

A Study on Motivational Aspects of Plateaued Faculty Members in Educational Sector

Mrs. Marka Bhavani, School of Management Studies, JNTU, Hyderabad, bhavanim79@yahoo.com

Dr. V. M. Prasad, Chairman Board of Studies, School of Management Studies, JNTU, Hyderabad

Abstract

The job of most of the faculty members is filled with boring and routine tasks, which leads to a sense of loss and thus they become skeptical about finding fulfillment in their career. Sometimes they consider their present jobs and positions to be exceedingly valuable, but lack of administrative and managerial skills is hindering them to perform higher level jobs. Most of the career plateaued faculty members may experience demotivation and dissatisfaction which may cause higher turnover. The researcher here tries to find out the causes of career plateau among the faculty members and its impact. The researcher also tries to find the motivational factors that can influence plateaued faculty members in the Educational Sector.

Keywords : *Motivational Aspects, Career Plateau, Factors, Benefits*

Introduction

Many Researchers and Management professionals in an organizational career have suggested that plateau is fast becoming a critical managerial and organizational issue which needs to be managed properly to avoid employee discontent (Tremblay and Roger, 2004). Tremblay et al (1993) say that career plateau has been used as an antecedent to many undesirable work outcomes such as low satisfaction, high stress, poor performance and other withdrawal symptoms. Career plateau has the potential to cause discomfort among the employees because of the lack of continued upward progression that is considered as a yard stick to measure employee's performance. Thus career plateau leads to poor performance. Bardwick (1988) states that the major drive for career plateau is the increase in competition for higher level positions. The causes are often difficult to pinpoint, but the realization is at its best, discouraging. In fact, over the course of everyone's career, few dilemmas will create as many internal struggles, in giving rise to a feeling that a job no longer meets your needs neither professionally nor personally. For many employees a time comes, when all career movement ceases. Some feel unchallenged, while others simply don't have the motivation to move upward. It is the management's responsibility to draw out the best from their faculty members at such times.

Most of the definitions of career plateau are initially based on absence or lack of vertical and horizontal promotional opportunities within an organization. Feldman and Weitz (1988) revised the definition of career plateauing in order to describe the condition in which "The likelihood of receiving further assignments of increased responsibility is low".

Literature Review

Ference, Stoner and Warren (1977) defined a Career plateau as "the point where an employee's

likelihood of additional hierarchical promotion becomes unlikely". Bardwick (1986) has expanded the concept and suggested that career plateauing took two basic forms, Structural and Job Content plateaus. Structural plateau reflects the point when it is unlikely that an employee will receive additional hierarchical promotions. Job content plateaus arise from frustrations with developmental aspects of jobs, in that, it is the point where an individual is no longer challenged by his or her work or job responsibilities, a type of plateau that can occur regardless of advancement opportunities. Allen et al (1999) found that those who encountered job content plateaus tend to have lower satisfaction and lower commitment. Although no hard and fast criteria defines when a person is plateaued. Job Change, not age, is regarded as a salient variable. Daniel J Penkar, Rajesh Kumar Agarwal (2012) The Major finding of this study is that career plateau is a major contributing factor of employees dissatisfaction, organization commitment and employee turnover. Technical staffs have more career plateau.

"Plateaued employees could stem from boredom of routine work or just plain complacency. Very often, external stimulators such as excitement of new work or a hard reality session can help yank the employee out of his stupor," reasons G Ravindran, CEO, and MD-SHRM. India occupies the second position in the Higher Education World, as an unprecedented growth has taken place in this sector, besides this sector has faced innumerable challenges during the last five decades.

The research, exploring faculty members' motivational issues in India, shows that, they are poorly motivated and are dissatisfied with their living and working conditions. The following are the key reasons for dissatisfaction.

1. Low status in the society or recognition is very low in the society.
2. Poor work Environment or quality of work life.
3. Lack of career advancement opportunities.
4. Very high faculty pupil ratio.
5. Inadequate fringe benefits.
6. Irregular salaries to the faculties.

According to researchers these conditions are responsible for low faculty morale and the difficulty in attaching and retaining quality personnel in the faculty profession.

Objectives

1. To study the various factors that influence career plateau among faculty members
2. To know various motivational factors for plateaued employees.

HYPOTHESES

Hypotheses 1 : There is no significant association between Gender and Career Plateau.

Hypotheses 2 : There is no significant association between Martial Status and Career Plateau.

Research Methodology

Sample

Full Time University in service Professors / Associate Professors/ Assistant Professors are considered for data collection in Jawaharlal Nehru Technological University Hyderabad, Hyderabad.

Sample size

Out of 289 full time Professors/Associate Professors./Assistant Professors were approached for data collection, out of these only 106 valid responses were considered for data analysis.

Data was collected using questionnaire that consists of 6 major factors namely Environmental, Benefits, Routine, Promotional Ability, Institutional and Administrative Support. This instrument consists of 18 statements, and each statement is ranked by the respondents using 5-point Likert Scale ranging from Strongly Agree to Strongly Disagree.

Data Analysis

Reliability of the data in the current study is checked by Reliability Statistics. The Cronbach's Alpha is 0.734. (Note:-Reliability Coefficient of 0.70 or higher considered as 'acceptable' in most Social Science Research situations) as shown in Table 1.

We have also used Principal Component Analysis method. After applying the same on the data collected from the respondents, we got results which are presented in the tabular format as shown in Table 2.

As per Table 2 there are 6 factors which have Eigen value of 1 or more than 1. The last column in the table (looking at the cumulative Pct) shows that the six factors extracted together is 67.083% of the total variance. Hence we have reduced the factors from 18 to 6 and by doing so we have lost only about 32.917% of information contents, while 67.083% is retained by the 6 factors extracted out of the 18 original variables. So these first 6 factors are seen to be the most important factors for influencing the causes of Career Plateau.

FINDINGS

Factor 1 : Environmental

The rotated matrix has revealed that the respondents have perceived this factor to be the most important factor with the highest explained variance of 14.774%. Five out of eighteen variables adhere significantly to this factor. The researcher has named this factor as Environmental, as it includes (1) Adequate support from peers - 0.846, (2) Harmonious environment in our staff room - 0.718, (3) Encouragement by the institution to attend faculty development program - 0.700, (4) Career Advancement Opportunities - 0.609, (5) Encouragement to pursue work - 0.474.

Factor 2 : Benefits

The rotated matrix has revealed that the respondents have perceived this factor to be the next important factor, with the highest explained variance of 12.608%. Four out of eighteen variables load on significantly to this factor. Researcher has named this factor as Benefits as it includes (1) Refer Journals - 0.770, (2) Support to Present Papers - 0.729, (3) Reference books whenever needed - 0.693, (4) Career advancement opportunity - 0.497.

Factor 3 : Routine

The rotated matrix has revealed that respondents have perceived this factor comes next to Benefits which has the highest explained variance of 11.713%. Three out of eighteen variables load on significantly to this factor. Researcher has named this factor as Routine as it includes (1) Promotional Opportunity based on experience - 0.782, (2) Increments based on feedback - 0.781, (3) Increments based on qualification - 0.745.

Factor 4 : Promotional Ability

The rotated matrix has revealed that respondents have perceived this factor as another important factor with the highest explained variance of 11.558%. Three out of eighteen variables load on significantly into this factor. Researcher has named this factor as Promotional Ability, as it includes (1) Promotional Opportunity based on experience - 0.782, Increments based on feedback - 0.781, (3) Increments based on qualification - 0.745.

Factor 5 : Institutional

The rotated matrix has revealed that respondents have perceived Institutional as another important factor after Promotional Ability, with the highest explained variance of 8.350%. Two out of eighteen variables load on significantly into this factor. Researcher has named this as Institutional as it includes (1) Quality of the Students - 0.825, Institution encourages me for faculty development program - 0.728.

Factor 6 : Administrative Support

The rotated matrix has revealed that respondents have perceived that Administration support also plays an important role with the highest explained variance of 8.081%. Two out of eighteen variables adhere significantly to this factor. The researcher has named this factor as Administrative Support as it includes (1) Permission to go early - 0.807, (2) No Problem in Sanctioning Leave - 0.685 as shown in Table 3.

T-test is performed to test the difference in perception of the Gender in Career Plateau, as its significant difference is 0.359, but it showed no significant difference between male and female faculty in educational sector at 95% of confidence level. This indicates that the male and the female faculty don't differ in Career Plateau. In the above table t-test scores, mean and standard deviation are presented for Gender towards Career Plateau which features the Male and Female faculty. In this study, statistically, no significant difference has been found between men and women with respect to plateaued faculty. Hence hypothesis 1 is supported as shown in Table 4.

T-test is performed to test the difference in perception of the Marital Status, and the significant difference is 0.663 between married and unmarried faculty in the educational sector at 95% of confidence level. This indicates that the married and unmarried do not differ in Career Plateau (Table No.5). Also, in the case of Marital Status of Plateaued faculty, there is no significant difference between Married and Unmarried faculty. Hence, Hypothesis 2 is also accepted.

The following can be the Motivational Factors for Plateaued Faculty Members:

- 1) The institution must provide good Reward system and Increments on time.
- 2) Maintain Quality of Students.
- 3) The management should provide References books as well as provide research oriented study material.
- 4) Encouragement and support for further Qualification.
- 5) Salaries to be paid on Time.
- 6) Fringe Benefits.
- 7) Medical Leaves and Study leaves to be provided.
- 8) Institution must consider the faculty as an asset.

9) Training facilities must be given on time.

10) Management must support and encourage the faculty to present papers as well as to attend Faculty Development Programs'.

Conclusion

The impact of the Environment is more on Career Plateau of the faculty members. If Career Plateau is not addressed properly it may lead to dissatisfaction and high turnover of faculty. Hence the management of every Educational Institution has to take up motivational aspects to prevent this problem.

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Table 1. Reliability statistics

Cronbach's Alpha	No. of Items
.734	18

Table 2. Total variance explained

Component	Extraction Sums of Squared Loadings			Extraction Sums of Squared Loadings			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.578	25.434	25.434	4.578	25.434	25.434	2.659	14.774	14.774
2	2.359	13.104	38.538	2.359	13.104	38.538	2.269	12.608	27.382
3	1.745	9.695	48.232	1.745	9.695	48.232	2.108	11.713	39.095
4	1.190	6.610	54.842	1.190	6.610	54.842	2.080	11.558	50.653
5	1.157	6.430	61.272	1.157	6.430	61.272	1.503	8.350	59.003
6	1.046	5.811	67.083	1.046	5.811	67.083	1.454	8.081	67.083
7	.894	4.968	72.051						
8	.781	4.341	76.392						
9	.727	4.038	80.430						
10	.593	3.297	83.727						
11	.520	2.890	86.616						
12	.473	2.629	89.245						
13	.460	2.554	91.799						
14	.446	2.480	94.279						
15	.315	1.749	96.028						
16	.257	1.428	97.456						
17	.243	1.353	98.809						
18	.214	1.191	100.0001						

Table 3. Factor analysis : rotated component matrix

RR

	Component					
	1	2	3	4	5	6
Handle the same Subject			.789			
Implementing same Pedagogy			.867			
Following same reference Books			.657			
Same quality of the Students					.825	
Promotional opportunity based on experience				.782		
Increments based on feedback				.781		
Increments based on qualification				.745		
No problem in sanctioning Leave						.685
Permission to go early						.807
Reference books whenever needed		.693				
Support to present papers in Seminars / Conferences		.729				
Refer Journals for Personal/Library Usage		.770				
Harmonious environment in the staff room	.718					
Adequate support from peers	.846					
Institution considers me as an asset					.728	
Institution encourages me for faculty development programmes	.700					
Career Advancement opportunity	.609	.497				
Encouragement to pursue Research Work	.474					

Table 4. Gender difference in career plateaued faculty in educational sector

Factor	Male		Female		t-test	Df	Sig (2-tailed)	Results
	Mean	S.D.	Mean	S.D.				
Career Plateau	41.18	8.112	39.63	8.271	.922	104	.359	Accepted

Note :- Significant at 0.05

(Source : Primary Data)

Table 5. Marital Status of the plateaued faculty

Factor	Male		Female		t-test	Df	Sig (2-tailed)	Results
	Mean	S.D.	Mean	S.D.				
Career Plateau	40.43	7.775	41.18	9.020	438	104	.663	Accepted

Note :- Significant at 0.05

(Source : Primary Data)