

## Gender assessment and its effect on career advancement: A study of college teachers

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### Abstract

This comparative study examines the issue of gender to explore career advancement of teachers working in degree colleges of Punjab. The purpose of the study was to examine career advancement of male and female college teachers separately. Quantitative approach was adopted by using self-made questionnaire as a tool to conduct the study among 150 male and 150 female teachers working in degree colleges of Punjab as sample representatives. The findings of the study inferred that women contributed towards career advancement by supporting variables like; Job Knowledge and Career Experience, Support and Guidance from Mentor, Gender Equity and Motivation whereas males understood their career advancement only in terms of Intention towards Work. This led us to conclude that women perceived their career advancement as; increased Job Knowledge and Career Experience, Support and Guidance from Mentor, Gender Equity and Motivation whereas males inferred their career advancement as on increased and significant Intention towards Work. It is pre-assumed that the undertaken study will contribute towards social change for teachers as professionals by empowering and imparting awareness to them for future career advancement. It is understood that further males and females will understand the importance of career advancement which in turn will help them to create a work environment which can help them to grow professionally.

**Keywords:** Career Advancement, Job Knowledge, Career Experience, Mentor, Gender Equity, Motivation

### 1. Introduction

Career advancement contributes towards changes in the working world for both the genders because of different values and roles associated to them (Quek, 2003) <sup>[19]</sup>. The very same views were opined by Kornspan and Etzel, (2001) <sup>[15]</sup>; who reported that gender significantly influence in the prediction of career maturity and career advancement by displaying men to be more inclined towards career advancement than women. The basic cause for women to lag behind in career advancement was highlighted by Tharenou *et al.* (1994) <sup>[24]</sup> who found that women find themselves in difficult situation when they have to choose between their family responsibilities and career advancement. These findings were also supported by Donald Super Theory (1980) who found that career pattern advancement for women follows a double track because of their combining of family with work. Thus the undertaken study makes an attempt to find an extent to which male and female degree college teachers differ from each in relation to their career advancement. In this consideration the present study investigated 300 degree college teachers serving in degree colleges of Punjab. It is generally observed that with in teaching profession women and men engage themselves in various activities to advance in their respective career. Research work conducted by various researchers [Brown (1981) <sup>[5]</sup>; Powell and Butterfield (1994); Vinnicombe and Colwill (1995) <sup>[26]</sup>; Patton and Creed s(2002) <sup>[18]</sup>; Ismail and Arokiasamy (2007) <sup>[11]</sup>; Patton W, McMahon (2014) <sup>[17]</sup>; Dambrin and Lambert (2011); Atta *et al.* (2012); Joo and Lim (2013) <sup>[12]</sup>; Wang and Liu (2014); Choi and Park (2016) and Natale *et al.* (2016)] led us to conclude that career advancement of teachers can be studied by knowing their Job Knowledge and Career Experience, Intention towards Work, Support and Guidance from Mentor, Gender Equity and

Motivation. Thriving on career advancement Samovar, Porter, & McDaniel (2009) advocated that high priority must be given to norms which led us to wide variety of individual behavior. It is felt that gender can lead towards variety of teacher behavior, which in turn, will influence career advancement of teachers. That was why, the undertook study explored career advancement by undertaking wide array of five variables *viz.*; Job Knowledge and Career Experience, Intention towards Work, Support and Guidance from Mentor, Gender Equity and Motivation.

### 2. Conceptual Framework of the Study

The conceptual framework of the study is based on career advancement of degree college teachers working in degree colleges of Punjab. So, degree colleges situated in Punjab were undertaken as institutions from where sample representatives were withdrawn. The problem is based on fundamental dualities of human existence that is; gender (male and female). According to Brighouse and Olin Wright (2008) gender not only differentiates between sex and reproduction but it effects stereotype role undertaken by women in family careers and career advancement.

The rules and regulations of these colleges are governed by University Grant Commission (2010) for career advancement of college teachers which recommends various stages for promotion of teachers associated to higher education *viz.*; Stage I; entry level for assistant professors. Here, an assistant professor must be NET qualified and also a Ph.D degree to become eligible. Moving to the next higher grade that is Stage II. This stage is achieved by assistant professors after completion of five years of experience as assistant professor and for the Stage III; the individual is eligible to move to the next higher grade as associate professor, Stage IV. After the

completion of Stage IV the associate professor is promoted as professors. University Grant Commission further mentioned in its clause that no teacher without Ph.D shall be designated as associate professor and appointed as professors. The commission further stressed that to attain uniformity this certified criteria must be followed for all the teachers working in various Indian universities and their affiliated colleges. The commission also embarked that career advancement must be adapted in accordance to changing organizational and labor market conditions. Keeping this aspect in mind, Kanter (1993)<sup>[14]</sup> inferred that career advancement is influenced by factors such as; gender discrimination, family responsibilities and mentoring. Blackhurst (2000)<sup>[3]</sup> conducted research to examine the impact of gender on the perceptions of career advancement factors and found that women educators experience gender challenges as a complex array of barrier to career advancement because of limited support from professional networking, unsupportive professional environments and discrimination. Dambrin and Lambert (2011) argued that women for career advancement have to maintain a work life balance in order to fight male stereotypes by giving those opportunities to get involved in family life. The very same views were explained by Diamond (2007) who conceived career advancement in relation to practices like; individual issues, ideas, behaviors or practices that have a great impact on career advancement. Therefore going by the research work of [Ismail and Arokiasamy (2007)<sup>[11]</sup>; Patton & McMahan (2010); Brown (1981)<sup>[5]</sup>; Atta *et al.* (2012); Lim (2013); Wang and Liu (2014)] it is assumed that career advancement of college teachers can be studied by taking into account variables like; Job Knowledge and Career Experience, Intention towards Work, Support and Guidance from Mentor, Gender Equity and Motivation. Further the researchers investigated gender differences among teachers to compare them with respect to career advancement indicators. It is assumed that the present study will have significant bearing for teachers and administrators to see themselves in this perspective, so they can make necessary and regular inputs to be more effective and efficient. It is further hoped that the indicators of career advancement *viz*; Job Knowledge and Career Experience, Intention towards Work, Support and Guidance from Mentor, Gender Equity and Motivation shall be able to throw light as the realm of career advancement of degree college teachers working in Panjab. Further, the effect of independent variable that is gender on each indicator of career advancement will yield the results which have not been studied so far by the researchers.

### 3. Career Advancement

Geber (1992) conceived career advancement as a life-long sequence of jobs and role related experiences. He regarded that this advancement takes place in two ways; firstly, by upward mobility where a person move onwards in an institutional work life by way of promotions, transfer to higher position. Secondly, by lateral mobility or horizontal mobility this involves responsibilities to climb the ladder of career advancement.

Judge *et al.* (1995)<sup>[13]</sup> conceived career advancement as extrinsic, where an individual gets evaluated objectively by others that are salary attainment and number of promotions in one's career.

Burke (2001)<sup>[4]</sup> conceptualized career advancement as a

measure of subjective or intrinsic career advancement. He further referred that it captures individuals subjective judgments regarding their career attainments such as; job and career satisfaction.

Oxford English Dictionary (2014) clarified career advancement as a course of action followed by an individual to progress through life. The Dictionary conceived career advancement as developmental and a life-long process which take place throughout adults' life. Therefore, it includes paid employment, self-employment, unpaid work, entrepreneurial enterprise and so on.

National Career Development Association (2016) conceived career advancement as a road followed by a course of achievement with in a profession. The association further referred career advancement as must for generating money and respectful position and status.

## 4. Operational Meaning and Definitions of the Terms Used

### 4.1 Career Advancement

Career advancement is a calculated variable which could influence decisions related to careers and its advancement.

### 4.2 Job Knowledge and Career Experience

It is that conceptual knowledge and experience of a teacher which connects him/her to career advancement by taking into account the essential qualifications laid down by University Grant Commission for selection and advancement of teachers.

### 4.3 Intention towards Work

It facilitates teacher to create an impact on teaching profession by creating an attitude towards work by quantifying the gap between career requirements for work and career factors expectations.

### 4.4 Support and Guidance from Mentor

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

### 4.5 Gender Equity

It is the process of allocating resources, programs, and decision making fairly to both males and females without any discrimination on the basis of sex and addressing any imbalances in the benefits available to them.

### 4.6 Motivation

It is an outcome which depends on incentives, stimulus, and motives and so on. For present study, teacher motivation effect career advancement by positively affecting teachers' behavior, performance, by increasing his work behavior, variety and advancement opportunity.

## 5. Objective

To work out gender differences among degree college teachers on indicators of career advancement *viz*; Job Knowledge and Career Experience, Intention towards Work, Support and Guidance from Mentor, Gender Equity and Motivation.

## 6. Sample

The sample size was restricted to 150 male and 150 female

degree college teachers working in 20 degree colleges of Punjab. Multistage random sampling technique was followed with respect to selection of 150 male and 150 female teachers as respondents.

**7. Tool**

A self-made questionnaire was developed to collect data from degree college teachers. It consisted of two parts:

Section A- It was related to background variables like: name, gender, name of the institution, educational qualification and state to which one belongs.

Section B- It was prepared and developed by investigator under five dimensions of career advancement of teachers. It consisted of 52 statements and responses to them were collected on a five point rating scale. Firstly, Job Knowledge and Career Experience as a variable for career advancement was based on 10 questions and had a 5 item scales. Similarly, the rest four indicators viz; Intention towards Work, Support and Guidance from Mentor, Gender Equity and Motivation had 12 questions and responses to them were collected on a five point scale. The data collected through questionnaire on 5-point Likert scale which gave feedback of teachers on

statements related to indicators which they endure most and least.

**8. Statistical Techniques Used**

Following statistical techniques were employed:

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

**9. Analysis and Interpretation**

To analyze and describe the results of the study analysis of variance was applied by taking equal number of male and female teachers serving in degree colleges of Punjab state. To study the main effects of gender Analysis of Variance was applied on each indicator of career advancement viz; Job Knowledge and Career Experience, Intention towards Work, Support and Guidance from Mentor, Gender Equity and Motivation on its total score where gender was treated as independent variable and indicators of career advancement as dependent variable.

**Comparison of career advancement on the basis of gender**

**Table 1:** Summary table of Mean, Standard Deviation and t-ratio of Male and Female Teachers on Indicators of Career Advancement

Indicators of Career Advancement	Gender	N	Mean	SD	t-ratio
Job Knowledge and Career Experience	Female	150	42.63	2.021	21.040*
	Male	150	38.61	1.187	
Intention towards Work	Female	150	38.16	1.502	13.392*
	Male	150	42.37	1.762	
Support and Guidance from Mentor	Female	150	38.42	1.448	2.664*
	Male	150	37.97	1.642	
Gender Equity	Female	150	48.13	1.534	18.942*
	Male	150	43.61	2.258	
Motivation	Female	150	29.69	1.221	2.926*
	Male	150	28.99	.875	
Total Score of Career Advancement	Female	150	196.03	3.709	9.534*
	Male	150	191.54	4.411	

\*Significant at 0.01 Level

Unfolding the effect of gender on career advancement variables, it was observed that gender has statistical significant effect on variables viz; Job Knowledge and Career Experience, Intention towards Work, Support and Guidance from Mentor, Gender Equity and Motivation indicating the fact that variable gender has come from the sample means which shows variance. Hence, t-test was applied further on career advancement variables to know the differences between male and female college teachers. The statistical analysis pertaining to these variables indicates that males have scored significantly higher on variable Intention towards Work whereas female college teachers have scored significantly higher on career advancement variables viz; Job Knowledge and Career Experience, Support and Guidance from Mentor, Gender Equity and Motivation. The statistical analysis pertaining to the total score of career advancement indicators shows that gender contribute significantly towards teacher's career advancement. Further, the observation of means for two levels of gender shows that mean of females is higher than the mean of males. This led us to infer that female teacher performed significantly better on career advancement aspect than male college teachers. This further led us to interpret that

women have taken their career advancement seriously when compared with their male colleagues.

**10. Conclusion and Discussion**

Based on the research objectives, the study shows that gender as an independent variable is significantly co-related to career advancement of degree college teachers serving in Punjab state. The persistent evaluation of career advancement for male college teachers points some serious implications for the career advancement of men for the future and the urgency to be cautious because male college teachers constitute half of the study population. If teaching profession is to promote and embrace diversity of educational programs, the college teachers must be associated to the given indicators of career advancement. The findings of the study witnessed that female college teachers felt significantly high on career advancement indicators viz Job Knowledge and Career Experience, Intention towards Work, Support and Guidance from Mentor, Gender Equity and Motivation as compared to their counterparts.

An important delimitation of this study was that, undertook data of teachers belonging to two states of India viz; Punjab

and Haryana. Comparative research on this problem examines gender variations among college teachers of two states. Further, the undertaken study offers number of implications for the further research.

- The knowledge and understanding of career advancement will definitely help teachers how to advance in their career by concentrating on variables *viz.* Job Knowledge and Career Experience, Intention towards Work, Support and Guidance from Mentor, Gender Equity and Motivation.
- The findings of the present study can provide a feedback and insight to teachers, administrators to evaluate their teaching with respect to career advancement and explore themselves as 21<sup>st</sup> century teacher professionals.

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