

**THE EFFECT OF INDIVIDUAL CAREER PLANNING  
ON JOB SATISFACTION: A COMPARATIVE STUDY  
ON ACADEMIC AND ADMINISTRATIVE STAFF**

**BİREYSEL KARIYER PLANLAMANIN İŞ TATMİNİNE  
ETKİSİ: AKADEMİK VE İDARİ PERSONEL'DE  
KARŞILAŞTIRMALI BİR ÇALIŞMA**

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**ABSTRACT**

*It is clear that the future is uncertain for humankind. Hence, individuals try to forecast and plan the future. Individual career planning is an important way of securing life. A career plan would help an employee to feel comfortable in his/her job and will directly affect job satisfaction. This study aims to investigate the relationship between individual career planning and job satisfaction for two types of university workers – academic and administrative staff. It was also aimed to understand whether individual career planning influence productivity, motivation, loyalty and other variables positively for both groups. While academic staff represents the group of which career path is open, administrative staff represents the group of which career path is partially closed. The questionnaire has been distributed to Suleyman Demirel University and Ege University academic and administrative staff. Statistical analyses have been conducted and the findings have been discussed in the paper.*

**ÖZET**

*İnsanlar için gelecek belirsizdir. Bununla birlikte insanlar geleceğini tahmin etmek ve planlamak isterler. Bireysel kariyer planlama, güvenli bir gelecek için önemli bir araçtır. Kariyer planlama çalışanların hem işlerinden tatmin olmaları açısından hem de iş performansları açısından önemlidir.*

*Bu çalışmanın amacı, bireysel kariyer planlama ile iş performansı arasındaki ilişkinin üniversitelerdeki akademisyenler ile idari personel gruplarındaki etkisini ölçmek ve aynı zamanda kariyer planlama ile motivasyon, verimlilik, örgütsel bağlılık gibi diğer konuların ilişkisini ortaya koymaktır. Bu iki grubun seçilmesindeki amaç ise, akademik personelin*

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*kariyer yolunun açık, idari personelin ise nispeten kapalı olmasıdır. Çalışma, Süleyman Demirel Üniversitesi ile Ege Üniversitesi Akademik ve İdari personeline uygulanmıştır. Bulguların istatistiksel analizinden sonra yorumlar yapılmıştır.*

Individual Career Planning, Job Satisfaction, Academic staff, Administrative staff.

Bireysel Kariyer Planlama ,İş Tatmini, Akademik Personel, İdari Personel

## 1. INTRODUCTION

Although career planning is not a new concept, individual career planning is an emerging research area for academic studies in several disciplines from different perspectives. It is significant that a career plan would affect job satisfaction. However, it is important to conduct more empirical studies in different working environments to provide evidence for the influence of different jobs on relationship between career planning and job satisfaction. In this study, in order to investigate the relationship between individual career planning and job satisfaction for two types of university workers – academic and administrative staff, an empirical study was conducted. It was also aimed to understand whether individual career planning influence productivity, motivation, loyalty and other variables positively. The paper has organized as follows: In the following section a brief literature review is given. The succeeding sections summarized the research methodology and the findings of statistical analyses. Then the results of the research have been discussed in conclusion section.

## 2. LITERATURE REVIEW

Baruch asserted that career planning and management (CPM) has significantly emerged in the literature, particularly in human resource management (HRM) area.<sup>1</sup> Farmer et al. emphasized that it is necessary to distinguish between a job and a career before defining the term 'career planning'. According to the authors, while a career used to mean a secure employment with one organization for life in last 2 decades, nowadays people whose careers go upwards may have a number of different positions. Hence, Farmer et al. defined career as "the idea of an occupation chosen as the means of one's progress through life."<sup>2</sup> Likewise, a comprehensive definition of career is given by Baruch and Rosenstein as "*a process of development of the employees along a path of experience and jobs in the*

<sup>1</sup> Yahuda BARUCH, "Organizational Career Planning and Management Techniques and Activities in Use in High-Tech Organizations", *Career Development International*, Vol. 1, No. 1, 1996, p. 40.

<sup>2</sup> Jane FARMER, Grainne WARD and Lawraine WOOD, "Taking Stock: Career Planning For Isolated, Middle-Level Professionals", *Librarian Career Development*, Vol. 6, No. 8, 1998, p. 3.

organization.”<sup>3</sup> Aryee and Debrah highlighted that while career planning refers to an individual-level activity, career development is an organizational-level activity.<sup>4</sup> According to Gutteridge, career development refers to specific human resource activities to match individuals and job opportunities.<sup>5</sup> Career planning is however defined as “a proactive course in shaping an effective career that might be influenced by locus of control.”<sup>6</sup> As cited by Aryee and Debrah,<sup>7</sup> Hall,<sup>8</sup> explained career planning as “a deliberate process of becoming aware of self, opportunities, constraints, choice and consequences; identifying career-related goals; and programming work, education and related developmental experiences to provide the direction, timing and sequence of steps to attain a specific career goal”. Baruch asserted that career planning and management has significantly emerged in the literature, particularly in human resource management (HRM) area. CPM is an HRM area that requires special efforts from both the organization and the individuals. The concept of organizational career planning is defined by Baruch as “a comprehensive approach to all activities and techniques facilitated by the organization which are concerned with the career development of its employees.”<sup>9</sup> The study of Storey et al. suggested that career planning is mainly performed by the organizations.<sup>10</sup> It is cited by McCabe that the concept of ‘new career’ and ‘new career paths’ have emerged<sup>11</sup> based on the assumption of Mallon that an individual’s job security is anchored not to an organization but in his/her own portfolio of portable skills and personal employability.<sup>12</sup> The most significant factors affecting individual career planning include age, gender, education, societal, economic and environmental dynamics.<sup>13</sup> McCabe asserted that an individual needs to be proactive, flexible, and maintain a range of core skills and competencies along with professional experience.<sup>14</sup> Existing studies in the literature emphasize the influence of self-esteem on career decisions and

<sup>3</sup> Yahuda BARUCH, and E. ROSENSTEIN, “Career Planning and Managing in High Tech Organizations”, *International Journal of Human Resource Management*, Vol.3, No.3, 1992, p. 477.

<sup>4</sup> Samuel ARYEE and Debrah A. YAW, “Career Planning: An Examination of Individual, Non-Work and Work Determinants”, *The International Journal of Human Resource Management*, Vol.3, No.1, 1992, p.85.

<sup>5</sup> T.G GUTTERIDGE, “Organizational Career Development Systems: The State of the Practices” In Aryee Samuel and Debrah A. Yaw.

<sup>6</sup> ARYEE, 87.

<sup>7</sup> ARYEE, 88.

<sup>8</sup> D.T HALL, “Introduction”, In Aryee Samuel and Debrah A. Yaw,

<sup>9</sup> BARUCH, 40.

<sup>10</sup> J. STOREY, Ward L OKAZAKI, I. Edwards GOW, and K.SISSON, , (), “Managerial Careers and Management Development: A Comparative Analysis Of Britain and Japan” *Human Resource Management Journal*, Vol.1, No.3, 1991, p.33.

<sup>11</sup> V.S McCABE, “Strategies For Career Planning And Development in The Convention And Exhibition Industry in Australia”, *International Journal Of Hospitality Management*, Vol.27, 2008, p.222

<sup>12</sup> M MALLON, “The Portfolio Career: Pushed or Pulled To It?”, *Personel Review*, Vol.27, No.5, 1998, p.361.

<sup>13</sup> M. MCMAHON, and W. PATTON, “Development of a Systems Theory Of Career Development”, *Australian Journal of Career Development*, Winter, 1995, p.16.

<sup>13</sup> McCABE, 223

<sup>14</sup> ARYEE, 89.

behavior, and therefore, it is expected from individuals with high self-esteem more likely to plan their careers than those with low self-esteem.<sup>15</sup> Job satisfaction, which has been widely studied in the literature, is also commonly accepted as an important determinants of individual career planning. Locke, defined job satisfaction as “*a function of the perceived relationship between what one wants from one’s job and what one perceives it as offering*”. Rogers et al. asserted that job satisfaction refers to the individual’s attitude toward the various aspects of their job as well as the job in general.<sup>16</sup> The concept of job satisfaction has been examined in considerable detail by sociologists and industrial psychologists. It was cited by Uppal that Freeman finds job satisfaction as major determinant labor market mobility.<sup>17</sup> Since satisfaction creates confidence, loyalty and ultimately improved quality, the instilling of job satisfaction within employees is one of the most important tasks of management.<sup>18</sup> Davis highlighted that job satisfaction mediates the relationship between a worker with work conditions, and organizational and individual outcomes.<sup>19</sup> According to Mackler, respect, recognition and reward are three critical factors for job satisfaction.<sup>20</sup> Motivation has been also identified as one of the most important components of job satisfaction in the literature.<sup>21</sup> Lack of effective communications among managers, employees and customers would lead to a decrease in role clarity, an increase in job tension and eventually a decrease in job satisfaction. The extent to which employees are bothered by work-related matters is referred to as job tension, which is related to several issues, including lower job satisfaction.<sup>22</sup> Miller et al. proved that job level is a significant estimator of job satisfaction<sup>23</sup>. It was also found by Oshagbemi that overall job satisfaction of academics increases progressively with rank. In a similar study on job satisfaction profiles of academics, Oshagbemi focused on the following criteria:<sup>24</sup> “Research, teaching, administration and management, pay, promotion, co-workers’ behavior, and facilities available in their institutions.”

<sup>15</sup> D. ROGERS, Jerry CLOW E. KENNETH, and Toby KASH J, “Increasing Job Satisfaction of Service Personnel”, *Journal of Services Marketing*, Vol.8, No.1, 1994, p.14.

<sup>16</sup> Sharanjit UPPAL, “Disability, Workplace Characteristics and Job Satisfaction”, *International Journal of Manpower*, Vol.26, No.4, 2005, p.336.

<sup>17</sup> UPPAL, 337.

<sup>18</sup> Mark TIETJEN A., M. Robert MYERS, “Motivation and Job Satisfaction”, *Management Decision*, Vol.36, No.4, 1998, p.226.

<sup>19</sup> Grace DAVIS, “Job Satisfaction Survey Among Employees in Small Business”, *Journal of Small Business And Enterprise Development*, Vol.1, No.4, 2004, p.495.

<sup>20</sup> J MACKLER, “A Survivor’s Guide To The Principalship: Overcoming The Challenges”, *NASSP Bulletin*, February, 1996, p.84.

<sup>21</sup> Michael W. GRAHAM and Philip MESSNER, E. MESSNER, “Principals and Job Satisfaction”, *International Journal of Educational Management*, Vol.12, No.5, 1998, p. 196.

<sup>22</sup> ROGERS, at al, 15.

<sup>23</sup> Titus OSHAGBEMI, “Job Satisfaction Profiles of University Teachers”, *Journal of Management Psychology*, Vol.12, No.1, 1997, p.27.

<sup>24</sup> OSHAGBEMI, 27.

### 3. RESEARCH METHODOLOGY

The aim of this study is to understand the impact of individual career planning on job satisfaction. In particular, differences and similarities between academic and administrative university staff have been empirically investigated. A questionnaire has been distributed to the academic and administrative personnel of Ege University (EU) and Suleyman Demirel University (SDU), which are located in Izmir and Isparta, respectively. While Ege University represents older and larger universities, Suleyman Demirel University represents relatively younger and smaller universities. A total of 176 university staff participated the survey. While distribution of the participants is given in Table 1, their distribution by the universities is given in Table 2.

Table1: Distribution of the Participants

Type of occupation	Frequency	%	Cumulative Percentage
Academic personnel	122	69.3	69.3
Administrative personnel	54	30.7	100.0
Total	176	100.0	

Table 2: Distribution of the Participants by Universities

			Type of Occupation		Total
			Academic personnel	Administrative personnel	
Uni.	SDU	Amount and %	58 (33.0%)	31(17.6%)	89(50.6%)
	EU	Amount and %	64(36.4%)	23(13.1%)	87(49.4%)
Total		Amount and %	122(69.3%)	54(30.7%)	176(100%)

Three experts controlled the validity of the coverage and the contents of the questionnaire. Internal consistence of the questionnaire has been validated through factor analysis and Cronbach Alpha test. SPSS 13 software has been used for the analyses. A four point Likert scale has been used, where 1 represents never, 2 represents sometimes, 3 represents frequently and 4 represents always. In addition to factor analysis, Cendal Tau and Independent t tests were used.

### 4. FINDINGS

While Table 3 shows the distribution of the participants by gender, their distribution by the type of job is given in Table 4. Approximately, two third of the participants are male in both academic and administrative groups.

Table 3: Distribution of the Gender

Gender	Frequency	%	Cumulative Percentage
Female	65	36.9	36.9
Male	111	63.1	100.0
Total	176	100.0	

Table 4: Distribution of Gender by the Type of Job

Type of Job	Gender	Frequency	%	Cumulative Percentage
Academic Personnel	Female	47	38.5	38.5
	Male	75	61.5	100.0
	Total	122	100.0	
Administrative Personnel	Female	18	33.3	33.3
	Male	36	66.7	100.0
	Total	54	100.0	

Table 5 displays the distribution of the participants' age groups. While age range of the female participants (n=65) is 25-47, mean and st. error are  $32.7 \pm 6.11$ , respectively. Age range of the male participants (n=111) is 25-55 and mean and st. error are  $36.3 \pm 7.42$ , respectively.

Table 5: Distribution of the Age Groups

Age Groups	Frequency	%	Cumulative Frequency
25-29	50	28.4	28.4
30-34	34	19.3	47.7
35-39	53	30.1	77.8
40-44	19	10.8	88.6
45 plus	20	11.4	100.0
Total	176	100.0	

Table 6 depicts the distribution of the participants' ages by the type of job. While age range of the academic personnel (n=122) is 25-55, mean and st. error are  $34.8 \pm 7.05$ , respectively. Similarly, age range of the administrative personnel (n=54) is 25-49, mean and st. error are  $35.4 \pm 7.43$ , respectively.

Table 6: Distribution of the Participants' Ages by the Type of Job

Type of Job	Age Groups	Frequency	%	Cumulative Frequency
Academic Personnel	25-29	34	27.9	27.9
	30-34	28	23.0	50.8
	35-39	32	26.2	77.0
	40-44	16	13.1	90.2
	45 plus	12	9.8	100.0
	Total	122	100.0	
Administrative Personnel	25-29	16	29.6	29.6
	30-34	6	11.1	40.7
	35-39	21	38.9	79.6
	40-44	3	5.6	85.2
	45 plus	8	14.8	100.0
	Total	54	100.0	

Distribution of the participants' marital status is given in Table 7. As seen in the table, an important number of the participants are married in both groups.

Table 7: Distribution of the Participants' Marital Status

Type of Job	Marital Status	Frequency	%	Cumulative Frequency
Academic Personnel	Married	69	56.6	56.6
	Single	53	43.4	100.0
	Total	122	100.0	
Administrative Personnel	Married	34	63.0	63.0
	Single	20	37.0	100.0
	Total	54	100.0	

Income levels of the participants are given in Table 8. As expected, overall income level of the academic personnel is higher than the income level of the administrative personnel.

Table 8: Distribution of the Participants' Income Levels

Type of Job	Income (YTL)	Frequency	%	Cumulative Frequency
Academic Personnel	Less than1000	35	28.7	28.7
	1000-1500	36	29.5	58.2
	1501-2000	38	31.1	89.3
	2001 plus	13	10.7	100.0
	Total	122	100.0	
Administrative Personnel	Less than1000	30	55.6	55.6
	1000-1500	6	11.1	66.7
	1501-2000	9	16.7	83.3
	2001 plus	9	16.7	100.0
	Total	54	100.0	

Table 9 summarizes the distribution of the years that the participants worked at the universities. It is clear from the table that overall working experience at the universities is higher for the academic personnel while over half of the administrative personnel have less than 5 years experience at their universities.

Table 9: Distribution of the Years that the Participants Worked at the Universities

Type of Job	Time (Year)	Frequency	%	Cumulative Frequency
Academic Personnel	Less than 5	35	28.7	28.7
	6-10	36	29.5	58.2
	11-15	38	31.1	89.3
	16 plus	13	10.7	100.0
	Total	122	100.0	
Administrative Personnel	Less than 5	30	55.6	55.6
	6-10	6	11.1	66.7
	11-15	9	16.7	83.3
	16 plus	9	16.7	100.0
	Total	54	100.0	

Individual career planning horizon, in other words, the period that they plan to reach their career goals is given in Table 10. An important number of the participants' career planning horizon is 1-3 years.

Table 10: Distribution of the participants' individual career planning horizon

Type of Job	Individual Career Planning Horizon (Year)	Frequency	%	Cumulative Frequency
Academic Personnel	Less than 1	27	22.1	22.1
	1-3	58	47.5	69.7
	4 plus	37	30.3	100.0
	Total	122	100.0	
Administrative Personnel	Less than 1	9	16.7	16.7
	1-3	24	44.4	61.1
	4 plus	21	38.9	100.0
	Total	54	100.0	

Finally, Table 11 shows the frequencies of the participants' response to the question "whether individual career planning activities improve job satisfaction?". It is significant that the majority of the individuals in both groups find individual career planning important for job satisfaction.

Table 11: “Whether Individual Career Planning Activities Improve Job Satisfaction?”.

Type of Job		Frequency	%	Cumulative Frequency
Academic Personnel	Never	2	1.6	1.6
	Sometimes	27	22.1	23.8
	Frequently	47	38.5	62.3
	Always	46	37.7	100.0
	Total	122	100.0	
Administrative Personnel	Never	1	1.9	1.9
	Sometimes	25	46.3	48.1
	Frequently	6	11.1	59.3
	Always	22	40.7	100.0
	Total	54	100.0	

**Reliability Analyses:** The questionnaire contained 15 initial statements about the interaction between individual career planning and job satisfaction. The statement “I discover my future-oriented strengths and weaknesses based on my objectives” has been removed after the Cronbach Alpha analysis, as its alpha score (0.809) was bigger than the general alpha score (0.806). Factor analysis has been applied to the rest of the 14 statements using principle component analysis and varimax rotation method. The value of Kaiser-Meyer-Olkin has been found to be 0.736. The findings of Barlett’s test of sphericity suggested rejecting the null hypothesis ‘the correlation matrix is an identity matrix’ ( $\chi^2 = 751.1$ ;  $p=0.000$ ). Values on the diagonal of the anti-image correlation matrix ranged between 0.593-0.878. Four key factors have been explained total variance approximately 63%. Nevertheless, after calculating the reliabilities of the statements under each factors along with factor reliabilities, the statement “My absentee is in lower level” has been removed, as its alpha score (0.769) was bigger than the alpha score of the factor (0.766). Factor analysis has been applied to the remaining 13 statements. The value of Kaiser-Meyer-Olkin has been found to be 0,716 and the findings of Barlett’s test of sphericity suggested rejecting the null hypothesis ( $\chi^2 = 702.2$ ;  $p=0.000$ ). Values on the diagonal of the anti-image correlation matrix ranged between 0.577-0.854. The results of those three tests confirm that the new construct is appropriate for factor analysis. While 50% and above explanatory level is suggested to be sufficient in the literature,<sup>25</sup> a total of four factors that explain the total variance 65% have been found. The findings of the factor analysis are given in Table 12. As seen in Table 12, the first factor explains 19.1% of the total variance, and it is followed by the second factor, explaining 18.7% of the total variance, the third factor, explaining 14.7% of the total variance, and the forth factor, explaining 12.1% of the total variance. Furthermore, higher value of the

<sup>25</sup> R. ALTUNIŞIK, R. COŞKUN, S. BAYRAKTAROĞLU, E.YILDIRIM,). *Sosyal Bilimlerde Araştırma Yöntemleri SPSS Uygulamalı*, Sakarya Kitabevi, İstanbul, 2005, p.223.

overall Cronbach Alpha score (0.791) confirms the higher reliability level of the existing 13 statement.<sup>26</sup> Overall mean and st. error of the 13 statements in Table 12 are  $2,9 \pm 0,33$ . Mean values of the statement also vary between two and four ( $2,5 \pm 0,75 < \bar{x} \pm s < 3,4 \pm 0,69$ ).

Table 12: Summary of the Factor Analysis Findings

Statements	Component (Factors)				Cronbach Alfa Scores	
	I	II	III	IV	overall = 0,791	
					Statement level	Factor Level
I can plan future-oriented strategies based on my objectives	.813	.004	.154	.008	.65	.74
I can make long term plans to fulfill my future-oriented goals based on my objectives	.813	.099	.182	.057	.66	
I can see potential opportunities based on my objectives	.595	.109	.267	.191	.73	
I can successfully choose future-oriented strategies based on my objectives	.583	.419	.092	.058	.70	
I can accomplish future-oriented activities based on my objectives in short term	.565	.269	.048	.118	.72	
I find myself productive in my current job	.173	.822	.053	.040	.68	.77
I believe that I am working effectively	.130	.788	.068	.171	.69	
I pay more attention to my job and job related activities	.041	.674	.383	.088	.76	
I can have a positive communication with my officemates	.095	.609	.117	.565	.72	
I am happy with my job	.048	.018	.870	.185	---	.77
I suggest my job to others	.114	.174	.827	.003	---	
I get necessary support from others in my job	.150	.017	.029	.860	---	.60
I find my objectives and organizational objectives similar	.233	.136	.406	.618	---	

<sup>26</sup> M. ERGÜN, Bilimsel Araştırmalarda Bilgisayarla İstatistik Uygulamaları, Minpa Matbaası, Ankara, 1995, pp. 220-221. ÖZDAMAR K, Paket Programlar ile İstatistiksel Veri Analizi-I, Kaan Kitabevi, Eskişehir, 2004, p. 663.

As seen in Table 13, while the first factor is labeled as ‘individual career planning factor’, the succeeding factors are labeled as ‘productivity factors’, ‘job satisfaction factor’ and ‘organization factor’, respectively. Figure 1 illustrates the link between individual career planning factor and the other factors.

Table 13: Factor Labels and Their Descriptive Statistics

Factor	Statements	Descriptive Statistics		
		N	Max-Min	$\bar{x} \pm s$
Individual Career Planning Factor (I)	I can plan future-oriented strategies based on my objectives	176	1-4	2.5±0.73
	I can make long term plans to fulfill my future-oriented goals based on my objectives	176	1-4	2.6±0.85
	I can see potential opportunities based on my objectives	176	1-4	2.5±0.75
	I can successfully choose future-oriented strategies based on my objectives	176	1-4	2.6±0.75
	I can accomplish future-oriented activities based on my objectives in short term	176	1-4	2.5±0.75
Productivity Factor (II)	I find myself productive in my current job	176	1-4	3.1±0.77
	I believe that I am working effectively	176	1-4	3.3±0.70
	I pay more attention to my job and job related activities	176	1-4	3.4±0.69
	I can have a positive communication with my officemates	176	1-4	3.3±0.74
Job Satisfaction Factor (III)	I am happy with my job	176	1-4	3.1±0.76
	I suggest my job to others	176	1-4	2.8±0.84
Organization Factor (IV)	I get necessary support from others in my job	176	1-4	2.9±0.81
	I find my objectives and organizational objectives similar	176	1-4	2.6±0.86

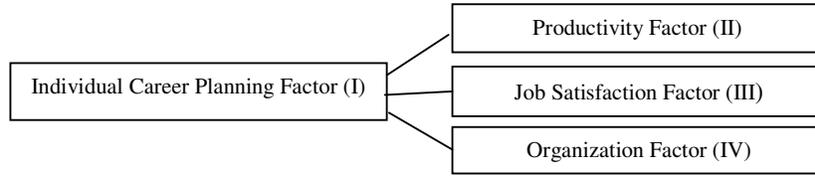


Figure 1: The Link Between Individual Career Planning Factor And The Other Factors.

As seen in Table 14, although the relationship between individual career planning factor and the other factors found lower, it was found highly significant.

Table 14: The Relationship Between Individual Career Planning Factor And The Other Factors

Other Factors	N	Individual Career Planning Factor (I)	
		$\tau_b$	P
Productivity Factor (II)	176	0.269	0.000
Job Satisfaction Factor (III)	176	0.268	0.000
Organization Factor (IV)	176	0.226	0.000

In Table 15, the relationship between individual career planning factor and the other factors of academic and administrative personnel. As seen in Table 15, while the relationship between individual career planning factor and job satisfaction factor statistically insignificant for administrative personnel, rest of the relationships were found highly significant for both groups.

Table 15: The Relationship Between Individual Career Planning Factor And The Other Factors Based On Type Of Job

Job	N	Other Factors	Individual Career Planning Factor (I)	
			$\tau_b$	p
Academic Personnel	122	Productivity Factor (II)	0.244	0.001
Administrative Personnel	54		0.314	0.003
Academic Personnel	122	Job Satisfaction Factor (III)	0.348	0.000
Administrative Personnel	54		0.029	0.791
Academic Personnel	122	Organization Factor (IV)	0.220	0.003
Administrative Personnel	54		0.287	0.009

Finally, statistics for the factors and statements are given for both job groups in Table 16. As seen in Table 16, the following differences were found in four statements: The comparisons that were made for 'I find myself productive in my current job' statement show that administrative personnel found themselves more productive than academic personnel ( $t = -2.233$ ,  $p = 0.027$ ). The comparisons that were made for 'I am happy with my job' statement show that academic personnel felt happier than administrative personnel ( $t = 3.412$ ,  $p = 0.001$ ). The comparisons that were made for 'I suggest my job to others' statement show that academic personnel in a stronger manner to suggest their job than the administrative personnel ( $t = 2.797$ ,  $p = 0.006$ ). Finally, the comparisons that were made for 'I find my objectives and organizational objectives similar' statement show that academic personnel found their objectives closer to their organizational objectives than that administrative personnel found ( $t = 1.976$ ,  $p = 0.049$ ).

Table 16: Statistics For The Factors And Statements For Both Job Groups

Factors	Statements	P	N	$\bar{x} \pm s$	t	p
II	I find myself productive in my current job	AC	122	3.0±0.74	-2.233	<b>0.027</b>
		AD	54	3.3±0.80		
III	I am happy with my job	AC	122	3.2±0.68	3.412	<b>0.001</b>
		AD	54	2.8±0.86		
	I suggest my job to others	AC	122	2.9±0.81	2.797	<b>0.006</b>
		AD	54	2.6±0.85		
IV	I find my objectives and organizational objectives similar	AC	122	2.7±0.85	1.976	<b>0.049</b>
		AD	54	2.4±0.86		

P: Personnel, AC: Academic Personnel, AD: Administrative Personnel

## 5. CONCLUSION

Individual career planning horizons of most the academic and administrative participants (Table 10) are one to three years. Indeed, four or higher years of planning horizons are expected from academic personnel. One possible explanation of this is the impact of research assistants of the graduate school research assistants that do not have employment guarantee after completing their masters and/or doctoral degrees. The results highlight that administrative staff also willing to get promotion in other departments in one to three years.

Likewise, the question of whether individual career planning activities improve job satisfaction has mostly received positively responses (frequently, always) by the academic participants as they mostly determine their own individual career paths. Administrative personnel, however, mostly choose “*sometimes*” or “*always*” options (Table 11) as their career is determined by other factors such as relations, politics, disagreement with managers and so on.

Table 16 highlights that administrative personnel find themselves more productive. Since the tasks of administrative personnel are well-defined standard operational procedures, their productivity can be assessed easier by objective rules. Nevertheless, productivity assessment of academic personnel is more difficult due to variability and subjectivity of the evaluation factors.

Job satisfaction and happiness is higher for academic personnel, possible because of higher social status. Hence, unsurprisingly more academics suggest their job to others. The last significant difference between academic and administrative personnel has been found in organizational and individual goals (Table 16). Clearly, performance of academic personnel is the critical element to achieve educational and scholarly goals of universities. Administrative personnel have supportive roles to achieve those goals. In other words, while academic personnel improving their career by their academic researches and teaching experiences, they also help their universities to reach their organizational goals. Thus, goals of academic personnel and universities match.

Overall results of this research suggest that individual career planning improves job satisfaction. It is obvious that individual career planning is more influential for the academic personnel. For instance, academic personnel would get a higher academic position after gaining doctoral degree. Nevertheless, it is harder for administrative personnel to get promotion. For that reason, it is apparent to find the relationship between individual career planning factor and job satisfaction factor insignificant for administrative personnel in Table 15.

Academic personnel works more productive and have higher job satisfaction, suggest their job to others (presumably to their students) and find organizational objectives closer to their objectives. Therefore, one can conclude that individual career planning would increase job satisfaction of academic personnel and directly impact productivity, motivation, loyalty and other variables positively.

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