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### Comparison of Career Anchors and Organizational Commitment among Physical Education and Non-Physical Education faculties of Iran Islamic Azad Universities

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#### ABSTRACT

*The purpose of this study was to compare career anchors and organizational commitment between Azad universities physical education and non- physical education faculties. The methodology of this research was semi-experimental and its type was Expose-Facto. The independent variables, i.e., the two communities under the investigation, and dependent variable, i.e., career anchors and organizational commitment were fully investigation. The sample included 118 physical education and 360 non- physical education faculties of the Islamic Azad Universities, Iran's Provincial centers, according Morgan table were randomly stratified sampling selected of the study. 115 PE and 218 non PE faculties participated in the study. Schein career anchors and Meyer and Allen Organizational commitment Questionnaires after reliability were used as measuring tools. Statistic of finding showed that there were significant differences among subscales of career anchors between physical education and non- physical education faculties. Organizational commitment was not observed difference between the two groups. A significant relationship was observed between career anchors and organizational commitments.*

**Key words:** Career anchors, organizational commitment, physical education and non-physical education faculties.

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#### INTRODUCTION

Career path concept as joining ring between organizations and employees, are being studied from both internal and external aspects. External career path includes those careers and positions through which one can be improved and is defined as career path organizational indicators,

whereas internal career path is employees' tendency to orientation or career anchor [29]. Keyword of career anchor initially was used by Edgar Schein. This keyword for a person in an organization refers to that person's self-concept which contains three major categories of 1-Talent and abilities of self-concept, 2-Basic and prominent values, 3-Perfected feeling about motives and requirement which are related to career path. Schein's preliminary surveys in 1970s decade showed that individuals' perfected self-concept is reflected in five categories of 1-Independence and autonomy, 2-Security and stability, 3-Technical functional competence, 4-Managerial competence, 5-Entrepreneurial creativity. Of course in tandem with vast studies of careers performed by Schein in 1980s decade, another three categories of career anchors were known which were 1-Service and dedication, 2-Pure challenge, 3-Life Style. As life and career path are being perfected, most of individuals find out that one of the above-mentioned eight categories can be considered as career anchor [1].

### **1- Technical Functional Competence**

In this anchor; basically, one is motivated by automatic concept and intends for being employed in specialized and technical careers and positions.

### **2-Managerial Competence**

In this anchor, one is motivated through utilizing opportunity for analyzing and solving complicated conceptual issues under uncertain circumstances and uncompleted information. This person intends to work at managerial careers and positions in big organizations.

### **3-Security and Stability**

Basically in this anchor, one is motivated through career security and long term fixation to a reputable organization.

### **4- Entrepreneurial Creativity**

In this anchor, one is motivated by his/her requirements to implement or construct his/her own projects.

### **5-Autonomy and Independence**

In this anchor, principally, one seeks career positions which comprise utmost liberation from organizational regulations and through this matter the said person is motivated.

### **6-Service and Dedication**

In this anchor, one is motivated for rendering services, pursuing some holy ideals, and settling other needy people's requirements.

### **7-Pure Challenge**

In this anchor, one is motivated in order to overcome major barriers, solving difficulties or winning too in compliant rivals.

### **8-Life Style**

In this anchor, individuals intend to create balance amongst their career path and family life [29]. Career anchors are based on this philosophy that accordance amongst career tendencies and career environment brings about career satisfaction and increase of commitment and

performance as well, whereas lack of accordance in this regard causes dissatisfaction and will result in changing career [18]. Thereupon, organizations, while employing job-seekers, must select them based on their characteristics and tendencies according to target career and organizational environment. There is a vast and deep gap amongst what is expected by employee from their careers and what is virtually presented to them. Human sources managers most do their best to glorify employees' productivity through exploring methods which there are potentially in most of employees [8]. Career anchors are one's wise effort to know more about his/her skills, tendencies, values, opportunities, restrictions, selections, achievements, and also recognizing objectives related to the career and determining a program to access those objectives [14]. Grasping career anchors of development and research unit's employees regarding their reactions to various opportunities of growth is a merit breakthrough [2, 3, 9]. Various researches have proved that individuals' career anchors are different between different subjects. Kaplan and colleagues (2009) outlined salient career anchors in nursing based on their importance as life style, management, and service and dedication [22]. Weber and Ladkin (2009) named career anchor of industry's specialists as life style [32]. Dumitrescu (2009) determined salient career anchor of engineers as independence and autonomy and life style [15].

Barth (1993) believed that career anchor's aspects are latent from organization compulsory work. This movement, without considering employees' skills, interests, and motives can bring about negative impact between organizations' objectives and employees; accepting organization's position without considering future opportunities, talents, values and individuals' interests level may end to absolute lack of interest among employees regarding their careers and may even impose some expenses to the organization [5]. In the meantime, one of the organizational challenges regarding individual's career is lack of appropriate insight relevant to capabilities and incentives which pave the way of potential successes of careers' fields. In fact, individuals do not have suitable understanding from their career anchors. Manager's inattention to career anchors will result in compulsory working in the organization. It means, managers employ organization's staff without any attention to their skill, interest and motives, and this matter generates a gap between organizational and personal objectives and probably employees' reluctance will be observed. Hershey and Blanchard (2005) believe that when either management or staff does not find their own objectives in line with organizational objectives, spirit, work and organizational success will be downgraded. In some cases organizational objectives are so opposite to individuals' objectives that no positive progress happens. Therefore, usually remarkable losses or termination of capital will be tangible and in fact due to these reasons, everyday some organizations are being bankrupted [29]. In general status, organizational commitment is considered as a fruitful criterion of organizational affects and comprises multi-dimension structure which points to employees' efforts in the organization [17]. Based on the opinions of Luthans and Shaw (1995), organizational commitment as a view mostly is defined as:

- \*Strong intention to stay in the organization,
- \*Being believed in implementing extraordinary effort for organization,
- \*Being believed in accepting values and objectives [24].

Generally, organizational commitment is defined as emotional and functional ties with organization [4]. Meyer and Allen (1997) have reviewed organizational commitment through three aspects which are as follows:

**1-Emotional Commitment**

Emotional commitment is the amount of employee's mental intentions which one can present to the organization through applying some feelings as loyalty, affection, intimacy, fixation, satisfaction, enjoyment and so on.

**2-Continuance Commitment**

This item points to the amount of one's commitment to the organization due to high leaving expenses which the organization will shoulder.

**3- Normative Commitment**

It contains the amount of one's commitment which is formed through internalization of organization's objectives, values and missions. Task commitment reflects the responsibility of working continuity for the organization [27]. Sui (1999) and Firestone (1996) termed lecturers' commitment as one of the reasons of educational systems' success. These components are completely relevant to lecturers' performance and their abilities for innovating and combining new thoughts in practical operations, absence and job rotation [31, 18]. The above-mentioned matter has also a prominent effect on students' view toward universities [28, 16, 17]. The relationship among organizational commitment and career anchors in various researches has been reported as meaningful [10, 11, 19, 21]. Hence, it seems necessary to study those items which are recognized and experienced as organizational commitment and career anchors by faculties.

**MATERIALS AND METHODS**

Regarding the main objective of this research which is comparison, research is performed here semi-experimental and in Expose-Facto type.

**Subjects**

In this research statistical subjects are PE and non-PE faculties of Iran Provinces' Islamic Azad Universities which totally comprise 179 PE and 6076 members of non-PE faculties. Based on Morgan table of sample volume estimation, 118 members of PE faculties and 360 members of non-PE faculties were selected as statistical samples of research through class random method regarding university units, and then they answered to research tools. Independent variant in this research is two under study subjects and dependent variant is career anchors and organizational commitments. (Answered questionnaire 115 of PE and 218 of non- PE). Below tools are utilized in this research. Career anchor questionnaire was invented by Edgar Schein (2006) and includes 40 questions with Likert spectrum four degrees (1-4). In this questionnaire, eight career anchors (Technical, Managerial, Career Security, Entrepreneurship, Independence, Service, Pure Challenge, and Life Style) have been determined. Results of factorial analysis of career anchors questionnaire of eight anchors were achieved in which 0.85% variance of extracted questions, test of KMO3 = 0.93 and Bart let P= (0.001) showed that the volume of sample is enough and these factors exist in the subject. Results of factorial loads which were higher than 0.3 with rotation regarding eight supposed anchors were obtained.

Meyer and Allen (1991) standard questionnaire was applied to study the situation of organizational commitment of scientific board members. The amount of organizational

commitment of scientific board members is being determined in this questionnaire through three components of emotional commitment, continuance commitment and normative commitment. Results of factorial analysis of eight anchors of career anchors questionnaire were obtained in which 0.58% variance of extracted questions, testing KMO=0.901 and Bartlett P= (0.001) showed that volume of sample is enough and these factors exist in the subjects. From results of factorial loads higher than 0.3 with rotation, desired organizational commitment was obtained. Time durability through retesting and internal durability through Cronbach's Alpha have OC  $\alpha=0.78$  and CA  $\alpha=0.89$ .

Descriptive statistic is used to determine average and standard deviation and regarding normal mode of data which is implemented by applying Colmogorov- Esmirnov test, independent t test is utilized for comparing variants and Pierson testing has been utilized for determining relation.

## RESULTS

**Table 1. Comparing career anchors and its dimensions between PE and non-PE faculties**

t- test variables	PE faculties		Non- PE faculties		df	T	p	result
	$\bar{x} \pm SD$	N	$\bar{x} \pm SD$	n				
Career anchors	3.12 $\pm$ 0.24	115	3.16 $\pm$ 0.26	218	331	2.16	0.03	difference
TF	3.32 $\pm$ 0.38	115	3.38 $\pm$ 0.4	218	331	0.44	0.63	No difference
GM	2.28 $\pm$ 0.59	115	2.27 $\pm$ 0.62	218	331	1.63	0.1	No difference
AU	3.33 $\pm$ 0.32	115	3.11 $\pm$ 0.49	218	331	2.41	0.01	difference
SE	3.09 $\pm$ 0.42	115	3.21 $\pm$ 0.48	218	331	-2.22	0.027	difference
EC	3.31 $\pm$ 0.34	115	3.29 $\pm$ 0.39	218	331	1.46	0.14	No difference
SV	3.38 $\pm$ 0.37	115	3.4 $\pm$ 0.42	218	331	0.6	0.55	No difference
CH	3.2 $\pm$ 0.37	115	3.26 $\pm$ 0.36	218	331	1.19	0.23	No difference
LS	3.22 $\pm$ 0.34	115	3.16 $\pm$ 0.26	218	331	1.17	0.24	No difference

In table 1, comparing career anchors and its dimensions amongst PE and non-PE faculties have been showed and as it can be seen career anchors in two groups comprise significant difference and between its dimensions anchor of autonomy and independence and security comprise significant difference.

**Table 2. Comparing organizational commitment and its dimensions between PE and non-PE faculties**

t- test variables	PE faculties		Non- PE faculties		df	t	p	result
	$\bar{x} \pm SD$	N	$\bar{x} \pm SD$	n				
Organizational commitment	2.86 $\pm$ 0.35	115	2.87 $\pm$ 0.31	218	331	-0.23	0.81	No difference
Emotional commitment	3.19 $\pm$ 0.55	115	3.24 $\pm$ 0.47	218	331	0.44	0.38	No difference
Continuance commitment	2.69 $\pm$ 0.36	115	2.68 $\pm$ 0.35	218	331	1.63	0.89	No difference
Normative commitment	2.7 $\pm$ 0.5	115	2.69 $\pm$ 0.44	218	331	2.41	0.72	No difference

In table 2, difference of organizational commitment and its dimensions amongst PE and non-PE faculties have been showed and as it can be seen meaningful difference between two groups in organizational commitment cannot be observed.

**Table 3. Relationship between career anchors and organizational commitment**

Variables	Emotional commitment	Continuance commitment	Normative commitment
TF	** 0.35	** 0.246	0.106
GM	* 0.184	0.18	0.01
AU	0.1	0.04	-0.03
SE	** 0.268	0.08	-0.03
EC	** 0.277	0.161	* 0.225
SV	** 0.379	* 0.198	* 0.208
CH	** 0.339	0.11	0.133
LS	0.069	0.04	0.03

In table 3, relationship between career anchors and organizational commitment has been illustrated and as it can be seen at the level 0.01 of technical anchors, security, creativity, service and challenge with emotional commitment and also technical anchor with continuance commitment have significant relation. At the level 0.05 managerial anchor have significant relations with emotional commitment, service anchor with continuance commitment and creativity anchors and service with normative commitment.

## DISCUSSION

Regarding the presented finding in table 1, high average in career anchors for physical education faculties are pure challenge, security and creativity which illustrate the important role the members of physical education faculties play in project plans and preserving their career security as well. Highest average regarding various kinds of commitment is related to emotional commitment and means these individuals comprise fixation to the organization and its objectives. These results are in line with results of Bromly research (2004). High average of career anchors for non-physical education faculties concentrate on service, playing prominent role in project plans and tendency to the technical aspects of career; these results are in line with research results of Hoi Hun Tan and his colleagues (2001), Chen Ven Sheng (2006). Also the highest average between various kinds of commitments, in two groups, refers to emotional commitment and is the illustration of these individuals fixation to the university and also their satisfaction about preserving their membership which totally means these individuals with this strong emotional commitment will not leave the university. Deliberation career anchors, enables the organization through creating cooperation amongst its requirements and employees' ones, embark on reconstructing careers correctly. This point is applicable as a fruitful information source either for personal decisions for changes of career path or for organizations in line with contributing individuals for changing their career path [2, 12, 20]; therefore these career anchors can pave the ground for individuals' efforts. As the results of research are showed through table 2, there is difference between career anchors of physical education faculties and non-physical education faculties, and also while comparing career anchors' dimensions autonomy and independence in two under study groups are different from each other which can be emerged from positions of PE and non-PE faculties in specialized groups of universities. These results are in line with gained results of performed research of Arizi Samani and colleagues (2009). Important elements in anchor of autonomy and independence are, concluding temporary contracts (which means some individuals try together to meet some organization's objectives and after this period the contract time is terminated), working in the framework of a project (this is similar to constructing a building based on a project), and organizational rules and regulations (which means they said individuals intend to receive the chance to continue living, expecting

organizational rules and regulations not to restrict them as they believe like this in the said rules and regulations). The aforementioned items are different amongst members of PE and non-PE faculties regarding the nature of universities and educational groups. Regarding the results of table 4, significant relationship of career anchors of technical-functional, managerial, security, creativity, service, and challenge with emotional commitment show that, in the case of implementation of required missions by organization in line with leading individuals' career path, tendency of the mentioned individuals to career, managerial position, stability and security, creativity and service will be carried out for their fixation to grater objective not just for economic matters and overcoming some other barriers. Also significant relationship of anchors of technical and service with continuance commitment shows that if organizational commitment whose objective is remaining as a member of organization [20, 21] is higher, in this case, the mentioned individuals comprise greater intention to render services and work for the organization significant relationship of career anchors of creativity and service to normative commitment shows that if individuals' normative commitment is high and if individuals mentally reflect the responsibility to continuousness of career in the organization, they will find more creativity and intention to render required services to the organization. These results are in line with the results of carried out researches of Mary Samner (2005), Chen Ven Sheng (2006), Kartz and colleagues (2007), and Loomly (2009). Generally, it is suggested that in programming career path of faculties there must be a great attention to career anchors especially components of anchors of independence and autonomy which comprised significant difference between two groups faculties. Also career anchors of technical-functional, service and dedication, which comprised meaningful relation with organizational commitment, must be studied to improve organizational commitments of under study organizations. However, implementation of more researches in the field of career anchors and organizational commitment seems to be necessary in such organizations.

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