

## ORGANIZATIONAL AND PERSONAL FACTORS AFFECTING THE CAREER DEVELOPMENT OF HIGHER EDUCATION ADMINISTRATORS: FOUNDATION UNIVERSITY SAMPLE

Begüm Avcı  
Okan University, Turkey  
E-mail: busrabegumavci@gmail.com

Ali İlker Gümüşeli  
Okan University, Turkey  
E-mail: ilker.gumuseli@okan.edu.tr

Submission: 2/13/2021  
Revision: 9/17/2021  
Accept: 12/9/2021

### ABSTRACT

*Studies about higher education management tend to ignore the analysis of career development of higher education administrators and the factors affecting their decision to accept or not to accept the position. However; the factors affecting the administrators to accept the position not only determine their management styles but also affect the quality of education. The purpose of this study is to examine the organizational and personal factors affecting the career development of higher education administrators. Organizational factors include economic and political/ideological factors whereas personal factors include educational, sociological and physiological/psychological factors. Qualitative research design was chosen in conducting this study. An interview form with 5 related questions was used. Within this context, 14 head of department from 3 foundation universities in Turkey who worked during 2017-2018 school year constituted the study group, interviews were made. According to results revealed by the study, while political/ideological, educational and physiological/psychological factors affect the career development of higher education administrators, economical and sociological factors do not affect their career development.*

**Keywords:** Higher education, Career, Organizational, Personal, Factors

### 1. INTRODUCTION

Higher education has a structure that changes and leads societies for years. Having an administrative role in an important institute like higher education and the factors to undertake this role have long been an issue of interest for humans. To have a deep knowledge about the subject, the definition of higher education should be made first.

Higher education is planned and implemented by various educational institutions such as faculties, colleges and institutes for people who have completed secondary education; it is a teaching level that aims to conduct high-level scientific studies and research, produce knowledge and technology, disseminate scientific data, support development and progress in the national field, become a distinguished member of the scientific world by cooperating with domestic and foreign institutions, contribute to universal and contemporary development (TÜBA, 2013).

The slightest mistake in the management of such a complex structure can have very important consequences. In this context, factors affecting career development should be examined in detail, especially for the selection and assignment of academic staff at the management level to be healthier.

Universities, which are the last level of the education system, have an important place for the advancement of societies in science and technology. Universities are established in order to ensure and sustain scientific productivity of the society, to produce information and technology, to share the obtained scientific data with the society and to meet the society's need for qualified manpower. The presence of qualified academicians in universities is important to meet the need for qualified manpower. In the training of qualified academicians, academic career steps and promotion criteria, especially the graduate education, come to the fore (Karataş, Özen & Gülnar, 2017).

The administrative skills of the people who draw their career development in the direction of university management should be evaluated first of all. Factors that lead academic staff to take administrative positions in higher education should be supported by the presence of administrative skills. The task of being an academic at universities should not be confused with the duty of management. While the university is producing science, the opportunity to present it to the public in a convenient way should not be denied because of the lack of vision of advanced management (Kuyumcu Vardar & Erdoğan, 2008).

### **1.1. Career Development Concept**

In order to understand the concept of career development, first of all, the concept of career should be examined. Career means the stage, success and expertise achieved through time and work in a profession (TDK, 2006). The word career has passed into Turkish from the French word "carrière". The word means "carriera" (car road) in the Roman-rooted Provencal

language spoken in the south of France. The word is also used in the meanings of profession, diplomatic career, the stages to overcome in a profession, the chosen direction in life, the surrounded area reserved for car racing in French (Balta Aydın, 2007).

According to Anafarta (2001), career can be defined as “the accumulation of education, skills and experiences that an individual has or will gain in the long term in order to provide the desired lifestyle”. We can say that this definition focuses more on an individual's attempt to achieve a balance between work and lifestyle. Individuals try to develop and plan their careers both individually and with the support of the organization, in order to meet the requirements at every stage and to develop their careers in the career development process that occurs throughout their life stages (Aytaç, 2005).

According to Soysal (2000), career planning is handled in two dimensions as individual and organization oriented. While organizational career planning is about career paths that will enable the individual to progress in accordance with his/her job, individual career planning focuses on the individual rather than work and expresses an analysis of his/her goals and abilities. In this respect, it is important to consider the individual and organizational dimensions of the career phenomenon together.

On the other hand, career development is the product of a very important decision and responsibility perception of the individual and the organization in business life. Individuals and organizations want to develop further and increase their performance level, considering the current positions and making use of training opportunities. In order to reach this ascent target, it is necessary to act in accordance with a certain plan, which is nothing more than a career development (Sabuncuoğlu, 2000).

Career development is a lifelong process that constantly nurtures and improves the individual's business life; such that, through career development, the individual not only uses all the abilities, knowledge and skills donated to him/her in both his/her own interest and the interests of the employer, but also matches them in a way that reflects all these to other areas of his/her life (Peel, 1992).

## **1.2. Factors Affecting Career Development**

As Savickas (2005) states, the career development model emerged in the mid-20th century to answer the question of how to advance in a career in a profession or organization. Theories such as professional personality types and professional development tasks can be

useful even today when considering issues such as identifying employees with their jobs and developing a career in an organization. This issue is also of critical importance for university administrators who are the directives of the society. For this reason, it is necessary to mention the factors that affect the career process of academicians positively and negatively (Karataş, Özen & Gülнар, 2017).

In the studies conducted so far on the subject, academicians have stated the existence of many factors affecting the academic career process positively and negatively. These factors can be divided roughly into two categories as personal and environmental factors as in the chart below. Under the theme of "Personal Factors", items such as liking to work, time management, willingness to learn/teach and the adequacy of salaries come to the fore; whereas under the theme of "Environmental Factors", it is understood that factors such as social structure, the quality of the education received, the consultant's influence and financial situation come to the fore.

Past research in career literature has identified some effects on career development. These effects can generally be classified as personal and organizational (Ferris & Judge, 1991). Theories about the concept of career development are detailed by Judge and Bretz (1994), gathering them under two main headings:

Table 1: Theories Related to the Concept of Career Development

Factor	Theory	The person who developed the theory	Year
Environmental-Organizational Factors	Socializing	Feldman	1981
		Louis	1980
		Reichers	1987
		Wanous, Reichers & Malik	1984
	Peer Counseling / Guidance	Dreher & Ash	1990
		Hunt & Michael	1983
		Kram	1983
		Whitely, Dougherty & Dreher	1991
	Type of Position	Whitely et al.	1991
	Early Career Challenges	Kaufman	1974
Personal Factors	Career Systems	London & Stumpf	1982
	Cognitive Abilities	Dreher & Bretz	1991
	Motivational Changes (working hours etc.)	Whitely et al.	1991
	Education, Experience and Career Interruptions	Hall & Hall	1979
		Mills	1985
		Pfeffer	1977
		Whitely et al.	1991
	Work / Family Variables (spouse or family demands etc.)	Cook	1987
		Greenhaus & Beutell	1985
	Demographic Effects (gender, marital status, socio-economic status, etc.)	Dipboye	1986
		Dreher, Dougherty & Whitely	1985
		Pfeffer	1977

		Powell	1988
--	--	--------	------

According to researches done by Koekemoer (2014), administrators have identified various factors that affect their career development and success. The first of these are external factors including factors such as political, economic climate and working environment. The second is internal factors that include individuals' personal behavior, skills and education. On the other hand; career development is a lifelong process in which psychological, sociological, economic, educational, physical and cultural factors that affect an individual's career interact with each other (Brown, 2003).

According to the result of Jeffords' research on school administrators and candidates in 2008, factors affecting the career development of school administrators are divided into two as organizational and personal. Organizational factors, which are the first of these, are generally divided into three as economic, political and ideological, and then political and ideological factors were examined together due to their conceptual closeness.

The second of these, personal factors, is primarily divided into four as educational, physiological, psychological and sociological, but just like organizational factors, physiological and psychological factors are discussed together due to their conceptual closeness. The approach in Jeffords' study is the most suitable for the purpose of this research, since it was made with education administrators, not with ordinary business managers. Therefore, in the later parts of the research, we will proceed on the basis of this theory.

### 1.2.1. *Organizational Factors Affecting Career Development*

In this section, theoretical information about economic and political/ideological factors, which are among the organizational factors affecting career development, is given.

- **Economic Factors:** According to Bernstein (1999), one of the common reasons for the administrator shortage in education management is the administrative payment factor. Although administrators earn more money than other teachers, administrator candidates do not see it as a sufficient motivation to receive higher payments for this task that requires more working hours and responsibility.
- **Political/Ideological Factors:** According to Marshall and Gerstl-Pepin (2005), given the political environment in the world, potential administrators make the decision to accept or reject the position, considering the possibility of working under difficult conditions. It has been revealed that the career success of those who pursue

management-oriented tactics and a strategy of imposing oneself is lower than those who have business-oriented tactics and self-improvement strategies (Judge & Bretz, 1994).

### ***1.2.2. Personal Factors Affecting Career Development***

In this section, theoretical information about educational, physiological/psychological and sociological factors, which are among the personal factors affecting career development, are given.

- **Educational Factors:** As administrative positions are opened in educational institutions, the goal is always to create reliable organizations with qualified candidates who can fill this position properly, thus creating an environment where candidates applying for management positions are ready to accept all responsibilities related to school management (Jeffords, 2008).
- **Physiological/Psychological Factors:** According to Jeffords (2008), stress-related issues can create adjustment problems affecting both children and adults. Adaptation problems are defined by DMS-III (Diagnostic and Statistical Manual of Mental Disorders-III) as maladaptive physiological responses to definable psycho-social situations. Signs and symptoms may include personal or work-related tension, depression, shame and guilt (Horowitz, 1986). Administrator candidates may experience such compliance issues when they are not suitable for the position.

It has been observed that the most effective one of the career development factors emphasized by education administrators is personal health. Education administrators are considered to have one of the most difficult jobs. It requires a high level of productivity, the potential for error is high, so already stressful work conditions can lead to burnout and poor performance (Heifetz, 2006).

- **Sociological Factors:** Among the concepts that affect career development in the field of educational management, diversity issues and social justice concepts are discussed. The two most dominant issues of diversity in education management are the employment of women and minorities (Keller, 1999).

According to Jeffords (2008), studies over the last 10 years have shown that mostly white men are appointed to leadership positions in schools. The perception that women cannot be powerful administrators and that they can be influenced by their feelings while making administrative decisions limit the administrative opportunities that can



be offered to women. On the other hand; according to Posholi (2012), the majority of people (including some women) think that women cannot be effective administrators.

As a result, this reduces the confidence required to choose management positions. Looking at the employment of minorities; some studies show that ethnicity is an important variable affecting career choice, career development and self-perception, a concept that creates success in the school-business world (Sowell, 1984).

### **1.3. Purpose of the study**

The purpose of this study is to determine the organizational and personal factors that affect the career development of higher education administrators. Answers to the following questions will be sought in the study:

- a) What are the opinions of higher education administrators about the concept of career development?
- b) What are the views of higher education administrators about the effects of organizational factors on career development?
- c) What are the views of higher education administrators about the effects of personal factors on career development?
- d) When promotion occurs in higher education, what are the opinions of individuals on the factors affecting their decisions?

### **1.4. Importance of the study**

Organizational and personal factors that affect the career development of the people who manage education are of great importance, even if indirectly, as they affect the quality of education and training management. When a literature review is done, even if the number of studies about factors affecting career development are so many in different organizations, the number is still less in educational organizations.

In addition to this, it has been observed that the organizational and personal factors that affect the career development of higher education administrators have not been examined before. Therefore, the findings obtained as a result of this study are expected to shed light on higher education senior managements, higher education administrators, candidates who are expected to be appointed as administrators in this field, practitioners and researchers. It is

thought that the findings obtained as a result of this study will support similar studies in the literature and will be a source for new studies.

## **2. METHOD**

This section of the study includes the study model, study population and sample, data collection tools, and data analysis.

### **2.1. Study Model**

In this study, since the organizational and personal factors that affect the career development of higher education administrators were tried to be reached, the research was conducted with the phenomenology design, which is a qualitative research method.

Yıldırım and Şimşek (2008) define qualitative research as "a study in which qualitative data collection techniques such as observation, interview and document analysis are used, and a qualitative process is followed to reveal perceptions and events in a realistic and holistic manner in the natural environment".

According to Khan (2014) "Qualitative research is an inquiry process of understanding based on distinct methodological traditions on inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyses words, reports details of informants, and conducts the study in a natural setting".

In phenomenology studies data sources are individuals or groups who experience the phenomenon that the research focuses on and who can express or reflect this phenomenon. Phenomenological research may not produce generalizable results. However, these studies can provide examples, explanations and experiences that provide results that will help to better know and understand a phenomenon (Yıldırım & Şimşek, 2013).

On the other hand, in the phenomenology design, it is aimed to reveal common applications and to define and explain the meanings created by the participants (Annells, 2006) and in the end, to describe the "essence" of the experience (Khan, 2014). According to Creswell (2014), one-to-one meetings are ideal meetings that allow participants to express their thoughts comfortably and clearly. For all of these reasons, an interview form with semi-structured open-ended questions was used during the interview.



## 2.2. Study Population and Sample

Although the study population includes all foundation university administrators in Turkey, now that it is impossible to reach all of the population, the working sample of the research consists of 14 higher education administrators working in various foundation universities in İstanbul in the 2017-2018 academic year. During the research, 30 department heads working at the foundation universities were reached and 14 department heads, who accepted the interview, were interviewed. Purposeful sampling method was used in this study. For this purpose, interviews were conducted using the snowball sampling method.

## 2.3. Data Collection Tools

Interview forms were used to collect the data. The interview forms consist of 4 questions aimed at revealing the organizational and personal factors that affect the career development of higher education administrators. These questions are as listed below:

- a) What do you think about the career development concept?
- b) How would you define organizational factors affecting your career development?
- c) How would you define personal factors affecting your career development?
- d) When a promotion occurs in your career, how would you define the factors that affect your decision?

Expert opinion was obtained from two educational management professors about the interview form and the data collected. As the higher education administrator, the department heads were interviewed. The opinions of the department heads were given by coding as DH1, DH2, DH3... Themes were determined based on the relevant literature and a content analysis suitable for qualitative research was used and findings were presented.

In order to ensure the reliability of this study, the reliability formula of Miles and Huberman (1994) was used. The formula is given below:

$$\text{Reliability} = [\text{Consensus} / (\text{Consensus} + \text{Disagreement})] \times 100$$
$$= [32 / (32+4)] \times 100 = [0,88] \times 100 = 88$$

The result of Miles and Huberman (1994) reliability formula was 88%. Miles and Huberman (1994) stated that the reliability of the research results that were 70% and above was high.

## **2.4. Data Analysis**

Inductive analysis, one of the types of content analysis, was used to analyze the data obtained. Inductive analysis is to reveal the underlying concepts of the data and the relationships between these concepts through coding. In qualitative research, the researcher is in an effort to reveal the main themes of the problem s/he examines based on the descriptive and detailed data s/he has collected, and to make the data s/he collected a meaningful structure, that is, to form a theory based on these data (Yıldırım & Şimşek, 2008).

## **3. FINDINGS**

In this part of the study, organizational and personal factors affecting career development of higher education administrators and quotations from their comments on this subject are included. Organizational factors were examined under economic and political/ideological factors subheadings and personal factors were examined under educational, physiological/psychological and sociological factors subheadings.

### **3.1. The Effect of Economic Factors on the Career Development of Higher Education Administrators**

Career development also contributes to the individual, directly or indirectly, economically, but financial opportunities provided in some professions may not be directly proportional to promotion itself. Besides, along with administrative duties course load may decrease relatively in some institutions. Therefore, the administrative payments and course load may not be the same for every institution. According to the findings of the research, 14 of the 14 department heads stated that economic factors had no effect on their career development.

Therefore, the effect of economic factors for department heads is 0%. An administrator making an assessment on this issue (DH 3):

“The economic aspect does not outweigh. There is no contribution. Time and effort are more valuable than money. If the duty is deemed worthy, there is an understanding of service to the institution. This is a sacrifice for me. My colleagues do not want to work with anyone else but me. I support these people. I am motivated both for myself and for the future of the country, not because of an economic return.”

Another administrator (DH6):

“Economic factors were not at all effective because I am taking something funny for this duty, and although the number of lessons a department head normally has to give is 12, I currently teach 15 hours and I do not charge any additional fee for it, and there are even department heads who only teach 9 hours. Actually, I am at all losses, there is a very small and symbolic wage increase, definitely not worth it, not a money worth this much labor.”

Another administrator who made an assessment on the subject (DH13):

“If the economic factor was important, I would not accept it. Frankly, if I had financial expectations in terms of this additional payment, I would not accept it because the return is not too much. Administrative duty will never pay off for the burden. I think it is something that cannot be done without loving it. By belonging to an institution, you can only do it when you say that I can do something good and contribute to the institution. When the intention is to earn more money, you can see that it is not done with much motivation and ownership. For me, such a concern has never been at the forefront when accepting administrative duties.”

On the other hand, another administrator who emphasized the importance of reduction in the course load (DH9):

“So, our university has administrative payment, this does not make a big difference, but our course load is reduced by half, this actually makes a very serious difference. It both reduces your course load and still has an impact on your income... I can say that it is a motivating factor, I would not accept the duty without this.”

Another administrator (DH10):

“Economic factors have not been effective because personal satisfaction is very important in academic terms, it is very important to be able to produce, as the position rises, you can be more productive thanks to less course load, you can produce better projects, you can have more opportunities, this aspect has outweighed.”

According to the evaluations made, career development decisions of higher education administrators are not affected by economic factors. This may be because of the fact that the amount of administrative payment is very low compared to the workload undertaken. Nevertheless, an evaluation can be made that the decrease in the course load is an important factor in the acceptance of this task by the administrators. However, it is seen that this is not a policy applied in every foundation university. It is even possible to find administrators who have a course load almost as much as regular lecturers.

The reason why the decrease in the course load is effective for the administrators might be to create suitable time to develop at least the academic aspects in a task they think they are not getting financial payback. In short, it is seen that economic factors do not have any effect on the decision of administrators to become an administrator, but the reduced course load is quite effective in this decision. It is considered that this problem can be resolved by increasing the administrative payments of the administrators or decreasing their course load.

### **3.2. The Effects of Political/Ideological Factors on the Career Development of Higher Education Administrators**

Management is fundamentally a power game. Different power struggles can be felt in all dimensions of management. In countries where political forces are effective, higher

education administrators can also find themselves in this trend. In countries where this situation is effective, people who will be appointed to management positions and those who are in senior management to give them this task may naturally want to work with people who are close to them.

Otherwise, political and ideological conflicts may become one of the problems that higher education administrators experience during their administrative duties. According to the findings obtained in the research, 8 out of 14 department heads stated that political/ideological factors have an effect on their career development. Therefore, the effect of political/ideological factors for department heads is 57.14%. When viewed in this respect, an administrator (DH1):

“Political/ideological factors affect my decision. It is very difficult to work in an institution that already has a different point of view, and much more difficult to do administrative work, so I think that even if such a duty is given, I cannot accept it. So, I guess I cannot do it... I think it has a lot of influence, because you have personal values that you have created up to a certain age and you cannot break away from them while performing these administrative duties. Different perspectives will try to ignore and break down your values. I am also a bit strict on these issues, I am a person who has a hard time giving up the values I believe in, so I don't think I can work in a very different political discourse.”

Another administrator (DH2):

“The perspectives of the people you work with and the management's point of view on a number of social and cultural events are important. For example, me; I wouldn't think of working in a non-secular, antidemocratic university that doesn't believe in Atatürk's revolutions. Although of course there are issues that I am critical of in the institution I work for, I also consider this when evaluating positions. Who are my teammates, what are their life opinions? Where we can meet - not everyone should think the same thing, of course - but partnerships with different life opinions affect your work performance. For example, if I had a senior management with a point of view that I could not work with in my last position, of course I would not accept [management position], I would prefer to remain as a teacher.”

Yet another administrator (DH7):

“The political/ideological attitude of the institution is important to me. Since my political and ideological thoughts are in line with senior management, I accepted to be an administrator, because I thought it would be easy, so there are people who speak the same language as I, in the standards I want. Since I thought that I could express myself correctly and understand what they mean, this situation influenced my acceptance of the duty.”

Another experienced administrator (DH11):

“Especially the [political/ideological] attitude of the institution I work for is a point that feels good to me. If there had been an adverse situation, maybe even my work might not have continued... Now, of course, we talk like this, but sometimes people can continue to work for a certain period of time, until they are hired by a new institution that match up with their perspective, but it is definitely effective as an opinion.”

The comments and evaluations made on this subject show that higher education administrators were influenced by the political/ideological attitude of the institution before accepting the administrative position. The reason why higher education administrators agree with this view can be considered as their experience in the past that the decisions to be taken during their administrative duty are shaped by the political/ideological view of the university senior management. This problem can be overcome by using objective criteria during recruitment and promotion and with a merit-based perspective.

### **3.3. The Effect of Educational Factors on the Career Development of Higher Education Administrators**

When the Higher Education Law numbered 2547 is examined, it is seen that certain career steps must be climbed in order to be able to get a management position in universities. In addition to this situation, the educational qualifications of individuals, such as the universities they graduated from, the publications they made, the certificates they received, may also have an effect on their selection as administrators.

In addition, even if they do not have a formal administrative training, the experiences gained through working with senior academics, which they call the master-apprentice relationship, can also play a major role in their appointment to administrative positions. According to the findings obtained in the study, 8 of 14 department heads stated that educational factors had an effect on their career development. Therefore, the effect of educational factors for department heads is 57.14%. An administrator on the subject (DH8):

“Educational factors seem to be dominant for me because I have not studied in Turkey, I studied abroad, so I am a person who has never experienced any university environment or visited any university in the country... However; this is one of my first universities and at the same time I am an administrator in my first university. While doing the interviews, I saw that this issue is very important, you can see that your educational status comes to the fore. This is in the evaluation criteria and this gives you a plus to be chosen as an administrator. To sum up; qualifications such as your education as well as your modern perspective, as well as having the skills to build an administrative career etc.”

On the other hand, another administrator (DH9):

“Especially my undergraduate education, more precisely my undergraduate, graduate and doctorate education, has a great advantage in choosing this position. More importantly, I worked as a research assistant for 7 years. Therefore, of course, I have a much greater command of the internal dynamics of the university. For example, if I had a background at another university and directly been hired as an administrator, I would probably have a harder time accepting this duty. But since I already had university experience and I worked as an assistant - usually the lecturers who were the head of the department were my teachers - I already knew the [administrative] process. I had faith that I could do it.”



Another administrator (DH14):

“There is no lesson about being an administrator in undergraduate or graduate education, there is no content, but there is a situation that I was the direct assistant of the head of the department during the years I worked as a research assistant. In fact, I learned how things work in a way with a master-apprentice relationship. Therefore, when I was offered the department head, I accepted both because of my experience and because there was no one else. No one had a doctorate degree in the department other than me. Being self-taught is determinant. You know the laws and regulations. The simplest one is, you know every article of the law numbered 2547, it is obtained through experience. I took the Total Quality Management course, but I do not remember anything about its impact on life. When I was offered the head of the department, my attitude was thinking about how the incoming person will manage if I do not accept the offer. How would s/he manage the department? I was the most experienced. We did good work after I became the head of the department.”

The evaluations made show that educational factors, especially when combined with academic experience, have a positive effect on the career development decisions of higher education administrators. This situation may be related to the requirement to meet the educational criteria required to become a department head and administrator at the university, that is to say, people can already take on higher education management when they reach a certain title and stage in their academic career.

### **3.4. The Effects of Physiological/Psychological Factors on the Career Development of Higher Education Administrators**

Higher education administrators may face many problems during their administrative duties. These problems can create physiological/psychological effects that can even affect their career development decisions. The most prominent among these problems can be seen as the physiological/psychological effects of workload, bureaucracy, problems with students, stress factor caused by not being able to manage time properly and stress.

According to the findings obtained in the research, 11 of the 14 department heads stated that physiological/psychological factors have an effect on their career development. Therefore, the effect of physiological/psychological factors for department heads is 78.57%. An administrator making an assessment on the subject (DH4):

“You may define my point of view as a civil servant perspective but if a task is given, someone has to do it, work is done anyway when you go to work. But still, the environment should be appropriate, we should not experience same problems every year. This is not something to be done for very long. It should not be done more than two periods... Bureaucratic obstacles, the attitude of the top management... If the job description is made properly and if there is the authority I need, then the stress is reduced. Maybe it would even disappear completely. There would be no stress if there were authorization for the recruitment of lecturers and similar situations, but unfortunately, the problems are growing every year.”

On the other hand, another administrator (DH5):



“The status and prestige that the administration brings is important to everyone, but ethically it is more important to fulfill the duty with fairness. You reach many people; you try to find solutions to problems. There are situations that create stress. Time is short. Not only administrative tasks but also lesson preparation takes time. Lessons are predominantly taking place in my program. I love teaching, there is interaction, but if you are inexperienced and if you have just been appointed to this management duty, you need support. It is a multi-layered situation, you have to deal with many administrative issues in a short time, you cannot catch up.”

Another experienced administrator (DH3):

“Management duty had a psychological and physiological impact on me and my family for a period. Workload is a problem. It affects my family relationships. I definitely had psychological problems.”

Another administrator who made an assessment on this issue (DH1):

“[Management] creates stress and this has physiological and psychological impacts. This may be my personality, but I find myself in such a stress. It is not easy to cope with stress, these problems can turn into psychosomatic disorders when we ignore them... What kind of effects management duty will have on me? I need to evaluate this. I make inferences based on my experience.”

Another administrator (DH6):

“I have a serious psychosomatic disorder, I suffered from a serious stomach condition. Of course, I am sure that stress factor also causes my illness, physiological reactions caused by stress... Second, I don't want to communicate with anyone when the day is over, I don't want to hear my own voice. Because my course load is too high and I don't even have time to breathe between lectures, because I always deal with students' problems in between. Like slavery. It's more like a subcontractor with no insurance than the head of the department. Being blocked academically bothers me a lot, I don't have time to write articles. This burden affects me very seriously.”

Also, another administrator (DH11):

“If I knew this duty would be so busy, I would think before accepting this assignment. The time I devoted to both lessons and private life was reduced. Stress factor is very dominant.”

Evaluations on this issue reveal that the physiological and psychological effects of stress negatively affect the career development of higher education administrators. It is observed that even experienced administrators are affected by stress and suffer from psychosomatic disorders. This problem can only be solved by decreasing the course or workload of the administrators and increasing the time they will allocate for themselves, their families and their academic studies.

### **3.5. The Effect of Sociological Factors on the Career Development of Higher Education Administrators**

Higher education administrators have a social environment like every human being in addition to their busy working lives. When the literature is examined, it is seen that especially women and minorities are likely to be prevented from management duties due to reasons such

as gender and ethnicity. According to the findings obtained in the research, 5 of the 14 department heads stated that sociological factors have an effect on their career development. Therefore, the effect of sociological factors for department heads is 35.71%. An administrator commenting on the impact of sociological factors on the career development of higher education administrators (DH9):

“I had no problem with being a woman at this university. I am the youngest woman, there are more experienced men, but I am given the position of department head. Women administrators are better. I watch over, so that the workload is not reflected in the private life, I do not take responsibility for the time remaining from the job. Family is as important to me as it is to everyone.”

Another administrator on this issue (DH12): “They say being a woman in management is difficult and risky. I have not experienced. At least there is no such situation in this institution.”

Another administrator (DH3):

“I did not have any gender issues at this university. But I feel it in meetings outside. Men are more dominant, not kind. They are rude to women, their voices are always louder, which can cause women to be sidelined.”

Another administrator on this issue (DH14):

“Until now, I have not been subjected to ethnic discrimination, nobody had such an attitude towards me, and we did not allow anyone to do it against others. It is the skill that counts and benefits the most. There are no situations such as sociological pressure or discrimination in foundation universities.”

Research findings show that sociological factors are not effective in career development decisions of higher education administrators. This situation may be related to the approach of the institution and other employees. For example, most of the female administrators report that although they witnessed discrimination against women outside, they did not experience this throughout their professional life. Higher education is considered to be an institution that does not contain such pressures.

#### **4. CONCLUSION, DISCUSSION, AND SUGGESTIONS**

In this study, it was aimed to examine the factors that affect the career development of higher education administrators and cause them to accept the position when the promotion occurs. In this context, organizational factors such as economic, political/ideological and personal factors such as educational, physiological/psychological, sociological factors were examined and some results were obtained.

According to the results obtained in the study, career development decisions of higher education administrators are affected by political/ideological factors. It is observed that the administrators do not want to work with a senior management whose life opinions do not match with theirs, and if there is such an incompatibility, they may refuse to be an administrator and even stop working in that institution. The present findings are similar to other studies (Judge & Bretz, 1994) that were previously conducted in the literature.

Another result obtained from the study is that educational factors affect the career development decisions of higher education administrators. The administrators stated that the training they received in their field, the seminars they attended and all of these, as well as their institutional experiences, had an effect on their appointment to this position. On the other hand, they define administrative training as trainings that either never received or were not effective even if they did, they mostly think that only their undergraduate, graduate or postgraduate backgrounds matter and even their experiences in the institution matter the most. In previous studies investigating the factors affecting career development (Jeffords, 2008), it was determined that educational factors are one of the most important factors in accepting an administrative task.

According to another result, career development decisions of higher education administrators are affected by physiological/psychological factors. As put forward in previous studies on physiological/psychological factors (Reasoner, 1995; Heifetz, 2006); the administrators stated that if they could anticipate the stress-related illnesses they experienced after taking office, they might even consider not accepting the task. The reason for this is considered to be that the responsibility brought by the administrative duty cannot be compensated in terms of material or moral.

On the other hand; the results of the research show that economic factors are not effective in higher education administrators' career development decisions, just as in previous studies in the literature (Jeffords, 2008; Whitaker, 2001; Carrigan, Brown, & Jenkins, 1999). Higher education administrators often put the ability to get additional tuition fees or spend time for academic studies instead of low administrative payments, and therefore stated that economic factors have no effect on career development.

So, it can be evaluated that they do not accept this duty for money; even if they do so, after they are appointed, they realize that economical return is very little and that payment does not even compensate their additional tuition fees.

Although contrary results have been found in most of the studies conducted so far in the literature, the findings of this study show that sociological factors are not generally effective in the career development decisions of higher education administrators. If sociological themes are handled separately; studies that previously focused on issues such as the difficulties of being a female administrator and ethnic discrimination (Posholi, 2012; Kibaara, 2014; Aycan, 2004; Anafarta, 2001; Lahti, 2013) evaluated that sociological factors are effective in career development decisions.

According to the results of this research, although 9 (64.28%) of the interviewees were women, no discrimination was detected, but since there was only one person who stated that he was a member of an ethnic minority and that he was not exposed to any discrimination in this regard, a generalizing evaluation does not seem possible to make.

When the results are evaluated, the following suggestions have been developed so that authorized persons can intervene and find solutions to the problems that arise:

- It has been determined that the reason why administrators' decisions are not affected by economic factors is the insufficient administrative payment. In foundation universities, administrative payments can be increased so that the administrative role can be made economically more attractive.
- When the educational factors were examined, it was revealed that no training was given to the administrators regarding management. For this reason, seminars and in-service trainings to develop management skills can be given to those who are appointed to administrative duties in higher education.
- When examining the psychological factors, it was observed that the administrative workload poses certain difficulties for the administrators who continue to give lectures along with administrative duty. By making fair arrangements in the number of courses of administrators, workload can be reduced; moreover, extra personnel may be appointed to support them in administrative matters.
- The personal and organizational impacts of these problems stated by the administrators may be investigated. Senior managements may be informed about the situation and to solve these problems, a road map may be designed by the senior management.

Naturally, there are some limitations to this study. For example; the study population is limited to department heads working for foundation universities, the data derived is limited to

the questions on the interview form and factors affecting the career development of higher education administrators are limited to economic, political/ideological, educational, sociological and physiological/psychological factors. In the light of this information, the following recommendations have been developed to guide other researchers:

- The factors that have an influence on the decisions of the administrators may vary under different conditions, a study using qualitative methods can be conducted with the higher education administrators working in state universities, thus it will be possible to see the difference between the two types of universities.
- To achieve a different perspective through using different methods, the study may be carried out using a mixed method.
- Using the career development factors discussed in this study, another study can be made, in which the target study group is the principals of elementary, middle and high schools.

## REFERENCES

- Anafarta, N. (2001). Orta Düzey Yöneticilerin Kariyer Planlamasına Bireysel Perspektif. [An Individual Perspective on Mid-Level Administrators' Career Planning]. **Akdeniz İ.İ.B.F. Dergisi**, 1(2), 1-17. (in Turkish) Available: <https://dergipark.org.tr/tr/download/article-file/1123319>
- Anells, M. (2006). Triangulation of qualitative approaches: Hermeneutical phenomenology and grounded theory. **Journal of Advanced Nursing**, 56(1), 55-61. DOI: <https://doi.org/10.1111/j.1365-2648.2006.03979.x>
- Aycan, Z. (2004). Key success factors for women in management in Turkey. **Applied Psychology**, 53(3), 453-477. DOI: <https://doi.org/10.1111/j.1464-0597.2004.00180.x>
- Aytaç, S. (2005). **Çalışma Yaşamında Kariyer Yönetimi Planlaması Geliştirilmesi ve Sorunları**. [Developing Career Management Planning and its Problems in Work Life]. Bursa: Ezgi Kitabevi. (in Turkish)
- Balta Aydın, E. (2007). **Örgütlerde kariyer yönetimi, kariyer planlaması, kariyer geliştirmesi ve bir kariyer geliştirme programı olarak koçluk uygulamaları**. [Career management, career planning, career development and as one of the career development programs, the coaching applications in organizations. Master's Thesis]. Denizli: Pamukkale Üniversitesi. (in Turkish) Available: <https://ders.es/0039988.pdf>
- Bernstein, R. (1999). Should you be the boss? Soul-searching questions for teachers considering administration. **Instructor**, 108(6), 33-35.
- Brown, D. (2003). **Career Information, Career Counseling and Career Development**. Allyn & Bacon.



Carrigan, J. C., Brown, C., & Jenkins, K. (1999). Principals' salaries: Incentives or deterrents to professional advancement. **Paper presented at the annual meeting of the American Education Finance Association**, March 18-20. Seattle, WA.

Creswell, J. W. (2014). **Educational research: Planning, conducting, and evaluating quantitative and qualitative research**. Pearson Education Limited.

Ferris, G. R., & Judge, T. A. (1991). Personnel/human resources management: A political influence perspective. **Journal of Management**, 17(2), 447-488. DOI: 10.1177/014920639101700208

Heifetz, R. (2006). Educational leadership: beyond a focus on instruction. **Phi Delta Kappan**, 87(7), 512-513. DOI: 10.1177%2F003172170608700709

Horowitz, M. J. (1986). Stress-Response Syndromes: A Review of Posttraumatic and Adjustment Disorders. **Hospital and Community Psychiatry**, 37(3), 241-249. DOI: 10.1176/ps.37.3.241

Jeffords, C. W. (2008). **Personal and institutional factors affecting school administrators' career advancement decisions**. [Doctoral dissertation]. Ohio: Youngstown State University. Available: <https://digital.maag.ysu.edu:8443/xmlui/bitstream/handle/1989/10787/b20398499.pdf?sequence=3>

Judge, T. A., & Bretz Jr, R. D. (1994). Political influence behavior and career success. **Journal of management**, 20(1), 43-65. DOI: 10.1177%2F014920639402000103

Karataş T., Özen Ş. & Gülnar E. (2017). Akademisyenlerin Kariyer Basamakları ve Yükseltme Ölçütlerine İlişkin Görüşleri. [Views of Academicians on Career Steps and Promotion Criteria]. **Yükseköğretim Dergisi**, 7(2), 82-93. (in Turkish) Available: <https://dergipark.org.tr/tr/pub/yuksekogretim/issue/41139/497266>

Khan, S. N. (2014). Qualitative research method: Grounded theory. **International Journal of Business and Management**, 9(11), 224-233. DOI: <http://dx.doi.org/10.5539/ijbm.v9n11p224>

Keller, B. (1999). Women superintendents: Few and far between. **Education Week**, 19(11), 1. Available: <https://www.edweek.org/leadership/women-superintendents-few-and-far-between/1999/11>

Kibaara, M. J. (2014). **Factors Affecting Women Career Mobility in Educational Management: A Comparative Study of Public and Private Universities in Kenya**. [Doctoral dissertation]. Kenya: Kenyatta University. Available: <http://ir-library.ku.ac.ke>

Koekemoer, E. (2014). An explorative study on factors influencing the career success of management employees. **SA Journal of Industrial Psychology**, 40(2), 1-10. DOI: 10.4102/sajip.v40i2.1204

Kuyumcu Vardar, A. & Erdoğan, T. (2008). Yükseköğretimin Toplumsal Değişmeye Etkisi. [The Effect of Higher Education on Social Change]. **Hacettepe Üniversitesi Eğitim Fakültesi Dergisi**, 35. 240-250. (in Turkish) Available: [https://dergipark.org.tr/tr/pub/hunefd/issue/7803/102290#article\\_cite](https://dergipark.org.tr/tr/pub/hunefd/issue/7803/102290#article_cite)

Lahti, E. (2013). **Women and leadership: factors that influence women's career success: female leaders' reflections on their career development and leadership**. [Bachelor's Thesis]. Lahti: Lahti University of Applied Sciences. Available: [https://www.theseus.fi/bitstream/handle/10024/66172/Lahti\\_Elsi.pdf.pdf](https://www.theseus.fi/bitstream/handle/10024/66172/Lahti_Elsi.pdf.pdf)



Marshall, C. & Gerstl-Pepin, C. (2005). **Re-framing educational politics for social justice**. Boston: Allyn & Bacon.

Meiers, M. (2007). Teacher Professional Learning, Teaching Practice and Student Learning Outcomes: Important Issues. In: Townsend, T. & Bates, R. (eds). **Handbook of Teacher Education**. Springer, Dordrecht, 409-414. DOI: 10.1007/1-4020-4773-8\_27

Miles, M., & Huberman, M. (1994). **Data management and analysis methods**. Thousand Oaks: Sage Publications.

Peel, M. (1992). Career Development Helps to Realize Potential. **Management Development Review**, 5(3). DOI: 10.1108/EUM000000000000679

Posholi, M. R. (2012). **An examination of factors affecting career advancement of women into senior positions in selected parastatals in Lesotho**. [Doctoral dissertation]. Cape Town: Cape Peninsula University of Technology. Available: <https://core.ac.uk/download/pdf/148365603.pdf>

Reasoner, R. (1995). Survival skills for administrators. **Thrust for Educational Leadership**, 24(6), 28-32.

Sabuncuoğlu, Z. (2000). **İnsan Kaynakları Yönetimi**. [Human Resources Management]. Bursa: Ezgi Kitabevi. (in Turkish)

Savickas, M. L. (2005). The theory and practice of career construction. In: Brown, S. D. & Lent, R. W. (eds). **Career development and counseling: Putting theory and research to work**. Hoboken, NJ: John Wiley & Sons, 42-70.

Sowell, T. (1984). **Civil Rights: Rhetoric or reality?** New York: William Morrow.

Soysal, A. (2000). Örgütlerde Kariyer Planlama Sürecinin İşlemesinde Motivasyon Faktörünün Etkisi: Kahramanmaraş Özel İşletmelerinde Yapılan Bir Uygulama. [The Effect of Motivation Factor on the Processing of Career Planning Process in Organizations: An Application Made in Kahramanmaraş Private Enterprises]. **Paper presented at the 8. National Management and Organization Congress**, May 25-27. Nevşehir, Turkey.

TDK – Türk Dil Kurumu Güncel Sözlük. [Turkish Language Institution Contemporary Dictionary]. Available: <https://www.tdk.gov.tr> , Access: 21.10.2017.

TÜBA - Türkçe Bilim Terimleri Sözlüğü. [Dictionary of Turkish Science Terms]. Available: <http://www.tubaterim.gov.tr> , Access: 20.10.2017.

Whitaker, K. (2001). Where are the principal candidates? Perceptions of superintendents. **NASSP Bulletin**, 85(625), 82–92. DOI: 10.1177%2F019263650108562509

Yıldırım, A. & Şimşek, H. (2008). **Sosyal Bilimlerde Nitel Araştırma Yöntemleri**. [Qualitative research methods in the social sciences]. Ankara: Seçkin Yayıncılık. (in Turkish)

Yıldırım, A. ve Şimşek, H. (2013). **Sosyal Bilimlerde Nitel Araştırma Yöntemleri**. [Qualitative research methods in the social sciences]. Ankara: Seçkin Yayınevi. (in Turkish)