

# A Study of Protean Career Orientation and Organizational Commitment of Permanent and Contractual Faculty Teaching Professional Courses in Delhi - NCR

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## Abstract

The current working environment is complex and demands extraordinary efforts from faculty. They are expected to be loyal to the organization, multitask, and seek institutional support for skill development. However, with the introduction of new career concepts like 'protean career,' the attitude seems to have shifted, and the employees are registering a drop in commitment towards an organization. This vicious circle has to be tackled keeping in mind the personal growth of the faculty which can provide leverage to academic institutions. The concept of career has come a long way from being traditional to protean. Adaptation to new concepts is the key to success. The present study attempted to understand the relationship between protean career orientation, attitude towards multitasking, and organizational commitment of permanent and contractual faculty teaching professional courses in Delhi-NCR. Adapted and self constructed questionnaires were used for the study and had a reliability of 0.90. The study is quantitative as well as qualitative in nature where four experts each from public and private institutes were contacted for semi structured interviews regarding their views about certain findings of the study. Contrasting results were seen while analyzing differences between permanent and contractual faculty with regard to their protean career orientation and attitude towards multitasking. The study will be beneficial to the policy makers and administrators of professional institutions in Delhi-NCR and the academia at large.

**Key words :** protean career orientation, protean attitude, permanent and contractual faculty in India, multitasking in academia, protean career and organizational commitment

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The concept of careers has evolved much in the last three decades, where traditional careers were said to follow a well-defined pattern of upward linear sequence, modern career concepts no longer define it in a similar manner. Modern careers rather follow a multidirectional, more individualistic, and consistent approach and no longer follow the universal or traditional patterns (Gerstman, 1998). There has been a paradigm shift in the concept and studies pertaining to career. New career approach doesn't want employees to stick to one job at a time and perform routine tasks ; instead, they expect them to be active on multiple assignments simultaneously (InterExchange , 2012). Employees are the real directors of their career. Hall (1976) introduced the concept of 'protean career' or self directed career, which is managed more by the individual than the organization, and it marks the other side of the continuum of traditional career approaches. Briscoe and Hall

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(1999) further opined that an individual's career can be guided by one's values and sense of identity ; the capability to adapt and stay flexible can frame potential, direction, and finally success in the careers. Such approach entails the psychological contract of an individual with oneself rather than the organization (Hall & Moss, 1998). The loyalty and commitment towards one's organization becomes less significant as employees are inspired to seek more self-directed careers (Maguire, 2002) as conforming to the principles of 'protean career' will drive a sense of freedom and personal growth in individuals (Hall, 2004). The organizational commitment of such employees is likely to be low. Briscoe, Hall, and Demuth (2006) opined that people having a protean attitude are less likely to be committed to their organizations and can walk out of the organization if their needs are not fulfilled. To understand this relationship more effectively, the three component model of organizational commitment, that is, affective, continuance, and normative commitment (Meyer & Allen, 1991) has been taken in the study to analyze their relationships with protean career orientation and attitude towards multitasking of faculty teaching professional courses in Delhi - NCR. The Indian higher-education system is undergoing a radical change as many higher educational institutions are reaching for national and international accreditations. These accreditations help institutions in attaining academic quality by establishing standards and enabling all stakeholders by the information of choices they can make (Bagga, Bansal, Kumar, & Jain, 2016).

In Indian universities, the employment type of faculty members is majorly categorized as (a) permanent and (b) contractual (guest, ad-hoc, and temporary). The difference in these two categories vests in the benefits and emoluments so provided. Permanent teachers enjoy organizational benefits like remuneration, say in the organization, and autonomy to take decisions, which enriches their work environment as compared to contractual faculty members. But in few universities, they form a major chunk of the workforce for eg. more than 50% of teachers in Delhi University, which is a central renowned university in India, are contractual (Indian Education Review, 2013). Due to different working conditions of these faculty members, their protean career attitude and organizational commitment tend to differ. Faculty members are expected to perform multiple roles in the complex environment of universities. So, attitude towards multitasking becomes mandatory for them too.

The present study attempts to analyze the relationships of attitude towards multitasking and protean career orientation with organizational commitment for faculty teaching professional courses in Delhi - NCR. The study will also probe the differences between permanent and contractual faculty as regards their protean career orientation. We also conducted interviews of experts hailing from public and private institutions in order to ascertain their perceptions about skill development and organizational commitment of their faculty and arrive at meaningful implications. The findings will be beneficial for administrators and policy makers of academic institutions in India.

## Literature Review

An early definition of career by Wilensky (1960) defined it as, “a succession of related jobs, arranged in a hierarchy of prestige, through which persons move in an ordered, predictable sequence” (p. 554). In the current dynamic business and global environments, the set patterns of traditional careers have already started losing their lustre. Employees have a large array of choices to choose from like office or work from home, work or work-life balance, home or global traveler, generalist or specialist. These all choices occur because of increased complexity of individual careers where the age old concept of job security and job for life don't hold anymore, and employees stay abreast with the dynamics of organizational needs (Mcguire, 2014). 'Protean career' marked a clear fundamental change from traditional careers to ones which are more 'protean,' a term derived from the Greek god 'Proteus' who can change shape at will (Hall, 2004).

A protean career is a career attitude which strongly emulates self-direction to career, freedom, and choices made on the basis of one's personal value system. Such careers focus more on personal growth and skill development. The two major components of protean career are : (a) self-directed approach wherein the employee

takes complete personal control over one's career and (b) value driven approach wherein the personal value system provides motivation to pursue certain career decisions (Briscoe & Hall, 2002). The psychological contract in this career is with oneself rather than the organization. There is a relationship between the protean career orientation and proactive personality of an individual which signifies that better career self-efficacy will be exhibited by an individual, and one may move out of the employment situation when they don't feel satisfied with their jobs ; thus, making organizational commitment tougher to achieve (Briscoe et al., 2006).

According to Fischer (1980), self directed and boundaryless attitude drives an individual's career behavior that serves as skills which are mandatory for career management. In turbulent times, this self directed approach leads the employee to look for available alternatives and keeping competence in context. According to Cascio (2003), there are certain differences between the old and new psychological contract of employees ; the old psychological contract has features like permanence, job security, linear career growth, one time learning, loyalty, predictable work patterns, and paternalism. On the contrary, the new psychological contract has traits like self-reliance, flexible work, temporariness, life-long learning, multiple careers, focus on performance and skills, change and employment security. In the new career concept, organizational commitment stays at stake as one becomes more committed to oneself. Organizational commitment is a vital element of employment and measures one's commitment to their employer.

Mowday, Steers, and Porter (1979) defined organizational commitment as "the relative strength of an individual's identification with and involvement in a particular organization" (p. 226). Meyer and Allen (1987) identified three components of organizational commitment based upon the nature of attachment to the organization : (a) affective commitment : when an employee feels an emotional connect towards the organization, (b) continuance commitment : when an employee stays committed to the organization for personal needs or reasons like cost of living, and c) normative commitment : when employees stay committed because of obligation towards the organization (Meyer & Allen, 1991). In academic settings, organizational commitment is affected by job status or rank (Adekola, 2010; Livingston, 2011), recognition of efforts (Rosenholtz & Simpson, 1990), autonomy (Schaufeli, Bakker, Arnold, and Salanova, 2002), and developmental opportunities (Hogan, 2010 ; Rosser & Townsend, 2006).

In the Indian context, the Ministry of HRD defines 'Teacher' as faculty or a staff member who is engaged in the professional activities of providing instructions, knowledge, and guidance to the pupils/students in concerned subject areas in self contained classes or in class rooms. The designations of faculty members range from Vice-Chancellor, Director, Pro-Vice-Chancellor, Principal, Professor & Equivalent, Associate Professor, Reader, Lecturer (Selection Grade), Assistant Professor, Lecturer (Senior Scale), Lecturer, Tutor, Demonstrator, Part-Time Teacher, Ad hoc Teacher, Temporary Teacher, Contract Teacher, to Visiting Teacher (All India Survey of Higher Education, n.d.). Permanent and contractual faculty vary in terms of the developmental opportunities they get, benefits given by the university, and autonomy to take job decisions.

In many countries, contractual system is working fine for them ; in India, it is expected to work in a similar fashion. Contractual faculty are said to be more productive, available, performing better on less remuneration than permanent faculty (Bisht, 2012). However, the scenario in Indian universities is different. Due to less remuneration and more ability to work more, contractual employees form a major chunk of the universities in India, and their qualification is subsided in the process ; thus, compromising the quality of the educational system as a whole (Varma, 2013). Especially in public sector universities, where promotions are based on seniority, length of service (Gardner & Palmer, 1997), developmental opportunities for contractual faculty becomes difficult and perceived level of growth opportunities in an organization are said to enhance organizational commitment (Agarwala, 2003).

Recently, contractual faculty members teaching technical courses in a university in Punjab went on strike for claiming their basic benefits and contract renewal ("Contractual faculty of engg college goes on strike," 2016). In such circumstances, organizational commitment is for namesake, and no affective attachment is there amongst

such faculty members. The studies conducted on protean career orientation as a construct have focused majorly on establishing and revalidating its dimensionality. Then, sample specific studies have covered majorly the post graduate and under-graduate students and employees; studies on faculty in this regard are apparently missing. In a study conducted by Briscoe and Finkelstein (2009) on MBA students, it was found that individuals pursuing protean career attitude will have less affective commitment and there was found to be no relationship between protean career orientation and normative and continuance commitment, though they hypothesized that there will be a negative relationship between protean career orientation and commitment (normative and continuance). Fearon, Nachmias, McLaughlin, and Jackson (2016) conducted a study on and found that cognitive personal values play a major role in their career decidedness. Rahim and Siti - Rohaida (2015) in their study concluded that self directedness and values driven approach had a positive influence on the career exploration of Malaysian engineers.

These studies have mapped the perceptions of students on the said variables before they enter the job arenas and become a part of the job environment. This study will be different from these studies as it is going to establish the relationships between these variables on the sample which is already a part of the workforce and experiencing the complex environment of an organization. Previous studies have not captured the perceptions of multitasking of employees and its relationship with other constructs even when it is a reality of every sector. We could find no study which established the relationship of attitude towards multitasking, protean career orientation, and organizational commitment towards an institution with respect to the faculty teaching professional and technical courses in the Indian context. Differences between permanent and contractual faculty with regard to their protean career orientation will also be probed. We could find no such work published in this domain in the Indian subcontinent, and thus, the present study will be a good source for researchers studying similar aspects. The findings will be beneficial for policy makers and administrators of Indian universities as it is the need of the hour to implement policies for skill development of all categories of faculty.

## Objectives of the Study

- ✍ To understand the concept of protean career orientation and organizational commitment in detail.
- ✍ To explore the relationship of attitude towards multitasking and protean career orientation with organizational commitment of permanent and contractual faculty teaching professional courses in Delhi-NCR.
- ✍ To explore differences between permanent and contractual faculty teaching professional courses in Delhi-NCR with regard to their protean career orientation.
- ✍ To ascertain more important aspects for employees and organizations in terms of skill development and organizational commitment.
- ✍ To give recommendations to policy makers and administrators so as to focus on overall development of faculty teaching professional courses.

## Hypotheses

The null hypotheses (H01 and H06) in the paper represent when we attempted to find evidence against the said hypotheses. It is a statement where there is no relationship between the said variables and no observed effect has been seen. The null hypotheses H01 and H06 have been framed on the basis of no observed literature about the relationship of attitude towards multitasking and affective commitment of faculty teaching professional courses in Delhi-NCR and differences between permanent and contractual faculty as regard to their multitasking attitude. The alternative hypotheses are framed on the basis of some existing statistical significance between the said

variables and some observed effect is present. The following alternative hypotheses are framed on the basis of the literature suggested by Briscoe and Finkelstein (2009), Gardner and Palmer (1997), and Agarwala (2003).

✚ **H01 :** There exists no relationship between attitude towards multitasking and affective commitment towards an organization by faculty teaching professional courses in Delhi-NCR.

✚ **H2 :** There exists a negative relationship between the protean career orientation and normative commitment towards an organization by faculty teaching professional courses in Delhi-NCR.

✚ **H3 :** There exists a negative relationship between the protean career orientation and continuance commitment towards an organization by faculty teaching professional courses in Delhi-NCR.

✚ **H4 :** There exists a difference between permanent and contractual faculty teaching professional courses in Delhi-NCR as regard to their self-directedness towards their career.

✚ **H5 :** There exists a difference between permanent and contractual faculty teaching professional courses in Delhi-NCR as regard to their values driven approach towards their career.

✚ **H06 :** There exists no difference between permanent and contractual faculty teaching professional courses in Delhi-NCR as regard to their attitude towards multi tasking.

## Research Methodology

This research initiative studies the perceptions of faculty teaching professional courses in Delhi-NCR regarding their attitude towards multitasking, protean career orientation, and organizational commitment. The study analyzes the relationships of attitude towards multitasking and protean career orientation with different facets of organizational commitment and tries to probe into differences between permanent and contractual faculty regarding the above-mentioned constructs. The questionnaires for protean career and organizational commitment were adapted, and a self constructed questionnaire was used for measuring the attitude towards multitasking. The questionnaire was constructed on a 5- point Likert agreement scale to measure the responses on the decided variables. The questionnaire was subjected to review by experts and their inputs have been incorporated accordingly. Reliability of the same was computed to be Cronbach's Alpha of .90. According to Nunnally (1978), the instruments used in basic research have reliability of about .70 or better.

It is a quantitative as well as qualitative study. Stratified sampling has been used wherein a list of universities running Management and Technical courses in Delhi-NCR was drawn from the website of University Grants Commission. Then, using the fish bowl technique, one government, one private, and one deemed university were selected from the list ; 40 faculty members each from govt., private, and deemed universities were contacted for the survey. Out of 120 filled questionnaires, 89 valid questionnaires were selected for the study.

For qualitative purposes, four experts each from public and private academic institutions were contacted to capture their views about findings and literature behind this study. An interview schedule was developed to elicit information about the impetus given to skill development or organizational commitment and what perceptions experts keep for employees who possess protean attitude and want to focus on skill development, and somewhere organizational commitment being compromised. A semi-structured interview was utilized to balance the requirements of consistency across interviews with flexibility of responses (Maykut & Morehouse, 1994). The interviews were conducted in employees' own official environment, and all interviewees were asked the same questions in a particular order. Confidentiality of the interviewees was assured. The study was conducted during April - June 2016.



## Data Analysis and Results

The Table 1 analyzes the perceptions of respondents regarding the relationship between their attitude towards multitasking and affective commitment, and it reveals that there exists a negative and low correlation between these variables ( $r = -.246, p < .01$ ). The complexity of academic institutions in current times is not hidden, to stay at par with the global academic standards, the faculty's role is not restricted to teaching now. They have to be active in research, industry collaborative programs, and multidisciplinary teaching assignments. Performing such important roles together and developing an attitude towards personal growth, the emotional attachment towards an organization suffers. With the introduction of 'new career' concepts like protean career and boundaryless careers, mobility across physical barriers increases, thus making the faculty less committed towards the organization. Hence, H01, which states that there is no relationship between these variables, is rejected.

H2 states that there exists a negative correlation between protean career orientation and normative commitment of faculty teaching professional courses, but Table 2 and Table 3 reveal that there exists no relationship between self directedness and normative commitment ( $r = 0.085, p < 0.01$ ) and values driven and normative commitment ( $r = -.111, p < 0.01$ ). This is because faculty members perform their obligatory duties towards the organization and don't make it an obstacle to their self directed and values driven approach towards their career. Faculty who hold the understanding of these career concepts stated that if institutions start providing infrastructural support to pursue such a career, then things will become easier as maintaining different career concepts is slightly tough in the present scenario in the Indian educational system. In this hope of getting minimum support from academic institutions, the faculty keeps fulfilling their obligations towards the organization. Therefore, H2 is also rejected.

People with a protean career attitude develop a sense of self-efficacy and focus on personal growth rather than organizational growth. An individual who is not self-directed as well as values driven in context of managing one's career would be termed as 'dependent,' whereas an individual possessing these components would be

**Table 1. Relationship of Attitude Towards Multitasking with Affective Commitment**

		Affective Commitment Attitude Towards Multitasking	
Attitude Towards Multitasking	Pearson Correlation	-.246*	1
	Sig. (2-tailed)	0.02	
	N	89	89
Affective Commitment	Pearson Correlation	1	-.246*
	Sig. (2-tailed)		0.02
	N	89	89

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

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

**Table 2. Relationship of Self - Directedness with Normative Commitment**

		Self Directedness	Normative Commitment
Self Directedness	Pearson Correlation	1	0.085
	Sig. (2-tailed)		0.427
	N	89	89
Normative Commitment	Pearson Correlation	0.085	1
	Sig. (2-tailed)	0.427	
	N	89	89

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

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

**Table 3. Relationship of Values Driven with Normative Commitment**

		Normative Commitment	Values Driven
Values Driven	Pearson Correlation	-0.111	1
	Sig. (2-tailed)	0.3	
	<i>N</i>	89	89
Normative Commitment	Pearson Correlation	1	-0.111
	Sig. (2-tailed)		0.3
	<i>N</i>	89	89

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

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

**Table 4. Relationship of Self Directedness with Continuance Commitment**

		Self Directedness	Continuance Commitment
Self Directedness	Pearson Correlation	1	-.238*
	Sig. (2-tailed)		0.024
	<i>N</i>	89	89
Continuance Commitment	Pearson Correlation	-.238*	1
	Sig. (2-tailed)	0.024	
	<i>N</i>	89	89

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

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

**Table 5. Relationship of Values Driven with Continuance Commitment**

		Continuance Commitment	Values Driven
Values Driven	Pearson Correlation	-.220*	1
	Sig. (2-tailed)	0.039	
	<i>N</i>	89	89
Continuance Commitment	Pearson Correlation	1	-.220*
	Sig. (2-tailed)		0.039
	<i>N</i>	89	89

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

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

considered as 'transformational' as they hold a proactive approach and possess learning abilities (Briscoe & Hall, 2006). Such faculty members become self-reliant and self-sufficient to take care of their personal and monetary needs and thus, removing any dependency on the organization. There exists a negative and low relationship between self directedness and continuance commitment ( $r = -.238, p < 0.01$ ) and values driven and continuance commitment ( $r = -.220, p < 0.01$ ) (see Table 4 and Table 5). Hence, H3 stands accepted.

The permanent faculty teaching professional courses enjoy all the benefits provided by an institution, and they have autonomy to a certain extent to take certain career decisions but contractual faculty, on the other hand, is deprived of all these benefits and autonomy. However, contractual faculty is said to be more productive and technology oriented than permanent ones (Bisht, 2012). It is because when developmental opportunities are absent for this particular set by the organization, they look out for different channels for their personal growth and

**Table 6. Difference between Permanent and Contractual Faculty with Regard to their Self Directedness, Values Driven, and Attitude Towards Multitasking**

		Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	Mean Difference	Std. Error Difference
Self Directedness	Equal variances assumed	1.422	0.236	-1.768	87	0.081	-0.19245	0.10885
	Equal variances not assumed			-2.113	31.119	0.043	-0.19245	0.09107
Values Driven	Equal variances assumed	3.31	0.072	-2.998	87	0.004	-0.36305	0.12111
	Equal variances not assumed			-4.055	40.007	0	-0.36305	0.08952
Attitude Towards	Equal variances assumed	0.394	0.532	-1.214	87	0.228	-0.15337	0.12635
Multitasking	Equal variances not assumed			-1.272	25.54	0.215	-0.15337	0.12061

**Table 7. Group Statistics**

Group Statistics				
	Type_of_Employment	<i>N</i>	Mean	Std. Deviation
Self Directedness	Permanent	72	3.716	0.421
	On Contract	17	3.909	0.315
Values Driven	Permanent	72	3.578	0.478
	On Contract	17	3.941	0.287
Attitude Towards Multitasking	Permanent	72	3.312	0.475
	On Contract	17	3.465	0.441

with the given resources, extract maximum out of them. Due to their better performance and productivity, renowned institutions like Delhi University has more than 50% contractual faculty. The Table 6 reveals that there exists a difference between permanent and contractual faculty with regard to their self directedness and values driven approach towards career ( $t = -1.768, p < 0.05$ ) and ( $t = -2.998, p < 0.05$ ), respectively and perceived level of self directedness and values driven approach is found to be higher for contractual faculty ( $M = 3.909, SD = 0.315$ ) and ( $M = 3.941, SD = 0.287$ ), respectively (see Table 7). Though permanent faculty was supposed to be high on these variables, this finding opens up a new pint of view towards contractual faculty. Hence, H4 and H5 stand accepted. There exists no relationship between permanent and contractual faculty with regard to their perceived attitude towards multitasking ( $t = -1.214, p < 0.05$ ). This is because in the complex environment of academic organizations, where faculty is expected to perform different roles, multitasking becomes the need of the hour. In corporate organizations, multitasking is implicit and expected from the employees ; a similar trend has started appearing in academics too. Apart from teaching, the faculty is expected to be good at research, industry collaboration, consultancy, and community engagement. Therefore, H06 stands accepted.

## Analysis : Interviews

Interview data is analyzed by using a deductive approach. First, quantitative analysis was done to identify the areas which are of concern. The qualitative data is organized around four major areas pertaining to attitude towards faculty who possess protean attitude. There is found to be a clear distinction in the views of experts from public and private sector institutions.



**(1) Skill Development or Organizational Commitment - Which is more Important for Faculty ?** : Experts from the public sector advocated that skill development is required and is a must for faculty, but organizational commitment comes first. One senior member opined that both these concepts are inter-related as if an organization is served in the form of loyalty, then it will take care of the skills of the faculty. However, experts from the private sector held opposite views ; they propounded that skill development is the only need of the hour and not organizational commitment as loyalty is never paid off by the organization. Developing one's own skills will make faculty more self sufficient and at the end of the day, an organization retains people who have the necessary skill sets. One woman respondent from the private sector discussed the issue of termination happening in her institution because of low skills.

**(2) Research Findings Suggest that if Protean Career Orientation is there, Faculty is less Likely to be Committed to the Organization. What Should be Done in such a Scenario?** : Mixed views were recorded for this question. One male expert from the public sector suggested that attempts must be made to strike a balance between these two most important concepts of the present work environment. As accepted by many universities outside India, 'academic freedom' must be embraced in Indian institutions now. A similar viewpoint was put forth by a female senior respondent of the same sector that boundaries must be abolished when it comes to skills and self-development, which is the core principle of the protean career orientation. Whereas, the other two interviewees responded that organizational commitment cannot be kept at stake to pursue 'new career' concepts. Dynamism in the work environment needs to be tackled by institutional support only. Though both the concepts are hyphenated, but loyalty comes first. If faculty will think for the institution, then there will be reciprocation for sure. Experts from the private sector opined that a mid way must be devised so as to reap the benefits of protean career concept and maintaining an affective bond with the organization, though she admitted that commitment is more of continuance nature. The private sector faces attrition problem and with introduction of the protean career concept, the issue may worsen, they opined.

**(3) Would you like to Retain such Employees who are Pursuing Protean Career Approach and can Compromise on Organizational Commitment in the Process?** : Experts from the public sector had a strong opinion on this. Majority of them said that commitment cannot be compromised, so they won't like to retain such employees. They opined that both the concepts are mandatory to be a successful professional, but loyalty should not be at stake. They considered that their organization represents them as ambassadors of their institution, and they can't be put down for the same. One senior respondent said that such employees are not good for institutional image, and if they conform to the norms of the institution, then they must be given a chance, else not. The female senior respondent was of a different viewpoint though, she opined that faculty having protean attitude will be more flexible and self reliant, which is good for one's personal growth and ultimately, the employee will be more beneficial for the organization. The respondents from the private sector were of the same view that such employees must be retained as they are more productive and perform better than others who have a traditional career approach. Change is the key to maintain pace with time, and it would help the institute achieve unprecedented results and leverage over other private institutions.

**(4) What Efforts will you make to Retain such Employees?** : The interviewees from the private sector proposed that employees having a protean attitude must be facilitated and recognized for their efforts, and competitive remuneration can motivate them further. Quality will be enhanced as organizations are compromising on quality by pursuing traditional career approaches. Other experts said that there must be a two-way communication between employees and managements so that they can stay aware of the issues faced by the faculty. Also, open door policy and informal meetings must be done to ensure that talent is retained in the institutes. Experts from the

public sector recommended that such employees need personal space wherein they can think of their personal growth. Radical changes will be needed for the organization to retain such employees and only learning organizations will be able to do so. Free environment for interaction must be provided so that everyone comes together in the process. Whereas, one expert recommended that ethical and moral obligations towards the organization must be created in employees so that organizations can think of their development further.

## **Conclusion and Implications**

The protean career orientation makes an individual more committed with oneself rather than the organization. Such an attitude makes individuals self-reliant and confident about their career decisions as the self directedness and values driven approach leads to a skill set which definitely fosters personal growth of an individual. Such an individual is less likely to be committed to the organization (Briscoe & Hall, 2006). The findings suggest a similar proposition on certain grounds. Faculty having a protean career attitude were found to be low on continuance commitment but there was no relationship with normative one. Multitasking, which is the buzz word of the corporate world, has started taking plunge into the academia too and its relationship with affective commitment is also negative. It is a vicious circle where possessing protean attitude will lessen the commitment and if commitment is to be kept at the centre, then such attitude is hard to develop. Institutional support in this context will play a pivotal role. However, in the private arena, it is hard to achieve.

Employees hop jobs in search of a workplace where their personal needs and self-development are also addressed, which again keeps organizational commitment at stake. Quality is compromised in such institutions for attaining commitment at any cost. Skill development is kept at stake and efforts are made to ensure loyalty from the faculty. This view point is not facilitating the development of protean attitude in employees and further their skill development. Organizations don't want to retain unskillful workforce, but the faculty is unable to pursue academic freedom too, which creates an organizational dilemma. In such a scenario, 'mentorship program' will be the best solution as employees will be able to garner their skills within the territory of the organization as opined by public sector experts, and faculty will get the chance to pursue protean attitude, which will lead to their personal growth, which will later coincide with organizational growth. The faculty are said to inherit the culture of the institution and often make significant contributions towards its enrichment or create a new one altogether which would be in line with the institutional objectives ultimately (Choudhury, 2016). Controlled multitasking must be allowed by the organization as taking up multiple tasks is the main characteristic of the new career concept. Efforts from organizations will create a sense of commitment amongst faculty, thus creating a win-win situation for both - faculty and institute.

## **Limitations of the Study and Avenues for Future Research**

There are certain limitations to the study which open up avenues for further research. The study was conducted on a limited sample and hence, the results cannot be generalized for the entire country. The time to conduct the study posed another constraint. Further research can be done on a larger sample and top management experts must be contacted for their views on the similar aspects or findings so obtained.

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