

**YANGON UNIVERSITY OF ECONOMICS
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**INFLUENCING FACTORS ON CAREER SUCCESS
OF FACULTY MEMBERS IN
YANGON UNIVERSITY OF ECONOMICS**

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**INFLUENCING FACTORS ON CAREER SUCCESS
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YANGON UNIVERSITY OF ECONOMICS**

This thesis is submitted to the Board of Examiners in Partial Fulfillment of the
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ABSTRACT

The purpose of this study is to examine factors that influence on career success of faculty members in Yangon Universities of Economics. To fulfill this paper, the survey is carried out with 70 teachers (2020) in Yangon University of Economics by using simple random sampling method and descriptive research method with structured questionnaires via e-mail, Facebook, and messenger. As the results of correlation analysis, individual career planning and individual personality traits have significantly influenced on career success and organizational career management practices have not influenced on career success. Thus we concluded that the teachers' career success mainly depend on their individual career planning and individual personality traits. And hence, this study suggests that Yangon University of Economics should provide more opportunities, many developmental programs that related to career success for the faculty members and should show their supportiveness to teachers in an effort to emphasize for teaching that can lead to a successful career. The results show the situations of faculty members' career success and it will also be helpful to facilitate the decision makers and to improve career success of faculty members in Yangon University of Economics.

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LIST OF ABBREVIATIONS

FFM	Five Factors Model
HRM	Human Resources Management
HEIs	High Education Institutions
MOE	Ministry of Education
OCMP	Organization Career Management
SPPS	Statistical Package for Social Sciences
YUEco	Yangon University of Economics

CHAPTER 1

INTRODUCTION

The roles of higher education in economic and social development increase year by year and this trend will continue over the next decades for developing countries. High education gives a person an opportunity to succeed in their life. Now, modern universities provide their students with various programs aimed at preparing them for different economic sectors. And many private universities are increasing and they offer the teachers with various opportunities. As a result of several competitions, increasing of many private universities and customers' demands, the organizations can no longer ensure the stability and security of faculty members' career development. To match with the requirements in the labor market for long, programs that make a difference for labor market outcomes and keep pace with changes in the global economy and changes in the innovation process, achieving effective career success of faculty members is primary goal for every organization.

Success of occupation is an important for people's life. Career success is concerned not only to individuals but also to organizations because employee' career success can eventually contribute to organization success. In fact, career success of faculty members is most important in order to get enhanced organizational success. Although, both academic staffs and administrative staffs in universities play an important role for institution's success, teachers are considered to be most critical important human resource for university. The reputation of university has always remained important for students, researchers, faculty members and administration as students assess the general reputation and ranking of the university prior to acquire admission in their desired universities.

On the other hand, teachers are facing dramatic, continuous, and unprecedented changes in their work environment. Subsequently, organizations are continually engaged in restructuring and downsizing to manage these changes, which have drastically affected the concept of a career, elevated the importance of managing people at work and specifically, the arranging and managing of their careers (Baruch Y. , 1999).

Teachers are the most valuable resource in new education system implementation process, and providing them with a long term stable career is a win-win situation for both

organizations and their employees. If teachers are not involved in career development activities in their organizations, they will show less satisfaction, commitment and creativity which in turn will lead to lower their career and eventually leaving the organization's reputation. Accordingly, it is important to consider these expected crucial problems by providing clear and planned career path to retain qualified and competent teachers aiming to achieve organization's success effectively.

Organizations need to provide effective career management practices which will promote faculty members' insights, goal setting and gather appropriate feedbacks and assist faculty members in using and developing skills and knowledge that lead to the benefits of organization and to the career success of its faculty members. Government need to support faculty members to develop their knowledge, skills, abilities, and behaviors that will enable them to be successful. And also emphasize the growth and development of University' teachers with various initiatives. In this situation, it is important to find out the determinants which can enhance the teachers' career success in universities. The objective of this research is to facilitate the decision makers in universities across Myanmar to provide organizational career management practices which can improve the career success of University teachers.

1.1 Rationale of the Study

The reputation of university has always remained important for students, researchers, faculty members and administrations. Although the reputation of the university is also necessary to be assessed for administration to implement the policies, and monitor the results of educational strategies, implementing and executing the strategy successfully depends partly on institutions' human resource. However, the faculty members are concerned with university reputation, as it increases the chances of their career and professional growth. Therefore, occupational success is mostly important for faculty members in organization.

In education sector of Myanmar, education system has reformed in materials, methods and techniques restructure since 2012 (Ministry of Education (MOE), 2012). As new education system, outcome oriented system was used to produce the students which is match in needs of country development. Student based education system need to have competent and motivated employees to fill the organization's needs. To achieve desired outcomes, the human resources are importance role in long term. The Universities need

the qualified teacher to commit as human capital. Therefore, the University's human resource management system should be concerned with matching faculty members' career needs with the organization's requirements.

Nevertheless, Universities are providing the human resources management practices that include the career development programs in order to accommodate and facilitate the faculty members as well as for driving motivation and career success of faculty members from the competitive and working environments. In Myanmar, more High Education Institutions (HEIs), both public and private have been established to meet the growing demands for higher education. Student enrollments are also increasing and universities are making it necessary for them to employ more faculty teachers, and retain the talent teachers. The primary task of implementing and executing the strategy successfully depends partly on institutions' organizational career management practices that have significant effect on faculty members' career success.

However, public universities are operating in a very competitive global environment; retaining competent work force creates weakness in competitive edge for survival and for university excellence. The ability to attract and retain talent faculty teachers and the pursuit of career management practices that enable to advance and enhance career success of faculty members becomes increasingly important for public universities. Therefore, the aim of this research is to examine to what extent career success factors can be influenced among faculty members in Universities of Economics.

1.2 Objectives of the Study

The specific objectives of this study are

- i. To examine the perception on individual career planning, organization career management practices and personality traits.
- ii. To analyze the factors influencing on career success and
- iii. To analyze the influence of individual personality traits on career success.

1.3 Scope and Methods of the Study

Sample for the study has been chosen from the faculty members currently working in Yangon Universities of Economics. By using simple random sampling method and descriptive research methods, seventy (70) respondents were selected from (204) academic teachers worked for major academic departments from Yangon University of Economics. The data was obtained from primary and secondary resources. Self-administrative questionnaires were distributed to collect the response from the participants via e-mail, Facebook and messenger. Regression was used to determine the significant relationship between variables.

1.4 Organization of the Study

This study is comprised with five chapters. Firstly, chapter one contains the introduction of this study which includes rational of the study, objectives of the study, scope and methods of the study and organization of the study and chapter two describes theoretical background. Chapter three explains background information of Yangon University of Economics, chapter four describes the analysis of the factors influencing on the Career Success of faculty members and finally, chapter five represents the summary of findings and discussions, suggestions, limitations and needs for further research.

CHAPTER 2

THEORETICAL BACKGROUND

This chapter begins with related theories for this study. Social Cognitive Career Theories, Concept of Career Planning, Personality Trait Theory and The Big Five Dimensions of Personality are used in this study. Then, the concepts of career success, organizational career management practices, and individual's career planning, individual personality traits, the empirical studies and conceptual framework of previous studies and the conceptual framework for this study are expressed.

2.1 Social Cognitive Career Theory (SCCT)

Social Cognitive Career Theory is derived primarily from the social cognitive theory with the intention to describe how an individual develops his or her vocational interests, does occupational choices and achieves career satisfaction and success (Yean, 2008). The father of this theory is Albert Bandura. The concept of social cognitive theory was given by Bandura (1986) which based on the characteristics of reasoning, behavior, personal and environmental factors. Social cognitive theory strengthens employee to get control on his life and manage its future directions. This theory strongly recommends and supports for the development of people and also supports the organization as well (Pasha et al, 2016).

Social cognitive career theory represents a broad speculative structure for understanding career success, career interest, career formation, career aspirations, career choices, career behaviors, career performance, career attainments and career commitment of individuals working in any organization whether it is service or non-service organizations. This theory shows the relationship between the cognitive factors related to employee and career development. This theory shows the relations between person and its career factors. And also it is used to explore the relationship between career development practices like promotion, job security and its impact on interests, commitments in career and success factors which are expected by the employees working. Skills and abilities that develop in employees by training enhance the belief of employee commitment to their career and increase the pleasure of success (Pasha et al., 2016).

The Social cognitive career theory outlines the three interlocking processes by career interest, career relevant choice and actions, and levels of career performance attainment (Pasha et al, 2016).

2.2 Antecedents of Career Success

In this study, the antecedent factors of organizational career management practices, individual career planning and individual personality traits are expressed as follows.

2.2.1 Organizational Career Management Practices

Career management is a highly relevant set of policies, programs or activities that control the development and life- pattern of employees over time by offering a long-term developmental perspective. Nowadays, careers are viewed as a series of jobs, a cumulative set of experiences, vehicles for self-expression and a process of adult development in life (Newman, 2011).

Career management is defined as the process by which individuals develop insights into themselves and their environment, formulate career objectives and strategies, and acquire feedbacks regarding career progress and opportunities (Greenhaus, 2000). Career management includes a variety of structured practices, with a stronger focus on career counseling, learning, and performance feedback (Baruch Y. , 1999). Career management is continuous lifelong processes in which employees invest different resources to achieve their career goals successfully. Career management is the organizational perspective in the developmental process of career. This demonstrated the subsequent stage after career planning will be carrying out the plans through appropriate career management practices(Ababneh, 2013).

The process of preparing, developing, implementing and monitoring career plans and strategies undertaken by individuals to match with the organizational objectives in their work is defined as career management practices (Hall, 1986); (Greenhaus, 2000). The content of the organizational career management practices varies, although it is possible to identify some commonalities across studies. A wide range of organizational career management practices that might be used for career development are shown in Table (2.2).

Table (2.2) Organizational Career Management Practices

Organizational Career Management Practice	
Tasks for career development	Various tasks that provide experiences and enable personal and professional developments.
Cross-functional tasks	Taskforces composed of individuals with different functional projects who solve complex organizational issues.
On-the-job training	Structured or non-structured systems of training.
Project team works	Time limited and focused collaboration that involves a considerable amount of judgments and expertise.
Formal and informal networking schemes	Involvements in organizational events and conferences.
Formal and informal career plans	Activities of matching organizational objectives and individuals' goals.
Development centers	Involve assessment centers; focused on general development and enhancement of employees preparing them for career success.
Succession plans	Evaluates the potential for promotions and determines the possible replacement for every position.
Planned job rotations	Exposing employees to greater varieties of work experiences by practicing tasks or jobs switching.
High-flier schemes	A formal identification and development procedure established to identify a limited group of employees who are believed to be capable of making a unique contribution to the success of the organization.
Coaching	Is the part of the organization in the careers of individuals and a planning element that considers the individual's development over time
Mentoring	Development (counseling) program through which senior manager provides advice and tutoring to a person with managerial potential.
Computer-based packages/ e-learning	Simulation or learning tools for professional development

Source: Gutteridge (1986)

In addition, change of business strategies and direction, organization restructuring, and technological changes, will demand ongoing career management, resulting in the need to revisit career options and modify career paths which can enable employees to make informed decisions that are consistent with their skills, aspirations, and values, and improve organization effectiveness. In order to succeed, most organizations need a continuous flow of talented, skilled individuals to fill existing or newly created positions (Baron, 1986).

2.2.2 Individual Career Planning

Career planning is the processes which people recognizes their own attitudes, their personal skills, knowledge and abilities and execute steps to achieve their profession achievement and their career success. There are five basic steps in the career planning process: (1) self- assessment, (2) investigating career opportunities, (3) goal setting, (4) action planning, and (5) evaluation (Mohapatra, 2017).

The studies of Nabi (2001) stated that a similar result where career strategies were determined as one of the significant predictors of an individual's career satisfaction. Career strategies are one of the elements identified with rapid advancement and accomplishment of profession fulfillment. Individuals who are engaged in high level of career strategies with external social groups can gain several opportunities that include career flexibility and beneficial relationship with significant person, who may assist them in their career success. Besides, this theory also suggested that extensive relationship between individual and powerful social groups such as organization's top management, professional bodies and trade associations can be used for multiple purposes such as direct access to information, position and power which in turn will promote individual's satisfaction towards their career performance (Nabi, 2001).

Individual career planning is a continuous plan and clearly defined objectives with a professional road-map to his desired future successes. Individual career planning is a form of systematic goal setting that helps an individual to guide professional progress and to control his own success (J.H. Semeijn B. v., 2018). Furthermore, individuals are responsible for initiating their own career plans, identifying their skills, knowledge, and interests, and seeking out their career opportunities in order to obtain their career success (Leibowitz, 1986).

2.2.3 The Big Five Model's Dimensions of Personality

Personality traits are related to different career success and life outcomes such as psychopathology, school and work performance, health and longevity or marital success. Personality is significantly determined the combination of individual' characteristics, behavior and qualities of thinking, feeling and behaving in the work place. The differences can be observed in people's relation to the environment and to the social groups. Personality is important predictor of work and career success in both cross-sectional and longitudinal studies.

Personality is the set of individual characteristics influencing his cognitions and behaviors in different contexts. Personality is the pool of traits in which an individual reacts to and interacts with others. The five-factor model is a hierarchical model of personality traits with five broad factors. This model was captured through analyses of trait adjectives, factor analytic studies of existing personality inventories, and expert judges. Goldberg (1999) explained that these five dimensions are:

(a) **Extroversion:** Extroverts enjoy the gathering of people, are full of energy, often experience positive emotions, assertive, talkative, more enthusiastic, action-oriented individuals.

(b) **Agreeableness:** These individuals value getting along with others; therefore, they are considerate, friendly, generous, helpful, and willing to compromise their interests with others.

(c) **Openness to Experience:** They are imaginative, creative people from down-to-earth, conventional people, intellectually curious, appreciative of art, sensitive to beauty, and are more aware of their feelings.

(d) **Conscientiousness:** The individuals who control, regulate, and direct their impulses. Those people are intelligent and try to avoid trouble and achieve success through purposeful planning and persistence.

(e) **Neuroticism:** These individuals have the tendency to experience negative emotions have high-levels of anxiety, anger, depression, and they mostly interpret ordinary situations as threatening (Goldberg, 1999).

2.3 Career Success

Career has been derived from Latin word, “Carraria” in English, carriage. The word “Career” have both a descriptive and evaluative term (Super, 1980) Career success has been defined as the accumulation and psychological outcomes that result from ones work performance (Callanan, 2003).

Ballout (2008) stated two broad factors that explain the situation of career success: (i) individual level experiences and (ii) organizational level experiences. Individuals wish to success concerning with their career aspirations, values and achievements (Saher, 2014). Career Success comprised of subjective (intrinsic) career success (life success, interpersonal success and job success) and objective (extrinsic) career success (salary and promotion) dimensions.

Two types of career success are subjective career success and objective career success. Additionally, with the subjective criteria of career success, it is need to consider career context and include a broader range of measures (e.g., learning and work-life balance) that goes beyond job satisfaction and career satisfaction (Nabi, 2001).

2.4 Empirical Studies

Career management involves specific human resources activities, that help to match employee’s interests, capabilities and development of career success with organizational opportunities (Gutteridge, 1986). Moreover, Brown (1998) argued that career management activities and practices must support employees to develop their knowledge, skills, abilities, and behaviors that will enable them to be successful. Organizational career management practices which could be adopted by companies help employees to manage their career planning (Crawshaw, 2006).

Mohmad Yazam Sharif and Abdul Halim Abdul Majid (2014) reviewed impact of career management on personal and organizational successes. The effective organizational career management practices provide organizations with the ability to proactively respond to the rapidly changing organizational environments. They showed that organizational career management and individual career management support the ability of employees to achieve career advancement in their life (Spence, 1973).

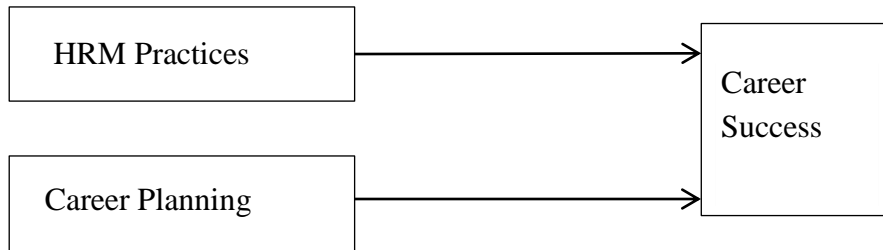
The intentions to obtain desired positions in life and within organization are Career aspirations. Career aspirations play an important role in career decisions because

they reflect the goals and intentions that influence individuals toward a particular course of action (Callanan, 2003)

Individual process factors reflect the dynamic aspect of career development and the efforts of individual to make sense of his/her career, and to achieve the career development purposes relevant for the person (Smale et al., 2019).

The relationship between personality and career success is a great deal of speculation. The Big Five traits have been found to be relevant to many aspects of life, such as interpersonal relations and even longevity (Friedman, 1995). Frameworks of previous studies are expressed as follows.

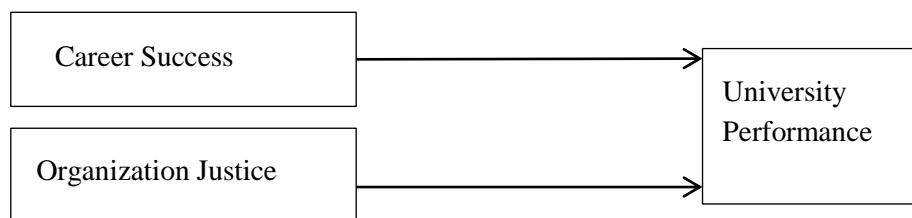
Figure (2.1) Influence of Career Planning and HRM Practices on Career Success of Faculty Members in Public Sector Universities of Pakistan



Source: Quaisar Ijaz Khan et al. (2015)

In Figure (2.1), Quaisar Ijaz Khan et al (2015) conducted to find out the predictors of career success. Data was collected from 92 faculty members at universities of Malaysia. This study showed that the individual career planning and human resource management practices have positive significant on career success.

Figure (2.2) Influence of Career Planning and HRM Practices on Career Success of Faculty Members in Public Sector Universities of Pakistan

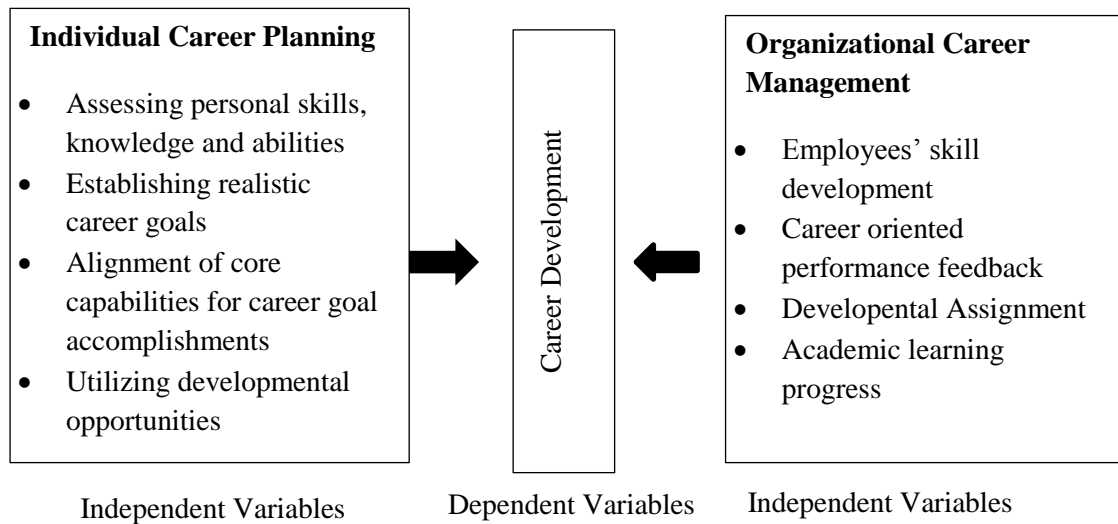


Source: Quaisar Ijaz Khan et al. (2016)

In Figure (2.2), Quaisar Ijaz Khan et al. (2016) conducted the study to explore and examine the predictors of perceived university performance. Data were collected from

223 faculty members who are working in public sector universities of Pakistan. The results showed that the significant positive association of career success and organizational justice and university performance.

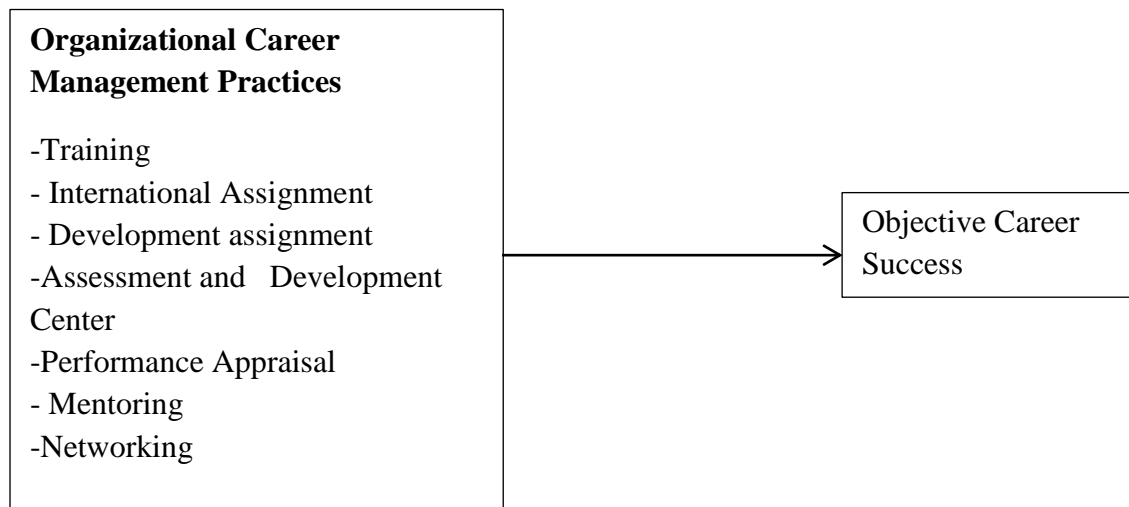
Figure (2.3) Career Planning and Career Management as Antecedents of Career Development



Source: Nameirakpam Chetana and Das Mohapatra A. K. (2017)

In Figure (2.3), Nameirakpam Chetana and Das Mohapatra A. K examined empirically the antecedents of career development in the Indian firms. Variables involved three parts, namely, career planning, career management and career development and data are collected from 57 respondents. The analysis revealed the antecedents, such as career planning and career management have a positive and significant influence on career development.

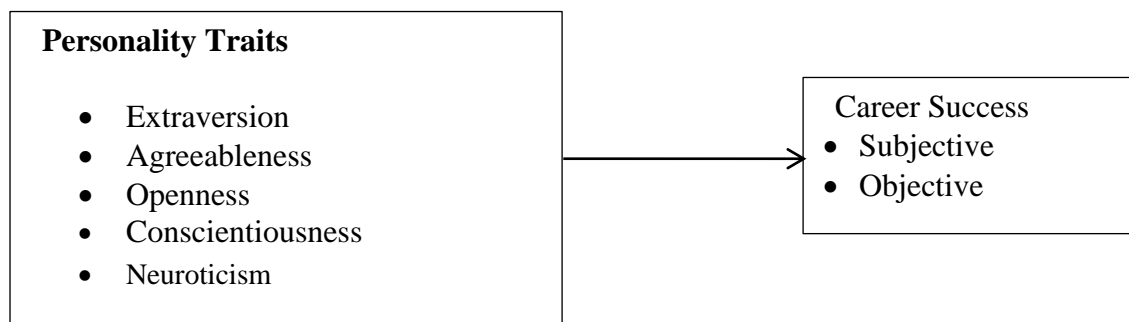
Figure (2.4) Organizational Career Management Practices and Objective Career Success



Source: Silvia Bagdadlia, and Martina Gianecchinib (2018)

In Figure (2.4), Silvia Bagdadlia, and Martina Gianecchinib (2018) studied to propose a theoretical framework between organizational career management practices and objective career success. They showed that career management practices provided by organization have influenced on objective career success of employees in organization.

Figure (2.5) Impact of Personality on Career Success



Source: Usman Yousaf Faqeer-UI-Ummi, Raashid Javed, and Mudrasra Amjad (2014).

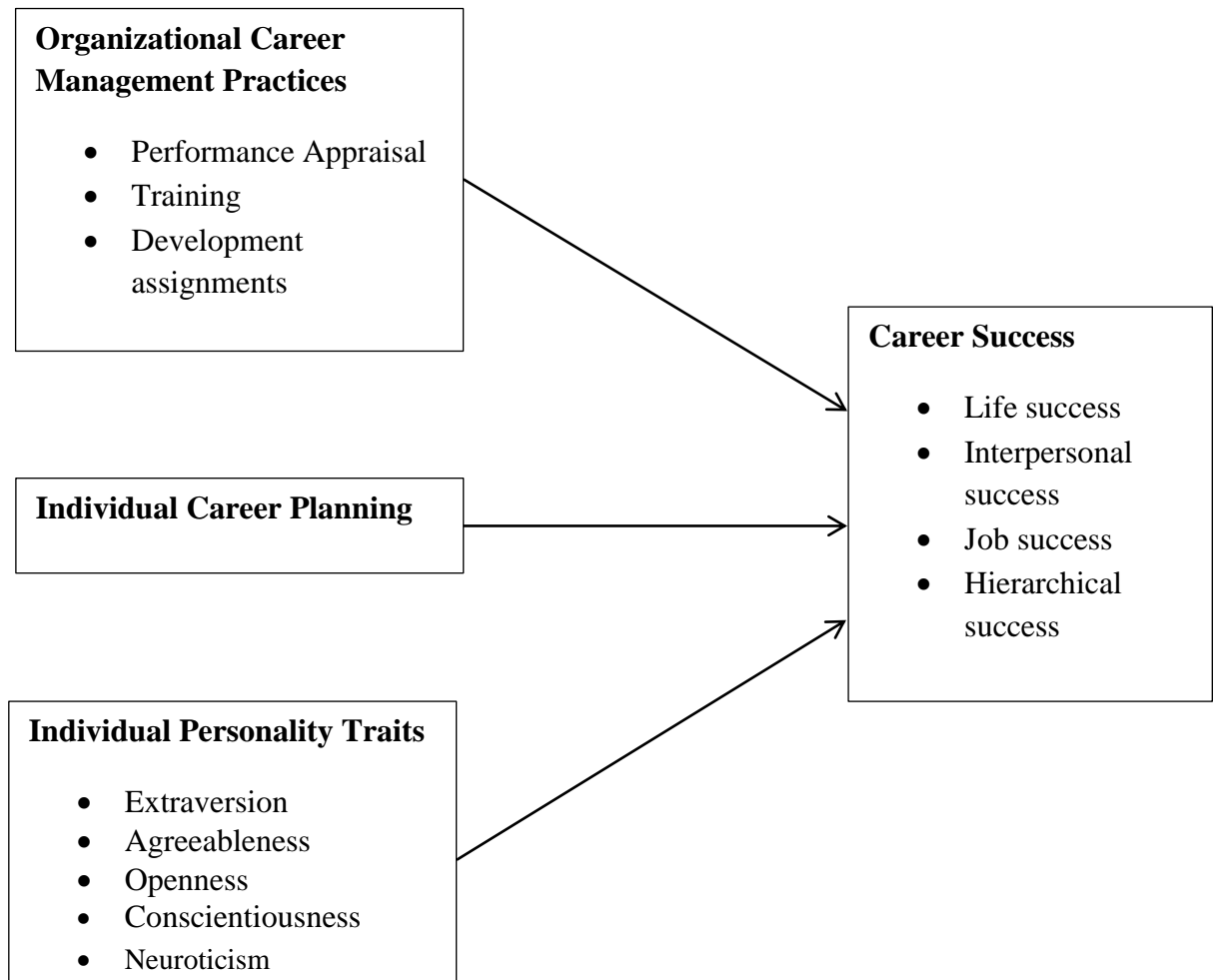
In Figure (2.5), Usman Yousaf Faqeer-UI-Ummi, Raashid Javed, and Mudrasra Amjad (2014) investigated the impact of personality on career success. Data were collected from 200 doctors and educators, who were employed in different hospitals and universities on different organizational designations. Dependent variable of Career Success included subjective (intrinsic) and objective (extrinsic). Accordingly to Pakistan' society culture, people unaware about their personality, personality and its impact on career success were unjustified and mostly insignificant. Meaning of success in their society is to earn money and get competitive advantages as compared to colleagues.

Research presented the insignificant impact of personality, person environment-fit and job performance on career success.

2.5 The Conceptual Framework for the Study

Based on the above previous studies, the conceptual framework for this study is following;

Figure (2.6) Conceptual Framework for the Study



Source: Own Compilation (2020)

In this study, independent variables such as organizational career management practices, individual career planning and individual personality traits and dependent variable is career success that includes career success (life success, interpersonal success, job success and hierarchical success).

CHAPTER 3

BACKGROUND INFORMATION OF YANGON UNIVERSITY OF ECONOMICS

This chapter includes the organizational career management practices which are provided by Yangon University of Economics and organizational structure of Yangon University of Economics and.

3.1 Organizational Career Management Practices of Yangon University of Economics

Three universities of economics have been founded in Myanmar. In 1924, Yangon University of Economics was established under the University of Yangon. There are five major teaching departments, four academic supporting departments and two administrative departments in the university. Now, there are total of 204 full time and 43 part-time teachers at the University.

The Rector of YUEco, Management Board and the Department of Personnel Affairs are responsible for planning the human resources management. The number of academic staffs at YUEco is determined based on the demand for students' ratio for each University of Economics. Besides, staffs have been developed based on the vision and mission of the department in the short and long-term development strategy. The Rector then proposes the plan of human resource to the Ministry of Education. Since 2012, according to the regulations of Ministry of Education, YUEco has more flexible conditions and self-determination in the recruitment, training and development of human resource. Each Head of Department has to estimate the teaching workload based on the number of courses offered, newly developed courses, number of students registered in these courses and the existing number of lecturers. Only assistant lecturers and above are allowed to give lectures to students. To become a tutor, Master degree is required and to become an associate professor and above, a Ph.D. is required and to become a permanent teaching staff, a candidate must be under 35 years old to work for the MOE. The allocation or rotation of teaching staff amongst universities is determined by the Ministry of Education. Training and development programme must be in accordance with the objectives of the study programme and university level. Trainings are organized by not only the Head of Department and University and covered subjects concerned with the

programme. Although evaluation of teaching staff /promotion is mainly determined by two factors, length of service and academic degrees held, research achievements are basically included as an evaluation criterion then. The academic staff, which has retired will receive pension from the government, which is determined based on the last functional grade and service. Ph.D lecturers increase year by year.

The tasks of lecturers are identified and evaluated during the recruitment process. Their tasks include teaching, doing scientific research, professional training and other activities conducted by the YUEco and the MOE. All lecturers must meet the following criteria: appropriate level in English language skills; Master – Ph.D. degree appropriate to the field of teaching and researching; computer skills; communication and teaching skill and self-learning throughout life. Competences of academic staff are evaluated based on their position and duty, and on the recommendation of special mission from the Head of department or Rector. The criteria of performance appraisal conducted by five member of department management team are (1) responsibility, (2) active teaching methods, (3) communication, (4) IT usage, (5) self-study and self-orientation.

The evaluation format is set by department of personnel affair under the procedure of higher education department. Firstly, the five members’ board of each department is founding for evaluating performance for applicant who are consistent the promotion criteria set by university. The board member must be professors and associate professor. The results form is signed by these members and submitted to rector. Rector called the meeting with the university management board. They reviewed and discussed the points scores with board members and the final approved results are then submitted to ministry of education.

Doing scientific research is a mandatory task for each lecturer as one of the criteria for promotion. Because doing research is the main activity of a university, not only teaching quality but also doing research becomes more important criteria in promotion. Research is becoming increasingly important especially for professors and associate professors, as a criterion for promotion. Lecturers of YUEco have participated in many different research activities such as: organizing and attending seminars, participating in national and international scientific seminars, collaborate with other universities in the world, writing international publications and international articles. At the end of each academic year, each lecturer reports his research activity results to the ministry of Education for evaluation his or her performance.

Head of Department will decide based on the strategy of development of academic staff, staff competences needed to upgrade, staff position, and staff aspiration. As new staffs, teachers from University of Education deliver training to improve teaching methodology capacity through the plan of ministry. Before the start of academic semester, training begins by identifying the position of 'subjects' taught by the participants in the curricula (competency based) courses.

The performance-based management of lecturers is implemented regularly and synchronously at all levels by the board of management of respective level. For Professors level, the rector committee conducts the performance management on criteria of their management tasks, publication, improvement of their responsible department and self-learning. For lectures and assistant lecturers, five member of management team appraised them on criteria of responsibility, learning, research and teaching skill. Yangon university of Economics provides academic learning assistance to facilitate career development, developmental assignments (foreign assignments, stretch assignment, etc.) to expand career horizon, job performance appraisal to develop career options, tools for evaluation of performance to provide an understanding of promotional prospects and career routes and help faculty members to adjust their efforts accordingly.

The university is establishing organizational career management practices to improve the career effectiveness of faculty members, providing appropriate career opportunities for faculty members, identifying which faculty members deserve these opportunities and then providing them. These practices include a wide range of programs and interventions that university designs to promote and contribute to business goals while giving individuals the opportunity to fulfill their career success. And also the organization supports in seminars to improve knowledge, professional skills in career and others specific skills. By collaboration with other foreign universities, the teaching staffs from the university are often goes to the foreign workshops and seminars. As an investment, the teaching staffs also get the chance to study Master or doctoral Degree in foreign countries to improve the professional skills by fully scholarships from governments.

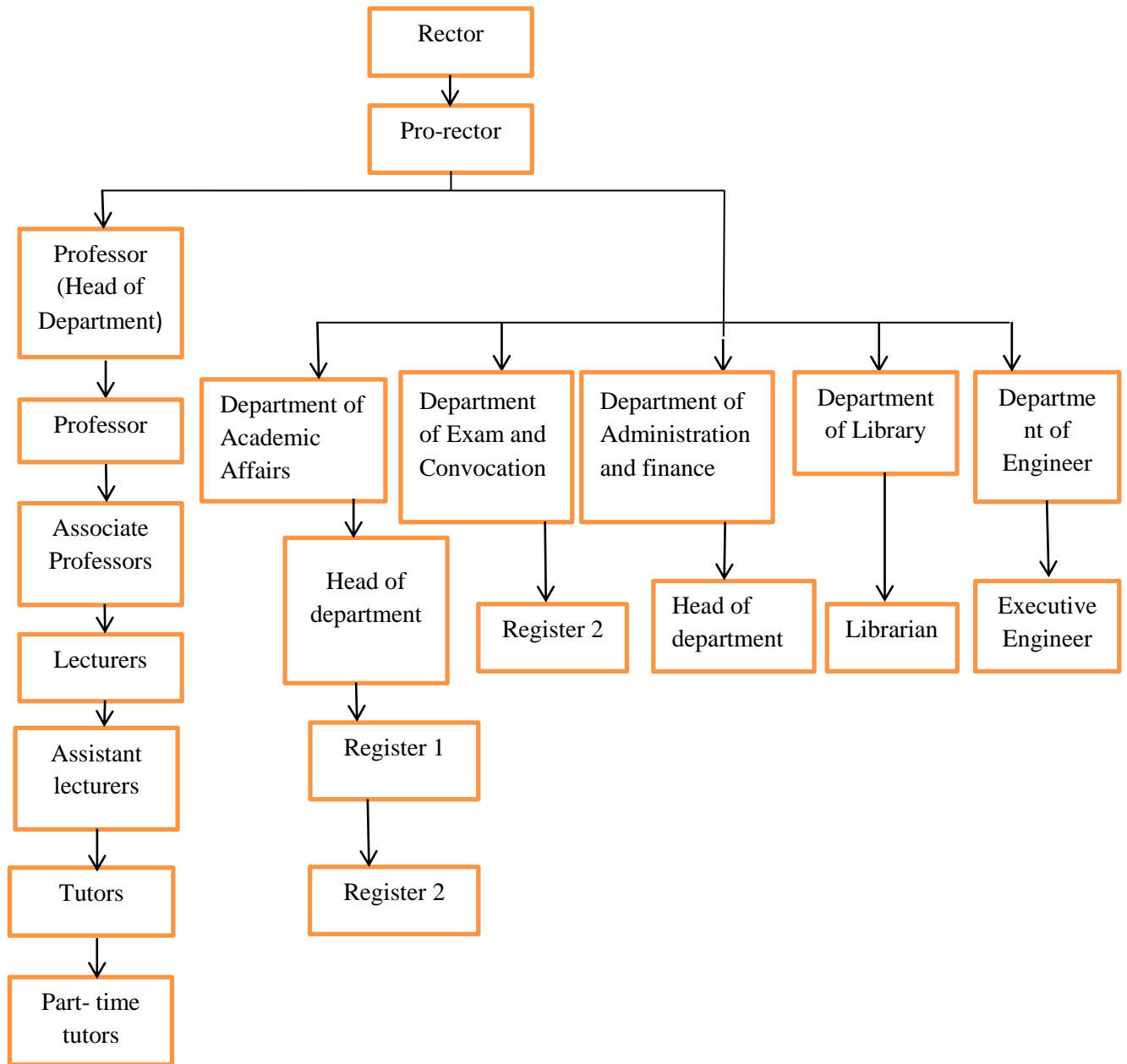
Incentives and rewards are provided by both of Rector Committee and Myanmar Association of Art and Science to encourage academic staff to carry out research. According to regulations, staff salary and salary increment are considered by government. University provides free accommodations for faculty members. Faculty members in university can get Myintzu hostel, Hnin si hostel, Gandamar hostel, Gangaw hostel,

Tharaphy hostel, Marlar hostel and Hanlin hostel. The organization also supports ferry for convenience in transportations. And the working environments of the university are green and clean. Therefore, the Yangon University of Economics also provides many situations to improve teachers' career success.

3.2 Organization Structure of Yangon University of Economics

Yangon University of Economics is managed by the school administrations and supported the teaching sector by the faculty members. The organization structure of Yangon University of Economics can be seen in figure

Figure (3.1) Organization Structure of Yangon University of Economics



Sources: Yangon University of Economics, (2008)

Yangon University of Economics is organized with a rector, pro-rectors and heads of departments forming the administrative board and the academic board to manage the factors which related to faculty members’ career success and to provide the educational services that match with the needs of labor market and student demands.

CHAPTER 4

ANALYSIS THE FACTORS INFLUENCING ON THE CAREER SUCCESS

This chapter addresses research design of the study, respondents' profile, and individual career planning of faculty members in YUEco, the situations of Organizational Career Management Practices in YUEco and individual personality traits of faculty members in YUEco, the reliability of measurement items, descriptive analysis of items and the regression analysis.

4.1 Research Design of the Study

Population of the research is academic faculty members from five major subjects departments of YUEco. Simple sampling is used. Current study intended to find out the influence of individual career planning, organizational career planning and individual personality traits on career success of the faculty members who are working in Yangon University of Economics. The online distribution of the survey questionnaires are requested to all the respondents by using a five point Likert scale ranging from (1) strongly disagree, (2) disagree, (3) neutral, (4) agree and (5) strongly agree during Covid 19 pandemic period. Pearson correlation was used to determine the significant relationship between variables. Statistical Package for Social Sciences (SPSS) version 20 for data validation and Reliability, Validity, Cronbach's alpha, descriptive statistics and regression analysis are used.

4.2 Profile of Respondents

The study targeted 70 academic faculty members working from five major subjects department at the Yangon University of Economics. Table (4.1) shows the demographic profile of respondents.

Table (4.1) Respondents' Profile

Categories	Frequency	Percent
Gender		
Female	67	95.7
Male	3	4.3
Position		
Professors	0	0
Associate Professor	16	22.9
Lecturer	28	40.0
Assistant Lecturer	8	11.4
Tutor	7	10.0
Part-time Tutor	11	15.7
Age		
Under 25 years old	4	5.7
26-35 years old	25	35.7
36- 45 years old	36	51.4
46-55 years old	4	5.7
above 55 years old	1	1.4
Experience		
below 2years	11	15.7
2-5 years	9	12.9
6-10 years	12	17.1
10-15 years	10	14.3
15-20 years	28	40.0
above 20years	11	15.7
Marital Status		
Married	23	32.9
Single	47	67.1
Departments		
Commerce	43	61.4
Management Studies	10	14.3
Applied Economics	5	7.1
Economics	9	12.9
Statistics	3	4.3

Source: Survey Data (2020)

Purpose of Career Choice		
Job Success	15	21.4
Interpersonal success	14	20.0
Financial Success	1	1.4
Hierarchical Success	3	4.3
Life Success	37	52.9
Other Income Jobs		
Own Business	8	11.4
Family Business	13	18.6
Part Time Job	18	25.7
None	31	44.3
Total Sample (70) respondents		

Source: Survey Data (2020)

The sample included 70 faculty members are not only female but also female. Table (4.1) indicates that 95.7% of the faculty members are female and 4.3% of the faculty members are male. When the teachers are asked about their position, the results indicate that 22.9% were associate professors (16), 40% were lecturers (28), 11.4% of assistant lecturers (8), 10% are tutors (7) and 15.7% are part-time tutors (11).

Table (4.1) indicates that 5.7% of the teachers were in the age group of less than 23 years, 35.7% of the teachers were in the 26-35 years group, 51.4% were in the 36-45 years, 5.7 % were in the age group of 46-55 years and 1.4% was above 55 years.

When the selected teachers are asked about year of experience in their jobs, the working experiences is divided into six groups; less than two years, 2-5 years, 6-10 years, 10-15 years, 15-20 years and above 25 years. In this survey, Table (4.1) shows that 15% have worked less than two years, 12.9% have worked 2-5 years, 17.1% have worked 5-10 years, 14.3% have worked 10-15 years, 40% have worked 15-25 years and 15.7% of teachers have over 25 years work experience in the universities.

In this study, Table (4.1) indicates that all of the respondents, 61.4% of teachers are in the department of commerce, few of the teachers are in Applied Economics Department (7.1%), (12.9%) of faculty members are in department of Economics, 14.3%

are in Management Studies Department, and all of the (4.3 %) are in the Statistics Department.

In this survey, reasons for teaching profession are classified into five groups; job success, interpersonal success, financial success, hierarchical success and life success. Table (4.1) shows that 21.4% of the teachers joined for job success, 20% of the teachers joined for interpersonal success, 1.4% of teachers joined for financial success, 4.3% of teachers joined for hierarchical success and 52.9% of teachers joined for life success. These results indicate that like any other profession, people join the teaching for various reasons. Among of the respondents, most of the faculty members are single (67.1%) and few of the teachers are married (32.9%).

The teachers who have other dual job are classified into four groups; own business, family business, part-time and others. In this study, Table (4.1) indicates that 11.4% of teachers have own business, 18.6% of teachers have family business, 25.7% of teachers have part- time jobs and 44.3% of teachers have no dual job from another areas.

4.3 Organizational Career Management Practices in YUEco

Table (4.2) indicates that the situation of organizational career management practices such as training, performance appraisal, and development assignments that provided by University.

Table (4.2) Organizational Career Management Practices in YUEco

No.	Items (Performance Appraisal)	Mean	Std. Deviation
1.	Providing job performance appraisal to develop career options.	3.59	0.691
2.	Providing performance evaluations for career routes and prospects.	3.64	0.762
3.	Giving career oriented performance feedback to success career plans	3.59	0.732
Overall Mean Value		3.61	
No.	Items (Training)	Mean	Std. Deviation
1.	Allowing several of tasks to develop career.	3.73	0.833
2.	Providing academic learning assistance to facilitate career development.	3.77	0.745
3.	Providing training programs related to career.	3.51	0.944
4.	Provides on -the- job-training related to career.	3.99	0.691
5.	Using mentoring for career management	3.87	0.679
6.	Using coaching for career management	3.40	0.858
7.	Using computer-based packages/ e-learning for career management	3.56	0.862
Overall Mean Value		3.69	
No.	Items (Development assignments)	Mean	Std. Deviation
1.	Providing developmental assignments (foreign assignments, stretch assignment, etc.) s to expand career horizon.	3.57	0.791
2.	Providing individual career path design according employee's different positions, career goals and time schedule.	3.53	0.928
3.	Using planned job-rotation for career management.	3.54	0.879
Overall Mean Value		3.55	

Source: Survey Data (2020)

In Table (4.2), the average mean value of 3.61 indicates that Yangon University of Economics provides performance appraisal for faculty members to develop their career

success. And the average mean value of 3.69, organization provides good training practices to encourage career success for faculty members. According to the average mean value of 3.55, organization uses developmental assignments and programs for faculty members. Among of three organizational career management practices, overall mean value of training is higher than overall mean value of performance appraisal and development assignments. This means that YUEco provide good organizational career management practices of training in each departments.

4.4 Individual career planning of Faculty members in YUEco

For this study, individual career planning and organizational career management practices and individual personality traits are termed as independent variables and dependent variable is career success. Table (4.3) shows that the factors of individual career planning of faculty members' responses.

Table (4.3) Individual Career Planning of faculty members' responses

No.	Items	Mean	Std. Deviation
1	Identifying personal skills, knowledge and abilities	4.07	0.461
2	Establishing realistic career goals and objectives	4.07	0.573
3	Aligning core capability with career goal accomplishment	4.01	0.625
4	Formulating career plans by using the various developmental activities provided by organization.	3.7	0.645
5	Assessing career plan frequently	3.83	0.761
6	Changing or revising career plan based on new information	3.57	0.957
7	Received regarding myself or the external circumstances	3.67	0.717
Overall Mean Value		3.85	

Source: Survey Data (2020)

In Table (4.3), according to mean value of 4.07, most of the faculty members identity and establish their career goals and objectives to obtain career success in their life. In general, these results of mean value, 3.85 demonstrates that most of teachers in Yangon University of Economics assess personal skills, knowledge and abilities, establish realistic career goals and objectives, align their core capabilities with career goal

accomplishments and utilize developmental opportunities that provided by Yangon University of Economics.

4.5 Individual Personality Traits of faculty members in YUEco

The next is the individual personality traits of faculty members in YUEco. By using the International Personality Item Pool (IPIP), 49 items of personality traits are measured with the five Likert ranging. Table (4.4) suggests that faculty member's personality traits.

Table (4.4) Personality Traits of faculty members (Extroversion)

No.	Items	Mean	Std. Deviation
1.	Being the life of the party	3.54	0.863
2.	Not being the Centre of attention	3.33	0.863
3.	Being comfortable around people	3.70	0.874
4.	Starting conversation	3.61	0.906
5.	Talking to different people at parties	3.40	0.954
6.	Talking a little.	3.83	0.564
7.	Keeping in the background	3.76	0.600
8.	Disliking to draw attention to myself	3.91	0.531
9.	Being quiet around strangers	3.76	0.550
10.	Having little to say	3.91	0.558
Overall Mean Value		3.68	

Source: Survey Data (2020)

In Table (4.4), according to mean value of 3.54, faculty members enjoy participation in the party. According to the mean value of 3.33, they don't mind being the center of attention. According to the mean value 3.70 shows that they feel comfortable around people. Because of mean value is 3.61, they are people who start conversation. According to the mean value of 3.40, they talk to a lot of different people at parties, According to the mean value 3.30 shows that they keep in the background. Because of mean value is 2.94, they are people who talk a lot. Because of mean value of 3.03, they

don't like to draw attention to themselves 3.16 they are quiet around strangers, According to the mean value 3.170 shows that they have little to say. According to the results of overall mean value is greater than "3", (3.68) most of teachers are extraversions who are gregariousness, activity level, assertiveness, excitement seeking, positive emotions, and warmth people.

Table (4.5) Personality Traits of faculty members (Agreeable)

No.	Items	Mean	Std. Deviation
1.	Interesting in people	3.40	0.969
2.	Having a soft heart	3.61	0.873
3.	Sympathizing with others' feelings	3.79	0.883
4.	Making people feel at ease	3.63	0.887
5.	Take time out for others	3.56	0.911
6.	Feeling other's emotions	3.93	0.547
7.	Being not interested in others	3.80	0.672
8.	Insulting people	3.86	0.753
9.	Being not interested in other problems	3.80	0.604
10.	Being feel little concern for others.	3.79	0.562
Overall Mean Value		3.71	

Source: Survey Data (2020)

In Table (4.5), according to mean value of 3.40, most of the faculty members are interested in people. According to the mean value of 3.61, they are people who have a soft heart. According to the mean value 3.79 shows that they sympathize with others' feelings. Because of mean value is 3.63, they make people feel at ease. According to the mean value of 3.56, they take time out for others. According to the mean value 3.73 shows that they feel other's emotions. Because of mean value of 2.89, they are really interested in others. According to the mean value of 2.75, they don't insult people. According to the mean value 2.86 shows that they interested in other people's problems. Because of mean value of 2.99, they don't feel little concern for others. Agreeableness are people who are straightforwardness, trust, altruism, modesty, tender mindedness, compliance.

According to the results of overall mean value is greater than “3”, (3.71), teachers are agreeableness who is straight forwardness, trust, altruism, modesty, tender mindedness, compliance.

Table (4.6) Personality Traits of faculty members (Openness)

No.	Items	Mean	Std. Deviation
1.	Spending time on things which advance to career.	3.50	0.757
2.	Having a rich vocabulary	3.24	0.690
3.	Having a vivid imagination	3.49	0.697
4.	Having excellent ideas	3.56	0.673
5.	Understanding quickly	3.76	0.600
6.	Having full of ideas	3.63	0.705
7.	Not interesting in abstractions.	3.19	0.906
8.	Having a poor imagination	2.66	1.020
9.	Not understanding abstract ideas	2.65	0.921
Overall Mean Value		3.29	

Source: Survey Data (2020)

In Table (4.6), according to mean value of 3.50, most of the faculty members spend time reflecting on things. According to the mean value of 3.24, they have a rich vocabulary. According to the mean value 3.49 shows that they have a vivid imagination. Because of mean value is 3.56, they have excellent ideas. According to the mean value of 3.76, they understand things quickly. Because of mean value of 3.63, they are full of ideas. According to the mean value of 3.19, they don't interest in abstractions. According to the mean value 2.66 shows that they have a good imagination. Because of mean value of 2.65, they don't have difficulty understanding abstract ideas. According to the result of overall mean value is greater than “3”, (3.29), some of the teachers are openness who is straightforwardness, trust, altruism, modesty, tender mindedness, compliance.

Table (4.7) Personality Traits of faculty members (Conscientiousness)

No.	Items	Mean	Std. Deviation
1.	Having details attention.	4.14	3.586
2.	Doing right away	3.55	0.654
3.	Obeying orders	3.04	1.013
4.	Following a schedule	3.73	0.679
5.	Exacting in my work	3.71	0.617
6.	Leaving my belongings around	3.19	0.822
7.	Making a mess of things	3.06	0.915
8.	Forgetting to put things back in their proper place often.	3.77	0.569
9.	Shirking my duties	3.97	0.701
Overall Mean Value		3.57	

Source: Survey Data (2020)

In Table (4.7), according to mean value of 4.14, they I pay attention to details. According to the mean value of 3.55, they get chores done right away. According to the mean value 3.04 shows that they like orders. According to the mean value of 3.73, they follow a schedule. Because of mean value of 3.71, they are exacting in their work. Because of mean value of 3.19, they leave their belongings around According to the mean value of 3.06, they make a mess of things According to the mean value 2.80 shows that they don't often forget to put things back in their proper place. Because of mean value of 2.66, they don't shirk my duties. According to the result of overall mean value is greater than "3", (3.57), some of the faculty members are conscientiousness who is self-discipline, dutifulness, competence, order, deliberation, achievement.

Table (4.8) Personality Traits of faculty members (Neuroticism)

No.	Items	Mean	Std. Deviation
1.	Being easily disturbed	2.70	0.953
2.	Changing moods a lot	2.93	0.857
3.	Getting irritated easily	2.69	0.843
4.	Getting stressed out easily.	2.99	0.940
5.	Getting upset easily	2.74	0.928
6.	Having mood swings frequently	2.69	0.877
7.	I often feel blue	2.74	0.943
8.	I worry about things	2.80	0.942
9.	Relaxing most of the time things	3.71	0.515
10.	Being seldom feel blue	3.66	0.587
Overall Mean Value		2.97	

Source: Survey Data (2020)

In Table (4.8), according to mean value of 2.70, they are not easily disturbed. According to the mean value of 2.93, they don't change their mood a lot. According to the mean value 2.69 shows that they don't get irritated easily. According to the mean value of 2.99, they don't get stressed out easily. Because of mean value of 2.74, they don't get upset easily. Because of mean value of 2.69, they don't have frequent mood swings. According to the mean value of 2.74, they don't often feel blue. According to the mean value 2.80 shows that they aren't worry about things. Because of mean value of 3.54, they relaxed most of the time things. According to the results of mean value, 2.97, most of the teachers are not neuroticism who are anxiety, self-consciousness, depression, vulnerability, impulsiveness, angry and hostility.

4.6 Career Success of faculty members in YUEco

Career Success was measured the four types of success, namely job success, interpersonal success, hierarchical success and life success. 20 items of career success such as job success, interpersonal success and life success are measured the five Likert scales ranging. Table (4.9) indicates that Career Success (Job Success) of faculty members in YUEco.

Table (4.9) Career Success of faculty members in YUEco (Job Success)

No.	Items	Mean	Std. Deviation
1.	Receiving positive feedback about my performance from quarters	3.66	0.759
2.	Being offered opportunities for further education by my organization	3.69	0.671
3.	Having enough responsibility on my job	3.89	0.603
4.	Getting fully feedback by management in my work	3.66	0.778
5.	Offering me the chance to learn new skills	4.59	6.154
6.	Being most happy when I am at work	3.79	0.635
7.	Dedicating work	3.83	0.636
8.	Being in a position to do mostly which I really like	3.83	0.659
Overall Mean Value		3.87	

Source: Survey Data (2020)

In Table (4.9), according to the result of overall mean value 3.87, it indicates that most of the faculty members obtain job success. This means that they are receiving positive feedback about their performance from quarters, they are offered opportunities for further education by their organization, they are happy when they are at work and they are in a position that they really like.

Table (4.10) Career Success of faculty members in YUEco (Interpersonal Success)

N0.	Items	Mean	Std. Deviation
1.	My peers respecting me.	3.91	0.631
2.	Getting good performance evaluations	3.76	0.600
3.	My peers accepting me	3.94	0.508
4.	Having my superior's confidence	3.91	0.442
Overall Mean Value		3.88	

Source: Survey Data (2020)

In Table (4.10), according to the result of overall mean value 3.88, it indicated that some of the teachers in Yangon University of Economics belongs interpersonal success. This means that they are respected and accepted by their peers.

Table (4.11) Career Success of faculty members in YUEco (Hierarchical Success)

No.	Items	Mean	Std. Deviation
1	Pleasing with the promotions I have received so far.	3.52	0.676
2	Reaching my career goals within the time frame that I set for myself	3.60	0.730
3.	Going to reach all of my career goals.	3.61	0.822
4.	My job offering promotional opportunities	3.64	0.762
Overall Mean Value		3.60	

Source: Survey Data (2020)

In Table (4.12), according to the result of overall mean value 3.60, it showed that teachers possess hierarchical success. This indicates that the faculty members are pleased with the promotions they have received so far, they are reaching their career goals within the time frame that they set for themselves, they are going to reach all of their career goals and they are in a job which offers promotional opportunities.

Table (4.12) Career Success of faculty members in YUEco (Life Success)

No.	Items	Mean	Std. Deviation
1.	My private life is happy	3.96	0.624
2.	Satisfying with my life overall	3.89	0.733
3.	Enjoying my non-work activities	3.54	0.879
4.	Dedicating to my work	3.66	0.759
Overall Mean Value		3.76	

Source: Survey Data (2020)

In Table (4.12), according to the result of overall mean value 3.76, it indicated that teachers happy with their private life and possess life success. This means that faculty members happy with their private life and dedicated to their work.

4.7 Reliability Test

Cronbach's alpha reliability coefficient was assessed to evaluate the internal consistency of each component.

Table (4.13) Reliability Analysis

Variable	Cronbach's value	Item
Individual Career Planning (ICP)	0.793	7
Organizational Career Management Practices (OCMP)	0.915	13
Personality Traits	0.822	48
Career Success	0.627	20

Source: Survey Data (2020)

Sekaran (2003) suggested a Cronbach's alpha at least 0.60 to measure the instrument is reliable and acceptable and a value less than 0.35 represent unacceptable reliability. Table (4.13) illustrated the reliability result each of the instrument for the reliability test range from 0.786 to 0.946. That indicates high acceptable reliability.

4.8 Factors influencing on Career Success

Regression analysis was conducted to study the variation of career success explained by individual career planning, organization career management practices and individual personality traits. Table (4.14) represents the regression coefficient of independent variable i.e. individual career planning, organizational career management practices on dependent variable i.e. career success. The results indicate that 47.6% variation in career success is explained by individual career planning, organization career management practices and individual personality traits. In addition, the value of Durbin Watson in the table is 1.947, which suggested that there is evidence of positive correlation and no singularity or multi- collinearity problem as VIF <10.

Table (4.14) Analysis on Factors influencing on Career Success

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	0.587	0.390		1.504	0.138		
Individual Career Planning (ICP)	0.469***	0.102	0.501	4.615	0.000	0.674	1.483
Organizational Career Management Practices (OCMP)	0.026	0.090	0.033	0.286	0.776	0.607	1.647
Individual personality traits	0.350***	0.122	0.304	2.880	0.005	0.712	1.405
R ²	0.500						
Adj R ²	0.476						
F-value	21.017***						
Durbin-Watson	2.053						

Source: SPSS output, Survey Data (2020)

Statistical Significance Indicate *** at the 1% level, ** at the 5% level and * at the 10% level.

Table (4.14) provided results from the regression analysis. The individual career planning (ICP) had mostly significant influence on career success at 1% significance level ($b = 0.469$, $p < 0.000$), the result indicated that individual career planning are positively related to career success. The most of respondents have their career planning goals and have a greater affinity to contribute the career success so that they are willingness to career success to achieve their career plan.

The survey data is tested by regressing organizational career management practices on career success. Table (4.14) also provided results from the regression analysis. The effect of organizational career management practices have no significant influence on career success ($b = 0.026$ $p < 0.776$).

Personality types is related to career success at a significance level of 1% ($b = 0.350$, $p < 0.005$) providing support for relationship between them. Academic faculty member's career success are affecting by their personality type.

To summarize, individual planning and individual personality traits have strongly influence on faculty members' career success at Yangon University of Economics. This is because of teachers' career success mainly depends on their individual planning and individual personality.

4.9 Analysis of Personality Traits on Career Success

Table (4.15) indicates that influence of each of the personality traits on career success of faculty members.

Table (4.15) Analysis of Personality Traits on Career Success

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	1.489	0.390		3.816	0.000		
Extroversion	0.097	0.097	0.113	0.998	0.322	0.789	1.268
Agreeableness	0.186*	0.111	0.229	1.674	0.099	0.542	1.846
Openness	0.354***	0.130	0.375	2.727	0.008	0.537	1.863
Conscientiousness	0.096	0.092	0.126	1.054	0.296	0.709	1.410
Neuroticism	-0.105	0.089	-0.139	-1.170	0.247	0.723	1.383
R ²	0.380						
Adj R ²	0.329						
F-value	7.483***						
Durbin-Watson	2.065						

Source: SPSS output, Survey Data (2020)

Statistical Significance Indicate *** at the 1% level, ** at the 5% level and * at the 10% level.

Among of the five personality traits, agreeableness is significant in describing the relationships ($b = 0.186$, $p < 0.100$), the result indicated that the individuals who are agreeableness are positively related to career success at 10% significance level. The personality type of openness have mostly significant influence on career success ($b = 0.354$, $p < 0.008$) at 1% significance level.

Table (4.15) provided results from the regression analysis. The individual traits of extroversion have no significant influence on career success ($b = 0.097$, $p > 0.1000$). The personality type of conscientiousness is not related to career success ($b = 0.096$, $p > 0.1000$) providing support for relationship between them and the personality traits of neuroticism have not influenced on career success ($b = -0.105$, $p > 0.1000$).

Most of the agreeableness assesses the qualities of one's personal orientations along a continuum from compassion to antagonism in thoughts, feelings, and actions and

most of the openness participants assess proactive seeking and appreciations of experiences for its own sake; toleration for and exploration of the unfamiliar. Therefore, among of five individual personality traits, agreeableness and openness participants obtain greater career success for academic faculty members.

CHAPTER 5

CONCLUSION

The study is conducted with the aim to analysis the factors that influence on career success of faculty members in University. This chapter represents conclusion of findings and discussions of the study, suggestions, the limitations and needs for further study.

5.1 Findings and Discussions

According to this research, the result of the respondent's profile of faculty members indicates that the female are more interest in occupation of teaching in Yangon University of Economics than male. The existence of difference in teachers' positions, age, the experiences in teaching profession, departments they work in. In general, the results indicate that female has been frequently engage in teaching than males. With regard to marital status, a large number of teachers are single and few are married. This study states that most of teachers have no dual jobs and some have own business, some have family business and some have part-time jobs.

The study results that organizational career management practices (training and performance appraisal, development assignments) haven't influenced on career success (job success, interpersonal success, hierarchical success and life success). This is because of the practices of training and performance appraisal are normal practices for teachers in university and development assignments are carried out to meet the need of academic learning progress. The research finding shows that even organizations are responsible for career management for faculty members; faculty members are more responsible for managing their careers themselves.

The study indicates that individual career planning is mainly important for career success. Career success of faculty members mainly depends on their responsibilities for their own developments and that organization play an important coaching and facilitation role in the career improvement process for them. Faculty members have mainly responsible to assess personal skill, knowledge and abilities, establish realistic career goals, align of core capabilities for career goal accomplishments and utilize developmental opportunities themselves and carry out certain development activities which provided by organization.

The result shows that individual personality traits supported and most significant influence on career success of faculty members. Among of five individual personality

traits, agreeableness and openness are only significant on career success. More generally, personality may shape the daily experience on the job and faculty members' career success. Based on their individual personality traits, faculty members plan the activities that lead to their career success. Therefore, organizational career management practices have no significant on career success of faculty members and individual career planning and individual personality are mostly influence on career success of faculty members in Yangon University of Economics.

5.2 Suggestions

Based on the main findings of this study, the weak influence of organizational career management practices are affected on career success for faculty members in university. And administration and decision makers should review on career planning by giving them career development opportunities to develop their career and career skills that will lead towards career success. University is providing department of quality assurance to assure and enhance the standard and delivery quality of its academic programs and courses. For the teachers to achieve success, organization should effectively show their supportiveness to teachers in an effort to motivate and success them to work in university. And organization should also realize that a person's occupational self-concept can influence career success.

Additionally, individual career planning and individual personality traits significantly influence on career success in this study. The result of the study sheds light individual career planning and personality traits of faculty members are most important to obtain career success. A person who has a high and systematic career planning is more success and more likely to success in their career. This study also stated that teachers are more interested in developing and shaping of their future career success.

The agreeableness and openness type of personality traits relates to the greater career success for academic faculty members. Therefore, university should select the individuals with the right personality traits. By analyzing the personality traits, administration of decision makers give the opportunities, better career success and duties to the appropriate faculty members. Also then teachers can emphasize the personality traits that can lead to a successful career. Finally, faculty members, administrations and decision makers should contain in the processing which leads to career success of teachers and hence to the organization' success.

5.3 Limitations and Needs for Further Study

As the scope of the study is only 70 faculty members those who are professors, associate professors, lecturers, assistant lecturers, tutors and part- time tutors in Yangon University of Economics. Due to some constraints the data collection periods and financial cost, sample size is small this study. The participants in this survey are collected data through questionnaires via phone, Facebook, e-mail contacts.

In this study, the practices of organization career management include training, performance appraisal, development assignments are only used for questionnaires and there are many other practices that have not been investigated in the current study. The future research should include additional items for measuring other organizational career management practices and should select the large sample. The further study should choose scopes that are in the same position levels and same experience levels. And also should conduct analysis on other public universities in Myanmar.

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APPENDIX

Questionnaires for Teachers

Influencing factors on career success of faculty members in University of Economic

This survey is to investigate the factors that influence on career success of faculty members at University of Economics in Myanmar. The data obtained from this survey will be used only to write a master's thesis to submit Yangon University of Economics. Thank you very much for taking a time to complete the questionnaire.

Section A: Demographic characteristics data

1. Gender

Male ()

Female ()

2. Position

- Professor (Head of department) ()
- Associate Professor ()
- Lecturer ()
- Associate Lecturer ()
- Tutor ()

3. Age

- Under 25 years ()
- 26-35 years ()
- 36-45 years ()
- 46-55 years ()
- Above 55 years ()

4. How long have you been in the teaching profession?

- Less than two years ()
- 2-5 years ()
- 6-10 years ()
- 10-15 years ()
- 15-25 years ()
- Over 25 years ()

5. Which department do you work in?
- Department of Commerce ()
 - Department of Management Studies ()
 - Department of Apply Economics ()
 - Department of Economics ()
 - Department of Statistics ()
6. What did you join the teaching profession for?
- Job success ()
 - Interpersonal success ()
 - Financial success ()
 - Hierarchical success ()
 - Life success ()
7. Do you have other dual job?
- Own business
 - Family business
 - Part- time
 - others
8. Married () Single ()

Section B: The factors that influence on career success of Teachers

For each of the following statements about the factors that influence on career success, please indicate (by marking) the extent to which you agree them.

1= strongly disagree, 2= disagree, 3= neutral, 4=agree, 5=strongly agree

9(a)	Individual career planning	1	2	3	4	5
1	I am able to identify my personal skills, knowledge and abilities.					
2	I have established realistic career goals and objectives.					
3	I am able to align my core capability with career goal accomplishment.					
4	Using the various developmental activities provided in my organization, I am able to formulate career plans.					
5	I assess my career plan frequently.					
6	I change or revise my career plan based on new information.					
7	I received regarding myself or the external circumstances.					
9(b)	Organizational career management practices (Performance appraisals)	1	2	3	4	5
1	My organization provides job performance appraisal to develop career options.					
2	My organization provides tool for evaluation of performance to provide an understanding of promotional prospects and career routes and help employee to adjust their efforts accordingly.					
3	Career oriented performance feedback given in my organization helps me to success in my career plans.					
9(c)	Organizational career management practices (Training)	1	2	3	4	5
1	My organization allows performing several of tasks to develop my career.					
2	Academic learning assistance provided by my organization facilitates career development.					

3	My organization provides training related to my career.					
4	My organization uses on-the-job-training for career management.					
5.	My organization uses mentoring for career management.					
6.	My organization uses coaching for career management.					
7	My organization uses computer-based packages/ e-learning for career management.					
9 (d)	Organizational career management practices (Development assignments)	1	2	3	4	5
1	Development assignments (foreign assignments, stretch assignment, etc.) enable us to expand our career horizon.					
2	My organization provides individual career path design according employees' different positions, career goals and time schedule.					
3	My organization uses planned job-rotation for career management.					
10(a)	Individual personality traits (Extraversion)	1	2	3	4	5
1	I am the life of the party.					
2	I don't mind being the Centre of attention.					
3	I feel comfortable around people.					
4	I start conversation.					
5	I talk to a lot of different people at parties.					
6	I don't talk a lot. (reversed)					
7	I keep in the background. (reversed)					
8	I have little to say.					
9	I don't like to draw attention to myself. (reversed)					
10	I am quiet around strangers. (reversed)					
10(b)	Individual personality traits (Agreeableness)	1	2	3	4	5
1	I am interested in people.					
2	I have a soft heart.					
3	I sympathize with others' feelings.					
4	I make people feel at ease.					
5	I feel other's emotions.					

6	I am not really interested in others. (reversed)					
7	I insult people. (reversed)					
8	I am not interested in other people's problems. (reversed)					
9	I feel little concern for others. (reversed)					
10(c)	Individual personality traits (Openness)	1	2	3	4	5
1	I spend time reflecting on things.					
2	I have a rich vocabulary.					
3	I have a vivid imagination.					
4	I have excellent ideas.					
5	I am quick to understand things.					
6	I am full of ideas.					
7	I am not interested in abstractions. (reversed)					
8	I do not have a good imagination. (reversed)					
9	I have difficulty understanding abstract ideas. (reversed)					
10(d)	Individual personality traits (Conscientiousness)	1	2	3	4	5
1	I am exacting in my work.					
2	I am always prepared.					
3	I pay attention to details.					
4	I get chores done right away.					
5	I like orders.					
6	I follow a schedule.					
7	I am exacting in my work.					
8	I leave my belongings around. (reversed)					
9	I make a mess of things. (reversed)					
10	I often forget to put things back in their proper place. (reversed)					
11	I shirk my duties. (reversed)					
10(e)	Individual personality traits (Neuroticism)	1	2	3	4	5
1	I am easily disturbed.					
2	I change my mood a lot.					
3	I get irritated easily.					
4	I get stressed out easily.					

5	I get upset easily.					
6	I have frequent mood swings.					
7	I often feel blue.					
8	I worry about things.					
9	I am relaxed most of the time. (reversed)					
10	I seldom feel blue. (reversed)					
11(a)	Career success (Job success)	1	2	3	4	5
1	I am receiving positive feedback about my performance from quarters.					
2	I am offered opportunities for further education by my organization.					
3	I am having enough responsibility on my job.					
4	I am fully backed by management in my work.					
5	I am in a job which offers me the chance to learn new skills.					
6	I am most happy when I am at work.					
7	I am dedicated to my work.					
8	I am in a position to do mostly which I really like.					
11(b)	Career success (interpersonal success)	1	2	3	4	5
1	I am respected by my peers.					
2	I am getting good performance evaluations.					
3	I am accepted by my peers.					
4	I am having my superior's confidence.					
11(c)	Career success (Hierarchical success)	1	2	3	4	5
1	I am pleased with the promotions I have received so far.					
2	I am reaching my career goals within the time frame that I set for myself.					
3	I am going to reach all of my career goals.					
4	I am in a job which offers promotional opportunities.					

