

## INDIVIDUAL VARIABLES ON SUBJECTIVE CAREER SUCCESS - AN EMPIRICAL STUDY FROM AN INDIAN CONTEXT

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**Abstract:** *The purpose of the present study is to examine the degree to which the individual-related variables (age, gender, educational qualification, work experience, marital status, and spouse support, no.of.children, managing professionally and personally) predict subjective career success of faculty members at Arts & Science colleges, Vellore, Tamil Nadu. Subjective career success, defined as individuals' feelings of accomplishment and satisfaction with their careers. Career success comprised of subjective career success such as career prospect, career satisfaction and career commitment. The study used stratified random sampling. Thus, the sample size of 450 was sufficient to be used for the purpose of the study based on (Cochran 1977). The study result shows significant difference between age groups on career commitment. And it shows that there is significant difference between age, marital status, and work experience on career success. All these individual related variables help one in achieving career success subjectively.*

**Keywords:** *Individual variables, Subjective career success, Intrinsic, Career success, India*

### 1.1. INTRODUCTION

Since 1980s, many researchers have been keen on career success in the organizational management literature. For individuals, organizations and researchers, career success is a very essential topic, and it has been attempting to understand the individual related factors and organizational factors that help in achieving employees' career success. One promising research area and practice that has been accepting expanding consideration and which incorporates both individual and organizational constructs is employee development. Career success is a path for which individuals satisfies their requirement for achievement and power. Because it helps in improving individuals' quantity or quality of life, the study of who can get ahead and why is of interest and value (Kilduff and Krackhardt, 1994). Career success has received ample attention in the field of organizational behavior. Various research studies on career success not only benefits individuals but also organizations. From the perspective of individual

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level, career success is the process of acquisition of materialistic advancement, power, happiness and satisfaction.

According to Judge, Cable, Boudreau, & Bretz, (1995), career success is referred as the desired achievements of an individual who have gathered as a result of his or her own work experiences. A study by Gattiker & Larwood (1988) Judge et al., (1995), Intrinsic or subjective career success is defined as an individual's internal reactions to his/her own career, and it is most commonly operationalized as career or job satisfaction. According to Boudreau, Boswell and Judge, 2001; Bozionelos, 2004; Erdogan, Kraimer and Liden, 2004; Heslin, 2003; Judge *et al.*, 1995, Ng *et al.*, 2005; Seibert and Kraimer, 2001), self-referent is generally measured as career satisfaction or job satisfaction. This paper illustrates that individual-related variables such as gender, age of the respondents, educational qualification, occupation (job position), work experience, salary, marital status, type of institution working, spouse support, no.of.children, managing professionally and personally, are used to observe their influence on the career success (subjective or intrinsic) of the full-time working faculty members of Arts & Science college at Vellore District, Tamil Nadu in the present study.

## 1.2. REVIEW OF LITERATURE

**Individual-related variables:** Ng *et al.*, (2005) says, many research studies have made attempts in predicting career success. Major sets of variables in predicting career success includes human capital (includes: education, professional experiences, and social capital), socio-demographic variables (includes: age, gender, and marital status), motivational variables (includes ambition and work centrality), organizational variables (includes: HR development programs and supervisor support), and stable individual difference variables (includes: mental ability and lotus of control,).

The research literature on careers has attempted to explain career success in terms of several individual related factors that have significant/positive impact on how individuals enact and view their careers. Individual-related determinants identified are being related to career success such as employees' demographics (Greenhaus and Parasuraman, 1993), human capital (Judge et al., 1995), political influence behavior (Judge and Bretz, 1994), and dispositional traits (Day and Allen, 2004). Significant demographic control measures to examine includes are gender (Greenhaus, Parasuraman and Wormley, 1990; Igbaria, 1991; Schneer and Reitman, 1994; Burke, 2001; Seibert and Kraimer, 2001; Poon, 2004) and age (Cox and Nkomo, 1991; Schneer and Reitman, 1994; Judge *et al.*, 1995; Richardsen, Mikkelsen and Burke, 1997; Armstrong-Stassen and Cameron, 2005).

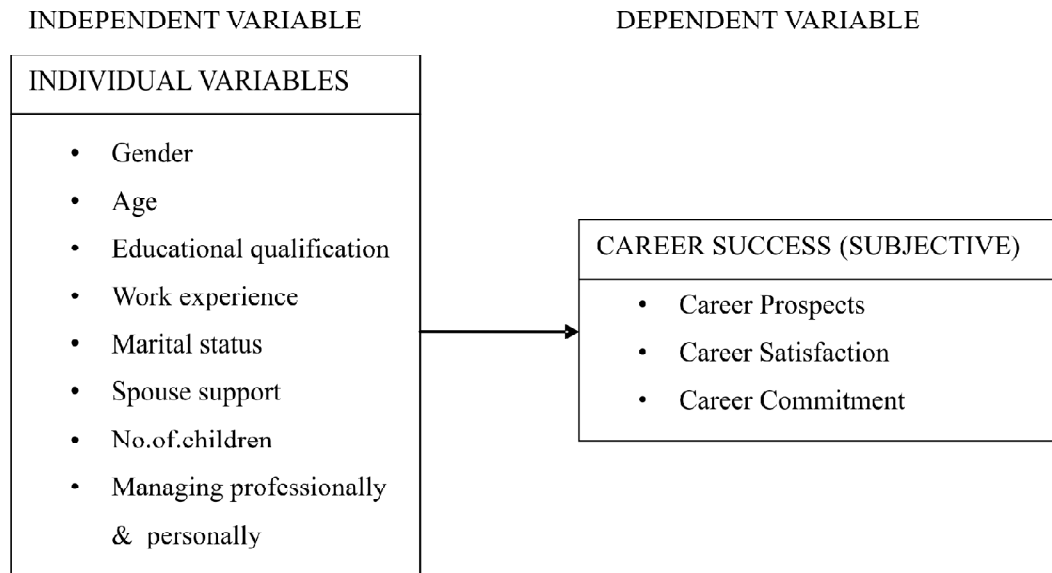
**Career success:** Career success is defined as the individuals' positive work-related outcomes or personal and professional work-related outcomes one has

achieved from his or her own working experience, Judge *et al.* (1995), Seibert *et al.* (2001), Heslin (2003), Ng *et al.* (2005) and Breland *et al.* (2007). According to Poon, (2004), Burke, (2001), Aryee *et al.*, (1994), Intrinsic or subjective outcomes of career success include less visible or intangible indicators such as job or career satisfaction, career commitment, perceptions of career accomplishments, and career mentoring and are, therefore, relatively more internally assessed by individuals' own subjective judgements of career success.

While success in one's career is a natural expectation of every individuals, and the nature of that success also depends on how he or she puts continuous efforts or tries hard and finally what he/she expects from it. Indeed, career success definitions vary from one to another based on their evaluation of career prospects (Ebadan & Winstanley, 1997). Subjective or intrinsic career success have been defined as the individual's perceived achievements, future perspectives, recognition, and career satisfaction (Nabi, 1999). Intrinsic career success is referred as the extent to which an individual's satisfaction measures with his or her career and, as such, it is linked to perceptions of accomplishments and future prospects (Aryee *et al.*, 1994; Nabi, 1999).

### RESEARCH FRAMEWORK

From the literature review, the framework for this study is presented in Figure 1.



**Figure 1: Research framework of individual variables and career success**

## INDEPENDENT VARIABLES RELATE WITH DEPENDANT VARIABLES

**Individual Variables on Career Success:** Research studies from (McClelland and Franz, 1992), (Dreher and Bretz, 1991; Parasuraman and Greenhaus, 1993; Powell and Butterfield, 1994), and (Melamed, 1996) shows that individual related inputs such as educational qualification, work experience and age are significant predictors of career success. There are three well-known approaches of career success which have been identified to explain its predictors. The career success approaches are the individual, the structural, and the behavioral perspectives (Rosenbaum, 1989; Aryee *et al.*, 1994). First, early career research have typically linked with demographic and personal-related factors to career success. For instance, demographic factors include age and marital status and personal factors include education and experiences were found to be the significant predictors of career success (Dalton, *et al.*, 1979; Gould and Penley, 1984). More recently, research evidence has showed that personal and socio-demographic factors are the strong predictors of career success (Ng *et al.*, 2005; Kirchmeyer, 1998). Kirchmeyer (1998). It also found that work experience and tenure to be strongly related to subjective career success.

The human capital theory provides a theoretical background for helping in understanding the individual approach to career success. According to Becker (1975), Human capital theory states that an individual he or she who wishes to invest the most in human capital factors such as education, training, and experience results in receiving higher level of work performance and also in getting or obtaining higher organizational rewards. To the extent that human capital factors influence the performance of employees, greater personal which will help one to perform better in their job, and their payment should also motivate accordingly to compensate them for the additional amount of human capital required by their job. The recent empirical evidence shows the positive significance between human capital variables and career success (Ng *et al.*, 2005; Tharenou, 2001).

According to Tu *et al.*, (2006), have conducted an exploratory research study which determines the factors such as demographic factors, human capital variables, motivational factors and organizational variables are associated with career success. In career success, the behavioral approach states that individuals he/she who have certain control over their career choice and advancement or development and can therefore evaluate or appraise their career prospects and perform at appropriate career management plans or strategies and tactics which contribute it to career success (Gould and Penley, 1984; Greenhaus *et al.* 2000).

Demographic variables include age, gender, marital status, and educational qualifications shows that there is major significant impact on career commitment. Firebaugh and Harley (2000) emphasize that an if an organization wishes to be

successful, it must continue in satisfying employees' request in order to make them committed at their work. A research by Porter, Steers, Mowday, and Boulian (1974) studied that employees who are committed are more likely to be innovative and creative minds. The demographic variables includes gender, age, marital status, and educational qualification are the essential factors of one's career commitment Mathieu and Zajac (1990). From the study it states that an older employee may possibly be more committed to his/her own career than a young person at work because they may change jobs as more gamely.

According to the research studies from Meyer and Allen (1984); Gruskey (1966); Mowday, Porter, and Steers, (1982), submitting the statement that age, gender, educational level, and marital status have a positive relationship with career commitment. (Bandura, 1977), feelings and beliefs connected with an individual's perceived capability to generate results and also to attain designated types of performance which in turn influence career commitment. A study from Camilleri (2001) examines that several variables are very important to career commitment.

Many research studies have gathered regarding the antecedents or predictors of career success. According to literature of careers success from Tharenou, (1997) have identified the various categories which influences on career success. There are research studies which have commonly investigated the influences that are attributes to career success such as demographic factors (age, sex, marital status, number of children) and human capital attributes (training, work experience, education). Even though there are studies which influence the important insights into the predictors or antecedents or determinants of career success, still there is scope for further development. From the studies of Aryee *et al.*, 1996; Judge and Bretz, 1994; Judge *et al.*, 1995; Nabi, 1999) have found that the variables such as gender, age, education, work experience have an effect on career success.

According to studies by Shah, 2005; Ballout, 2007; Morley, 2007; Judge 2009, various past researches have shown the distinctive antecedents or determinants to the definition of career success. By tradition, there are numerous factors which have been used to investigate the career success among employees such as individual variables includes gender, age and education, and person-environment factors includes person-job fit and need-supplies fit perceptions and organizational factors includes as work environment.

There are four sets of variables used to predict career success Ng *et al.*, (2005): There are human capital, socio-demographic, organizational sponsorship, and stable individual differences. Human capital includes personal experience and professional experiences, individual's education. Socio-demographic predictors or variables include such as gender, age and marital status. Organizational sponsorship involves organizations providing special assistance such as support

and resources, for instance: training and skill development opportunities and support.

Human capital and demographic factors have been found to have an effect on employees' career satisfaction levels at workplace. A research study from (Becker, 1964) human capital variables refers to an individuals' educational, personal, and professional experiences that can improve one's career attainment and it is often examined as a predictor or antecedents of career success (e.g., Judge *et al.*, 1995; Wayne *et al.*, 1999). Adding together, an employee with shorter experience at work found to be positively more satisfied with their careers than the employees with longer experience at work (Judge *et al.*, 1995; Hochwarter *et al.*, 2004; Armstrong-Stassen and Cameron, 2005).

Individual variables such as family variables have a greater influence on a person's career and still there need to give some more attention on the influence of family variables such as determinants or predictors of career advancement/career development/career success. Family variables such as work balance, moral support and parental demand look to be more associated with academic or educationally career advancement/success. A study by Ismail and Mohd Rasdi, (2006); Ismail and Ibrahim, (2008); Ismail, (2008), moral support provided by family members such as children and spouse would have an effect on individuals, particularly female academics and managers, it can be either positively or negatively significant.

### **1.3. STATEMENT OF THE PROBLEM**

Future research should focus on the investigation into the causes which can possibly draw a full picture of the overall situations in the scope of research in career success. Hence, this topic has become a major interest among each one of us who would like to be more successful in their career (Erikson, 1980; Greenhaus, 1971; Super, 1990). By knowing the factors which satisfies one's requirement, it will be easy for employees and management in deriving better career success plans. In the present study the researcher attempts to concentrate on the research gap by conducting an empirical study on the determinants or predictors of career success and the individual-related variables such as gender, age of the respondents, educational qualification, work experience, marital status, spouse support, number of children, managing professionally and personally. Career success initiatives can be incorporated in Indian higher education's that will enhance the career success of its faculty members at Arts & Science Colleges (Co-ed), Vellore District, Tamil Nadu, India.

### **1.4. RESEARCH QUESTION**

The research question of this article is "How do individual variables contribute to the career success of faculty members?".

### 1.5. OBJECTIVE OF THE STUDY

The objective of the study was to determine the influence of individual-related variables on the career success of faculty members.

### 1.6. SIGNIFICANCE OF THE STUDY

The significance of the study is to add value to the body of understanding on career success and its determinants will be used for the career management planning of career success for faculty members. In view of this, an attempt is made to measure the impact of individual-related variables or demographic factors on career success among the faculty members of Arts & Science colleges (Co-ed) of Vellore district, Tamil Nadu, India.

### 1.7. HYPOTHESIS OF THE STUDY

H1. There is no significant relationship between individual variables and career success of faculty members at Arts & Science colleges.

### 1.8. METHODOLOGY

#### **Population, sampling and data collection procedures**

The study population consisted of 762 faculty members in full-fledged Arts & Science colleges (Co-ed). The study used stratified random sampling (Ary et al., 2006). Thus, the sample size of 450 was sufficient to be used for the purpose of the study based on (Cochran 1977). This study used a survey method in which questionnaire were distributed to the respondents personally and requested to participate in the survey by the researcher. The data collection was based on a standard structured questionnaire. The purpose of data collection was explained on the questionnaire with instructions and assurance of the confidentiality of the data collected. The language used in the instrument was English. The study received 450 responses, 253 male respondents (56.2%) and 197 female respondents (43.8%). The faculty members' designations taken for the present study are: Assistant Professors, Associated Professors, Professors, and Senior Professors.

**Instrument: Individual variables:** This section consists of 11 questions focusing on respondents' demographic characteristics and family-related questions. Examples of family questions used are: "Do you think that your spouse support helps in achieving career success", "How many children you have" and "Are you able to manage professionally and personally in order to give your best in career success".

**Career success: Career Prospects** - This section includes three questions that were adapted from the work of Greenhaus, Parasuraman, and Wormley (1990). This is a five - point Likert scale with the response range varying from "strongly

disagree” to “strongly agree”. Examples of questions in this section are: “I have very good prospects for promotion in this company”.

**Career Satisfaction** - This section includes five questions that were adapted from the work of Greenhaus, Parasuraman, and Wormley (1990). This is a five - point Likert scale with the response range varying from “strongly disagree” to “strongly agree”. Examples of questions in this section are: “I am satisfied with the success I have achieved in my career”.

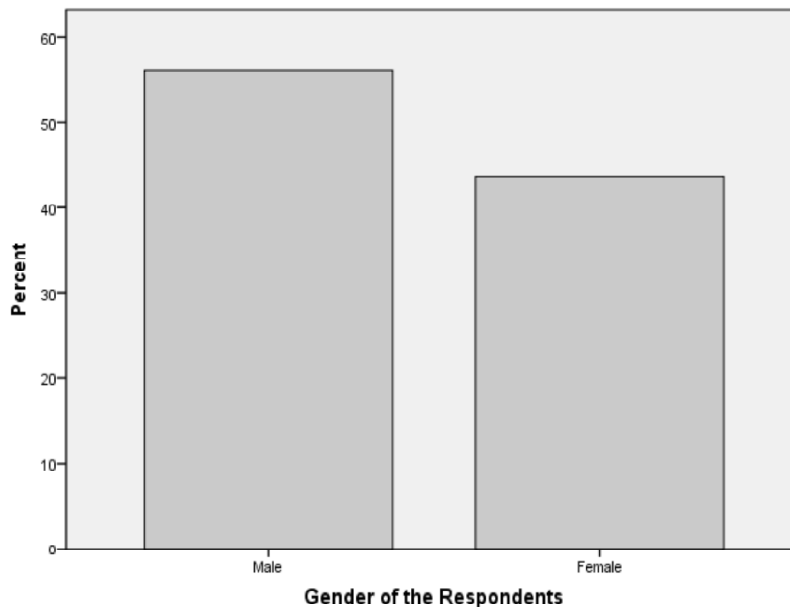
**Career Commitment** - This section consists of four questions that were adapted from the work of (Blau (1985; 1989). This is a five - point Likert scale with the response range varying from “strongly disagree” to “strongly agree”. Examples of questions in this section are: “I am satisfied with the success I have achieved in my career”.

## 1.9. DATA ANALYSIS & INTERPRETATION

### Q.1.9.1 - GENDER OF THE RESPONDENTS

**Table 1.9.1**  
Gender of the respondents

		<i>Frequency</i>	<i>Percent</i>
Valid	Male	253	56.2
	Female	197	43.8
	Total	450	100.0





**INTERPRETATION**

From the above table it indicates that around 56.2% of the respondents are male and 43.8% of the respondents are female.

**Q.1.9.2 - SPOUSE SUPPORT EXPECTATION**

**Table 1.9.2**  
**Spouse support helps in achieving career success**

		<i>Frequency</i>	<i>Percent</i>
Valid	Yes	279	62.0
	No	20	4.4
	Not Applicable	151	33.6
	Total	450	100.0

**INTERPRETATION**

From the above table indicates that around 62% of the respondents receiving spouse support to achieve career success and 4.4 % of the respondents do not receive spouse support in achieving career success. However, 33.6% of the respondents are unmarried.

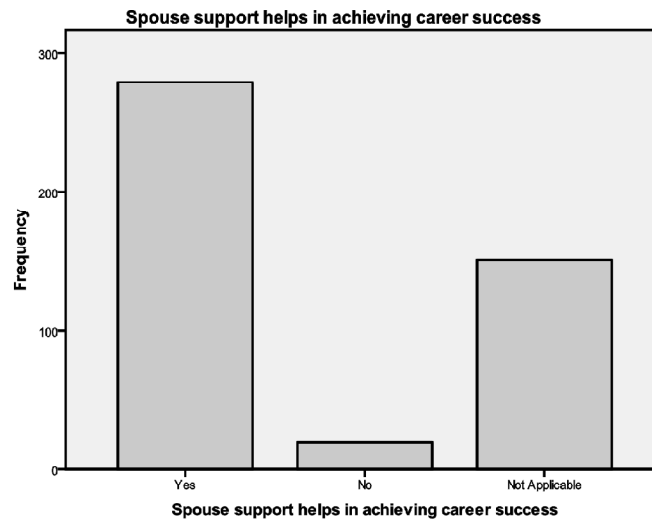
**Q.1.9.3 - NUMBER OF CHILDREN**

**Table 1.9.3**  
**How many children do you have?**

<i>Children</i>		<i>Frequency</i>	<i>Percent</i>
Valid	One	108	24.0
	Two	127	28.2
	Three	12	2.7
	None	57	12.7
	Not Applicable	146	32.4
	Total	450	100.0

**INTERPRETATION**

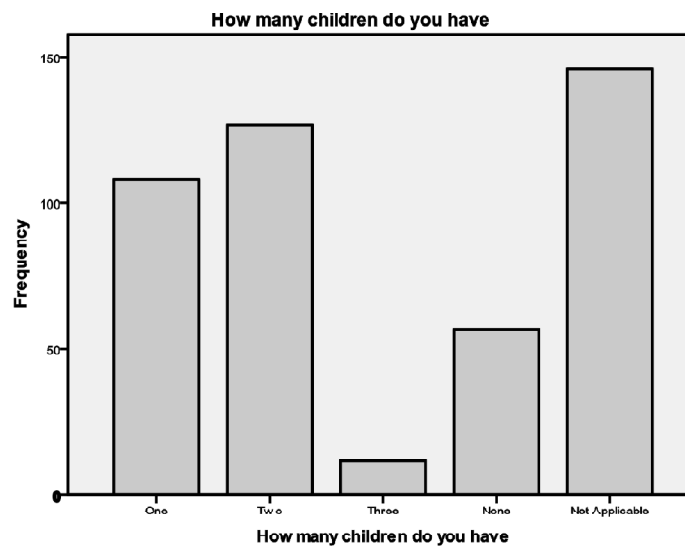
From the above table indicates that around 24% of the respondents having one child, 28.2% of the respondents are having two children, 2.7% of the respondents having 3 children, 12.7% of the respondents are not having children, and 32.4% of the respondents are unmarried.



**Q.1.9.4 - MANAGE PROFESSIONALLY AND PERSONALLY**

**Table 1.9.4**  
**Manage professionally and personally in order to give best in career success**

		<i>Frequency</i>	<i>Percent</i>
Valid	Strongly Disagree	25	5.6
	Disagree	11	2.4
	Neutral	77	17.1
	Agree	224	49.8
	Strongly Agree	113	25.1
	Total	450	100.0



**INTERPRETATION**

From the above table indicates that around 5.6% of the respondents strongly disagree that they are unable to manage professionally and personally to give best in career success, around 2.4% of the respondents disagree in their response, and 17.1% of the response are neutral in their response. But 49.8% of the respondents agree that they are able to manage and around 25.1% of the respondents strongly agree that they are able to manage professionally and personally in order to give best in career success.

(T- TEST)

**Q.1.9.5 GENDER OF THE RESPONDENTS DIMENSIONS ON CAREER SUCCESS**

H1a: There is no significant difference between gender and the dimensions of career success.

**Group Statistics**

	<i>Gender of the respondents</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
Career Prospect	Male	253	3.7708	.78577	.04940
	Female	197	3.8443	.72337	.05154
Career Satisfaction	Male	253	3.7399	.67179	.04223
	Female	197	3.7218	.64853	.04621
Career Commitment	Male	253	3.9832	.60048	.03775
	Female	197	4.0495	.58447	.04164
Total Career Success	Male	253	3.8287	.46526	.02925
	Female	197	3.8617	.45784	.03262

**Independent Samples Test**

		<i>Levene's Test for Equality of Variances</i>		<i>t-test for Equality of Means</i>						
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>	<i>Std. Error Difference</i>	<i>95% Confidence Interval of the Difference</i>	
									<i>Lower</i>	<i>Upper</i>
Career Prospect	Equal variances assumed	1.593	.208	-1.020	448	.308	-.07358	.07213	-.21533	.06817
	Equal variances not assumed			-1.031	435.610	.303	-.07358	.07139	-.21389	.06673
Career Satisfaction	Equal variances assumed	.213	.645	.288	448	.774	.01809	.06288	-.10547	.14166
	Equal variances not assumed			.289	427.974	.773	.01809	.06260	-.10495	.14114

*contd. table*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differ- ence	Std. Error Differ- ence	95% Confidence Interval of the Difference Lower Upper	
Career Commit- ment	Equal variances assumed	.092	.762	-1.175	448	.240	-.06629	.05640	-.17713	.04454
	Equal variances not assumed			-1.179	426.501	.239	-.06629	.05621	-.17677	.04419
Total Career Success	Equal variances assumed	.071	.789	-.751	448	.453	-.03295	.04390	-.11923	.05333
	Equal variances not assumed			-.752	424.473	.452	-.03295	.04381	-.11907	.05317

### INTERPRETATION

T-test was conducted to find the differences in the mean score of the gender and the dimensions of career success.

1. Here, ( $P = .308$ ), ( $n = 450$ ), ( $t = .208$ ). Hence, Accept the Null hypothesis. There is no significant difference between gender of the respondents (male and female) in achieving career prospect.
2. Here, ( $P = .774$ ), ( $n = 50$ ), ( $t = 0.645$ ). Hence, Accept the Null hypothesis. There is no significant difference between gender of the respondents (male and female) in achieving career satisfaction.
3. Here, ( $P = .240$ ), ( $n = 50$ ), ( $t = 0.762$ ). Hence, Accept the Null hypothesis. There is no significant difference between gender of the respondents (male and female) in achieving career commitment.
4. Here, ( $P = .453$ ), ( $n = 450$ ), ( $t = 0.789$ ). Hence, Accept the Null hypothesis. There is no significant difference between male and female respondents in achieving career success.

### Q.1.9.6 ANOVA

#### ONE WAY ANOVA BETWEEN AGE AND THE DIMENSIONS OF CAREER SUCCESS

H1b: There is no significant difference between age and the dimensions of career success.

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Career Prospect	Between Groups	1.032	3	.344	.596	.618
	Within Groups	257.719	446	.578		
	Total	258.752	449			
Career Satisfaction	Between Groups	2.615	3	.872	2.009	.112
	Within Groups	193.584	446	.434		
	Total	196.199	449			
Career Commitment	Between Groups	2.983	3	.994	2.855	.037
	Within Groups	155.325	446	.348		
	Total	158.308	449			
Total Career Success	Between Groups	.654	3	.218	1.022	.383
	Within Groups	95.102	446	.213		
	Total	95.755	449			

### INTERPRETATION

One way ANOVA was conducted to find the differences in the mean score of the age and the dimensions of career success.

1. The result shows that career prospect is having greater than 0.05 ( $F=.596$ ,  $p=0.618$ ). Hence, accept null hypothesis.
2. The result shows that career satisfaction is having greater than 0.05 ( $F=2.009$ ,  $p=0.112$ ). Hence, accept the null hypothesis.
3. The result shows that career commitment is having lesser than 0.05 ( $F=2.855$ ,  $p=0.037$ ). It can be inferred that there is significant differences in the mean score among age groups on the dimensions of career commitment. Hence, reject null hypothesis. Accept Alternative Hypothesis.
4. The result shows that career success is having greater than 0.05 ( $F=1.022$ ,  $p=0.383$ ). It can be inferred that there is no significant differences in the mean score among various age groups. Hence accept the null hypothesis.

### Q.1.9.7 ANOVA

#### ONE WAY ANOVA BETWEEN MARITAL STATUS AND THE DIMENSIONS OF CAREER SUCCESS

H1c: There is no significant difference between marital status and the dimensions of career success.

		ANOVA				
		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Career Prospect	Between Groups	2.869	2	1.434	2.506	.083
	Within Groups	255.883	447	.572		
	Total	258.752	449			
Career Satisfaction	Between Groups	.972	2	.486	1.113	.330
	Within Groups	195.227	447	.437		
	Total	196.199	449			
Career Commitment	Between Groups	1.276	2	.638	1.816	.164
	Within Groups	157.032	447	.351		
	Total	158.308	449			
Total Career Success	Between Groups	1.399	2	.699	3.313	.037
	Within Groups	94.357	447	.211		
	Total	95.755	449			

### INTERPRETATION

One way ANOVA was conducted to find the differences in the mean score of the marital status and the dimensions of career success.

1. The result shows that career prospect is having greater than 0.05 ( $F=2.506$ ,  $p=0.083$ ). It can be inferred that there is no significant differences in the mean score among marital status groups on the dimensions of career prospect. Hence, accept null hypothesis.
2. The result shows that career satisfaction is having greater than 0.05 ( $F=1.113$ ,  $p=0.330$ ). It can be inferred that there is no significant differences in the mean score among marital status groups on the dimensions of career satisfaction. Hence, accept null hypothesis.
3. The result shows that career commitment is having greater than 0.05 ( $F=1.816$ ,  $p=0.164$ ). It can be inferred that there is no significant differences in the mean score among marital status groups on the dimensions of career commitment. Hence, accept null hypothesis.
4. The result shows that career success is having lesser than 0.05 ( $F=3.313$ ,  $p=0.037$ ). It can be inferred that there is significant differences in the mean score of marital status groups on the dimensions of career success. Hence reject null hypothesis. Accept alternative hypothesis.

### Q.1.9.8 ANOVA

#### ONE WAY ANOVA BETWEEN EDUCATION QUALIFICATION AND THE DIMENSIONS OF CAREER SUCCESS

H1d: There is no significant difference between educational qualification and the dimensions of career success.

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Career Prospect	Between Groups	1.350	3	.450	.780	.506
	Within Groups	257.401	446	.577		
	Total	258.752	449			
Career Satisfaction	Between Groups	.707	3	.236	.538	.657
	Within Groups	195.492	446	.438		
	Total	196.199	449			
Career Commitment	Between Groups	1.880	3	.627	1.787	.149
	Within Groups	156.428	446	.351		
	Total	158.308	449			
Total Career Success	Between Groups	.098	3	.033	.152	.928
	Within Groups	95.658	446	.214		
	Total	95.755	449			

### INTERPRETATION

One way ANOVA was conducted to find the differences in the mean score of the education and the dimensions of career success.

1. The result shows that career prospect is having greater than 0.05 ( $F=.780$ ,  $p=0.506$ ).
2. The result shows that career satisfaction is having greater than 0.05 ( $F=.538$ ,  $p=0.657$ ).
3. The result shows that career commitment is having greater than 0.05 ( $F=1.787$ ,  $p=0.149$ ).
4. The result shows that career success is having greater than 0.05 ( $F=.152$ ,  $p=0.928$ ). It can be inferred that there is no significant differences in the mean score of educational qualification. Hence accept the null hypothesis. Reject the Alternative hypothesis.

### Q.1.9.9 ANOVA

#### ONE WAY ANOVA BETWEEN WORK EXPERIENCE AND THE DIMENSIONS OF CAREER SUCCESS

H1e: There is no significant difference between work experience and the dimensions of career success.

		ANOVA				
		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Career Prospect	Between Groups	3.508	3	1.169	2.043	.107
	Within Groups	255.244	446	.572		
	Total	258.752	449			
Career Satisfaction	Between Groups	3.261	3	1.087	2.513	.058
	Within Groups	192.938	446	.433		
	Total	196.199	449			
Career Commitment	Between Groups	2.449	3	.816	2.336	.073
	Within Groups	155.859	446	.349		
	Total	158.308	449			
Total Career Success	Between Groups	2.302	3	.767	3.663	.012
	Within Groups	93.453	446	.210		
	Total	95.755	449			

### INTERPRETATION

One way ANOVA was conducted to find the differences in the mean score of the work experience and the dimensions of career success.

1. The result shows that career prospect is having greater than 0.05 ( $F=2.043$ ,  $p=0.107$ ). Hence, accept null hypothesis.
2. The result shows that career satisfaction is having greater than 0.05 ( $F=2.513$ ,  $p=0.058$ ). Hence, accept null hypothesis.
3. The result shows that career commitment is having greater than 0.05 ( $F=2.336$ ,  $p=0.073$ ).
4. The result shows that career success is having lesser than 0.05 ( $F=3.663$ ,  $p=0.012$ ). It can be inferred that there is significant differences in the mean score of work experience groups on the dimensions of career success. Hence reject null hypothesis. Accept alternative hypothesis.

### FINDINGS

- From the table indicates that around 56.2% of the respondents are male and 43.8% of the respondents are female.
- From the table indicates that around 62% of the respondents are able to receive spouse support to achieve career success and 4.4% of the respondents do not receive spouse support in achieving career success. And 33.6% of the respondents are unmarried.
- From the table indicates that around 24% of the respondents having one child, 28.2% of the respondents are having two children, 2.7% of the respondents having 3 children, 12.7% of the respondents are not having children, and 32.4% of the respondents are unmarried.



- From the table indicates that around 5.6% of the respondents strongly disagree that they are unable to manage professionally and personally to give best in career success, around 2.4% of the respondents disagree in their response, and 17.1% of the response are neutral in their response. But 49.8% of the respondents agree that they are able to manage and around 25.1% of the respondents strongly agree that they are able to manage professionally and personally in order to give best in career success.
- There is no significant difference between male and female of the respondents in achieving career prospect, career satisfaction and career commitment.
- There is no significant difference between male and female of the respondents in achieving career success.
- There is no significant difference between age groups on the dimensions of career prospect, career satisfaction and career success. But there is a significant difference in the mean score among age groups on the dimensions of career commitment.
- There is no significant difference in the mean score of marital status groups on the dimensions of career prospect, career satisfaction and career commitment.
- There is a significant difference between in the mean score of marital status groups on the dimensions of career success.
- There is no significant difference in the mean score of educational qualification on the dimensions of career prospect, career satisfaction and career commitment.
- There is no significant difference between in the mean score of the educational qualification on career success.
- There is no significant difference in the mean score of work experience on the dimensions of career prospect, career satisfaction and career commitment.
- There is a significant difference between in the mean score of work experience groups on the dimensions of career success.

## **LIMITATIONS AND CONCLUSION**

A study of career success of faculty members of Arts & Science colleges (Co-ed), Vellore District, Tamil Nadu, has brought into light both positive aspects and dark spots. The investigation has been done for individual variables on subjective career success of faculty members. For this study, data were collected only with the arts and science faculty members. Further research efforts need to take into consideration using longitudinal and multi-actor data, for instance, data could have collected it from both the supervisor and employee at different points in time. However, this research was carried out by considering the individual variables or demographic variables linked with subjective career success. Further

research should investigate by considering the other predictors that is more related to career success with huge samples from a wider perspective or domain. For example: by distinguishing mentoring variables aimed at achieving subjective career success such as career prospect, career satisfaction, and career commitment which will help in diminishing turnover intentions (Allen et al., 2004). Therefore Arts & Science colleges in Vellore district needs to conduct a periodical survey on career success with related predictors or variables so that any repulsive situation can be eradicated and career success secured successfully.

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