

The Relationship Between Salary, Promotion, Career Planning and Career Development Among Private College Lecturers

Hazelena Dewi Fatahul Ariffin¹, Panji Hidayat Mazhisham²

Department of Economics & Management,

University Islam Selangor, Malaysia

*Corresponding author(s) E-mail(s): hazelena@kuis.edu.kuis.my;

Contributing author: panjihidayat@kuis.edu.my

Abstract

A career in teaching can be highly rewarding for those professionals interested in positively influencing the future of students. Advancement opportunities for teachers typically include promotions and role transfers to other educational positions with more responsibility in terms of leadership, administration or specialization. While pursuing advancement sometimes requires teachers to earn additional certifications or degrees, these opportunities can offer professional development and higher rates of compensation. This study aims to investigate the relationship between salary increase, promotion, career plans, and career development among academics at a private Islamic institution in Selangor. Self-Administered questionnaires were distributed to collect information from the respondents in understanding their reward, promotion, and career plan and relating them to their career advancement. The findings suggest that salary increase, career promotion, career planning, and career development have a favorable and significant link. In summary, it can be said that career planning and pay go hand in hand with career advancement.

Keywords: Career planning, Salary, Career advancement, Career development, Career Promotion

Introduction

In recent years the number of Malaysians in search of tertiary education opportunities has been increasing. The emergence of private universities in 1990s is very significant to support the need to obtain tertiary education. Due to the intense competition in the field, the rapid growth of the private higher education industry will have an effect on academic careers at public universities. Such interest has been stoked by the rising number of academics, particularly in Malaysia as a result of the substantial efforts made to transform the nation into an educational hub in Southeast Asia. However, professional development is unclear, particularly for academics from private universities. Career development is believed to be one of the dominant factors for the growth of the academic profession and universities (Altbach and Knight, 2007; Altbach, 2004). Understanding the predictors of career development is important both for productivity and equity. Human capital theory proposes that individuals choose to improve their education, training, and work experience, which results in pay-offs later in their careers in pay and job status, causing upward mobility in free market contests (Becker, 1975, 1993). Education, training, and work experience are said to increase progression in career. Standardized career advancement structures are needed to promote professional growth in Higher education since it provides extensive opportunities for individuals seeking careers, career transition, and career advancement. The needs to maintain higher quality of education and teaching staff should not be ignored. Even though career advancement has been extensively researched in other countries on a wider sector of employment, there is still a knowledge vacuum in Malaysian academic career development study. In earlier studies, the

career growth of managers, technicians, middle management and supervisory levels, and professionals had been the main focus but very few studies to be linked with academics. With the increasing number of academics staff in the private colleges and universities, there is a need to measure and motivate the staff in developing their careers. Private universities in Malaysia should review their strategic objectives, one of which entails career development of their human resources, particularly academics, in line with the New Economic Model of Malaysia, which gives the country the drive to become a high-income nation by the year 2020 (NEM, 2010). This paper aims to examine the relationship between salary increase, career promotion, career planning and career development among academics in the Malaysian private Institutions of Higher Learning (IHL).

Literature Review

The academic career system has unique features, which has made it a different bureaucratic model of careers and which now makes it a kind of leading indicator of changes in the career system in other sectors (Baruch & Hall, 2004). However, we can observe that recent boundaryless or protean career models represent a move towards the original view of academics as autonomous professionals (Baruch, 2004). According to Altbach (2009), working within universities has changed dramatically, large changes in resource allocation took place, substantial and rapid decline in funding, an ongoing emphasis on more efficiency, and faculty members are increasingly pressured to be productive. Therefore, personal investments in education as career and experience in the field would enrich employees' value in the job market.

Career is viewed as a bunch or collection of jobs or positions and defined as a sequence of separate but related work activities that provide continuity, order and meaning in a person's life. Practicing a profession and advancing a career are primary sources of life satisfaction for individuals in the organizations. Noe (2009) revealed that career development is a process in which employees progress through a series of stages, each marked by a different set of developmental tasks, activities and relationships. According to Mondy & Martocchio (2016) career development is a formal approach used by organizations to ensure that people with the right qualifications and experience are available when needed. Career development helps employees to develop their capabilities and improve their performance. A study from Musriha and Msi (2013) found that understanding of the employee's personal skills and knowledge significantly influences employee's career development. A well-manage career development could **reduce attrition of employees, provides equal opportunity employment, improves the use skills of the employees, improves the quality of the work life of employees and the organization as a whole.** Samuel Tiekü Gyansah and Dr. Hellen KiendeGuantai, (2018) proposed that career development is a vital exercise that an organization or company cannot ignore. Therefore, employer must take interest in and take constructive steps for building up employee's career when organizations recruit.

Career development involves two sets of activities namely career planning and career management. Career planning is a deliberate process of being aware of self, available opportunities, existing constraints with the alternative choices and sequences. Career planning helps the employees to plan for their careers in terms of their capacities and competencies within the context of organizational needs. It focuses on creating an organizational system for professional advancement. That offers chances for an employee to advance and develop gradually and consistently from the moment of entering a job to the point of

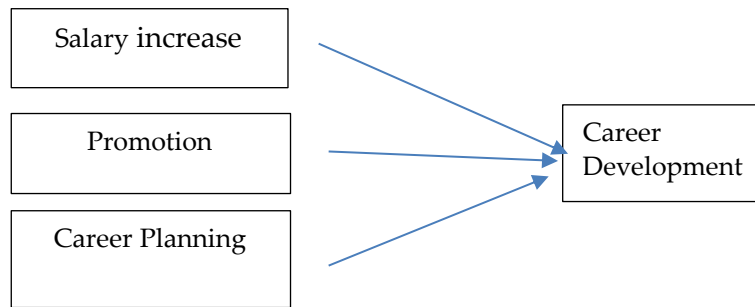
retirement. It is also referred to as a process that combines and aligns the needs of the organization with the natural ambitions of the workforce in order to increase both parties' effectiveness. For an added advantage, career planning and development programs should be given for each level of employees as it helps to motivation of employees and hold up the talent inside the organization (Sethumadhavan, 2019).

Moreover, the main component and most popular strategy for professional development is career promotion, which has drawn a lot of scholarly attention (Carmeli et al., 2007, Arthur et al., 2005). Career promotion, which is a key component of objective career success (de Oliveira et al., 2019; Orpen, 1995), typically comes with an increase in income and social status (Gesthuizen, 2009; Gesthuizen and Dagevos, 2008), and it is crucial for fostering subjective career success, including job satisfaction and work-family balance (Stumpf, 2014; Stumpf and Tymon, 2012). Promotion has a long-term influence, as people compete for significant promotion prospects in an organization. Therefore, it is crucial for both companies and people to comprehend and manage the aspects that affect personal career promotion (Marineau, 2017). Additionally, career promotion can encourage workers to pursue career opportunities, increase their organizational commitment, and cultivate their loyalty and dedication, all of which can lower the likelihood that they will leave their jobs (Dharmaratne & Gunasekara, 2017). Career promotion has a direct impact on employees' career development and organizational career management, so understanding the key determinants of promotion can promote effective personnel development within organizations (Lockamy and Service, 2011). Therefore, providing promotion opportunities for academics can improve their engagement and help education industry retain skilled and knowledgeable lecturers.

Many studies have indicated that career promotion has a significant impact on salary growth (Gesthuizen, 2009; Gesthuizen and Dagevos, 2008). Salary as part of direct financial rewards (wages, salaries, incentives, commissions, and bonuses) is viewed as a lower-order need in theories of motivation including Maslow's Hierarchy of Needs, Alderfer's ERG Theory, and Herzberg's Two-Factor Theory, meaning that it is a need that must be satisfied in order to survive. Maslow believes that needs have "drive potential," meaning that when they go unfulfilled, people will act in ways that they think will satisfy them. It no longer triggers the behavior that satisfies the desire once it is thought to have been satisfied. According to Bassett (1994), a lack of empirical evidence exists in literature to indicate that pay alone improves employee's satisfaction or reduces dissatisfaction. Higher order needs such as belonging, self-esteem and self-actualization might trigger the employee's motivation to work. Motivation factors refer to the feeling of workers in work (Bassett-Jones & Lloyd, 2005), that is, their professional qualifications, and provide workers with the source of promotion. If the motivation factors are improved, then the workers will have the internal motivation for career promotion so as to hold senior positions and corresponding higher salaries. A promotion typically allows an employee to progress to a higher position, a higher level of responsibility and higher levels of authority within the organization, often include a pay raise.

The basis for this paper is to look at how organizational factors play an important role in career development among academics in private institution in Malaysia. The focus of the study is among the lecturers at Kolej University Islam Antarabangsa, Selangor (KUIS). Numerous significant difficulties have emerged in relation to the academics' career growth since the creation of KUIS in 2004. There were limited opportunities for the academics to participate in conferences, collaborative work, seminar, workshops, or any other form of

network. This is due to the lack of financial support for academics to get involved in conferences and such; instead they only focus on teaching. In KUIS, the semester is a continuous process that places a focus on service learning and teaching. Moreover, the top management did not handle other issues like salary increment, employee retention and work satisfaction professionally. Getting the correct number of fresh students has been a difficulty for KUIS since the Pandemic Covid-19 hit. Based upon the above discussion, the relationship framework between the independent and dependent dimensions were laid as follows:



Material and Methods

This study employs a quantitative method which is survey by using questionnaires to obtain data. Data collection was conducted in online surveys. The population in this study consisted of lecturers in KUIS from five faculties. As for online survey, one set of questionnaires was administered using Google Drive with specific terms automatically provided that a respondent is only allowed to answer once to ensure no repetition of data. Data were analyzed using descriptive statistics, percentage, frequency and multiple regression tests. The tool used was SPSS version 24. The questionnaire used a five-point Likert scale. The total sample size was 110 respondents and only 100 questionnaires were received back.

Results and discussion

Cronbach Alpha reliability tests were performed for the whole survey respectively. A Cronbach alpha was calculated for each of the three variables to test for reliability. Cronbach alpha is commonly used to measure internal consistency and determine if the scale is reliable (Laerd Statistics, 2018). Table 1 showed the calculated result of the Cronbach Alpha values. George and Mallery (2018) suggested an evaluation of the Cronbach alpha scores based on the following guidelines where > 0.9 excellent, > 0.8 good, > 0.7 acceptable, > 0.6 questionable, > 0.5 poor, and ≤ 0.5 unacceptable. Therefore, the Cronbach alpha for the career development was .852, salary increase was .866, promotion was .871, and career planning was .776, which suggests that the overall scales’ reliability is acceptable to good.

Table 1: Reliability Test Result

Variables	Cronbach Alpha	Remarks
Salary	0.795	Acceptable
Promotion	0.871	Good
Career Planning	0.838	Good
Career Development	0.852	Good

The descriptive statistic as seen on Table 2 comprise of the demographic background of the respondents.

Table2: Demographic Profile of Respondents (N=100)

Demographic	Frequency	Percentage
Age		
20-30	24	24%
31-40	63	63%
41-50	13	13%
Gender		
Male	41	41%
Female	59	59%
Marital Status		
Single	21	21%
Married	77	77%
Divorced	2	2%
Educational Background		
Degree	14	14%
Master	80	80%
PhD	6	6%
Years of Service		
1-3	12	12%
4-6	55	55%
Above 7	33	33%
Faculty		
FPPI	19	19%
FPM	39	39%
FSTM	8	8%
FP	10	10%
PPT	12	12%
PA	12	12%
Working Experience in Other Institutions		
Yes	56	56%
No	44	44%

Table 2 shows majority of respondents were among women lecturers (59%). Respondents between the ages of 31-40 years (63%) yields the majority, while respondents aged 41-50 (13%) represent a minority group. In terms of marital status, the findings show that the majority of respondents are married (77%). The study also found 80% of respondents hold Master degree and 55% of the respondents represent the majority in 4-6 years of service in KUIS. Meanwhile, across the faculties 39% of respondents came from Faculty of Management

and Muamalah. In total, most respondents (56%) had experience working with other private higher institutions before they joined KUIS.

Table 3: Correlation Pearson

Variables	DV	IV1	IV2	IV3
Career Development				
Pearson Correlation	1			
Sig (2-tailed)				
Career Planning				
Pearson Correlation	.690**	1		
Sig (2-tailed)	.000			
Promotion				
Pearson Correlation	.516**	.662**	1	
Sig (2-tailed)	.000	.000		
Salary				
Pearson Correlation	.410**	.315**	.389**	1
Sig (2-tailed)	.000	.001	.000	

**Correlation is significant at the 0.01 level (2-tailed)

*Correlation is significant at the 0.05 level (2-tailed)

Based on the results obtained from the correlation analysis, the researcher found that the first independent variable, namely career planning has a high correlation, which is 0.690 with career development. This variable is significant at the 0.01 level, which is 2-tailed. Positive significant values indicate organizational support for career planning can have the highest impact on career development of lecturers. Therefore, employer planning in the employee's career is important for employee career path.

The second independent variable, career promotion structure has a moderate positive relationship, which is 0.516. This variable is significant at the 0.01 level (2-tailed). This positive significant value shows that the career promotion underpinned career development among academics. Finally, the last independent variable, which is about pay or salary, also has a moderate positive relationship, which is 0.410. This variable is significant at the 0.01 level (2-tailed).

Table 4: Regression Analysis

Model	B	Std Error	Beta	T	Sig
Career					
Planning	.515	.081	.604	6.354	.000
Promotion	.012	.068	.017	.173	.863
Salary	.150	.060	.195	2.496	.014

Regression is one of the tests used to identify the factors that have the most impact on how lecturers progress their careers at KUIS. According to Table 4, career planning, followed by salary and promotion, has the biggest impact on lecturers' career development at KUIS. The career planning factor has a significance level of 0.000. According to the study's findings, the career growth of lecturers at KUIS will increase by 0.604, or 60.4 percent, for

every unit of career planning that is increased. While the career development of academics will rise to 0.017 if one unit of the career promotion system increases. The pay will therefore rise by 0.195 if each variable is increased by one unit.

Conclusion

This paper has examined the predictability of career development among academics in KUIS. The study considered organizational variables such career planning, promotion and compensation were found to significantly influence the career development of the academics. The career examined in this study is very much associated with organization. This is very similar to the research findings of Rhoades and Eisenberger (2002) who argue that organizational variables are extremely important in determining career advancement of employees because the organization is the context in which the career is in action. The academics believe that the status of the university determines the types of HRD initiatives and their career advancement.

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