., 2000).

There is a small prospect for occupational development in the teaching career in Pakistan and teacher's performance is limited because of less training and career development (Khan, 2004), therefore, awareness and knowledge for career development is compulsory for professionals as Patton (2001) found that career development helps an individual before joining the occupation till giving up work. It contains the understanding, analysis of available resources, analysis of facts, required planning, contingency planning, goal settings and achievement of targets. All these aspects improved an individual's behavior and attitude towards the practical decision making about career development that is suitable of an individual and acceptable by the society. Therefore, the career counseling is necessary for young professional to opt appropriate job as Shehan (2007) described that career consultants can advise individuals to choose suitable occupation matching with their educational, social and economic background.

Practical approach for career planning has huge impact on a personality and this practical attitude produced high quality employees and serves society. Thus, the career planning and development must be the part of curriculum from high school level to provide guidelines and practical approach about future planning to young and professionals with out gender discrimination (Claes, 2003). As far as women are concerned career consultants very helpful for them to make powerful by giving suitable advice which enables females to manage family work life balance, working conditions, male domination, job status new challenges of professional life (Shehan, 2007).

Job involvement

Job involvement related with the detailed knowledge about the profession, working conditions, the wages, the characteristic of job, gender supremacy at work, the level of joblessness in the career and the major age group in the occupation Athanasou (2003). Job involvement for teachers based on motivational aspects like transparent employment mechanism, performance and merit based promotions and unbiased administration (Khan, 2004). Job involvement calculated by employee's abrupt responses to the work and these responses generated by norms, structures and policies of the organization, it also enhanced the satisfaction, loyalty and motivation towards organization (Salami, 2008)

Organization's point of view for Job involvement is the major factor to encourage employees and retain and create competitive advantages. So, for the growth and

development of organizations, the employee's involvement with job is very valuable to put all energies and capabilities at work (Wenxia, 2008). Therefore, organizations have to allocate resources and time to enhance job commitment and involvement to keep employees as diligent workers (Hafer, 2006). On the other side employee's view is the working conditions must match with their life patterns and it enhanced the quality of work and life as well. Motivational factors for job involvement push people to dedicate themselves for workplace (Wenxia, 2008).

In Pakistan, generally university administration ignoring the certain criteria like rules, policies, procedures, situation handling and negotiations, also promoting nepotism, wrong understandings and information (Nadeem, 2008). So, the career knowledge plays significant role for job involvement, it control ambiguities and difficult situations accrues at the time of career choice in the life of an individual. It enhances the level of satisfaction and confidence of an employee by analyzing the possible motivational factors and outcomes (Athanasou, 2003).

The key responsibility of administrators to handle the conduct of recognizing, estimating, and developing employees (Hafer, 2006) and awareness about the career enhanced the job involvement and job commitment of employees and performance and stability of employers (Wenxia, 2008). Therefore, the examination and evaluation of all factors (salary, job satisfaction, job security, professional growth etc) decrease the level of vagueness and lead to job involvement and satisfaction (Athanasou, 2003).

Research objectives

- 1) To study the effect of career salience on job involvement of University teachers of public and private Universities in Pakistan.
- 2) To study the nature of association between career salience and Job Involvement with respect males and females.
- 3) To study the nature of association between career salience and job involvement with respect to lecturer, assistant professor, associate professor, and professor.
- 4) To study the relationship between the Public University Teachers and Private University teachers with respect to Career Salience and Job Involvement.

Research question

Is there a relationship between career salience and job involvement?

Hypothesis

H₁: There is a relationship between career salience and job involvement.

H₂: There is no relationship between career salience and job involvement.

Variables

There are two variables in present study, independent variable is career salience and dependent variable is job involvement. This study will find out the relationships between career salience and job involvement.

METHODOLOGY

This study was aimed at exploring the relationship between career salience and job involvement of university's teachers in Pakistan. The nature of the study is co-relational and cross-sectional. Population of the study is all the universities public or private in Pakistan. The data for this study is primary and primary data was gathered through questionnaires (Appendix). Seven questions were about career salience that is career choice, career significance and nine were about job involvement that is job interest, job commitment, and job satisfaction. Questionnaire was made on 5 point likert scale to verify the impact of career salience on universities teachers' job involvement (Appendix Tables 1 and 2). Convenience sampling was used to collect the data.

RESULTS AND ANALYSES

The present study aims to investigate the effect of career salience on Job involvement of university teachers at different teaching positions in public and private universities in Pakistan. This study is going to compare effect of career salience on job involvement between males and females teachers.

The data was first analyzed by applying first correlation then regression. Correlation and regression was used to find out the effect of career salience on employees' job involvement with respect to different teaching positions and also to check the variations between male managers and female managers at public and private universities in Pakistan.

Bivariate analysis

Bivariate analysis has been carried out in order to study the relationship between dependent and independent variables. For bivariate analysis both correlation and regression have been used. Correlation coefficient has been computed to identify the significance of existing relationship between career salience and job involvement. The results are shown in Table 1. Since p value is less than 0.01, so test results are highly significant. As a result, the study refuse null hypothesis. In other words, the sample data support the alternate hypothesis and relationship between variables in the sample also holds for the population as well. It means that the study generalize the sample results for entire population.

Another correlation coefficient was computed to derive

Table 1. Correlation between job involvement and career salience.

		Jl (job involvement)	CS (Career salience)
Jl	Pearson correlation	1	0.510(**)
	Sig. (2-tailed)		0.000
	N	100	100
CS	Pearson correlation	0.510(**)	1
	Sig. (2-tailed)	0.000	
	N	100	100

** Correlation is significant at the 0.01 level (2-tailed). $r_{CSJl}(100) = 0.510$; $p < 0.01$

Table 2. Correlation between male and female university teachers with respect to career salience and job involvement correlations.

Gender			Jl	CS
Male	Jl	Pearson correlation	1	0.440**
		Sig. (2-tailed)		0.000
		N	66	66
	CS	Pearson correlation	0.440**	1
		Sig. (2-tailed)	0.000	
		N	66	66
Female	Jl	Pearson correlation	1	0.701**
		Sig. (2-tailed)		0.000
		N	34	34
	CS	Pearson correlation	0.701**	1
		Sig. (2-tailed)	0.000	
		N	34	34

** Correlation is significant at the 0.01 level (2-tailed). $r_{JlCSm}(100) = 0.440$; $p < 0.01$.

the relationship between Male and Female university teachers. The results are shown in Table 2. Since p value is less than 0.01, so test results are highly significant. Therefore, the studies reject our null hypothesis and accept our alternate hypothesis. For females, the correlation equation is:

$$r_{JlCSf}(100) = 0.701; p < 0.01.$$

Since p value is less than 0.01, so test results are highly significant.

$$r_{CSJl \text{ Lecturer}}(100) = 0.545; p < 0.01,$$

since p value is less than 0.01, so test results are highly significant for lecturers.

$$r_{CSJl \text{ Assistant professors}} = 0.634; p < 0.01,$$

since p value is less than 0.01, so test results are highly significant for the assistant professors.

$$r_{CSJl \text{ Associate Professor}} = 0.215; p > 0.01,$$

since p value is more than 0.01, so test results for associate professors is not highly significant.

$$r_{CSJl \text{ Professor}} = -0.474; p > 0.01,$$

since p values is more than 0.01, so test results for professors are not significant at all.

It is shown in the Table 4 that $r_{PublicJlCS}(100) = 0.533$; $p < 0.01$, since p value is less than 0.01, so test are highly significant for public university teachers. For private university teachers from the table it is evident that $r_{JlCSPrivate}(100) = 0.487$; $p < 0.01$. Since p value is less than 0.01, therefore test results are highly significant. Therefore, for private and public university teachers correlation values support our alternate hypothesis.

Regression

Regression between career salience and job involvement.

Table 3. Correlation among lecturers, assistant professors, associate professors and professor.

Job position			JI	CS
Lecturer	JI	Pearson correlation	1	0.545**
		Sig. (2-tailed)		0.000
		N	54	54
	CS	Pearson correlation	0.545**	1
		Sig. (2-tailed)	0.000	
		N	54	54
Assistant professor	JI	Pearson correlation	1	0.634**
		Sig. (2-tailed)		0.002
		N	21	21
	CS	Pearson correlation	0.634**	1
		Sig. (2-tailed)	0.002	
		N	21	21
Associate professor	JI	Pearson Correlation	1	0.215
		Sig. (2-tailed)		0.350
		N	21	21
	CS	Pearson correlation	0.215	1
		Sig. (2-tailed)	0.350	
		N	21	21
Professor	JI	Pearson correlation	1	-0.474
		Sig. (2-tailed)		0.526
		N	4	4
	CS	Pearson correlation	-0.474	1
		Sig. (2-tailed)	0.526	
		N	4	4

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

Table 4. Correlation between public University teacher and private University teachers with respect to career salience and job involvement.

Sector			JI	CS
Public	JI	Pearson Correlation	1	0.533(**)
		Sig. (2-tailed)		0.000
		N	45	45
	CS	Pearson Correlation	0.533(**)	1
		Sig. (2-tailed)	0.000	
		N	45	45
Private	JI	Pearson Correlation	1	0.487(**)
		Sig. (2-tailed)		0.000
		N	55	55
	CS	Pearson Correlation	0.487(**)	1
		Sig. (2-tailed)	0.000	
		N	55	55

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

Table 5. Model summary.

Model	R	R ²	Adjusted R ²	Change statistic				
				ΔR^2	ΔF	df1	df2	Sig. ΔF
1	0.510(a)	0.260	0.252	0.260	34.372	1	98	0.000

(a) Predictors: (Constant), CS. (b) Dependent Variable: JI

Table 6. ANOVA.

Model		Sum of squares	Df	Mean square	F	Sig.
1	Regression	9.644	1	9.644	34.372	0.000(a)
	Residual	27.498	98	0.281		
	Total	37.143	99			

a) Predictors: (Constant), CS. b) Dependent Variable: JI

Table 5 illustrate that the value of R^2 is 0.260 which is equal to 26%. This means that the independent variable career salience is accounting for 26% of variation in the dependent variable that is job involvement.

$$F(1, 48) = 34.372; P < 0.01$$

Since the value of p is less than 0.01, the study can say that the overall effect of this independent variable is highly significant. Therefore, the study can generalize the results of sample to predict for the entire population (Table 6).

$$Y = b_0 + b_1 CS$$

$$Y = 1.637 + (0.620)$$

This value shows that a unit increase in CS of a University teacher, increases job involvement by 0.620 units. Table 7 illustrates that CS is a significant predictor of job involvement. And the study can generalize the results for entire population.

DISCUSSION, CONCLUSION AND IMPLICATIONS

Findings of the study of relationship between career salience and job involvement provide a convincing support to the argument that career Salience has significant relationship with job involvement of university teachers of private and public universities. And career salience has a positive relationship with job Involvement as supported by (Athanasou, 2003) that the career knowledge plays significant role for job involvement, it control ambiguities and difficult situations accrues at the time of career choice and enhanced the level of satisfaction and confidence in the life of an employee.

Most of the respondents are agreed with this argument that they are getting help from career salience to maintain their job involvement as Khan (2004) found that in Pakistan career choice, professional growth and atmosphere are motivational factors for a teacher and fulfillment of personal and social needs, development in relationships and expertise enhanced the job involvement. But when the studies compare the results of lecturer and assistant professors, associate professors and professor, there is deviation in the results with respect to usage of career salience in job involvement. More especially professor's career salience is developing negative relationship with the job Involvement.

The reason could be that there were only four professors who have participated in the study. Less number of professors and usage of convenience sampling to collect the data could be the main factors in contributing towards the negative relationship between career salience and job involvement in the case of professors. Other than professor, teachers on other job positions are competent to develop significant relationship between career salience and job involvement as explained by (Wenxia, 2008) career awareness enhanced the job involvement and job commitment of employees and improved the performance and stability of employers. Female University teacher's job involvement is more derived from career salience as compare to male university teachers as Shehan (2007) discovered that career knowledge in females enhanced the job commitment, personality growth, information sharing, professional maturity and performance.

On the whole the study has discovered that career salience could be helpful in involving the job. More well-defined career is going to develop sound relationship with job Involvement. It could be possible reflection of female

Table 7. Coefficients.

Model	Unstandardized coefficient		Standardized coefficient	t	Sig.	95% CI for B		Collinearity statistic	
	B	Std. error	Beta			Lower bound	Upper bound	Tolerance	VIF
1 (Constant)	1.637	0.386		4.245	0.000	0.872	2.402		
CS	0.620	0.106	0.510	5.863	0.000	0.410	0.829	1.000	1.000

a) Dependent Variable: JI

occupational preference as far as career of teaching is concerned in Pakistan. Overall, in the present study all null hypothesis is rejected and alternate hypothesis is accepted.

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APPENDIX

Questionnaire for universities teachers

1. Gender (Please tick one)

Male
Female

2. Nature of job (Please tick one)

Permanent base
Contractual base

3. Job position (Please tick one)

Lecturer
Assistant Professor
Associate Professor
Professor

4. Job experience (Please tick one)

Less than two years
More than two years

5. Organization sector (Please tick one)

Public
Private

Table 1. Career salience

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My career choice is a good occupational decision for me.					
2. My career enables me to make significant contributions to society.					
3. The career I am in fits me and reflects my personality.					
4. My education and training are not tailored for this career.					
5. I don't intend changing careers.					
6. All the planning and thought I gave for pursuing this career are waste.					
7. My career is an integral part of my life.					

Table 2. Job involvement.

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My job means a lot more to me than just money					
2. The major satisfaction in my life comes from my job.					
3. I am really interested in my work					
4. I would probably keep working even if I did not need the money.					
5. The most important things that happen to me involve my work.					
6. I will stay overtime to finish a job, even if I am not paid for it.					
7. For me the first few hours at work really fly by.					
8. How much do you actually enjoy performing the daily activities that make up your job?					
9. How much do you look forward to coming to work each day?					