

Career Success for Women in Higher Education Institution: The Factors Influencing the Success of Women Academician

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Abstract: An academician is said to be successful when he or she has become a professor, the highest level in the academic ladder. In other word, professor is deemed as successful as they have already established themselves in their area of specialisation. Career success can be also be classified into objective career success and subjective career success. The purpose of this research is to investigate the factors that influence the career success among women in the higher education institution in Malaysia by using individual, structural and behavioural approach. Specifically, the study focuses on University Teknologi Mara (UiTM), one of the largest Malaysian universities. Self-esteem, an individual factor and career success is found to be significantly related to each other in this research. A person who has a high self-esteem is more motivated and thus more likely to be committed in their career. Besides this, the person-organisation fit in structural approach is positively related with career success. This is because the chemistry between organisation and employee is very important in order for the employee to fully apply their values in the organisation. Apart from this, perceived organisational support, a structural factor is found to affect career success. For the employee to achieve success, organisation should show their supportiveness to employee in an effort to motivate them to work. Hence, the factors identified using individual, structural and behavioural approach could become a set of strategies in enhancing the effectiveness and career success among the female academician in the field of academic.

Key words: Career success, research universities, individual approach, structural approach, behavioural approach

INTRODUCTION

An academician is said to be successful when he or she achieves a professor level which is the highest level in academic ladder. The role or responsibilities as an educator can be classified into five which comprise teaching, supervising, publishing journal, conducting research, and involving in professional service (Abidin, and Ayudin, 2008). Now a days, as the career structure of an academician is rapidly changing, there is a need to examine a broader scope for career success. Some of the literatures suggest that the concepts of career success may be more dynamic than before (Hay and Hodgkinson, 2006).

Malaysia's number of women professor (16.9%) is found to be higher compared to other developed countries like Canada (14.5%), New Zealand (11.7%), United Kingdom (11.2%), Australia (10.9%) and Singapore (6.6%), (Singh, 2003). Even though, the percentage of women professor in Malaysia is slightly higher, this percentage is still considered less in academic area. There

are few researches conducted related to academics such as promotion policies in Australian universities, career advancement for women professors at Malaysia private universities (Arokiasamy *et al.*, 2011), mentoring impact on career success among the Master's of Business Administration (MBA) students (Bozionelos *et al.*, 2011; Stumpf, 2010), career progression of female academics in Australia and Mauritius (Thanacoody *et al.*, 2006) and the influence of family responsibilities towards career success study among the business school graduate (Mayrhofer *et al.*, 2008).

However, there are limited studies that examine the career success in academic especially in women context at the public universities. Hence, there is a need to further explore the factors or determinants that influence the academic career success for women in public universities. According to Tenth Malaysia Plan (RMK-10), the Malaysian government is trying to increase women's participation level in labour market and their contribution in decision making (EPU, 2015). In order to make this plan a success, there is a need to enhance the career success.

The purpose of this research is to find the factors that influence the career success among women in the higher education institution in Malaysia. This study focuses on University Teknologi Mara (UiTM) Puncak Alam, Shah Alam. The result of this research can be used to enhance the career success and status especially for women in the higher education which could eventually boost the Malaysian economy at the national and international level.

Literature review: Career success can be classified into two categories; objective career success and subjective career success. According to Seibert and Kraimer (2001), objective career success is referring to experience that one get from work which is observable such as promotions, wages and status in the organisation. On the other hand, subjective career success means evaluation from an individual towards their career development, accomplishments and predicted outcomes that relate with their own goals and aspirations (Seibert and Kraimer, 2001).

The factors related to human capital or individual approach are being used in this study based on the assumption that employers reward employees who invest in themselves (Orser and Leck, 2010). In others words, an employee would be rewarded by their employee when they enhance their capability in works by taking course or further studies in their scope of works. Other than this, structural approach which has three dimensions; person-organisation fit, organisational support and human resource practice is being applied in this study. The support that an employee get from organisation can actually help to overcome their barriers to achieve success. Human resource practice in the organisation is being examined in this study as the human resource policy can nurture and retain employee in organisation. When an employee can feel that they are being accepted in the company, they will be more motivated to work and become successful. Behavioural factor such as networking is important for career success. Networking is an action of a person to communicate with others to create a relationship that can enhance their opportunities to success.

Human capitals or individual approach (self-esteem, educational level, experience, personality factors) and subjective career success: Human capital and career success have resulted in positive relationship in many researches. The research of Blansett (2008) regarding women's career success has included human capital which consists of education and experience as a

predictor of a women's career success. The result from this research is showing that human capital variables have a positive correlation with objective and subjective career success. In the studies by Kammeyer-Mueller *et al.* (2007) on self-esteem and extrinsic career success resulted that self-esteem has caused a significant effect towards occupational prestige and income. The findings show that high self-esteem people tends to find jobs that provide them with prestigious, rewarding and high status. People with low self-esteem will only acquire jobs that are low-status due to their low self-worth perception.

Education is one of the dimension in human capital as through education, a person or an individual can acquire human capital that could subsequently predict salary and career advancement (Hurley and Sonnenfeld, 1998). Managerial career success also has positive relationship with education (Gattiker and Larwood, 1988; Hurley and Sonnenfeld, 1998).

Other than that experience is also one of the determinants in human capital; in order for individual to effectively function in their organisation. The experience will lead to improvement in variety of skills, abilities, insights and values (Orser and Leck, 2010). Experiences in work and investments towards education will probably increase the proficiency level to deal with the scenario in an individual's career (Okurame and Balogun, 2005).

Personality factor is also one of the determinants for career success and this is supported by Seibert *et al.* (1999.) In the studies by Seibert *et al.* (1999) there are five personal traits which are "neuroticism", "extraversion", "openness to experience", "agreeableness" and "conscientiousness". Thus, the following hypothesis is proposed:

- H₁: there is a significant relationship between human capitals or individual approach (self-esteem, educational level, experience, personality factor) and career success

Structural approach (person-organisation fit, organisational support, human resource practice) and subjective career success: As Tipu and Arain (2011) contend, managing human resource is vital in managing entrepreneur career success. Furthermore, the studies of Iplik *et al.* (2011) with regard to the simultaneous effects of person-organisation and person-job fit on Turkish hotel managers show a positive significant relationship between person-organisation fit and job satisfaction of managers. Thus, the chemistry between organisation and employee is vital in order to ensure the employee will fully apply their values in the organisation. As their values can

contribute to their work environment, it can increase the level of job satisfaction and the employee may get promoted by top-level management as they show their passion towards their job. Hence, the hypothesis below is proposed:

- H_2 : there is a significant relationship between structural approach (person-organisation fit, organisational support, human resource practice) and career success

Behavioural approach (proactive, networking) and subjective career success: Behavioural also can be a determinant of career success. In the studies by Barnett and Bradley (2007), proactive personality is one of the variables that is being studied in determining the career satisfaction of an individual. The proactive personality and career satisfaction is found to be positively related. Besides this, a study conducted by Barnett and Bradley (2007) reveal that the career management behaviour has positively impacted the career satisfaction. However, Rasdi *et al.* (2011) indicate that there is no relationship found between individual career management and proficiency in computer skill associated with career success (monthly salary). Moreover, they find that networking is insignificantly related with monthly income but is related with the number of promotion. On the other hand, study done by Arokiasamy *et al.* (2011) on career advancement in Malaysian private universities, contend that career success and networking in behavioral approach is negatively related. Thus, the following hypothesis is being proposed:

- H_3 : there is a significant relationship between behavioural approach (proactive, networking) and career success

In short, this study aims to investigate the factors or determinants based on three different approaches; individual, structural and behavioural approaches that could influence women academic career success.

Theoretical framework: As shown in Fig. 1 for the theoretical framework, the dependent variable is career success and the independent variables have three approaches which are individual, structural and behavioural. Each of the approaches has a few dimensions; individual approach or human capital (self-esteem, educational level, work experience and personality factor); structural approach (person-organisation fit, organisational support and human resource practice) and behavioural approach (proactive and networking).

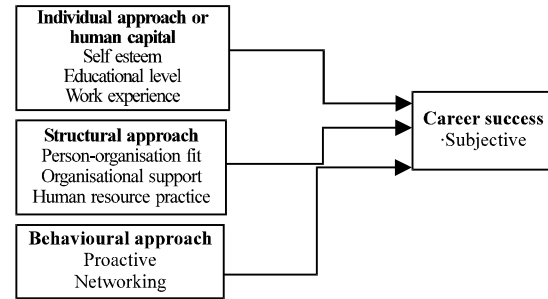


Fig. 1: Theoretical framework is developed for this research showing the relationship among the independent variables based on the three different approaches; individual, structural and behavioural approach and career success as the dependent variable

MATERIALS AND METHODS

The total population of female academician in University Teknologi Mara, Puncak Alam branch is 5491 and random sampling technique is being used in this study. A total of 1388 online questionnaire using Quicksurvey.com website has been sent out through email. The total number of respondents for this research is 166. This sample size is acceptable as the minimum sample size is determined using G-Power Software. G-power Software is normally applied to conduct empirical research using applied statistics (Faul *et al.*, 2007). Only 84 respondents respond online, and thus representing a response rate of 6.05% out of 1388 email. The remaining of 82 respondents have answered the hardcopy questionnaire. Quicksurveys.com is an internet software provider that can create an online survey. The respondent is asked to response to a “5-point Likert-scale” ranging from 1-5 (strongly disagree to strongly agree) in the survey. In the survey, open ended questions for socio-demographic variables are being included as well such as the number of children, highest level of education, number of promotion, tenure of work in the current position, years to achieve current position, years of working experience and respondent’s age when obtained the highest educational level. The data collected is screened to ensure there are no serious violations of normality assumptions. Reliability analysis is conducted as well before the data is being analyzed using correlation analysis and regression analysis.

RESULTS AND DISCUSSION

Profile of the respondents: In the demographic part of the questionnaire, there are 10 questions which consist of

Table 1: Personal and professional profile of respondents

Respondent's demographic	Frequency	(%)
Marital status		
Single	25	15.1
Married	140	84.3
Divorce	1	0.6
Number of children		
No	47	28.3
1-3	98	59.0
4-6	21	12.7
Highest level of education		
Degree	3	1.8
Master	114	68.7
PhD	49	29.5
Age reached highest education level		
19-21	1	0.6
22-24	18	10.8
25-27	48	28.9
28 and above	99	59.6
Current position		
Lecturer	92	55.4
Senior Lecturer	46	27.7
Associate Professor	20	12.0
Jusa C Professor	7	4.2
Jusa B Professor	1	0.6
No. of promotion		
0	84	50.6
1	64	38.6
2	13	7.8
≥3	5	3.0

marital status, number of children; highest level of education, age reached the highest education level, current position, number of promotions, years' work in the current position, years to achieve current position, work experience and do office work during weekends or public holiday.

As shown in Table 1, from the 166 respondents, many of them are married, followed by single, and divorce. Moreover, a number of 140 of respondents are married 84.3%, 25 respondents are single (15.1%) and 1 respondent is divorced (0.6%). The number of children is been divided into 3 scales which are do not have child, 1-3 children and 4-6 children. Furthermore, a total of 98 respondents are selecting the scale of 1-3 children (59%), 47 respondents do not have child (28.3%) and 21 respondents selecting the scale of 4-6 children (12.7%).

As for the highest education level from the 166 respondents is Master graduate (114 respondents, 68.7%), followed by Doctor of Philosophy (49 respondents, 29.5%) and Degree (3 respondents, 1.8%). Many of them achieved the highest education level at the age of over 28 years old (99 respondents, 59.6%), the others age interval is 25-27 (48 respondents, 28.9%), 22-24 (18 respondents, 10.8%) and 19-21 (1 respondent, 0.6%) years old. The position of academician in this survey is ranked from lecturer until professor; 92 respondents are lecturer (55.4%), 46 respondents are senior lecturer (27.7%), 20 respondents are associate professor (12%), 7 respondents are Jusa C professor (4.2%) and Jusa B professor (0.6%).

Table 2: Personal and professional profile of respondents in current position

Respondent's demographic	Frequency	(%)
Work in current position (years)		
<1	8	4.8
1-5	104	62.7
6-10	24	14.5
10 and above	30	18.1
Achieve current position (years)		
None	41	24.7
1-3	42	25.3
4-6	37	22.3
7 and above	46	27.7
Overall work experience		
None	4	2.4
1-5	49	29.5
6-10	36	21.7
11-15	34	20.5
16 and above	43	25.9
Extra work on weekends or public holiday		
Never	7	4.2
Occasionally	96	57.8
Often	63	38.0

Table 3: The reliability analysis for all the variables

Variables	No. of items	No. of items deleted	Cronbach's alpha
Intrinsic career success	4	-	0.796
Self-esteem	10	3	0.570
Personality factor	20	10	0.531
Person-organisation fit	4	-	0.879
Perceived organisational support	12	-	0.881
Human resource practice	7	-	0.814
Proactive behaviour	7	-	0.892
Networking	16	-	0.821

Other than that, number of promotion received since last five years ago is been record, most of the academician did not receive any promotion (84 respondents, 50.6%), 1 times (64 respondents, 38.6%), 2 times (13 respondents, 7.8%), 3 times and more (5 respondents, 3%). The time duration working on current position is being classified into 4 categories which are 1 year and below (8 respondents, 4.8%), 1-5 year (104 respondents, 62.7%), 6-10 years (24 respondents, 14.5%) and 10 years and above (30 respondents, 18.1%). Besides this, the requiring years to achieve their current position is been categorized into four categories; none (41 respondents, 24.7%), 1-3 years (42 respondents, 25.3%), 4-6 years (37 respondents, 22.3%) and 7 years and above (46 respondents, 27.7%).

The overall working experience of respondents is recorded and the highest time interval for working experience is 1-5 years (49 respondents, 29.5%), followed by 16 years and above (43 respondents, 25.9%), 6-10 years (36 respondents, 21.7%), 11-15 years (34 respondents, 20.5%) and none working experience (4 respondents, 2.4%). Lastly, there are three scale of determining doing office work during weekends or public holiday which are never, occasionally and often; the data computed was 7 respondents (4.2%), 96 respondents (57.8%) and 63 respondents (38%) respectively. Table 2 and 3 of profile for respondents is shown.

Table 4: Multiple regression analysis (ANOVA)

Model	R	R ²	Adjusted R ²	SE of the estimate
1	0.524 ^a	0.274	0.237	0.59322

Dependent variable: Intrinsic career success

Table 5: Regression analysis

Model	Unstandardized coefficients		Standardized coefficients		Sig.
	B	SE	β	t-value	
(Constant)	1.238	0.624	-	1.986	0.049
Mean SE	-.289*	0.097	-0.214	-2.990	0.003
Mean PF	0.158	0.134	0.084	1.180	0.240
Mean POF	0.218*	0.095	0.185	2.284	0.024
Mean POS	0.220*	0.105	0.184	2.087	0.038
Mean HRP	0.056	0.097	0.048	0.574	0.567
Mean PB	0.093	0.097	0.076	0.963	0.337
Mean NET	0.141*	0.102	0.105	1.378	0.170

Table 6: Hypothesis testing results summary

Hypothesis No.	Hypothesised path	Decision
H ₁	Individual approach->career success	Supported
H ₂	Structural approach->career success	Supported
H ₃	Behavioural approach->career success	Not supported

Reliability analysis: In this research, reliability analysis using “Cronbach’s alpha” is conducted to determine the reliability and consistency among other variables. As shown in Table 4, the “Cronbach’s alpha” values for each independent and dependent variables are all above the accepted value, 0.5. The value of “Cronbach alpha” for all of the variables are reliable; intrinsic career success (0.796), person-organisation fit (0.879), perceived organisational support (0.881), human resource practice (0.814), proactive behaviour (0.892) and networking (0.821). The reliability values of self-esteem and personality factor increase from 0.316-0.570 and 0.163-0.531 respectively after the deletion of some items.

Hypothesis testing results: The “multiple regression analysis” is conducted to determine the relationship between the dependent variable; career success with the independent variables; self-esteem, personality factor, person-organisation fit, perceived organisational support, human resource practice, proactive behaviour and networking.

As shown in the ANOVA table, the R² value for intrinsic career success is 0.274 and is significant at 0.05 with ($p < 0.01$). In other words, 27.4% of the total variations in the career success can be explained by self-esteem, personality factor, person-organisation fit, perceived organisational support, human resource practice, proactive behaviour and networking. Based on the t-value, only self-esteem with $\beta = -0.214$, person-organisation fit $\beta = 0.185$ and perceived organisational support $\beta = 0.184$, are significant at 5% level ($p < 0.05$). The rest of the factors are not significantly related to career success.

As shown in Table 5 and 6, the relationship between self-esteem and career success is found to be significantly

related to each other in this research. This is supported by past studies done by Kammeyer-Mueller *et al.* (2007). High self-esteem people tend to be concerned with the prestige, rewards and high status when looking for jobs. Self-esteem is a perception of people towards themselves based on their performance and experience. A person who has a high self-esteem is more motivated and thus committed in their career. Moreover, in the research by Thammaseelan *et al.* (2010), the human capital is positively related with extrinsic and intrinsic career success.

The person-organisation fit is positively related with career success studies by Iplik *et al.* (2011) show that there is a simultaneous effect between person-organisation fit and job satisfaction of Turkish hotel manager. The chemistry between organisation and employee is very important in order for the employee to fully apply their values in the organisation. As their values can contribute to their work environment, it can increase the level of job satisfaction and may get promoted by top-level management as they show their passion towards their job.

This research finds that the relationship between perceived organisational support and career success is significantly related. Arokiasamy *et al.* (2011) examine the career advancement in Malaysian private universities and find that organisational support is positively correlated with career advancement. For the employee to achieve success, organisation should show their supportiveness to employee in an effort to motivate them to work. Barnett and Bradley (2007) state that organisation which supports career development has positive relationship with career satisfaction. Through the support from organisation, the employee gain more motivation which can increase their work performance and gain satisfaction in career beside from gaining profit for organisation.

Other than that, this study finds that the relationship between human resource practice and career success is insignificantly related to each other. In the study by Nabi (2001), there is a negative relationship found between human resource management and subjective career success. The career progression structure, organisation fairness and job security which are classified under the dimension of human resource management have been tested in that research. As human resource management is more directly related with physical elements in career for example like training, promotion and salary, it is more related with objective career success. The summary for hypothesis testing results are shown in Table 6.

Results summary: Furthermore, the relationship between proactive behaviour and career success is insignificant. Seibert *et al.* (2001) who study the relationship between the proactive behaviour and career success suggest that

some of the dimension in proactive behaviour is insignificantly related with extrinsic and intrinsic career success. The dimension of proactive behaviour that is not related with career success is the voice behavior. Moreover, the study by Rasdi *et al.* (2011) also indicate that there is no relationship found between individual career management and proficiency in computer skill associated with extrinsic career success (monthly salary and number of promotion). Besides, there is also no relationship between proficiency in computer skill and subjective career success.

Moreover, networking and career success is also insignificantly related. Research conducted by Rasdi *et al.* (2011) shows that networking is insignificantly related with monthly income but is related with the number of promotion. However, there are researchers who find that networking is significantly related with career success. For instance, study done by Arokiasamy *et al.* (2011) on career advancement in Malaysian private universities, contend that career success and networking is negatively related.

CONCLUSION

Self-esteem, an individual factor and career success is found to be significantly related to each other in this research. A person who has a high self-esteem is more motivated and thus more likely to be committed in their career. Besides this, the person-organisation fit in structural approach is positively related with career success. This is because the chemistry between organisation and employee is very important in order for the employee to fully apply their values in the organisation. Apart from this, perceived organisational support, a structural factor is found to affect career success. For the employee to achieve success, organisation should show their supportiveness to employee in an effort to motivate them to work. In short, the factors identified using individual, structural and behavioural approach can be used to formulate strategies by the policy maker to increase the quality and effectiveness of academician, especially among the female academician in Malaysia. This is in line with the Tenth Malaysia Plan (RMK-10), whereby the Malaysian government is trying to increase women's participation level in labour market and their contribution in decision making (EPU, 2010).

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