

The Effects of Career Anchors on Organizational Commitment of Teachers in Co-operative University and College

Lei Lei Win¹

Abstract

The purpose of this study was to examine the effect of career anchors on organizational commitment of teachers in Co-operative University Sagaing and Co-operative College (Mandalay). The empirical analysis was based on a sample of 113 teachers of Co-operative University Sagaing and Co-operative College (Mandalay). This study investigated and explored the phenomenon of career anchors based on Schein's 1978 career anchor theory and how these career anchors effect commitment of employees. The data were gathered through two standard questionnaires of career anchors by using Schein model and of organizational commitment of Meyer and Allen model. Findings from this study described that there was a positive relationship between elements of career anchor and components of organizational commitment. Technical/functional competence and general managerial competence were positively related and negatively related autonomy- independence of career anchor with normative commitment. Security/ Stability career anchor effect on affective commitment and general managerial competence and entrepreneurial creativity career anchors effect on continuance commitment. If there is a relation between individuals career orientations and workplace leads to job satisfaction, high commitment and while lack of relation leads to employees dissatisfaction and turnover.

Keywords: Career Anchors, Organizational Commitment, Teachers in Co-operative University, and College.

1. Introduction

Education is important for the personal, social, and economic development of the nation. Governments are investing more than ever before on education of their citizens, eager for them to compete in the global workforce. Education empowers minds that will be able to conceive good thoughts and ideas.

¹Lecturer, Department of Management, Co-operative University, Sagaing

The education industry in Myanmar is one of the vital industries that play an important role in the current work environment. In the knowledge age, education has become a part of their everyday lives, which is a great impact on society since people live in the education. Myanmar had 171 higher institutions which are overseen by eight ministries in the 2015 academic year according to National Education Strategic Plan (2016-2021). The Co-operative University is one of the universities in Myanmar that nurtures many qualified and skilled human capital needed in government and business and industry in every year. The Co-operative University, Sagaing is situated in Shwe Thama Ward, Sagaing city, Sagaing region. It was originally founded as Co-operative Training School for Kachin state, Chin state and Sagaing Region since 1982 and upgraded as Co-operative college, Sagaing in 1996. The formation of Co-operative University, Sagaing was on 21st June 2012 under the Ministry of Co-operatives. Now University is under the Ministry of Agriculture, Livestock and Irrigation.

Education can improve the quality of human life. The importance of universities as a key part of educational system is the recognition that there are large and diverse sets of public and private educational institutions which affect workforce and therefore development of every country (Hassan Ghalarandi and Peyman Yarmohammadzadeh, 2012). An organization cannot perform successfully in today's highly competitive world without employees who are committed to its objectives and strategic goals (Lesabe & Nkosi, 2007). Effectively attracting, developing, managing, motivating and retaining committed employees has become a critical success factor for sustained organizational performance (Beechler & Woodward, 2009; Chang, 2010; Döckel, 2003; Luthans et al., 2004; Spagnoli & Caetano, 2012). So, higher educational institutions have begun to recognize the importance of attracting employees and retaining them once they are in the institution.

Employees at work have to assess their own interests, competencies, skills and values to improve their chances for career progression. Individuals' motives, talents and values form their occupational self-concept, known as career anchor (Schein 1978, 1996). Research indicates that an individual's career motives and values (his/her career anchors) have an impact on career decision making and psychological attachment or commitment to an occupation or organization.

The success of this process requires that two basic dimensions to be the subject of focus: external career and internal career. External career refers to stages and roles that are formally rewarded by organizations and determined by organizational policies, while internal career is

related to the self-concept of employees with respect to their expectations and career development (Raymond, 1999; Riordan & Louw-Potgieter, 2011; Sav, 2008; Tan & Quek, 2001).

Therefore the main purpose for the research study was to contribute to the broader research community by generating new knowledge and enhancing existing knowledge concerning career anchors, organizational commitment of academics of Co-operative University, Sagaing.

1.1 Rationale of the Study

The educational industry is undergoing rapid change and competition has increased with an increasing influx of public and private universities and colleges in a country. To develop education status of public universities, qualified teachers are needed in there. Teachers are important persons to share knowledge for students and conduct the research for society supports. Teachers play the most crucial role in the development of the education system as a whole and also maintaining the standards of higher education. So, teachers are the most valuable and expensive assets for any universities.

If the teachers know their strengths, they can find the suitable or preferred job which can improve their performance and career path. Therefore the public universities have noticed that their teachers, who have strong career anchors, will try for career success in their professional field.

On the other hand, teachers are required in other private universities and other ministries. In addition some of teachers leave from the country and work in foreign countries. These organizations offer better salaries and benefits to attract the teachers. But teachers have different needs, values, interests for their career decision and progression. Thus public universities need to understand why teachers make certain career decisions, why they stay committed to a particular university.

1.2 Research Question of the Study

Whether career anchors really effect on organizational commitment of teachers in Co-operative University, Sagaing and Co-operative College, Mandalay or not?

1.3 Objective of the Study

The objective of the study is to analyze “the effect of Career Anchors on Organizational Commitment of Teachers in Co-operative University, Sagaing and Co-operative College, Mandalay”.

1.4 Method of Study

The study used both primary and secondary data. To get primary data, the study used survey method. Data were collected from teaching staffs who are working in Co-operative University, Sagaing and Co-operative College, Mandalay. There are (147) members registered in Co-operative University, Sagaing and Co-operative college, Mandalay. Yamane's sample size formula was used in this research. In this research the research sample size was (113) teachers working in Co-operative University and college. A structured questionnaire was used. In this research, respondents were asked to respond to self-administered questionnaire comprising of three sections: demographic factors, career anchors, and organizational commitment. The tool used in the questionnaire to capture the evaluation data was Likert scale. The obtained data were processed and analyzed by using multiple linear regression analysis.

Secondary data were gathered from the sources of international journals, relevant books and internet articles concerning the career anchors and organizational commitment.

1.5 Scope and Limitations of the Study

The study had many limitations which should be taken care in future studies. The study focused on only teaching staffs in Co-operative University, Sagaing and Co-operative College, Mandalay. No other comparisons would make with other service industries, nor with other industries in Myanmar. The research would contribute how to achieve employee commitment and retention strategies for public universities and colleges.

2. Theoretical Background

The literature review which consisted of the concept of career anchors, related theories of career anchors and organizational commitment are presented. The second part presented the conceptual framework of the study.

2.1 Schein's Career Anchor Theory

Career anchor theory was conceptualized by Edgar Schein at the Massachusetts Institute of Technology (MIT) in the 1960s (Yarnall, 1998). The concept of career anchor evolved out of the longitudinal study of Sloan School alumni ten to 12 years after their graduation (Schein, 1978). Schein reinterviewed 44 MBA graduates using in-depth interviews to examine their histories and the reasons behind their career decisions (Erdoğmus, 2004).

Schein (1971) defined career as the description and analysis of an individual's movement through an organization. An individual's career self-concept or career anchor is built on feedback and self-insight, which matures with experience (Schein, 1978).

As earlier stated, a career anchor is described as an individual's evolving self-concept consisting of the following three elements (Schein, 1990a; Schreuder & Theron, 1997; Yarnall, 1998):

1. Self-perceived talents, skills and competence (allowing strong and weak points to be discovered through actual successes in a variety of work settings).
2. Self-perceived motives, needs, drives and goals (originating from opportunities for self-tests and self-diagnosis in real situations and feedback from others, to discover what they ultimately seek from their career).
3. Self-perceived attitudes and values (originating from actual encounters between the individual and the norms and values of the employing organization and work settings, to realize what environments they want to be associated with).

Schein (2006) distinguished between internal and external careers. Internal is anchored by the person's self-image of his/her competencies, motives and values, while external involves "the actual steps that are required by an occupation or an organization to progress through that occupation. Once the self-concept is formed it guides and stabilizes a person's career and helps them to realize which values and motives they will not give up if forced to make a career choice (Coetzee & Roythorne-Jacobs, 2007; Schein, 1990a).

A particular advantage of Schein's (1974) model is that it recognizes the need to create balance between the individual and the organization, rather than having a purely individual focus (Yarnall, 1998).

2.1.1 Types of Career Anchors

Schein developed eight career anchors namely that of technical/functional competence, general managerial competence, autonomy/independence, and security/stability, and entrepreneurial creativity, service/dedication to a cause, pure challenge, and lifestyle (Schreuder & Cotezee, 2006).

(i) Technical/Functional Competence

The Technical/Functional Competence anchor is a strong need for specialization in one's area of expertise (Schein, 2006). When people are strong on this anchor, they are especially motivated by those jobs which could show their unique talents and skills. Individuals with this

career anchor may excel in managing others in their area of specialization, but not as general managers. Employees with this dominant career anchor value self-development, as they want to continuously improve their skills within their area of expertise (Fakir, 2010)

(ii) General/Managerial Competence

The General Managerial Competence anchor is a desire of advancement to more responsibility or higher leadership (Schein, 2006). People with this anchor assess the attractiveness of a position based on its importance to the success of the organization (Schein, 2006). Employees with this trait value the need to see how they have contributed to the overall success of the organization (Fakir, 2010). Hence, individuals who value the general/managerial competence are able to identify the significance of knowing and understanding different functional areas effectively (Fakir, 2010).

(iii) Autonomy/Independence

The Autonomy/Independence anchor is characterized by a need to do things in one's own way (Schein, 2006). People with this anchor are most motivated by jobs which let them set their own standard and pace.

(iv) Security/ Stability

The Security/Stability anchor represents the need for psychological safety and professional security in one's work (Schein, 2006). Everyone needs feelings of security, but people with this anchor view predictable events and stable progress as predominant in their careers (Schein, 2006). They are usually more concerned with the context of the work, and value rewards based on seniority and tenure. These employees are typically loyal and would usually carry out tasks accordingly as well as not question the employers' authority (Fakir, 2010).

(v) Entrepreneurial Creativity

The Entrepreneurial Creativity anchor is a need and desire to create new ventures by building new organizations or reshaping existing businesses (Schein, 2006). This anchor is distinguished from the others because it is not just leadership, but the creating of a new venture that is viewed by people who have this anchor as being essential to their self-fulfillment (Schein, 2006). Employees who have considerable entrepreneurial creativity as their career anchor, enjoys creating and developing new products or services (Fakir, 2010).

(vi) Service/Dedication

Employees who regard service/dedication as a career anchor are likely to thrive in work environments where they are able to render a service that improves life in general. Employees with this career anchor are employed in organizations and firms where the employer chooses to develop and improve the well-being of their human capital by implementing various initiatives such as employee assistance programmes as well as facilitating mentoring, counseling, and coaching sessions (Greenhaus et al., 2000).

(vii) Pure Challenge

Employees who value pure challenge as a career anchor always strives to work in challenging organizations whereby they are able to perform difficult tasks. These employees characterize success and satisfaction by means of accomplishing seemingly impossible tasks and solving difficult intricate unsolvable problems (Fakir, 2010).

(viii) Lifestyle

The Lifestyle anchor represents a desire to balance one's work and life. People with this anchor are motivated by having a career that conforms to other aspects of life, and they would focus on the design of their total life path rather than only their work (Bailyn, 1989). Employees who have a strong preference for the lifestyle career anchor are apt to attempt to balance their personal life and career obligations (Fakir, 2010).

2.2 Organizational Commitment

Organizational commitment is a view toward employee's attachment to organization and it is a constant process which indicates the contribution of individuals in organization (Khanifaretet al, 2009). Organizational commitment determines individual identity with a certain organization and his contribution in that organization traditionally organizational commitment considered as a kind of emotional and psychical attachment to the organization (Hassan, etal.2012). According to this approach individual with strong attachment to this organization, feels united with it and enjoy from being a member of organization (Mooghali et al, 2009). In short being loyal to organization goals' and values and attachment to it called organizational commitment. The research undertaken by (Meyer and Allen, 1990) identified three aspects of organizational commitment, affective commitment, normative commitment and continuance commitment.

(i) Affective Commitment

Meyer and Allen (1997) defined affective commitment as “the employee’s emotional attachment to, identification with, and involvement in the organization.” effective commitment has been conceptualized as employee’s emotional feeling of attachment to organization, coincidence with it and engagement within organization. Individuals with strong affective commitment are characterized by more attachment to organization because they have greater tendency to be part of the organization (Hassan and etal, 2012).

(ii) Continuance Commitment

Continuance commitment originated from Becker’s (1960) side bets theory. It can be described as the perceived cost an individual associates with leaving an organization (Meyer & Herscovitch, 2001). Individuals who experience continuance commitment remain with an organization because they feel they need to or *have to* (Meyer & Allen, 1997).

(iii) Normative Commitment

Normative commitment refers to an employee’s feelings of obligation or duty to remain with an organization ((Meyer and Allen, 1990); Meyer & Allen, 1991, 1997). Normative commitment reflects a set of internalized normative pressure which leads individuals to behave in a manner they believed morally right. Individual with normative commitment is mainly motivated by doing tasks and taking responsibilities. Individuals who are normatively committed to organization are more oriented towards devoting themselves to organization and attempting to achieve its goals (Hassan and etal, 2012).

2.3 Empirical Studies on Previous Studies

Review on previous papers as studied by evaluating the findings of relationships between career anchors and career success, career anchors and organizational commitment.

2.3.1 Career Anchors and Organizational Commitment

Several studies found a positive relationship between career anchors and organizational commitment. Therefore employers should understand that the issue of employees’ career success is a crucial element to be addressed to. According to Schein (1990), when individuals achieve congruence between their career anchor and their work environment positive career outcomes are most likely achieved from both an organizational and individual perspective.

Igbaria, Kassicieh and Milton Silver (1999) studied dimensions and levels of career anchor and their correlations with individual and work-related outcome variables among 78 RD&E professionals. The findings revealed a rich diversity of career anchors held by RD&E professionals, who were widely spread across various orientations. It showed that job involvement, and organizational commitments are positively correlated with managerial, pure challenge, and entrepreneurship orientations. Moreover, career satisfaction is positively correlated with geographic security and lifestyle orientations. Finally, intention to stay is positively correlated with managerial, geographic security, lifestyle, and service orientations. People's career anchors influence their career choices, life satisfaction, and job and career satisfaction (Coetzee, Bergh & Schreuder 2010). Career anchors are regarded as an important aspect of individuals' career self-concept, which provides clarity of career values, motives, interests and needs (Hassan, et al. 2012). Awareness of one's career anchors and how these influence one's job and career satisfaction have been related to positive career choice outcomes (Schein 1990).

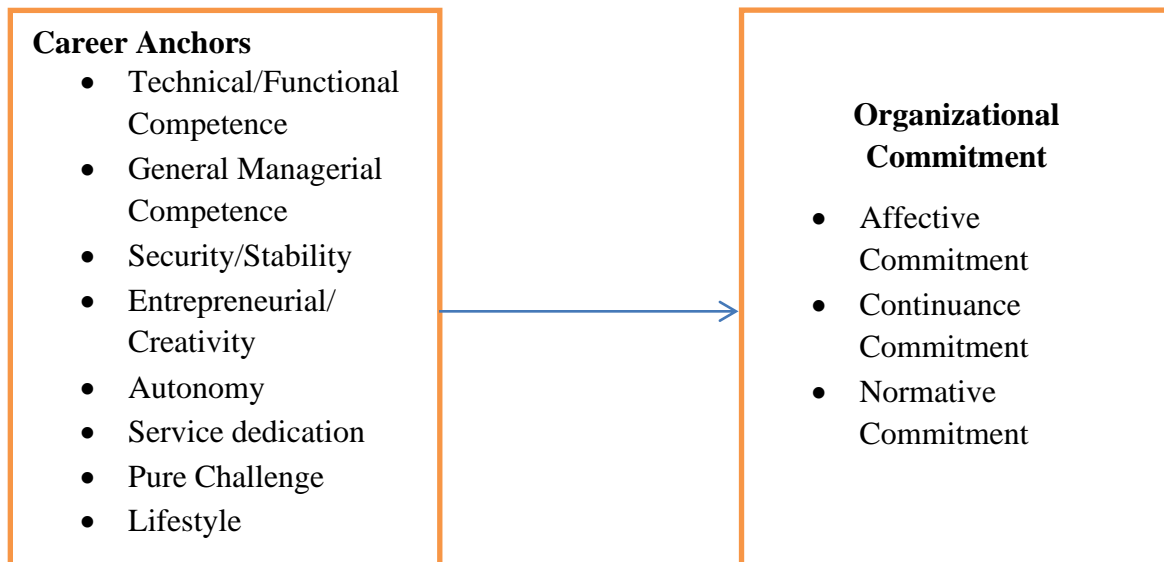
Lumely (2009) found career anchors are significantly and strongly associated with organizational commitment. The COI sub-scale of security/stability is positively correlated with continuance commitment. This suggests that participants who value security/stability are more likely to stay with an organization because of the cost reasons should they decide to leave. No other significant relationship was detected between the COI and OCQ sub-scales. Participants who value secure and steady employment environments appear to prefer intent to stay with their employing organizations. No significant relationships between job satisfaction and career anchor sub-scales were detected. However, participants anchored by autonomy/independence appear to generally feel less satisfied with supervision and participants who prefer an environment which requires new and creative challenges seem to feel less satisfied with promotional opportunities. The positive association suggests that participants anchored by security/stability and pure challenge appear to generally feel more satisfied with nature, of work therefore requiring organizations to ensure job enrichment and job challenges exist in order to enhance work performance.

Hassan and et al (2012) found that there was a positive significant relationship between career anchor components and organizational commitment and also technical functional competence, general managerial competence, autonomy- independence, pure challenge and life

style were significant predictors of organizational commitment. It indicated that there was a positive significant relationship between technical functional competence, general managerial competence and all organizational commitment, but there wasn't a significant relationship between autonomy – independence, security – stability. Satisfied staff was a crucial factor in every organization, not only led to enhance performance and decrease absence rate, delayed and job left but also permitted the integration of personal needs.

Baker (2013) studied, career anchors were also found to be significantly related to organizational commitment and turnover intention, with entrepreneurial creativity, lifestyle and service/dedication to a cause career anchors being the best predictors of these two variables. Entrepreneurial creativity was the strongest predictor of organizational commitment, followed by lifestyle and service/dedication to a cause career anchors. The results indicated that entrepreneurial creativity and service/dedication to a cause career anchors are negative predictors of organizational commitment. By contrast, the lifestyle career anchor was a positive predictor of organizational commitment. Baker found entrepreneurial creativity and lifestyle career anchors were positive predictors of turnover intention, while the service/dedication to a cause career anchor was a negative predictor of turnover intention. This was hardly surprising since individuals with a need to create and experience new challenges (entrepreneurial creativity) would prefer to own their own business instead of working for someone else.

2.4 Conceptual Framework of the Study



Source: Adapted from (Baker, 2013)

3. Analysis of the Effect of Career Anchors on Organizational Commitment of Teachers in Co-operative University, Sagaing and Co-operative College (Mandalay)

In this study, analysis of survey results is presented. The survey was used to analyze the effect of career anchors on organizational commitment of teachers in Co-operative university, Sagaing and Co-operative College (Mandalay).The analysis and results of the study are discussed in the following.

3.1 Characteristics of Respondents

This study employed descriptive statistics to discover the distribution of the respondents' demographic factors such as name of gender, age, and education level, working experience, salary and position. The samples of 113 respondents were presented.

Table 3.1 Respondents' Selected Demographic Characteristics

Description	Frequency	Percentage
Gender		
Male	7	6.2
Female	106	93.8
Total	113	100
Age (in years)		
25-30	50	44.2
31-35	36	31.9
36-40	17	15.0
41 and above	10	8.8
Total	113	100
Description	Frequency	Percentage
Work experience (in years)		
1-2	5	4.4
3-5	48	42.5
6-8	32	28.3
8 and above	28	24.8
Total	113	100

Position		
Tutor	48	40.7
Assistant Lecturer	37	32.7
Lecturer	12	10.6
Associate Professor	15	13.3
Professor	3	2.7
Total	113	100

Source: Survey Data,2019

Table (3.1) showed that the sample consisted of 106 females (93.8%) and 7 males of (6.2%). The gender imbalance reflected the composition of the total number of teachers at Co-operative University and College. The most influencing gender is female.

The largest segment of respondents 50 (44.2%) were in the age range of 25 to 30 years old, followed by 36 respondents (31.9%) in the age range of 31 to 35 years old, 17 respondents (15%) in the age range of 36 to 40 years old and 10 respondents (8.8%) above 41 years old.

Related to work experience, the highest number of respondents 48(42.5%) had worked for three to five years and the other three groups were: 5 respondents (4.4%) had worked for one to two years, 32 respondents (28.3%) had worked for six to eight years and 28 respondents (24.8%) had worked for above eight years.

3.2 Reliability Statistics of the study

Reliability test is the degree to which measurement is free from errors and therefore yields consistent results. The reliability analysis procedure calculates a number of commonly used measures of scale reliability and also provides the information about the relationship between individual items in the scale. Cronbach's alpha or coefficient alpha measure reliability or internal consistency developed by Lee Cronbach in 1951. The nearer Cronbach's alpha is to 1 (one), the higher the internal consistency reliability (Sekaran, 2003).

Table 3.2 Reliability Value

Type of Commitment	Cronbach's Alpha	Number of items
Technical/Functional Competence	0.65	5
General Managerial Competence	0.6	5
Autonomy	0.65	5
Security	0.66	5
Entrepreneurial/Creativity	0.71	5
Service/dedication	0.78	5
Pure Challenge	0.65	5
Lifestyle	0.85	5
Affective Commitment	0.77	6
Continuous Commitment	0.79	6
Normative Commitment	0.74	6

Source: Survey data, 2019

As shown in Table 3.2, it can be found that the Cronbach's alpha value for all scales, except for general managerial competence, are higher than cut-off value 0.65, indicating high reliability and thus it can be expected that the scales used in this study will combined in a scale. So the Cronbach's alpha values of above types are acceptable.

3.3 Descriptive Statistics

The means and standard deviations of each of the eight COI scales and the three organizational commitment scales are presented in table (3.3).

Table 3.3 Descriptive Statistics: Mean Scores for Career Anchor and Organizational Commitment (N=113)

Type of Commitment	N	Mean Value	Std. Deviation
Technical/Functional Competence	113	4.06	0.52078
General Managerial Competence	113	3.30	0.60738
Autonomy	113	3.50	0.64087
Security	113	3.81	0.56075
Entrepreneurial/Creativity	113	3.92	0.5462

Service/dedication	113	3.62	0.58068
Pure Challenge	113	3.68	0.63005
Lifestyle	113	3.92	0.69938
Affective Commitment	113	3.19	0.92899
Continuous Commitment	113	3.00	0.66981
Normative Commitment	113	3.32	0.70425

Source: Survey Data, 2019

According to the table result, technical/ functional competence has the largest mean scored. The high mean score for technical/ functional competence career anchor suggests that in this study, the participants preferred working in an environment that allows them to express their desire for seek the opportunity to apply their skills in functional area and develop these skills to a higher level in the current organization.

But general managerial competence scored the lowest in this study. Respondents in this study but they do not need the opportunity to make possible the integration of other's efforts across functions and to be responsible for the output of a particular unit of their organization.

Igbaria et al. (1991) also reported that general managerial competence among the weakest career anchors in a sample of US research and development, and engineering professionals.

3.4 Multiple Regression Analysis

Multiple regression analysis is a statistical technique that is used to analyze the relationship between the dependent variables and multiple independent variables, in which more than one independent variable is assumed to affect the dependent variable

Table 3.4 Summary of the Regression Model for Affective Commitment

Model	R	R Square	Adjusted R Square	Std. Error of the estimate	Durbin-Watson
1. Regression	0.361 ^a	0.130	0.063	0.90870	1.914

Source: Survey Data, 2019

a. Predictors: (Constant), MLS, MPC, MGM, MTF, MSE, MSD, MEC, MAU,

b. Dependent Variable: MAC

The table (3.4) showed that the value of R square (the regression coefficient) is 0.133(0.133x100=13%) indicating the variance in the dependent variable is explained by the model. This also means that the used method explained 13% of the variance in affective commitment and it has a positive relationship with the independent variables.

Table 3.5 ANOVA Analysis of Career Anchors Effect on Affective Commitment

Model	Sum of Squares	Df	Mean square	F	Sig.
1.Regression	12.858	8	1.607	1.946	0.061 ^b
Residual	85.877	104	0.826		
Total	98.735	112			

Source: Survey Data, 2019

a. Dependent Variable: MAC

According to table (3.5), the result at 0.061 level of significance indicates that F calculated is 1.946.

Table 3.6 Regression Analysis of the Effect of Career Anchors on Affective Commitment

Career Anchors	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
1.(Constant)	2.068	1.239	-	1.669	0.098
MTF	-0.274	0.210	-0.133	-1.304	0.195
MGM	0.185	0.115	0.161	1.611	0.110
MAU	0.012	0.182	0.008	0.064	0.949
MSE	0.397	0.207	0.196	1.918	0.053
MEC	-0.177	0.265	-0.073	-0.669	0.505
MSD	0.063	0.185	0.038	0.343	0.732
MPC	0.308	0.182	0.173	1.694	0.093
MLS	-0.133	0.189	-0.087	-0.702	0.485

Source: Survey Data, 2019

a. Dependent Variable: MAC

Table (3.6) described that there is a relationship between career anchors and affective commitment. There is a significant positive relationship between security/stability (p=0.053) and

affective commitment. This suggests that participants who value security/stability are more likely to stay with an organisation because of affecting reasons that they decide to stay. There isn't a significant relationship between technical functional competence, general managerial competence, security/stability, entrepreneurial creativity, service dedication, pure challenge lifestyle and affective commitment.

Table 3.7 Summary of the Regression Model for Continuance Commitment

Model	R	R Square	Adjusted R Square	Std. Error of the estimate	Durbin-Watson
1. Regression	0.422 ^a	0.178	0.115	0.72190	1.877

Source: Survey Data, 2019

- a. Predictors: (Constant), MLS, MPC, MGM, MTF, MSE, MSD, MEC, MAU,
 b. Dependent Variable: MCC

The table (3.7) showed that the value of R square (the regression coefficient) is 0.178 (0.178x100=18%) indicating the variance in the dependent variable is explained by the model. This also means that the used method explained 18% of the variance in continuance commitment and it has a positive relationship with the independent variables.

Table 3.8 ANOVA Analysis of Career Anchors Effect on Continuance Commitment

Model	Sum of Squares	Df	Mean square	F	Sig.
1. Regression	11.771	8	1.471	2.823	0.007 ^b
Residual	54.198	104	0.521		
Total	65.969	112			

Source: survey Data, 2019

- a. Dependent Variable MCC
 b Predictors (constant), MLS, MPC, MGM, MTF, MSE, MSD, MEC, MAU

According to table (3.8), the result at 0.007 level of significance indicates that F calculated is 2.823.

Table 3.9 Regression Analysis of Relationship between Career Anchors and Continuance Commitment

Career Anchors	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
1. (Constant)	1.730	0.985	-	1.757	0.082
MTF	-0.318	0.167	-0.189	-1.900	0.060
MGM	0.233	0.091	0.248	2.552	0.012
MAu	-0.172	0.145	-0.141	-1.191	0.236
MSE	0.186	0.164	0.112	1.130	0.261
MEC	0.514	0.210	0.258	2.446	0.016
MSD	0.163	0.147	0.119	1.110	0.270
MPC	-0.119	0.145	-0.082	-0.826	0.411
MLS	-0.058	0.150	-0.046	-0.386	0.700

Source: Survey Data,2019

a. Dependent Variable: MCC

Table (3.9) showed that there was a significant relationship between career anchors and continuance commitment. There is a significant positive relationship between general managerial competence (P= 0.012) and entrepreneurial creativity (p=0.016) and continuance commitment. There is negative relationship between technical/ functional competence (p=0.06) and continuance commitment. There isn't a significant relationship between security/stability, entrepreneurial creativity, service dedication, pure challenge lifestyle to a cause.

Table 3.10 Summary of the Regression Model for Normative Commitment

Model	R	R Square	Adjusted R Square	Std. Error of the estimate	Durbin-Watson
1. Regression	0.433 ^a	0.188	0.125	0.65866	1.817

Source: Survey Data, 2019

a. Predictors: (Constant), MLS, MPC, MGM, MTF, MSE, MSD, MEC, MAU,

b. Dependent Variable: MNC

The table (3.10) showed that the value of R square (the regression coefficient) is 0.188 (0.188x100=19%) indicating the variance in the dependent variable is explained by the model.

This also means that the used method explained (19%) of the variance in affective commitment and it has a positive relationship with the independent variables.

Table 3.11 ANOVA Analysis of Career Anchors Effect on Normative Commitment

Model	Sum of Squares	Df	Mean square	F	Sig.
1. Regression	10.43	8	1.304	3.005	0.004 ^b
Residual	45.119	104	0.434		
Total	55.549	112			

Source: Survey Data, 2019

a. Dependent Variable: MNC

According to table (3.11), the result at 0.004 level of significance indicates that F Value is 3.005.

Table 3.12 Regression Analysis of Relationship between Career Anchors and Normative Commitment

Career Anchors	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
1.(Constant)	1.333	0.898	-	1.484	0.141
MTF	0.438	0.152	0.284	2.870	0.005
MGM	0.178	0.083	0.207	2.146	0.034
MAU	-0.291	0.132	-0.259	-2.205	0.030
MSE	-0.140	0.150	-0.092	-0.933	0.353
MEC	0.330	0.192	0.180	1.720	0.088
MSD	0.069	0.134	0.055	0.511	0.610
MPC	-0.056	0.132	-0.042	-0.424	0.673
MLS	-0.052	0.137	-0.046	-0.382	0.703

Source: Survey Data, 2019

a. Dependent Variable: MNC

Table (3.12) showed that there was a significant relationship between career anchors and normative commitment. There was a significant positive relationship between technical functional competence (P=0.005), general managerial competence (P= 0.034). Participants who

prefer working in organizations that allow them to develop their expert knowledge (technical/functional competence) will stay with an organization if they feel a sense of obligation/duty towards the organization (normative commitment) because they have an opportunity to apply their technical skills in this organization. There is negative relationship between autonomy ($p=0.030$) and normative commitment. There wasn't a significant relationship between security/stability, entrepreneurial creativity, service dedication, pure challenge and lifestyle and normative commitment.

4. Findings and Discussion

According to the survey results, the number of female respondents is larger than male respondents. The age between 25 and 30 is the highest rate in this study. The highest working experience is between 3 years and 5 years. In terms of the respondents' dominant career anchors profile, the mean scores indicated that technical/ functional competence, security/stability, lifestyle and service/dedication to a cause were the dominant career anchors guiding the respondents' career decisions. These findings are in line with research conducted by Coetzee and Schreuder (2008, 2011), who also found the same three career anchors to be dominant in their studies.

The high mean score for technical/ functional competence career anchor in this study suggests that, the respondents' preferred working in an environment that allows them to express their desire for seek the opportunity to apply their skills in functional area and develop these skills to a higher level in the current organization. The high mean score for the security/stability career anchor suggests that in this study, the respondents' preferred working in environments offering stable, secure and steady employment (Schein, 1978).

Since the respondents' in the current study worked in education sector, it makes sense that these respondents' would indicate a high mean score for service/dedication to a cause. They value working in an environment where they serve others because this is in main part the key function of their job. Individuals generally strive for congruence between their career anchors and the working environment in which they pursue their careers (Feldman & Bolino, 1996; Schein, 1990; Wils et al., 2010), indicating that the respondents' in this study would share the service/dedication to cause value with the organization (i.e. both emphasize the value of serving others).

The high mean score for the lifestyle career anchor indicates that the respondents' in this study seemed to prefer working in an environment that allows them to express their desire for balancing their family and other personal interests with their work commitments. Other studies (e.g. Coetzee et al., 2013; Du Toit & Coetzee, 2012; Quesenberry & Trauth, 2012) have highlighted the shift toward the lifestyle career anchor as being the dominant career anchor in today's world of work.

The lowest mean scores obtained for the general managerial competence career anchor suggests that advancing up the corporate ladder (and taking on more managerial responsibilities and decision making) was not as important to the respondents' in this study.

Table (3.6) presents the relationship between career anchors and affective commitment. Among career anchors security/ stability ($p= 0.058$), has a significant predictor relationship with affective commitment. Respondents' with a stronger preference for stable and steady employment (security/stability career anchor) will stay with an organization. They love the organization because they prefer to be paid in steady, predictable increments based on length of service and benefits package which emphasizes insurance and retirement program. According to Meyer and Allen (1997, p. 11), affective commitment refers to "the employee's emotional attachment to, identification with, and involvement in the organization."

Table (3.9) describes the positive relationship between career anchors and general managerial competence ($P= 0.012$) and entrepreneurial creativity ($p=0.016$) with continuance commitment. The teachers in this university and college enjoy creating new products or services, building new organizations through financial manipulation, or by taking over an existing business and reshaping it in one's image. Employees whose primary link to the organization is based on continuance commitment stay with the organization because they feel they need to or have to.

Table (3.12) shows the relationship between career anchors and normative commitment. The results suggested that there is a positive significant relationship between technical – functional competence career anchors and normative commitment suggests that the respondents' in the current study may believe that the organization has invested time and money in them and they thus feel obliged to stay (normative commitment) (Meyer & Allen, 1997).

The general managerial competence has a significant positive relationship with normative commitment. People enjoy with a high level of normative commitment remain with the

organization because they feel they enjoy leadership opportunities that allow contribution to organization. Autonomy is negative relationship with normative commitment suggests that respondents' who need autonomy and independence (personal freedom in job/work context) want to be valued for their expertise, for self-development in particular field.

There is positive relationship between technical/functional competence and normative commitment suggests that respondents' cannot leave the organization because they themselves have invested too much in it and/or cannot find another organization that can match or exceed benefits they currently having in the current organization.

There is positive relationship between general managerial competence and entrepreneurial/creativity and normative commitment suggests that respondents' with a stronger preference of general managerial competence career anchor will stay organization because they themselves have invested too much in it and/or cannot find another organization that can match or exceed benefits they currently have in the organization and if they feel a sense of obligation/duty towards the organization. Respondents' with a high entrepreneurial creativity career anchor have the opportunity to create new products and services. So that they will be more satisfied and have higher level of organizational commitment.

There is significant negative relationship between the autonomy/independence career anchor and normative commitment indicates sense of duty that will not increase their organizational commitment if they are unable to work freely with an environment that allows them to use their particular talents.

Conclusion

4.1 Recommendation and Suggestion

The findings of this study confirm the existence of significant relationships between individuals' career anchors and organizational commitment. The career anchor concept advocated by Schein (1978) is important to both the individual and the organization. This provides a useful framework for career decision making and commitment strategies. Career anchors influence every major career decision, including decisions to move, how employees react to work experiences, and choice of career and workplace (Herrbach & Mignonac, 2012; Mignonac & Herrbach, 2003).

In this study suggests that there is a positive significant relationship between career anchors and organizational commitment. Satisfied staff is a crucial factor in every organization. Satisfied staff of an organization not only leads to enhance performance and decrease absence rate, delay and job left but also permits the integration of personal needs, organization needs and the requirement of the job. Whereas dissatisfied staff not only won't consider the organization needs but by creating an inattentive cultures toward organization's issues and problems may weaken other staffs morale and eventually may delay or hinder the organization prosperity. Thus, each organization should pay much more attention to career anchors and organizational commitment (Hassan, &etal.2012).

According to Schein (1978), people can make the difference between organizational success and failure. For example, if an organization has the wrong person in the job or people work below their potential, it is less likely to affectively achieve its goals (Schein, 1978). Organizations should explore and determine to what extent they can accommodate their employees' specific work preferences. A more personalized approach should be adopted by organizations when developing commitment strategies. Commitment strategies should be adaptable in order to accommodate different teachers within the organization, appealing to their talent, needs and values. The results will be different if the research study is various occupational group and organizations.

4.2 Need for Further Studies

The study provided some insight into the relationship between career anchors, organizational commitment. In order to enhance external validity, future research efforts should focus on obtaining a larger representative sample, across various occupational groups and economic sectors. This study was limited to a small sample that was predominantly female. Organizational commitment is only job outcome that was analyzed in the current study. It is suggested to involve other job outcomes such as organizational citizenship behavior, job stress and strain, job effectiveness and job performance to determine how they are influenced by career anchors. It is also suggested academics in the private higher education sector to be examined as comparison.

Acknowledgements

I would like to express special thanks to Dr. Moe Moe Yee, Rector of Co-operative University, Sagaing for her valuable suggestion, supervision and monitoring to accomplish this paper. I would also like to thank U Win Naing Tun, Pro-Rector of Co-operative University, Sagaing for his suggestion to conduct this paper. Also I express my thanks to Daw Wint War Khin, Associate Professor and Head, Department of Management Studies and all colleagues of Department of Management Studies for their encouragement.

References

- Baker, B. (2013). The Relationship between Career Anchors, Organizational Commitment and Turnover Intention.
- Fakir, Z. (2010, November). The Relationship Between Career Anchors and Job Satisfaction amongst Employees within Leading Retailing Organizations in the Western Cape.
- Hassan Ghalarandi and Peyman Yarmohammadzadeh. (2012). Relationship between Career Anchors and Organizational Commitment among Faculty Members. *Journal of Studies in Education*, 2(1).
- Igbaria, Kassicieh and Milton Silver. (1999). Career Orientations and Career Success among Research and Development and Engineering Professionals. *Journal of Engineering and Technology Management*.
- Khanifar, H; Moghimi, S.M; Jandaghi, G.R & Zaryandy, N. (2009). Analysis of Relations between elements of trust and organizational commitment of personnel. *Public Administration*, 1.
- Lumely. (2009). Exploring the Relationship between Career Anchors, Job Satisfaction and Organizational Commitment .
- Meyer and Allen. (1990). A Three Components Conceptualization of Organizational Commitment. *Human Resource Review*, 1, 61-60.
- Schein, E. (1996). Career Anchor Revisited implications for Career Development in the 21st Century. *Academy of Management Executive*, 10, 80-88.

